

# Colonial Life at Mount Vernon

What can you learn about the agricultural community Washington designed?  
What observations can you make about life on a plantation in the 1700s?

GEORGE WASHINGTON'S  
**MOUNT ★ VERNON**

ES

## The Farm Site

*George Washington was innovative and selective about the types of crops and products growing on his five farms.*



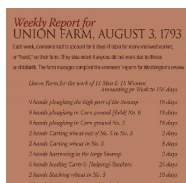
- Examine **Washington's farm map** and look for the compass, as well as any natural land forms and resources. Observe the names of each farm, and draw a map of your own imaginary farm with 3-5 natural features represented in your region. Give the map a name and explain why you chose the name and the specific resources.
- Read a **list of Washington's crops**. Pick a season and create a collage showing the variety of Washington's crops during that time of year.
- Work in partnerships or small groups to research **Washington's 16-Sided Barn**, organizing the information found about people and STEAM concepts in a T-chart.
- Examine the **Weekly Report for Union Farm** on August 3, 1793. Calculate how many enslaved people carted, stacked, and cleaned up wheat. Then, read through the **biographies of enslaved individuals** to learn about the lives who labored at Union Farm.



FARM MAP



WASHINGTON'S CROPS



WEEKLY REPORT

## Slave Cabin

- Read about the **Plantation Structure at Mount Vernon**, and find the **chart of enslaved peoples** working at the five farms.
- Watch a **video about Penny**, an enslaved child who may have been one of the people listed as numbers listed in the **farm report**. Write a descriptive paragraph including details of Penny's life and how she might be represented within the **chart of enslaved peoples**.
- As a class, create an anchor chart listing reasons why it is important to learn the names and stories of the peoples listed in the **chart of enslaved peoples** above.
- Complete a Know, Wonder, Learn chart before, during and after analyzing the **day of an enslaved field worker** timeline.



*This is a reproduction of where many enslaved families at Mount Vernon would have lived, usually holding six to ten individuals who labored on the plantation. Enslaved family members who were not assigned work, such as children under 8, would take care of the houses during the daytime. The cabins provided a space for community outside the work that defined much of their lives.*

## Kitchen

*Enslaved individuals worked in this space seven days a week to create meals for both the Washingtons and their visitors at the Mansion.*



- Read a **chocolate cake recipe** that Martha Washington would have selected. Create a visual representation for the fractions in the recipe by drawing a picture of each ingredient and dividing them into their specific fractions. For an optional extension activity - visit the **historic recipes pages** and find a recipe to make. What fractions of ingredients are needed?
- Look at a **dinner menu from February 4, 1799**. Circle the amount of foods you recognize and search for pictures of the ones you do not. Predict how long you think it would take to make the meals listed in an 18th century kitchen.
- Read about the **day in the life of an enslaved cook** and conduct a **See, Think, Wonder** about the day.
- Watch a **video on Doll** and draw a timeline of her life, starting before she arrived at Mount Vernon. Be sure to include the different types skills she must have had and record information about her family.
- Explore the **Dining Room**. Create a list of objects within the room that the enslaved individuals would have interacted with while serving the Washingtons and their guests.



# The American Revolution at Mount Vernon

When George Washington left for war, Mount Vernon's role as a plantation did not change, despite the threat of British takeover. How is Mount Vernon an example of patriot life during the Revolutionary era?



## Washington's Bedchamber

*Martha Washington followed George Washington to his military encampments every winter. When she was home, the bedchamber served as her office, work space and sanctuary. Here, she would have written to George about life at Mount Vernon, instructed enslaved house servants about duties, and connected to her large family through letters.*

- Watch a **video on Martha Washington's life**. Make a t-chart comparing her responsibilities at Mount Vernon to her responsibilities at the war front.
- Martha Washington often quilted and did needlepoint, both at the house and at the war front; she often brought a **needle case** and **pincushion** wherever she went. Find where these objects were kept in the **Washington's bedchamber** (hint: look at the "Closets" discovery point!). Then, draw a picture of what you would bring with you on a journey, and explain why.
- Martha used her desk to write and read letters with George while he was at war. **Watch a video** about life at Valley Forge, and write a short letter describing the living conditions of the camps in the American Revolution.

## The Lafayette Room



LAFAYETTE VIDEO



PORTRAIT

- Watch a **video about the Lafayette bedchamber** and listen for the reasons why it was built for the Marquis de Lafayette. Design a bedroom for a best friend or beloved historical figure and explain your reasoning behind its design.
- Look at **Lafayette's portrait**, and make careful observations by **Looking Ten Times Two**. Compare it to **Washington's portrait**, and note the similarities and differences in a Venn Diagram. Why might Washington and Lafayette be depicted differently?

*Washington considered the Marquis de Lafayette to be family; it is believed that Lafayette stayed in this room while visiting in 1784. Lafayette served alongside Washington throughout the American Revolution.*



## The Slave Quarters

*Enslaved life at Mount Vernon continued throughout the Revolutionary War. The Slave Quarters housed the male and female enslaved populations that worked at the Mansion House Farm. Some individuals decided to seek their own freedom during the war, while others chose to remain to be with their families.*

- The enslaved population continued to labor at the mansion and outlying farms during the Revolutionary War. View the **wartime drawing** of Washington's house plans. Visit the **Database of the Enslaved**, and look through the list of skills the enslaved population possessed at Mount Vernon. Create a glossary of the specific skills that were needed for these wartime renovations.
- View a **list of 17 escaped individuals** from 1781 who fled on a British warship that docked at Mount Vernon. Conduct an **Unveiling Stories** thinking routine to discuss the resistance of the enslaved during a war that was fought to ensure that "all men have certain unalienable rights."
- Many enslaved peoples were heavily affected by the war. In small groups, **Seek to See** the the stories of **Billy Lee, James Lafayette, and Harry Washington**, and present to the class how each individual resisted enslavement for themselves and their families.



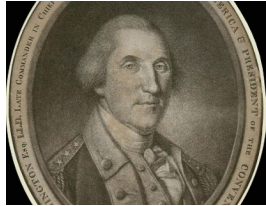
# The Presidency and Beyond

How is George Washington's leadership and governing style represented in Mount Vernon?

GEORGE WASHINGTON'S  
**MOUNT ★ VERNON**

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## The Little Parlor



PEALE'S PORTRAITS



NELLY'S HARPSICHORD

- Find the "illustrious personages" in the Little Parlor and research one of the people that Charles Willson Peale painted for Washington. Then, choose three people in your life that you would hang portraits of in a room for visitors to see.
- Watch a **video about Nelly's harpsichord** and listen to a **song played** on the harpsichord. Make a song of your own that describes George Washington's legacy. Or, use the **George Washington in Song lesson plan** to create your own lyrics to Yankee Doodle about an event from Washington's life.
- Find Washington's **birdcage** and **read about the animals** the Washingtons owned. Choose an animal and create a flip-book on its needs for survival and why the Washingtons wanted it at Mount Vernon.

*Washington originally used this room as a bedroom - after his presidency, he renovated it to become a music room for his granddaughter, Nelly. It sometimes served as a guest room, when extra space was needed for family members and close friends.*



## The Study

- Research **items from Washington's Presidency** and select three to present on. Write captions for each, explaining why you included in your collection and what the objects say about Washington's Presidency.
- Play the **Explanation Game** as a whole group to analyze **Washington's Uncommon Chair** in the Study, writing answers down on the board.
- Create a plan for a new form of class government and convince classmates that yours is the best. Why have you chosen your plan, and how might it succeed or fail?
- Locate Washington's "**Secretary**" within the study. Draw a picture of a book that you would give to Washington to put on the Secretary shelf, and explain your book choice in a short caption.
- Write a list of reasons why Washington didn't want to become king. Then, **watch the video** and correct your original list. Extend this with **Parts, People, Interactions**.



*This space was private to Washington; guests could only enter with his permission. Washington used his study to draft letters and other important documents (like **his will**) when living at Mount Vernon during the Founding Era.*



## The Slave Memorial

*The Slave Memorial marks where both free and enslaved peoples were buried at Mount Vernon. George Washington freed over 100 enslaved individuals in his will. He was not legally able to free everyone, as over half were bound to Martha's first husband's estate.*

- Make a class t-chart comparing the **Slave Memorial** to **Washington's New Tomb**. Then, create your own memorial for the enslaved peoples at Mount Vernon or for George Washington.
- Read about **archaeology at Mount Vernon** and look through the objects found **at the cemetery** and **other archaeological sites**. Choose an object and draw a picture of it, explaining what it might be and how it may have ended up there.
- Explore the **Lives Bound Together Virtual Exhibit** to discover the lives of the enslaved population at Mount Vernon and choose one person featured in the exhibit to research.



WASHINGTON'S TOMB



BIOGRAPHIES



VIRTUAL EXHIBIT



# Colonial Life at Mount Vernon

What can you learn about the agricultural community Washington designed?

What observations and inferences can you make about life on a plantation in the 1700s?

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## The Farm Site

*George Washington was innovative and selective about the types of crops and products growing on his five farms.*



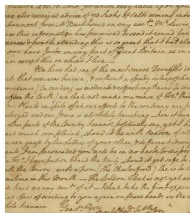
- Discover more about **tobacco**, **linens**, and the **16-Sided Barn** and create a T-chart of the crops that were grown by the enslaved individuals on Washington's plantation.
- Examine Washington's **crop rotation chart** and look at the changes between years. Pick a specific year and draw a map of what crops were grown. Be sure to label the fields and list what year you chose.
- Read **George Washington's letter to Robert Cary** and highlight the challenges that Washington faced while managing his farm. Create a list of solutions for Washington, writing what he should do about these pressing problems.
- Think, Puzzle, Explore** a **picture of a fishing weight**. Read about **the fisheries** and create a thesis statement arguing why the fisheries were the most essential operation at Mount Vernon.



CROP ROTATIONS



FISHING WEIGHT



WASHINGTON'S LETTER

## Slave Cabin

- Explore a **day in the life of an enslaved person assigned field work**. Then, compare and contrast the biographies of **Caesar**, **Davy Gray**, and **Priscilla & Penny** to learn more about the people who lived and worked at Mount Vernon. Generate a list of questions for each. What do you want to know about their lives?
- Use filters within the **Database of the Enslaved Community** and create a mind map about the names, events, skills, and types of sources you notice. Write why it is important to know the names and stories of the people who labored at Mount Vernon, and where this information might be found.
- Watch the **Lives Bound Together: Slavery at Mount Vernon** virtual exhibit video; in small groups, research a person referenced in the video, presenting on their lives and the ways in which the person resisted enslavement.



*This is a reproduction of where many enslaved families at Mount Vernon would have lived, usually holding six to ten individuals who labored on the plantation. Enslaved family members who were not assigned work, such as children under 8, would take care of the houses during the daytime. The cabins provided a space for community outside the work that defined much of their lives.*

## Kitchen

*Enslaved individuals worked in this space seven days a week to create meals for both the Washingtons and their visitors at the Mansion.*



- Look at a **dinner menu from Washington's time**. Circle the amount of foods you recognize, and search for pictures of the ones you do not. Predict how long you think it would take to make the meals listed in an enslaved kitchen.
- Analyze a **Food Ledger**, and review the **recipes** the enslaved cooks followed. Make a chart of the types of foods mentioned within the ledger, creating columns to organize local and imported ingredients.
- Martha Washington was in charge of planning meals at Mount Vernon. **Read about hospitality**, and use the **recipe information** and **food supply ledger** she referenced to plan a week of meals at Mount Vernon.
- Watch a **video on Doll** and draw a timeline of her life, starting with when she arrived at the Chesapeake. Be sure to include the different types of skills she must have had and record information about her family throughout.
- Explore the **Dining Room**. Create a list of objects within the room that the enslaved individuals would have interacted with while serving the Washingtons and their guests.



# The American Revolution at Mount Vernon

When George Washington left for war, Mount Vernon's role as a plantation did not change, despite the threat of British takeover. How is Mount Vernon an example of patriot life during the Revolutionary era?

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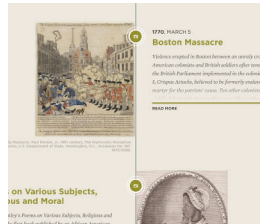


## Washington's Bedchamber

Martha Washington followed George Washington to his military encampments every winter. When she was home, the bedchamber served as her office, work space and sanctuary. Here, she would have written to George about life at Mount Vernon, instructed enslaved house servants about duties, and connected to her large family through letters.

- Read about **Martha's presence** during the Revolutionary War and analyze **a letter she wrote** to her children during encampment, using the five W's (who, what, when, where, and why). Then, write a summary of **Martha's role in the camp**, using both the primary source and articles.
- Watch a **camp followers** video. Create a Venn-Diagram comparing and contrasting Martha's experience to the lives of the camp followers, and explain why this may be the case.
- Analyze **Jacky's letter to Martha** and look for his description of the Battle of Yorktown. Then, read a **letter from Henry Knox** and **watch a video about Yorktown**. Journal about feelings that Jacky might have experienced at Yorktown, and how the environment at Yorktown would have affected the soldiers.

## The Slave Quarters



TIMELINE



LEE, LAFAYETTE, AND  
WASHINGTON

- Explore a **timeline about slavery** in the United States and choose an event listed from the American Revolution (1770-1783) to research, examining how it impacted enslavement in America.
- Many enslaved peoples were heavily affected by the war. In small groups, **Seek to See** the stories of **Billy Lee, James Lafayette, and Harry Washington**, and create a presentation on their lives, highlighting how each individual resisted enslavement for themselves and their families.

*Enslaved life at Mount Vernon continued throughout the Revolutionary War. The Slave Quarters housed the male and female enslaved populations that worked at the Mansion House Farm. Some individuals decided to seek their own freedom during the war, while others chose to remain to be with their families.*



## The Piazza

*The Piazza overlooks the Potomac, which was a bustling highway at the time of the Revolution. This meant that Mount Vernon was vulnerable to British ships and troops. The HMS Savage was a British ship that approached Mount Vernon, and could be seen from the Piazza.*

- Read **Washington's 1775 letter to Lund Washington** and create a list of instructions for Lund to follow, if a British attack were to occur at Mount Vernon.
- Next, **read what actually happened** and compare it to your list. In a few sentences, determine - did Lund follow Washington's instructions? What should he have done differently?
- View **a list of 17 escaped individuals** from 1781 who fled on the British warship that docked at Mount Vernon. **See, Think, and Wonder** about the impact on daily life at Mount Vernon and the enslaved community when these individuals escaped and some were returned.
- Read **Washington's response** to the event. Then, using the sources above, write a newspaper article describing the H.M.S.'s arrival at Mount Vernon and Washington's reaction to it.



# The Presidency and Beyond

How is George Washington's leadership and governing style represented at Mount Vernon?

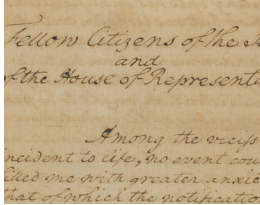
GEORGE WASHINGTON'S  
**MOUNT ★ VERNON**

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## The Central Passage



THE BASTILLE KEY



FIRST INAUGURAL ADDRESS

- Locate the **Bastille Key** and do a **See, Wonder, Connect**. Why do you think Washington would have this key hanging up in his house?
- Read about the **Neutrality Crisis**. Create a mind map exploring why the U.S. decided not to help France, despite Washington's close friendship with Lafayette. Then, write a persuasive speech convincing Washington to side with the French or declare neutrality.
- Read **Washington's First Inaugural Address** and think of reasons why Washington would want to give such an address to Congress. Write your own inaugural address - what advice would you give your fellow citizens based on what's happening in your world today?

*The Central Passage is the entryway to the Mansion. Visitors were often greeted and entertained by the Washington family within this space, especially after Washington's presidency. It is one of the oldest spaces in the house, dating back to the 1730s.*



## The Study

- Read about **the election process** and **Elizabeth Powell's letter** convincing Washington to run for president. Then, write your own letter or film a video that persuades Washington to run.
- Research **items from Washington's Presidency** and select three to create your own museum exhibit. Write captions for each, explaining why you included them in your collection and what the objects say about Washington's Presidency.
- Read about **Thomas Paine** and hypothesize why Washington had Paine's *Common Sense* on his personal bookshelf. Brainstorm inspirational books that are on your personal bookshelf, and explain why.
- Make a historical bumper sticker based on **Washington's advice for the nation**.
- Read **the Constitution**, then create a plan for a new form of class government and convince classmates that yours is the best. Why have you chosen your plan, and how might it succeed or fail?



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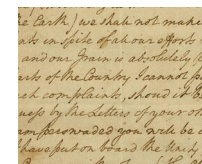
## The Slave Memorial

*The Slave Memorial marks where both free and enslaved peoples were buried at Mount Vernon. George Washington freed over 100 enslaved individuals in his will. He was not legally able to free everyone, as over half were bound to Martha's first husband's estate.*

- Research Ona Judge's story (**watch a video**, research the **Database of the Enslaved Community**, or **read an article**). Create a flip book to tell her story, citing the evidence you found. Consider: why is she not buried at Mount Vernon?
- Look at **Washington's list of enslaved people** and **Washington's Will** (fourth paragraph). Use the **Creative Question Starts** to investigate **what happened** to the enslaved community at Mount Vernon after Washington's death.
- Examine **how Washington's thoughts** on enslavement changed over time. Then, debate the following question with classmates; were Washington's beliefs about slavery public or private?



ONA JUDGE



WASHINGTON'S WILL



CHANGE OVER TIME



# Colonial Life at Mount Vernon

George Washington's Mount Vernon was a bustling southern plantation, home to a community of hundreds of enslaved individuals. What observations and inferences can you make about life on a plantation in the 18th century?



## The Farm Site

*Agriculture was an essential part of life since Mount Vernon contained a diverse agricultural environment within its five farms. Investigate Mansion House Farm in the Virtual Tour to see the livestock, crops, and work required to make Mount Vernon a productive and prosperous colonial plantation.*

- Visit the **Overseer's Quarters** to learn more about the people who managed Washington's farms. Examine their **farm reports**, which were read and used by Washington.
  - Read about the type of work done on Washington's farms. How do these roles in Virginia compare to the Northern and Southern colonial regions in the American Colonies?
- Read **Washington's letter on farming**. Create a one-pager to represent the impact of colonial mercantilism policies on the American colonies. How did these policies create problems for Washington as a farmer?
- Watch a **video on tobacco farming** and engage in a **Think, Pair Share** to develop observations related to growing and harvesting tobacco, as well as Washington's frustrations with English policies towards colonial goods.

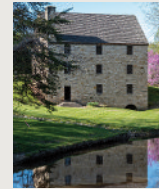
## The Kitchen



DAY IN THE LIFE



FOOD LEDGER



GRISTMILL

- Examine a **Day in the Life of an Enslaved Cook**. Track a person within the timeline, and analyze what their day-to-day work might look like. What does their individual schedule tell you about their life? When were they not doing assigned labor?
- Analyze a **Food Ledger**, and review the **recipes** the Washingtons used. Make a chart of the foods mentioned within the ledger, creating columns to organize local versus imported ingredients.
- Visit the **Salt House, Gristmill, and Distillery** to see the production of other foods. Construct your own dinner menu with ingredients produced at Mount Vernon.

*The enslaved people at Mount Vernon were vital to the everyday running of the plantation. Some worked in this space seven days a week to create meals for both the Washingtons and their guests.*



## The West Front

*For the Washington family, Mount Vernon was considered a beloved home. George Washington initially inherited Mount Vernon from his half-brother Lawrence. The house grew as George renovated it throughout his life.*



- Use Peter Wadell's **George Washington: Architect** to show the beginnings of Mount Vernon. Print and cut the painting into multiple pieces (house, tree, landscape). Analyze the different pieces individually.
- Reveal that the painting is of George and Martha Washington in front of Mount Vernon. How does that change the interpretation? Compare the **modern view of the mansion** to Wadell's depiction.
- Investigate the enslaved population that labored at Mount Vernon through the **Database of Mount Vernon's Enslaved Community**. As you explore, generate a list of open and closed questions you have about enslavement at Mount Vernon.
- Explore the **Blacksmith Shop, Gristmill and Distillery**. Using the **database above**, find an individual who would have worked in one of the listed spaces, noting the evidence (or lack thereof) available. Create a poster detailing their life and the spaces they worked.



# The American Revolution at Mount Vernon

When George Washington left for war, Mount Vernon's role as a plantation did not change, despite the constant threat of British takeover. How is Mount Vernon an example of patriot life during the Revolutionary period?

## Washington's Bedchamber

- Read **George Washington's 1775 letter** to Martha Washington and write a series of diary entries from either George or Martha's perspective about the coming war and the general's new position. Use the letter to understand the Washingtons' concerns.
- Watch a **video on camp followers** in the Revolutionary War. Compare and contrast the experiences of camp followers to **Martha's experience at war**.
- View **Martha's letter to her "dear children."** Look at the context, audience, tone, and point of view to understand the purpose of the letter, as well as the relationship between Martha and her children.
- How does an analysis of Martha's letter help us understand Martha's role both at Mount Vernon and at the front during wartime?



*Martha Washington followed George Washington to his military encampments for half of the war. When she was home, the Washington bedroom served as her office, work space and sanctuary. Here she would have written to George about life at Mount Vernon, instructed house servants about duties, and responded to other correspondences.*

## The Piazza

*The Piazza overlooks the Potomac, which was a bustling highway at the time of the Revolution. This meant that Mount Vernon was vulnerable to British ships and troops. The H.M.S. Savage was a British ship that approached Mount Vernon and could be seen from the Piazza.*



- View **Washington's 1775 letter** to his farm manager. Think about the context and content. What is surprising about this letter? What is Washington concerned about while he is away from Mount Vernon?
- Read about the **H.M.S. Savage**. Write a newspaper article describing which hazards of war might impact the people of Mount Vernon.
- 17 enslaved individuals escaped with the H.M.S. Savage - **some were later recaptured by the Washingtons and listed**. Do a **See, Think, Wonder** routine to explore the impact on daily life at Mount Vernon and the enslaved community when these individuals escaped and returned.
- Compare and contrast **Washington's 1775 letter** to Lund Washington to **Washington's 1781 letter**, also to Lund Washington. Create a chart comparing Washington's instructions before the British encounter to what actually happened.

## The Front Parlor



- Read **John Parke Custis' (Jacky's) letter** to his mother, Martha Washington, describing Yorktown. Less than a month after Jacky sent the letter, he passed away from camp fever.
  - Print out the letter and create a blackout poem, underlining key pieces of information, experiences, and emotions that Jacky described.
  - See **Henry Knox's letter** describing Jacky's death. Write an **I AM poem** from the perspective of a Revolutionary War soldier or family about their experiences, and examine how this loss relates to other families.

*The Front Parlor contains a painting of Martha's young children, Jacky and Nelly. While Nelly died as a teenager, Jacky survived until the Battle of Yorktown, where he passed away from Camp Fever. This portrait is a reminder that the Washingtons, too, were deeply affected by war.*



JACKY'S LETTER



HENRY'S LETTER



# The Presidency and Beyond

After the Revolutionary War, George Washington would be elected the first President of the United States. President Washington would have to use his leadership skills to move through the challenges facing the new country. How is George Washington's leadership and governing styles represented in Mount Vernon?

## The Slave Quarters

*Enslaved life at Mount Vernon continued throughout the Presidency. Washington brought enslaved peoples with him to Philadelphia and ensured they left Pennsylvania every six months so they could not assert their right to petition for freedom. The Slave Quarters housed the enslaved populations that remained to work at Mansion House Farm.*



BIOGRAPHIES



DATABASE

- Many enslaved peoples were heavily affected by the Presidency. In small groups, **Seek to See** the stories of **Ona Judge**, **Hercules**, and **Billy Lee**, and present to the class how each individual resisted enslavement.
- The enslaved population continued to labor at the mansion during the Presidency. Create a chart showing the types of people who **lived**, **worked at**, and **visited** Mount Vernon, whose stories are widely known, sidelined, or hidden.
- Read the **Fugitive Slave Act** and assign each section to a small group to discuss the meaning and consequences of the act.



## Washington's Study



*This space was private to George Washington; guests could only enter with his permission. Washington used his study to draft letters and other important documents when living at Mount Vernon.*

- Read about **the election process** and **Elizabeth Powel's letter** convincing Washington to run for president. Then, write your own letter or film a video persuading Washington.
- View **Washington's First Address to Congress** and create a Venn Diagram to compare it to a modern address, analyzing both on topics relating to expansion, troops, and foreign policy.
- Look at **Washington's Native American Policy** and the **Northwest Ordinance**. Conduct a **Step In, Step Out, Step Back** thinking routine to consider indigenous perspectives.
- Read **Washington's letter from the French and Indian War** and **Washington's 1796 letter**; create a timeline to show colonial and founding policies towards indigenous peoples between 1754 and 1796.



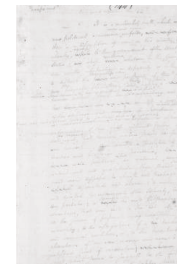
## The Lafayette Room

*Washington fought alongside the Marquis de Lafayette, and considered him to be family; Lafayette stayed in this room while visiting in 1784. In addition to fighting with the Continental Army, Lafayette also played a major role in the French Revolution.*

- Read the **Neutrality Proclamation of 1793**, as well as the **overview**. Identify the causes of conflict, and create a silent debate over whether the United States should have declared neutrality or helped France in their Revolution. Consider the cause and effects of the Proclamation and how it impacted future U.S. relationships with foreign powers.
- Compare the **Lithograph of General Washington and Lafayette** to a **painting of Washington's guests** to better understand life at Mount Vernon during the founding years.



LITHOGRAPH



NEUTRALITY  
PROCLAMATION



WASHINGTON'S GUESTS



# Washington's Legacy

Towards the end of his life, Washington continued to renovate his house, entertain visitors, and develop new farming techniques. Today, thousands come to the estate every year to visit and pay respects to the first President. How is George Washington's legacy reflected throughout Mount Vernon?

## The New Room



*After Washington's presidency, Mount Vernon received many visitors. Often, Washington entertained these visitors in the New Room, which was the newest and grandest room in the house.*

- Chunk **Washington's Farewell Address**. Draw a political cartoon to represent a specific piece of advice that Washington gave. Consider the validity of his advice in 1796 and today.
  - Watch a **video** on the Farewell Address and construct a Double Bubble Map to compare Washington's Farewell Address to that of the most recent President.
- Examine the **landscape & river paintings in the New Room**.
  - Divide into groups and conduct a Think, Pair, Share about the artwork. Theorize **why the Washingtons choose** to have those paintings in their New Room. Consider: what do these choices say about George and Martha Washington?
- Create a list of objects in your own room that communicates important information about you.

## The Slave Memorial

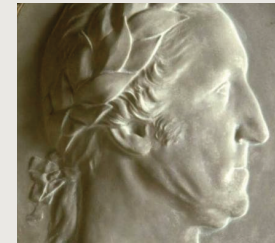
- Visit the **Slave Memorial** and reflect on how the enslaved people of Mount Vernon are remembered.
  - Draft your own memorial for an historically marginalized individual or group of people, and provide evidence as to why they should be honored in addition to drawing or describing the artistic details of your memorial.
- How does the Slave Memorial compare to **Washington's New Tomb**? Write an essay describing the similarities and differences in the nature, architecture, and materials that make up each place.
- **Read about archaeology at Mount Vernon** and look through the objects found both at the **cemetery** and **other archaeological sites**. **Choose an object** and create a poster about it, explaining what it might be and how it may have ended up in its location.



*The Slave Memorial marks where both free and enslaved peoples were buried at Mount Vernon. George Washington freed over 100 enslaved individuals in his will. He was not legally able to free everyone, as over half were bound to Martha's first husband's estate.*

## Washington's Tombs

*Washington's New Tomb is the final resting place for Washington and his direct family members. He was initially buried in the old family tomb, located just over the hillside, as was Martha Washington; they were both moved to this "new tomb" in 1831.*



**BUST OF WASHINGTON**



**TRUMBULL'S PAINTING**

- Compare and contrast Washington's **old tomb** and **new tomb** in a t-chart. Read **George Washington's will**, and list reasons why the Washingtons wanted to be moved to the new tomb.
- Research some of the **visitors to Washington's tomb** and discuss the roles of memorials in American culture and society today.
- View the **Bust of Washington** and **Trumbull's painting**, and describe the message each image portrays. Conduct a **See, Think, Make, Discuss** thinking routine to better comprehend how these images impact our understanding of the past.





