



# Young Washington

Book by Jason Coll & Andrew Masich

Music & Lyrics by Jason Coll

MAJOR FUNDING PROVIDED BY:

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**TEACHER'S GUIDE**

# Young Washington

A Pittsburgh CLO Gallery of Heroes Musical

Book by Jason Coll and Andrew Masich  
Music and Lyrics by Jason Coll

Revised 2025

## ***Young Washington Teacher's Guide***

in partnership with Heinz History Center  
with additional materials by Heidi G. Balas  
December 2025

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## About Musicals

### What is a Musical?

*Young Washington* is a **Musical**, but what is a musical? Well, a **Musical** is a play that incorporates **Music** as a part or all of the storytelling. There are many components of a **Musical**. Here are a few:

- **The Writers:** Most musicals are broken into three parts: the **Book**, the **Lyrics**, and the **Music**. These are usually divided among three people who work together to create the musical. The **Playwright** writes the script or the lines that the actors will speak. The script and lines actors say are referred to as the **Book**. The **Lyricist** writes the words that the actors will sing, and the **Composer** writes the **Music** for the show. They share ideas with each other, writing and revising until the show is ready to be produced. For *Young Washington*, Jason Coll and Andrew Masich are the **Playwrights**, and Jason Coll is also the **Lyricist** and **Composer**, meaning that he wrote the **Lyrics** and **Music**.
- **The Artistic Staff:** The **Director** oversees all aspects of the production and has many responsibilities including making sure the show is successful from start to finish. The **Director** reads the **Book** and **Music** carefully and creates **Blocking** for the actors; **Blocking** are the actors' movements on stage. The **Director** also hires the **Choreographer** and the **Music Director** and meets with the **Costume** and **Scenery Designers** to make sure that their design's match the **Writers'** vision for the musical. Assisting the **Director** is the **Stage Manager**, who schedules the meetings between the **Designers** and **Director** and obtains any materials or props that may be needed for the show. The **Choreographer** creates and teaches all the dancing or movement for the show. The **Music Director** works with the orchestra or band and teaches all the **Music** to the **Performers**.
- **The Performers:** All **actors** (people who want to perform in the show) need to **audition** (or "try out") to be in a **musical**. During **auditions**, each **actor** must sing and dance for the **Director**, **Choreographer**, and **Music Director**. If the **Artistic Staff** thinks an **actor** may be a good fit for the show, they are invited to a **callback**. A **callback** is a second **audition** in which the **actors** are asked to sing, read lines from the **Book**, and dance in a movement combination taught by the **Choreographer**. The results of the **callbacks** will determine who is chosen to perform in the show.
- **The Stage Crew:** The **Stage Crew** are the people who work backstage to move scenery and help actors with costume changes and props. **Costumes** are what the actors wear in the show and **props** are items they use to help tell the story. The **Stage Crew** even creates special effects throughout the production and make sure that the sound effects (like volume of the speakers and microphones) and lighting effects happen on time!

- **Rehearsals: Rehearsals** are practices where the **actors** learn their lines, songs, and movement. The final practices of the show are “**Tech Rehearsals**” when the actors practice with the sound, lighting, and special effects and “**Dress Rehearsals**” when the actors practice in their costumes. These special **Rehearsals** occur during the week before the show opens for audiences and are a chance for the **Performers**, the **Artistic Staff**, and **Stage Crew** to complete the final preparations (and adjustments) before opening night!

As you can see, time, energy, and creativity go into making a show like *Young Washington*. We hope that this brief overview helps you and your students appreciate the many talents that contribute to making musical theater magic!

### **Theater Etiquette**

The audience is an important part of every performance, whether it is a concert, a play, or a musical like *Young Washington*! During live performances, the actors and the audience members react with each other in a way that is not possible when seeing a movie or watching television. Your actions affect the success of the show!

- Fun fact: In the performing arts like this musical, you can wish an actor good luck by saying “Break a leg!”

## About This Musical

### Cast of Characters

George Washington - a young, ambitious surveyor turned soldier

Lawrence Washington - George Washington’s half-brother and owner of Mount Vernon

Anne Fairfax Washington - Lawrence Washington’s wife and a daughter of one of the most prestigious families in Virginia

George William Fairfax - Anne Fairfax’s brother

Sally Fairfax - George William’s wife and a great friend and admirer of George Washington

Governor Dinwiddie - the deputy governor of Virginia lobbying for a force from England to displace the French in the Ohio Territory

Tanacharison the Half-King - an Indian statesman from the Seneca Nation and a skilled negotiator, loyal to his people

Christopher Gist - a well-known frontiersman and Indian trader employed by George Washington as his guide

Jacob Van Braam - a Dutch immigrant hired by Washington as a translator to accompany the Virginia colonial army

Captain McKay - a British officer fighting side by side with Washington

General Edward Braddock - Commander of the combined British and colonial forces who engaged Washington as his aide

### Setting

*Young Washington* starts in 1754, flashes back to 1751 and continues through 1755. Below are the locations for various scenes.

“We Lay Claim to This Land”	<ul style="list-style-type: none"> <li>• Wilderness near Great Meadows (current Farmington, PA), 1754</li> </ul>
“Outside The Circle”	<ul style="list-style-type: none"> <li>• Belvoir, Home of George Fairfax (current Fairfax County, VA), 1751</li> </ul>
“Big Fish in a Small Pond”	<ul style="list-style-type: none"> <li>• The Governor’s Mansion (Williamsburg, VA), 1752</li> </ul>
“As I Wait for You”	<ul style="list-style-type: none"> <li>• Belvoir, Home of George Fairfax (current Fairfax County, VA), 1754</li> <li>• Deep in Seneca Territory</li> <li>• Fort Le Boeuf (15 miles from the shores of Lake Erie, PA)</li> </ul>

<p>“Too Incredible! (Maj. Washington’s Journal)”</p>	<ul style="list-style-type: none"> <li>• Streets of Williamsburg, VA</li> <li>• Fort Le Boeuf</li> <li>• Belvoir</li> </ul>
<p>“Big Fish in a Small Pond” Reprise</p>	<ul style="list-style-type: none"> <li>• The Governor’s Mansion (Williamsburg, VA), 1754</li> </ul>
	<ul style="list-style-type: none"> <li>• Belvoir, Home of George Fairfax (current Fairfax County, VA), 1754</li> </ul>
<p>“We Lay Claim to This Land” Reprise</p>	<ul style="list-style-type: none"> <li>• Wilderness near Great Meadows (current Farmington, PA), 1754</li> </ul>
<p>“You Are Protected (Braddock’s Fall)” “Outside The Circle” Reprise</p>	<ul style="list-style-type: none"> <li>• Woods (near current Monongahela River/Braddock, PA)</li> </ul>
<p>“What Am I Fighting For?”</p>	<ul style="list-style-type: none"> <li>• Belvoir, Home of George Fairfax (current Fairfax County, VA), 1755</li> </ul>

## **Before Experiencing *Young Washington***

### **Birth & Family**

George Washington was born in 1732 at Bridge's Creek in Virginia. He was the oldest of five children of Augustine and Mary Ball Washington. In addition to his younger sister and three younger brothers, George also had two older half-brothers from his father's previous marriage. In 1738, the family moved to Ferry Farm near Fredericksburg, Virginia, where George rode horses, fished in the nearby Rappahannock River, and spent hours exploring the docks and wharfs of Fredericksburg.

When George was eleven, his father died and George became closer to his half-brother, Lawrence, who was fourteen years his senior. He visited Lawrence often on his farm called Mount Vernon. When George turned 16, he went to live with Lawrence at Mount Vernon where he was introduced to new people and a different kind of life.

### **Schooling and Early Career**

George's formal education began around the age of seven and included studies in arithmetic, geography, astronomy, and surveying. Since Virginia had no public schools, the children of wealthy planters studied at home or traveled to England for schooling. George's hope of attending school in England ended with the death of his father, but he found a tutor and mentor in his brother, Lawrence. Lawrence helped George with his studies, taught him good manners and proper behavior, and introduced him to society.

Throughout his life, George often regarded his education as "defective," but he never ceased to impress others with his self-taught surveying skills, natural intellectual curiosity, and unwavering ambition.

When George was fourteen, Lawrence encouraged him to join the British Navy, but his mother, Mary, refused to give him permission. Although disappointed, George instead applied himself to surveying, a skill in high demand as settlers pushed west into new unsettled land.

Lawrence's father-in-law, Colonel William Fairfax, one of the most influential men in the area, helped George find employment as a county surveyor. George worked diligently and soon established his reputation as a qualified surveyor and shrewd businessman who invested his money in purchasing frontier land.

In 1751, George accompanied Lawrence to the British island colony of Barbados where Lawrence sought relief from tuberculosis. Soon after their return to Mount Vernon Lawrence died, leaving the family estate to George. In 1752, at the age of twenty, George was now a reputable surveyor and a wealthy landowner.

### **The Father of our Country**

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In 1759, Washington married a young widow named Martha Custis. He retired to Mount Vernon planning to spend the rest of his life quietly as a gentleman farmer. Little did he know that the adventures for which he would become most famous still lay in the future.

By the time Washington was 31 years old, Britain had successfully waged war against France for control of North America. Thirteen years later, the British were defeated by their colonies in the American Revolution. Washington played a role in both wars and, afterward, served the new nation as its first President. During his eight-year term, Washington was instrumental in uniting the former colonies and establishing a workable government.

By the time Washington died in 1799, the United States was an independent nation with its own Constitution, a framework for government that has lasted over 200 years.

### **Fact & Fable**

Although little is known of George Washington's childhood, many stories depicting a larger-than-life hero have been fabricated to create a wealth of folklore. The most notable is the story of six-year-old Washington chopping down his father's cherry tree. However, this story was invented by one of Washington's first biographers, a country parson and book peddler named Mason Locke Weems. It went on to be read by generations of schoolchildren after being printed in the popular McGuffey Reader.

The story about George Washington's wooden teeth is partially true. Not having the luxury of modern dentistry, George wore a set of false teeth made of ivory, metal, a cow's tooth and one of his own. The set fit poorly, and George often concealed them by keeping his mouth closed. Perhaps this is also the reason he often appears in paintings with a dour facial expression.

### **Martha Washington**

Born in New Kent County, Virginia, on June 2, 1731, Martha Dandridge grew up in the affluent Tidewater region of Virginia. In 1749, she married a prosperous gentleman farmer named Daniel Custis and bore him four children, two of whom died in infancy. Daniel died in 1757, leaving Martha a wealthy widow. George Washington began to court her the following spring, and the couple married in 1759. Martha moved to Mount Vernon with her children, Jacky and Patsy, who were adopted by Washington.

Washington referred to Martha as his "quiet wife with a quiet soul," but Martha was far from being a shy wallflower. She had the spunk, tenacity, and sense of individual style that we associate with modern First Ladies. Soon after marrying, Martha gained a reputation as a gracious and generous hostess, and Mount Vernon's weekly socials were regarded as the epitome of southern hospitality.

Martha's commitment to Washington and his ideals did not require her to be tied to the household. She accompanied her husband to his military quarters in several states, once

travelling two weeks during winter with her children to spend Christmas with him in Cambridge, Massachusetts. For months, Martha also endured the infamous harshness of Valley Forge, Pennsylvania to nurse her husband when he became ill.

During his military career, Washington wrote Martha frequently, cataloging his adventures and thoughts. Martha destroyed nearly all of the letters shortly before her death in 1802. The surviving three letters were found by Martha Parke Custis Peter, one of Martha Washington's granddaughters, in a drawer of a small desk that she inherited from Mrs. Washington.

Outliving her husband by two and a half years, Martha died at Mount Vernon on May 22, 1802.

### **George Washington Timeline**

**1732** GW born at Bridge's Creek in Virginia

**1743** GW's father dies

**1748** GW goes to live with his half-brother Lawrence at Mount Vernon

**1752** Lawrence dies of tuberculosis, GW inherits Mount Vernon

**1753** GW investigates the Ohio territory and reports back on French activity

**1754-63** The French and Indian War

**1754** The Ohio Land Company and the colony of Virginia begin building a fort at the Forks of the Ohio, now known as the Point

**1755** GW survives the Battle of the Monongahela, an outstanding victory for American Indians and French against General Braddock's army of British and colonial forces

**1758** The British occupy Fort Duquesne after it is burned and abandoned by the French; General Forbes renames it Pittsburgh after William Pitt

**1759** GW marries Martha Dandridge Custis in Virginia

**1761** First record of coal mining in Pennsylvania on Coal Hill (now Mount Washington), across the Monongahela River from Fort Pitt

**1763** Signing of the Treaty of Paris; Britain gains all French lands in North America

**1773** George William Fairfax and Sally Fairfax move to England

**1774** The First Continental Congress meets in Philadelphia

**1775-83** The American Revolutionary War

**1776** The Declaration of Independence is adopted by the Continental Congress; GW crosses the Delaware River

**1787** University of Pittsburgh is founded

**1789** Washington is inaugurated as the first President of the United States in New York City

**1789-1795** The United States begins wars with Indian Nations in the Northwest territories; Captain “Mad” Anthony Wayne stages assaults from Pittsburgh

**1790** The Bill of Rights is added to the Constitution

**1794** Johnny Appleseed makes his home in Pittsburgh, where he lives for 12 years

**1796** John Adams is elected President; GW’s Farewell Address is published; GW retires to Mount Vernon with Martha

**1799** GW dies at Mount Vernon

**1803** The large keelboat, used for the Lewis & Clark expedition, is constructed in Pittsburgh

**1816** Pittsburgh incorporates as a city

### **Slavery at Mount Vernon**

At its peak, Washington’s plantation was viewed as one of the largest and best managed plantations in Virginia. The estate extended over 8,000 acres and was divided into five farms, each a complete unit with its own overseers, work force of slaves, livestock, equipment, and buildings.

The farm where Washington and his family lived was called the “Mansion House Farm.” Washington developed the property’s 500 acres to create a fitting setting for a country gentleman. He designed the grounds to include rolling meadows, serpentine walkways, lush gardens, and groves of trees.

Mount Vernon was nearly a self-contained community; nothing was purchased that could be produced on site. The estate relied on the labor of over three hundred enslaved Africans who worked as farmers, cooks, housekeepers, carpenters, masons, and handymen.

While acting as a surveyor, farmer, and the first President of the United States, Washington remained a slave owner. Privately, Washington expressed his opposition to slavery but would not publicly speak out against the practice. It is uncertain whether Washington grew more opposed to slavery because of moral concerns or because of the institution’s economic inefficiencies.

Washington’s will stipulated that the enslaved Africans belonging to him were to be freed after his wife’s death, but Martha’s will did not grant freedom to the enslaved Africans that she owned upon her death. Slavery continued at Mount Vernon for another half century after Martha’s death in 1802.

### **The French and Indian War in Southwestern Pennsylvania**

Pittsburgh’s Golden Triangle, where the Allegheny and the Monongahela rivers meet to form the Ohio River, was coveted by the French and the British in the 1700s as the empires battled over control of the continent. With its natural barricades of hills and waterways, the

area quickly became regarded by military strategists as a key conquest. It was generally held that whoever gained control of the area would gain control of the lands west.

French expeditions from Canada established fortified posts in the Ohio River Valley and made treaties with the American Indians who had been occupying the region that is now Western Pennsylvania. The British also claimed the same land for the colony of Virginia. Governor Dinwiddie was instructed by King George II to send a message to the French demanding an immediate withdrawal from British territory. Washington volunteered to undertake this risky mission, having been promised land as compensation for his efforts and hoping to secure a commission in the regular British army

Washington's team included Christopher Gist (well-known frontiersman and Indian trader, whose home was in Fayette County in Brownsville), Jacob Van Braam (a translator), and the Iroquois leader Tanacharison whom the British called the "Half King." On December 12, 1753, the party arrived at Fort LeBeouf (in present day Waterford, PA), and delivered Governor Dinwiddie's letter to the French commanding officer.

While the party waited three days, for the French commander to reply, Washington made detailed observations of the French fortifications and troop preparations.

On December 16, they set off on the return journey, which held its own dangers. The Indian guide from Fort LeBeouf fired on Washington and Gist but missed. Washington also nearly drowned in the icy Allegheny River. Gist and Washington were forced to stay on an island in the middle of the Ohio River. Gist's fingers and toes were frostbitten.

Finally, they returned safely to Williamsburg, VA and delivered the reply to Governor Dinwiddie. Dinwiddie had Washington's journal published and distributed throughout the colonies and in London, bringing young Washington his first fame by age 22. On his second mission for Governor Dinwiddie, Washington encountered a French force in the woods (near what's now Hopwood, PA) and routed it after a short battle, killing ten French soldiers, including an important French diplomat. This battle is now called the Battle of Jumonville Glen. After, Washington retreated to the nearby Great Meadows (current Farmington, PA), and hastily constructed a log stockade, which he named Fort Necessity. The initial victory was soon overshadowed as the French attacked Fort Necessity and forced a surrender.

Later, Washington discovered that the surrender document implicated him in the assassination of diplomatic messenger Ensign Joseph Coulon de Jumonville. The French were outraged, and Washington's defeat at Fort Necessity became the first battle of the French and Indian War.

When British General Edward Braddock was sent to expel the French from Fort Duquesne (at the “point” where the Allegheny, Monongahela, and Ohio Rivers meet) in 1755, Washington joined as Braddock’s aide. Braddock was unprepared for the wilderness battle tactics. His army was defeated by a smaller force of French and Indian Nations at a battle near the Monongahela River, and he was mortally wounded. The British retreated and camped near current Farmington, PA, where Braddock died. Washington officiated at the ceremony the next day, and the general was buried in the road his men had built. The army then marched, over the grave to obliterate any traces of it and continued to eastern Pennsylvania.

On November 12, 1758, Washington tried to stop his troops from shooting at each other, near Fort Ligonier (in current Ligonier, PA). Dozens of soldiers were killed, but Washington was unharmed. From this incident, the British were able to gain important information about the French hold at Fort Duquesne, encouraging the British attack and capture of Fort Duquesne.

## Glossary

**Adjutant General** - An officer who acts as military assistant to a more senior officer

**Diplomat** - An official representative of a state who engages in negotiations

**Enslaved African** - Africans and their descendants who were kidnapped, bound in servitude, and treated as property of white landowners in America

**Folklore** - A body of widely accepted but often inaccurate or exaggerated notions about a place, a group, or an individual

**Gentleman Farmer** - A man of independent means who farms chiefly for pleasure rather than income

**Half King** - A British term showing respect for leaders in the Iroquois Confederacy who were ambassadors in the Ohio River Valley

**McGuffey Reader** - A popular children’s textbook published in the 1800s

**Militia** - Civilians trained as soldiers but not part of the regular army

**Plantation** - An estate where cash crops are grown on a large scale

**Surveyor** - Someone who measures the boundaries and elevation of land or structures

**Territory** - An area of land controlled by a ruling state, often a distance away from the ruling state.

**Tuberculosis** - A chronic respiratory infection which can be fatal if not treated early or effectively with antibiotics

## **After Experiencing *Young Washington***

### **KWL chart (Part 1)**

A KWL Chart is a great way to help young students organize their thoughts about *George Washington*. You can get this started before the show, and have students write what they learned after the show. Here is a template:

<b>K-W-L Chart</b>		
Topic: <i>George Washington</i>		
What I <b>K</b> now	What I <b>W</b> onder	What I <b>L</b> earned

### **KWL chart (Part 2)**

Revisit the KWL Chart and have students complete the final column with what they learned from *Young Washington*.

### **Explorations**

After the show, you can lead your students in reflection and discussion about the topics, characters, and musical theater aspects.

Here are a few suggestions:

1. There are only a few actors playing multiple parts in *Young Washington*. How did the actors help audiences to know they were playing different characters throughout the show? How did they make these characters believable? (possible answers could be acting, costumes, props, different songs, etc.).
2. It's often difficult to imagine characters from history as living, breathing, full dimensional people. Discuss with your class how *Young Washington* presents a very human portrayal of our first president. What were his strengths and his challenges? What were his failures and achievements?
3. Have the students research a character from the time and write a short monologue to perform in front of the class. Monologues should include the character's perspective/point-of-view on historic events.
4. Washington was mostly self-educated. His formal schooling ended when he was just 15 years old, yet he went on to be a successful surveyor, military leader and diplomat. Discuss the kinds of training or schooling Washington needed for these various careers. Have students create a chart of three of Washington's careers that most interest them. How does the training for these careers today differ from Washington's training? What is the same? What aspects of Washington's character helped advance his careers?
5. Let's read a letter from Washington to Governor Dinwiddie in September of 1754 (<https://www.loc.gov/resource/mgw2.001/?sp=23>). Can your students translate the cursive? Are there any letters of the alphabet that are written differently that modern cursive? How would they describe Washington's writing style? What is Washington requesting from the Governor?

### **One Pager**

After the show, you can have each of your students create a "One Pager" to think critically and to organize their thoughts about plot, characters, literary techniques, and themes creatively. Here is a sample template for your consideration:

### Young Washington One Pager

In this space, draw a picture of your favorite character from the show and write three adjectives to describe them.

What costumes and props were used in the show to help the audience understand the story better? Make a list of what you remember!

How did the playwright's use of writing letters help move the plot forward?

George Washington sings a song about feeling like he's an outsider. What are some ways that you could make someone feel included, instead of excluded? Make a list!

One of the themes in *Young Washington* is to never give up on your dreams.

Think about how this applies to your own life and write three sentences to explain your ideas. Use complete sentences and details!

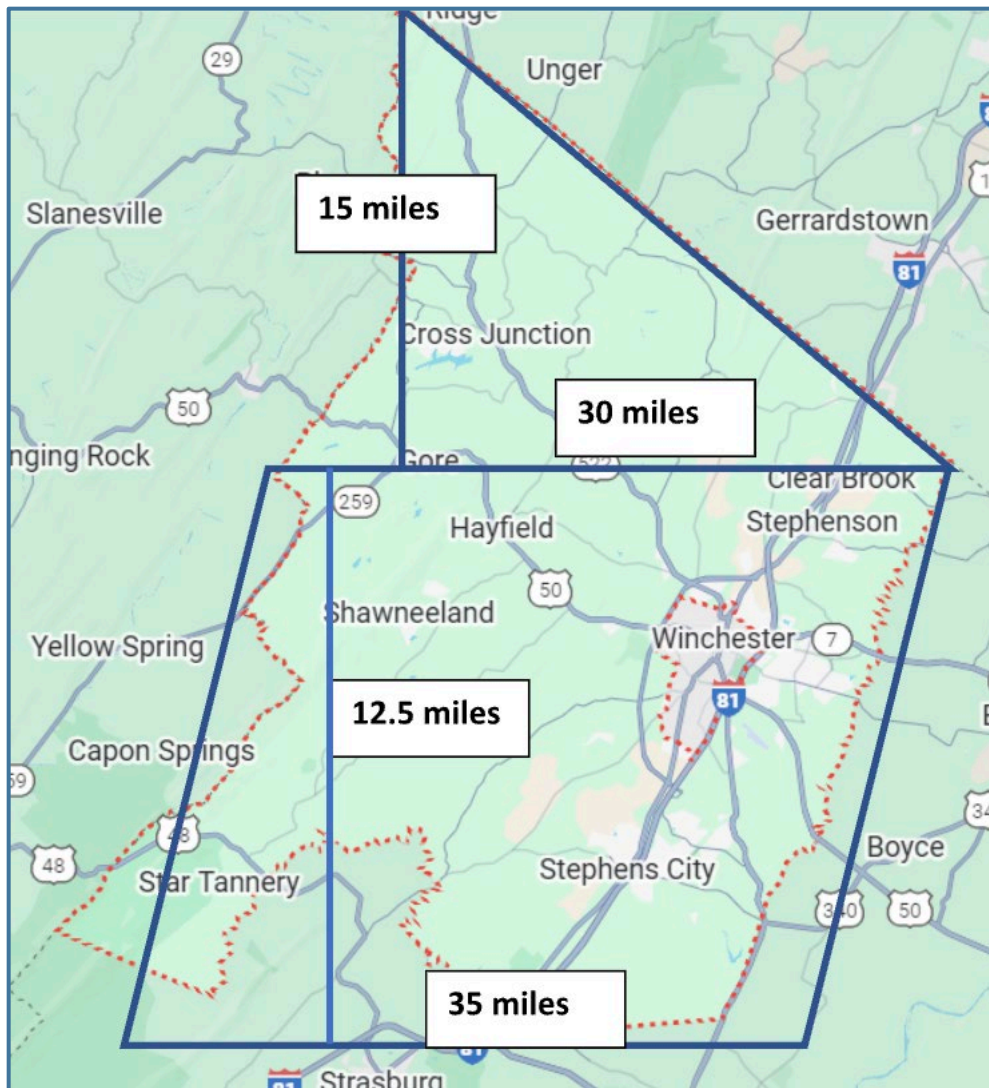
**“Survey Says...”**

(Contributed by Andrea M. Sisk, Woodland Hills School District)

Step 1

George Washington was a surveyor. He had to know a lot of math! Below is Frederick County, Maryland, one of the locations George Washington surveyed.

- What shapes do you see?
- Can you estimate the area using the two shapes below?



Answer key: triangle and parallelogram

Area of a triangle:  $\frac{1}{2}$  base x height =  $\frac{1}{2}$  x 15 x 30

Area of a parallelogram: base x height (height is not a side!) = 35 x 12.5

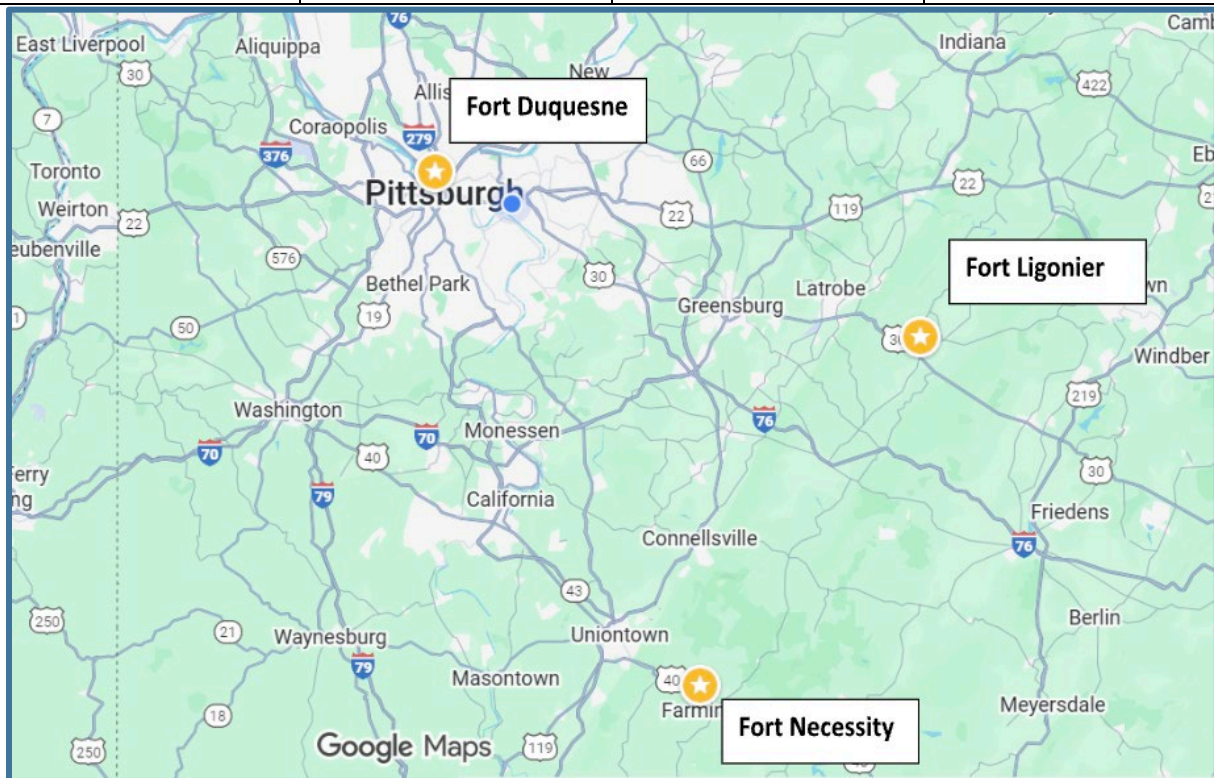
Total: 662.5 sq mi (accurate to Frederick County, MD)

Step 2

The gold stars on the map indicate forts from the French and Indian War.

- What is the scale of this map?
- Complete the table below by using the metric side of your ruler to measure between each location (round to the nearest tenth of a centimeter).
- Then create a proportion using your measurements and the scale to determine the actual distance between the forts.

	Ruler Measurement (in centimeters)	Proportion	Actual Distance
<b>Fort Duquesne to Fort Ligonier</b>			
<b>Fort Ligonier to Fort Necessity</b>			
<b>For Necessity to Fort Duquesne</b>			



Key: 10 mi = 8mm (or .8cm)

	<b>Ruler Measurement (in centimeters)</b>	<b>Proportion</b>	<b>Actual Distance</b>
<b>Fort Duquesne to Fort Ligonier</b>	3.4 cm	$\frac{3.4 \text{ cm}}{x \text{ mi}} = \frac{.8 \text{ cm}}{10 \text{ mi}}$	42.5 miles
<b>Fort Ligonier to Fort Necessity</b>	2.6 cm	$\frac{2.6 \text{ cm}}{x \text{ mi}} = \frac{.8 \text{ cm}}{10 \text{ mi}}$	32.5 miles
<b>For Necessity to Fort Duquesne</b>	4 cm	$\frac{4 \text{ cm}}{x \text{ mi}} = \frac{.8 \text{ cm}}{10 \text{ mi}}$	50 miles

## **Related Pennsylvania Academic Standards**

The following standards are suggestions for making topical/content/skills connections to *Young Washington* for Arts & Humanities, English Language Arts, History, and Math:

### **Academic Standards for Arts & Humanities**

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts  
(9.1.3, 9.1.5)

- C. Know and use fundamental vocabulary within each of the arts forms.
- E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- I. Describe arts events that take place in schools and in communities.

9.4. Aesthetic Response (9.4.3, 9.4.5)

- D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's *West Side Story* to communicate mood).

### **Academic Standards for English Language Arts**

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- CC.1.4.3.J, CC.1.4.4.J, CC.1.4.5.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section./ Create an organizational structure that contains related ideas to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion./ Create an organizational structure that contains related ideas to support the writer's purpose; link opinion and reasons using words and clauses; provide a concluding statement or section related to the opinion.
- CC.1.4.3.Q, CC.1.4.4. Q, C.C. 1.4.5.Q Choose words and phrases for effect. / Choose words and phrases to convey ideas precisely. / Write an awareness of style.
- CC. 1.4.3.S, CC.1.4.4. S, CC.1.4.5. S Draw evidence from literary or informational texts to informational texts to support analysis, and research, applying grade-level reading standards for literature and informational texts.

### **Academic Standards for History**

8.2 Pennsylvania History

- 8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

- 8.2.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania • Ethnicity and race • Working conditions • Immigration • Military conflict
- 8.2.7.D. Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania. • Ethnicity and race • Working conditions • Immigration • Military conflict

### 8.3 United States History

- 8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.
- 8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.
- 8.3.6.B Explain the importance of historical documents, artifacts, and places critical to United States history.

## Academic Standards for Mathematics

2.4 Measurement, Data, and Probability (Make sense of problems and persevere in solving them. / Use appropriate tools strategically.)

- CC.2.4.3. A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.

## Academic Standards for Career Education and Work

### 13.1 Career Awareness and Preparation

- 13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.8 B. Relate careers to personal interests, abilities and aptitudes.
- 13.1.8 D. Explain the relationship of career training programs to employment opportunities.

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## Resources and Suggested Reading

### Digital

- Heinz History Museum <https://www.heinzhistorycenter.org/>
- Fort Pitt Museum <https://www.heinzhistorycenter.org/whats-on/fort-pitt/>
- George Washington's Mount Vernon Estates & Gardens <http://www.mountvernon.org>
- George Washington Papers at the Library of Congress  
<https://www.loc.gov/collections/george-washington-papers/about-this-collection/>
- Biographical information about George Washington  
<https://kids.britannica.com/kids/article/George-Washington/345536>
- Fort Necessity National Battlefield (National Park Service)  
<https://www.nps.gov/fone/learn/historyculture/places-fort-necessity-national-battlefield.htm>
- Fort Ligonier <https://www.fortligonier.org/fort/history/>
- Braddock's Battlefield History Center <https://www.braddocksbattlefield.org/>
- Governor's Palace in Williamsburg  
<https://www.colonialwilliamsburg.org/events/governors-palace/>

### Print

*Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766* by Fred Anderson

- Vintage Books USA, 2001
- Political and military history of the French and Indian War. Provides larger context for George Washington's career as a young man.
- Most suitable for high school students.

*George Washington Remembers: Reflections on the French and Indian War* by Fred Anderson

- Rowman and Littlefield, 2004
- Suitable for high school students.

*First in Their Hearts: A Biography of George Washington* by J.T. Fleming

- New York: Walker and Co., 1984
- Biography of George Washington from his early years as surveyor to his Presidency.
- Most suitable for middle school students.

*George Washington, The Indispensable Man* by James Thomas Flexner

- Boston: Little, Brown, 1976
- Biography of George Washington providing a mature, realistic view of this complex historical figure.
- Most suitable for high school students.

*Duel in the Wilderness* by Karin Clafford Farley

- The Colonial Williamsburg Foundation, 1995
- An historical fiction account of George Washington's journey from 1753 to 1754 in the Ohio River Valley, based on his journal.
- Most suitable for elementary and middle school students.

*If You Grew Up with George Washington* by Ruth Gross

- New York: Scholastic, Inc., 1993
- Describes the lifestyle of colonial Virginia's gentry in the 1730s and 1740s, with numerous illustrations.
- Most suitable for elementary school students

*National Geographic Kids Readers George Washington* by Caroline Crosson Gilpin

- National Geographic Kids Readers, Level 2, 2014
- Most Suitable for elementary school students

### Media

*George Washington's Road to Greatness* (full episode) by The HISTORY Channel

- [https://www.youtube.com/watch?v=ux\\_2Bi0QYCI](https://www.youtube.com/watch?v=ux_2Bi0QYCI)
- Most suitable for high school students

"Biography of George Washington for Kids: Meet the American President" by FreeSchool

- <https://www.youtube.com/watch?v=3lXnfitSoYw>
- Most suitable for elementary school students

"George Washington for Kids" by Learn Bright

<https://www.youtube.com/watch?v=3zm2npulWek>

- Most suitable for elementary and middle school students