

The background of the slide is a stylized illustration of a light brown scroll with dark brown outlines. A blue quill pen is positioned on the right side of the scroll. The main title is written in a large, black, cursive font across the center of the scroll.

Resolving The Duality of George Washington

through the use of primary sources

Dr. Tammara Purdin
Florida Council for History Education
SOURCES Conference, 2024

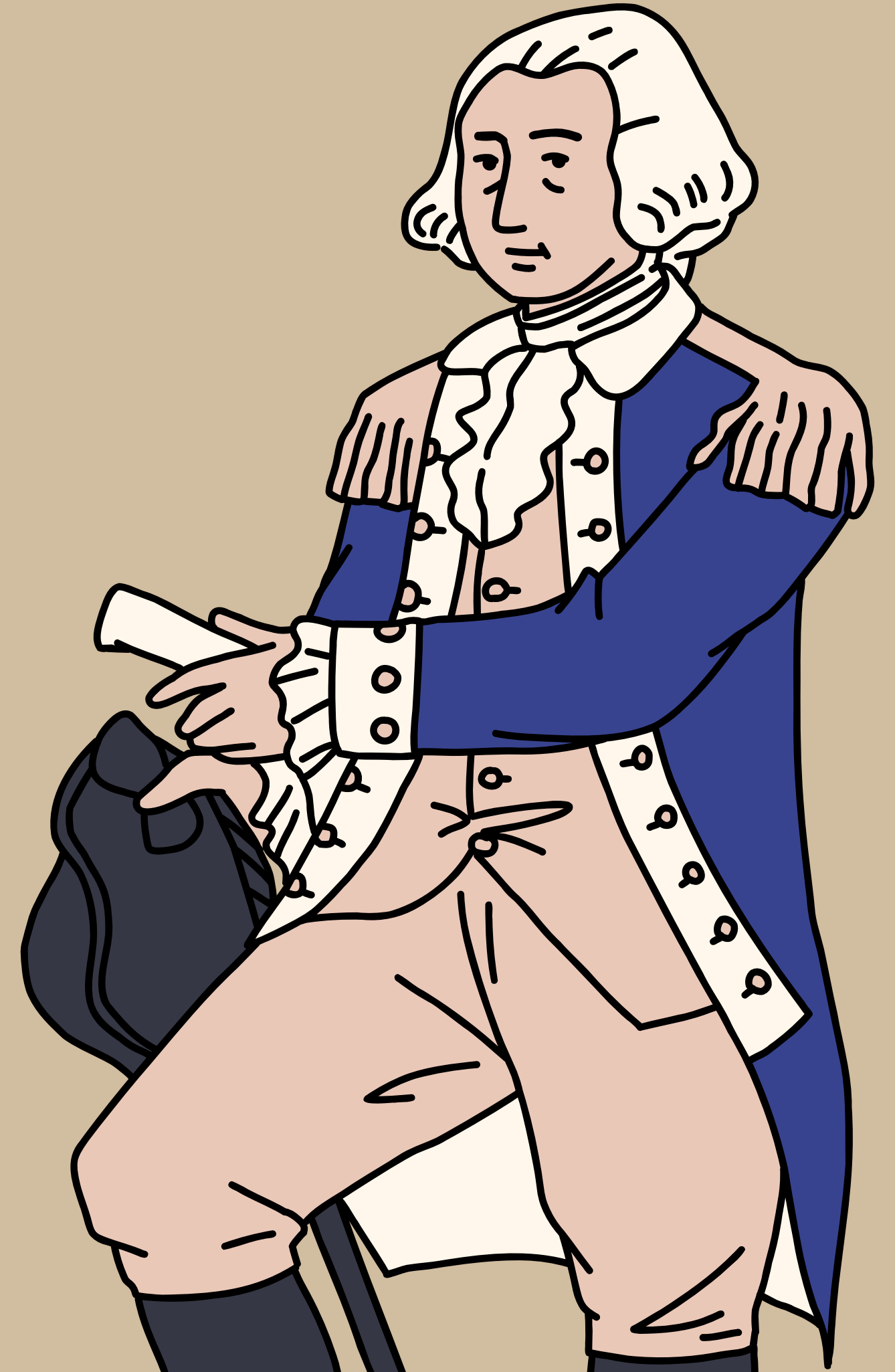
Today's Purpose

01

Participants will take a deeper look into understanding the conflicting sides of George Washington and the world he shaped in revolutionary times.

02

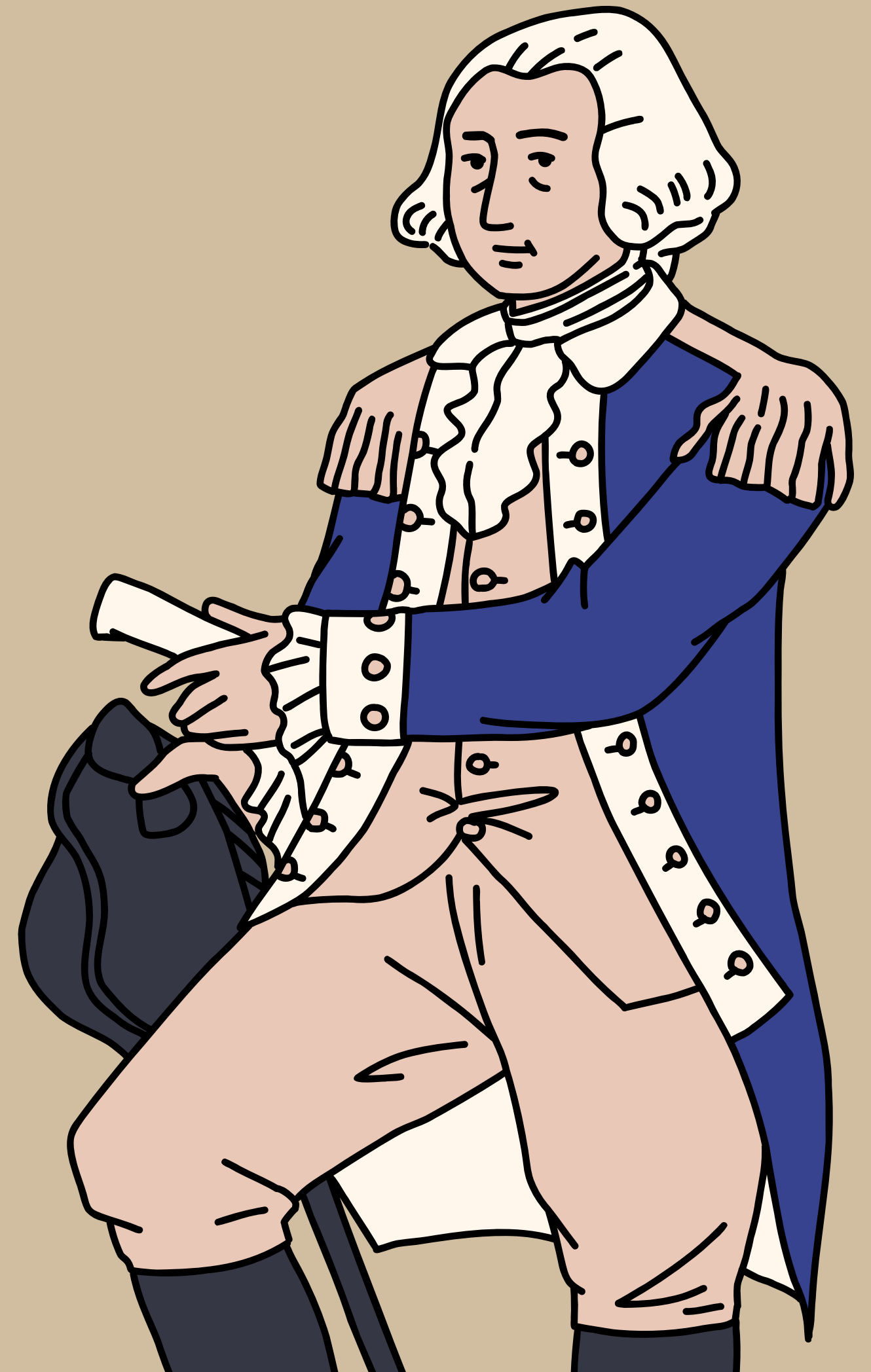
Examine slavery in George Washington's world, specifically Mount Vernon; and find the enslaved people's **JOY** and be comfortable sharing all elements of history.



Today's Purpose

03 Analyzing primary sources using Library of Congress tools.

04 Analyzing a set of related primary sources in order to identify multiple perspectives.



George Washington Teacher Institute

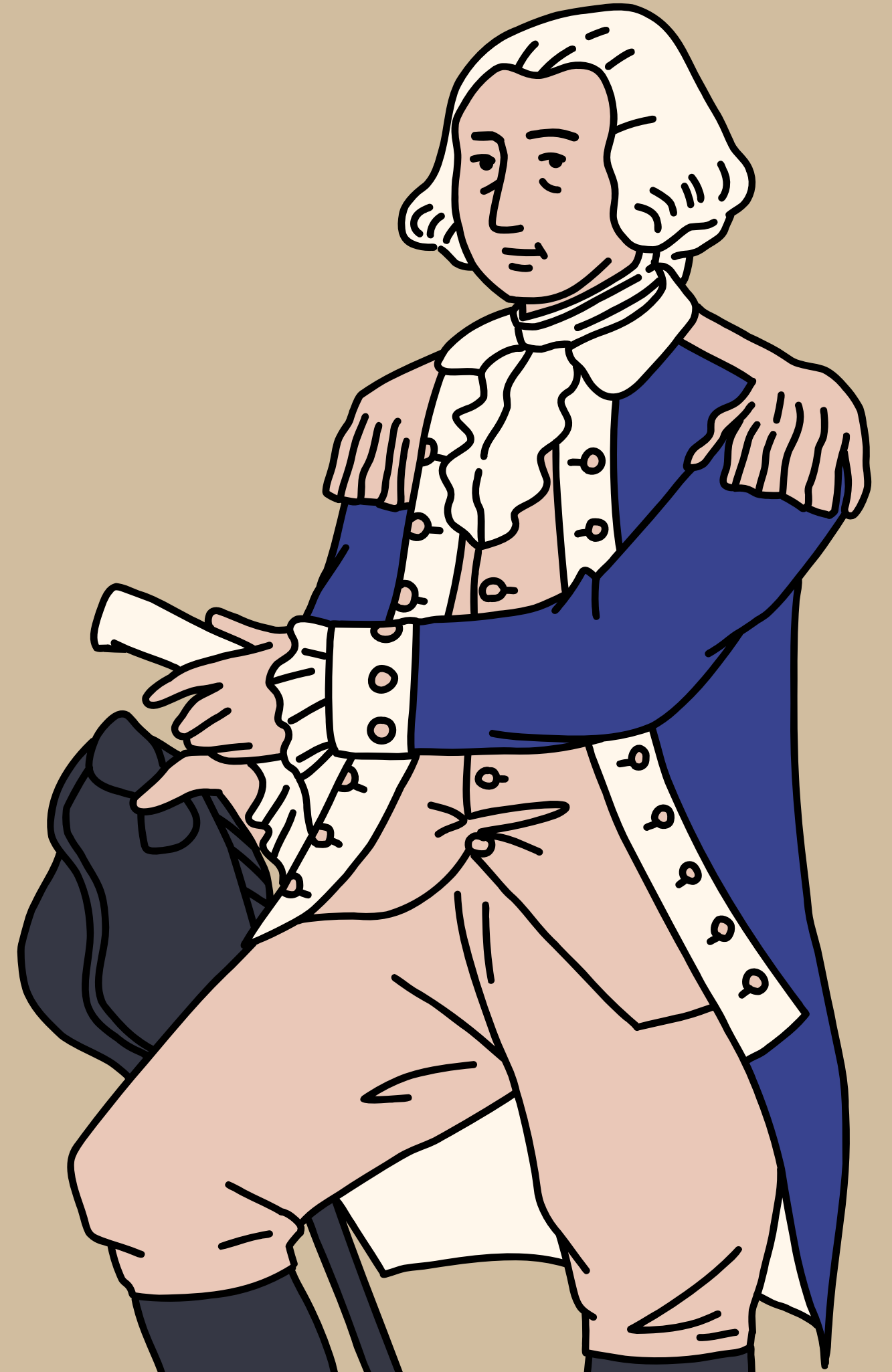
A 5-Day Program For K-12 Educators

The George Washington Teacher Institute Summer Residential Program is a 5-day immersive professional development experience designed to support educators who value the importance of inclusive history content. We invite K-12 teachers of all disciplines and grade levels to explore the life, life, leadership, and legacies of George Washington and the diversity of the 18th-century world in which he lived.

<https://www.mountvernon.org/>

George Washington...

"George Washington was born into a world in which slavery was simply a fact of life."
(Mary Thompson, Mount Vernon's research historian)



Google: George Washington

From the top of my search...182 images until I reached the first
picture that included anything to do with George Washington.
the enslaver

What is duality?

The idea or theory that something or someone is divided into two parts.

Examples:

- Peace and War
- Love and Hate
- Up and Down

Brooke Bauer, PhD (Native American)

Native, Native American, American Indian, Indigenous, tribe name, Indigenous American

Native American enslavement dates back to pre-1540

(enslavers: Columbus, Cortes, de Soto, French, Dutch, English, etc.)

Indigenous enslavement in VA & NC

Often referred to as “servants” throughout primary sources, but it really meant **enslaved**

- *Thomas Smallcomb, 1646 - “By two Indians sold by Sir William Berkeley, 600 lbs. By two Indians sold by Sir John Hammon, 500 lbs. By two Indians sold by Captain Thomas Petters, 600 lbs.” ~William and Mary College Quarterly, vi, p. 214.*
- By 1682, VA had codified enslavement-tax on enslaved Native people- "*all Indians which shall hereafter be sold by our neighbouring Indians, or any other trafiqueing with us as for slaves are hereby adjudged, deemed and taken, . . . to be slaves to all intents and purposes, any law, usage or custome to the contrary notwithstanding.*"

Brooke Bauer, PhD (Native American)

SC-Yamasee War 1715-1717

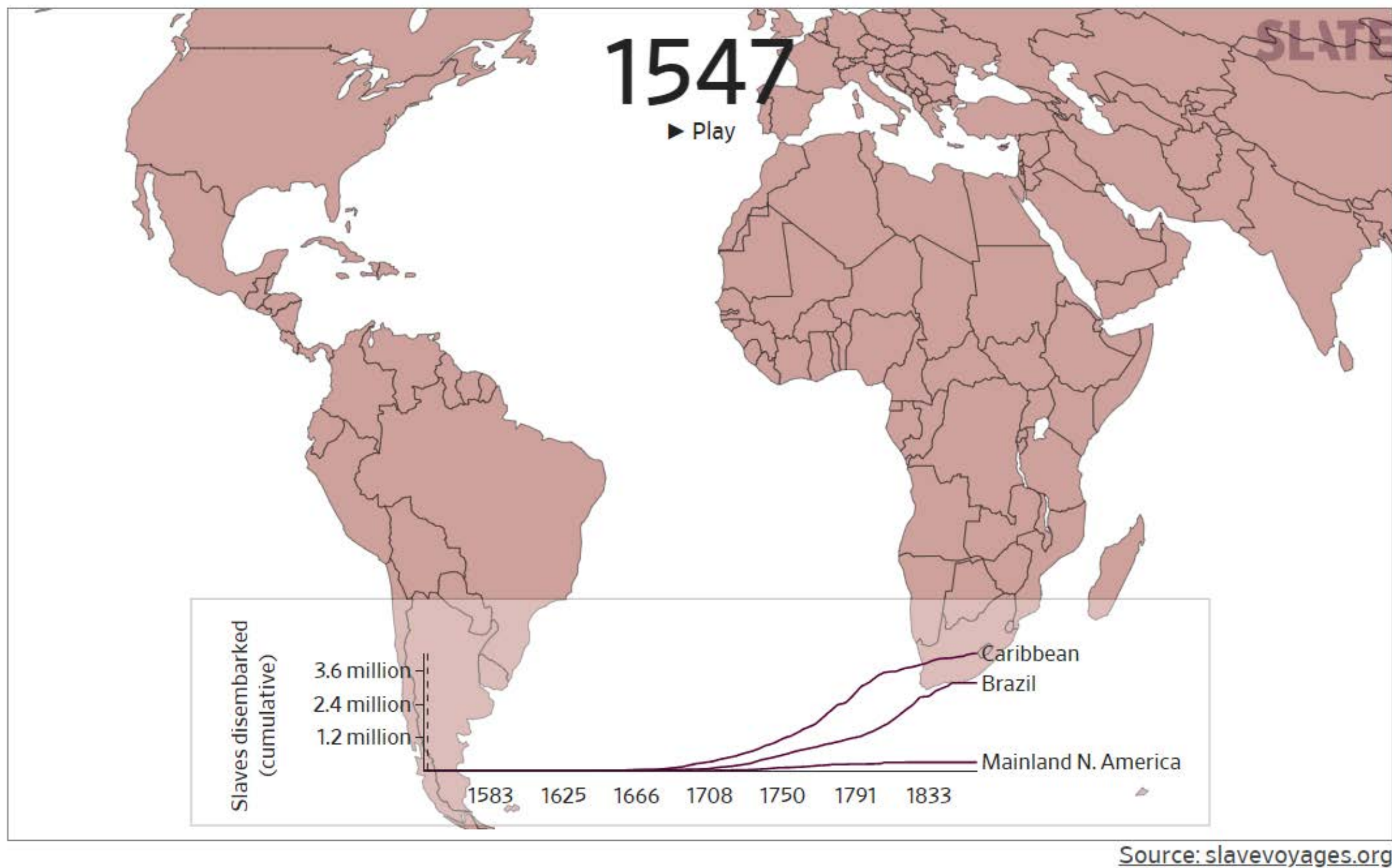
in 1720, 1500 enslaved Native Americans to 17,000 settlers

How does George Washington fit into this narrative?

- ✓ Lived in an Indian world
- ✓ Ohio Valley region/contested land claims
- ✓ during the American Revolution and after-commanded and approved taking captives (1000s were taken at Yorktown)

Throughout United States history, liberty, and opportunity have been purchased for some through the oppression of others.

The Atlantic Slave Trade in Two Minutes



<https://slate.com/news-and-politics/2021/09/atlantic-slave-trade-history-animated-interactive.html>

Library of Congress Teacher Tools

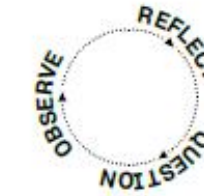
TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

SIS TOOL

NAME:



OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. - What do you notice first?
- What people and objects are shown? - How are they arranged?
- What is the physical setting?
- What, if any, words do you see? - What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

Why do you think this image was made? - What's happening in the image?
- When do you think it was made? - Who do you think was the audience for this image?
- What tools were used to create this? - What can you learn from examining this image?
- What's missing from this image? - If someone made this today, what would be different? - What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about who? - what? - when? - where? - why? - how?

TEACHER'S GUIDE ANALYZING CHARTS & GRAPHS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? - What different kinds of information do you see on the chart?
- What numbers do you see? - Describe the shape, using words and numbers.
- Identify the biggest and smallest sections.

REFLECT

Encourage students to generate and test hypotheses about the source.

What is the purpose of this chart? - What larger story or context within which it was created?
- What information seems to be important? - What information seems to be important or hidden?
- How else could the information be represented?

QUESTION

Have students ask questions to lead to more observations and reflections.

TEACHER'S GUIDE ANALYZING BOOKS & OTHER PRINTED TEXTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Write a caption for the image.

Intermediate
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced
Have students expand or alter textbook or other printed explanations of history based on images they study.

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Ask students to write a description of the chart, explaining its meaning and highlighting two important aspects of the chart using words and numbers.

Intermediate
Speculate about what information may be missing from the chart, and how the chart would change if that information were included.

Advanced
How might different perspectives be represented in the chart? How might the information be presented differently?

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. - What do you notice first?
- Is there any text you can read? What does it say?
- Describe anything you see on the page besides words, such as images or decorations.
- How is the text and other information arranged on the page?
- Describe anything about this text that looks strange or unfamiliar.
- What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

What was the purpose of this text? - Who created it? - Who do you think was its audience? - Can you tell anything about what was important at the time it was made? - What tools and materials were used to create it? - What is the larger story or context within which this was printed? - What can you learn from examining this? - If someone created this today, what would be different?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about... who? - what? - when? - where? - why? - how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Have students choose a section of the text and put it in their own words.

Intermediate
Look for clues to the point of view of the person, or people, who created this text. Discuss what someone with an opposing or differing point of view might say about the issues or events described in it. How would the information be presented differently?

Advanced
Examine a section of the text. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this text?

For more tips on using primary sources, go to <http://www.loc.gov/teachers>



LOC.gov/teachers

The Apotheosis of Washington



(1865-1866)

Photograph of
canopy fresco in U.S.

Capitol dome by
Constantino Brumidi

shows George
Washington rising to
the heavens with
allegorical figures
representing war,
science, marine,
commerce,
mechanics, and
architecture.

"The Life of George Washington" the farmer

WHAT MIGHT
YOUR
STUDENT SAY
ABOUT THIS?



(1853) "Summary
: Washington
standing among
African-American
field workers
harvesting grain;
Mt. Vernon in
background."
(LOC.gov)



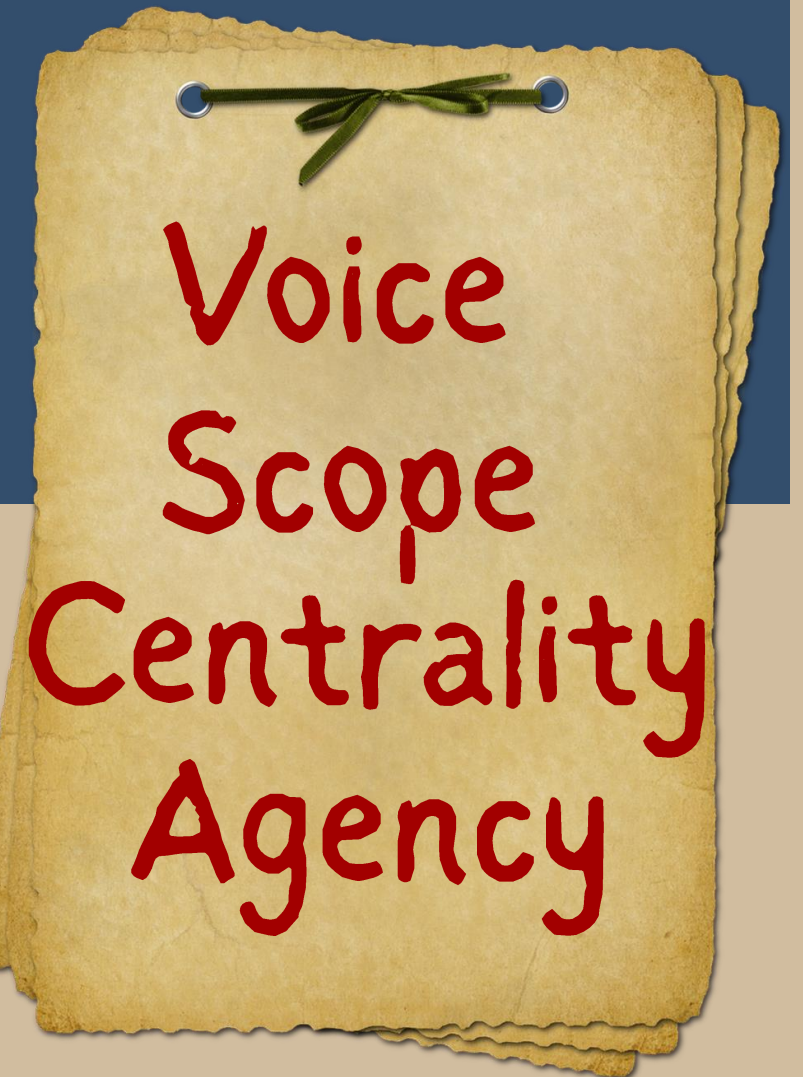
International Coalition of
SITES of CONSCIENCE

STORYTELLING AT SITES OF CONSCIENCE

- People are not their oppression.
- Someone is always resisting.
- Joy powers this work forward.

- Preserving memory
- Promoting truth
- Pursuing justice

Shaping Stories to Challenge Power





International Coalition of
SITES of CONSCIENCE

HARD HISTORY

- "Hard" history has two components:
 - Part one is when harm was done in the past.
 - Part two is when a power structure harmed people and gained advantages from doing so in the past, and that same power structure continues to exist, harm people and gain advantages today.



International Coalition of
SITES of CONSCIENCE

PUBLIC HISTORY

- Our conversations about the past always take place in the present.
- Public history fights are usually fights about the future that use history as the tool for the disagreement.
- Our brains are not neutral in perceiving the world.

- WHY MIGHT WASHINGTON WANT TO RE-ENSLAVE ONA JUDGE?
- WHAT LAWS TECHNICALLY ALLOW WASHINGTON TO TRACK DOWN ONA JUDGE? (HINT: THINK 1793)
- SOME PEOPLE THINK WASHINGTON'S VIEWS ON SLAVERY CHANGED WHILE HE WAS PRESIDENT. DOES THIS HELP OR HURT THIS ARGUMENT?
- HOW MIGHT ENSLAVED PEOPLE RESIST ENSLAVEMENT?

A-301

Mount Vernon Dec 19 1799

Dear Sir,

Sometimes before I received your letter, I was told that a girl, the body servant of Mr. [illegible], had absconded without her master's permission, and without our having the remotest suspicion of such her intention, or where she had gone.

Handwritten note on left margin:
Ona Judge
by the name of Ona Judge



George Washington and William "Billy" Lee – enslaved valet

And to my Mulatto man William (calling himself William Lee) I give immediate freedom; or if he should prefer it (on account of the accidents which have befallen him, and which have rendered him incapable of walking or of any active employment) to remain in the situation he now is, it shall be optional in him to do so: In either case however, I allow him an annuity of thirty dollars during his natural life, which shall be independent of the victuals and cloaths he has been accustomed to receive, if he chuses the last alternative; but in full, with his freedom, if he prefers the first; & this I give him as a testimony of my sense of his attachment to me, and for his faithful services during the Revolutionary War.

General Washington / painted by
J. Trumbull Esqr. of Connecticut
1780 ; engraved by V. Green
mezzotinto engraver to his
Majesty & to the Elector Palatine.

BY HIS EXCELLENCY
GEORGE WASHINGTON, ESQ;
General and Commander in Chief of the Forces of the
United States of America.

THESE are to CERTIFY that the Bearer hereof
Cash Pallentine a Soldier
in the *2d Conn. Regt* Regiment, having faithful-
ly served the United States *from May 1777*
to the date hereof and being enlisted for the War only, is
hereby DISCHARGED from the American Army.

GIVEN at HEAD-QUARTERS the *ninth*
day of June 1783

By HIS EXCELLENCY'S
Command,

J. Lamball

REGISTERED in the Books
of the Regiment, *Joseph Clark* Adjutant.

THE above *Cash Pallentine*
has been honored with the BADGE of MERIT for *six*
Years faithful Service, *Saml. M. Hoffmann*

BY HIS EXCELLENCY
GEORGE WASHINGTON, ESQ;
General and Commander in Chief of the Forces of the
United States of America.

THESE are to CERTIFY that the Bearer hereof
Cash Pallentine a Soldier
in the *2d Conn. Regt* Regiment, having faithful-
ly served the United States *from May 1777*
to the date hereof and being enlisted for the War only, is
hereby DISCHARGED from the American Army.

GIVEN at HEAD-QUARTERS the *ninth*
day of June 1783

G. Washington

By HIS EXCELLENCY'S
Command,

MOUNT VERNON IN 1799



◆ ENSLAVED PEOPLE

◆ HIRED WHITE SERVANTS AND FAMILY

◆ WASHINGTON FAMILY MEMBERS

- What comes to mind when you consider this image?
- What connections can you make to other's perspectives?
- What questions arise as you think about the ideas and consider the responses and comments of others?

Washington to Joseph Thompson, July 2, 1766

1

Mount Vernon July 2d 1766.

- 3 With this Letter comes a Negro (Tom) which I beg the favour of you to sell, in any of the
4 Islands you may go to, for whatever he will fetch, & bring me in return for him
- 5 One Hhd of best Molasses
- 6 One Ditto of best Rum
- 7 One Barrell of Lymes—if good & Cheap
- 8 One Pot of Tamarinds—contg about 10 lbs.
- 9 Two small Do of mixed Sweetmeats—abt 5 lb. each
- 10 And the residue, much or little, in good old Spirits



Excerpt: George Washington to Daniel Jenifer Adams, July 20, 1772

1

1 The Money arising from the Sales [of flour] I would have laid out in Negroes, if choice ones
2 can be had under Forty pounds Sterl.; if not, then in Rum & Sugar from Barbadoes, or any of the
3 Windward Islands; and Sugar & Molasses if the Flour shd be sold in Jama [Jamaica].

4 If the Return's are in Slaves let there be two thirds of them Males, the other third Females—
5 The former not exceeding (at any rate) 20 yrs of age—the latter 16—All of them to be strait
6 Limb'd, & in every respect strong & likely, with good Teeth & good Countenances—to be
7 sufficiently provided with Cloaths.

Excerpt: George Washington to John Francis Mercer, September 9, 1786

1

- 1 ...I never mean (unless some particular circumstances should compel me to it) to possess another
- 2 slave by purchase; it being among my first wishes to see some plan adopted by the Legislature
- 3 by which slavery in this Country may be abolished by slow, sure, & imperceptible degrees.

Comment by George Washington, recorded by David Humphries in his *The Life of General Washington*, 1787-1788

1 The unfortunate condition of the persons, whose labour in part I employed, has been the only
2 unavoidable subject of regret. To make the Adults among them as easy & as comfortable in their
3 circumstances as their actual state of ignorance & improvidence would admit; & to lay a
4 foundation to prepare the rising generation for a destiny different from that in which they were
5 born; afforded some satisfaction to my mind, & could not I hoped be displeasing to the justice of
6 the Creator.

"I am alone at present, and shall be glad to see you this evening. Unless some one pops in, unexpectedly, Mrs. Washington and myself will do what I believe has not been [done] within the last twenty years by us, that is to set down to dinner by ourselves."

George Washington to Tobias Lear, 31 July 1797



Richard Josey

“The view we perceive the past is based on our current situations”

Connection: “Parents are good and bad, but we still love them; look in the mirror too! We are all good and bad!”



Collective Journeys

We create healing opportunities by nurturing a sense of belonging and creating spaces to share stories, experiences, and strategies.

Rationale: George Washington was very focused and concerned with money. He was human! He did a lot of good and he did a lot of bad. Why do we need to put someone in a "good" category and a "bad" category?

-Richard Josey



Stephen Hammond

(George Washington Parke Custis descendent-DNA connects him to Martha Washington), with the Arlington House National Historical Society (Currently called Arlington House, the Robert E. Lee Memorial)
SH: "Robert E. Lee has a voice in that house. We don't want to erase that voice, but we want other voices heard too...more inclusive."

Honorable Rohulamin Quander

(a descendent of Mount Vernon's enslaved community)

HRQ: "The **joy** of the story must be told
(i.e. Swing Low, Sweet Chariot...singing, etc.)
"No need to degrade anyone!"

Wrote a book-

"The Quanders: Since 1684, an Enduring African American Legacy"

Hasan Kwame Jeffries

(associate professor of History at The Ohio State University,
where he teaches courses on the Civil Rights and Black Power Movement)

- “Washington’s Legacy Fun Facts” (conditioning the students to identify the enslaver and not the enslaved)
- History vs. nostalgia: we love stories of the past that make us feel comfortable...the Disney version of the past. AKA “purposeful historical amnesia”: creating false narratives...technical term is “making shit up”

Disrupt the above by **teaching the truth #teachthetruth**

“Dad, did Hamilton own us?” (second grade daughter)

he replied

“It doesn’t say that in the song...”

“OK. I understand, but I’m still gonna sing the song!”

Did not hurt her—she didn’t cry—she went on.

Put George Washington in the proper context...don't take my word for it, check out Mount Vernon in person or virtually.

Don't lie or omit! Or we are engaging in educational malpractice!

It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.

James Baldwin

It is only in his **music**, which Americans are able to admire because a protective sentimentality limits their understanding of it, that the **Negro in America** has been able to tell his story.

James Baldwin

Morgan Smith,
Master Teacher:
"Show the joy"

Honorable Rohulamin
Quander: "The joy of
the story must be
told!"

Love and joy-how did we

and joy exist in the midst

enslavement

-Richard

Dr. LaGarret J. King:
"Share Black joy"

Debra Demers,
Teaching Learning
Coordinator GWTL:
"Don't forget the
joy"

Be sure to balance...show
their *JOU*!



9:30 PM

Priscilla's husband, Joe, who is enslaved and works at Mansion House Farm arrives. Work assignments force the family to live apart. Joe can visit on Sundays but sometimes comes during the week, disobeying Washington's orders.

Mount Vernon records indicate that Priscilla tried to flee at least twice.

Thank
you!



Submit
a Proposal



Register



Sponsor
Exhibit
Advertise

FLORIDA COUNCIL
FOR
HISTORY EDUCATION'S
8TH ANNUAL CONFERENCE
SARASOTA, FLORIDA

Join us at historic *Westcoast Black Theatre Troupe*



Dr. Rolando Herts



Gayle Jessup White



Dr. David Blight

History
Education
Matters

July 26–27, 2024



<http://www.flche.net/>



Mount Vernon in Your Classroom

Connect your students to George Washington's Mount Vernon and the 18th century through inclusive, relevant, and engaging digital and on-site educational resources and programs.



Professional Development Opportunities:

Summer Residential Programs

Apply to attend one of six 5-day immersive professional development experiences at Mount Vernon designed to explore George Washington and the 18th century world in which he lived. Receive unparalleled access to original primary sources, Estate experts, and visiting scholars, while collaborating with other K-12 teacher leaders from around the U.S.



Summer Teacher Fellowship Program

Apply to serve as one of up to six national teacher fellows who will work closely with members of Mount Vernon's K-12 and library staff to design inclusive, inquiry based classroom resources to enhance and expand the study of George Washington.

...and more!



Student Programs:

Distance Learning Programs

Bring Mount Vernon into your classroom with virtual field trips. Choose from three interactive tours that utilize Mount Vernon's private collections, historic grounds, and inquiry based strategies to engage students with 18th century content and themes based around the lives of all who lived at Mount Vernon.

...and more!



GEORGE WASHINGTON'S
MOUNT * VERNON

www.mountvernon.org/education



Student of the Year Award

Did your student write a research paper on Washington's presidency? Produce a documentary about his military career? Reference Washington in a speech for class office? Two cash prizes are awarded every year to middle and high school student-created projects centered around George Washington's life, leadership, or lasting legacies.

Digital Classroom Resources:



Virtual Tour

Explore all corners of the Mount Vernon estate on this self-directed tour with object highlights, short videos, and fun facts highlighted throughout.



Lives Bound Together Virtual Exhibit

Experience the award winning exhibit investigating Washington's complex relationship to slavery and the personal stories of the people enslaved at Mount Vernon.



Primary Source Collections

- Education
- Library
- Museum
- Archaeology

Digital Encyclopedia

Content Pages



GEORGE WASHINGTON'S
MOUNT * VERNON

www.mountvernon.org/education



Be Washington

Recreate defining moments in Washington's military and political careers with four first-person interactive leadership experiences, all available as hosted or single player games.



Videos

- Full Films
- Ask Mount Vernon
- Mount Vernon YouTube



National History Day Support

From George and Martha Washington to the enslaved community, the history of Mount Vernon is full of people who used their voices and positions to create new frontiers and break barriers. The digitized primary source objects, images, places, artifacts, and documents in our museum's collections provide immense support to student research for National History Day projects.