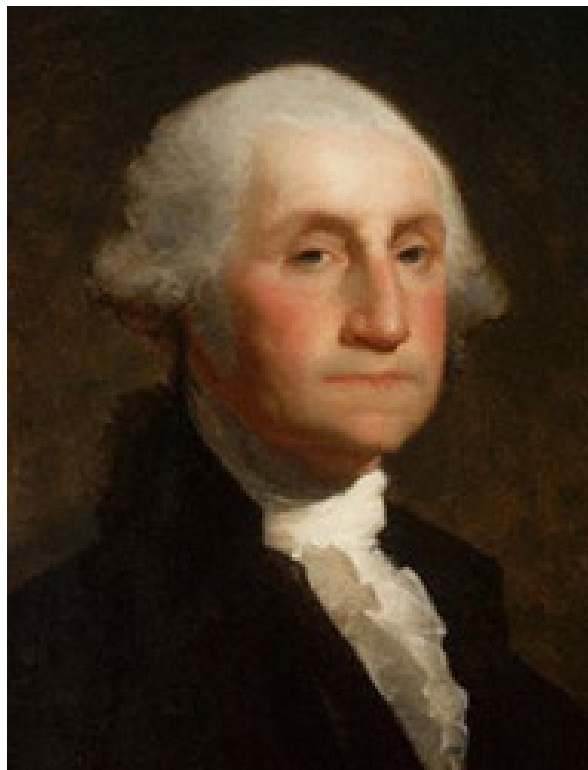


#10393

GEORGE WASHINGTON

RAINBOW EDUCATIONAL MEDIA, 2004
Grade Level: 2-5
15 Minutes
7 Instructional Graphics



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#5255 GEORGE WASHINGTON: A CALL TO GREATNESS](#)
[#8487 GEORGE WASHINGTON: FOUNDING FATHER](#)



GEORGE WASHINGTON

From the
American Heroes & Heroines
Series

Grades 2-5

Viewing Time: 19:35

PROGRAM OVERVIEW

Intended Audience and Uses

George Washington has been produced for social studies students in grades 2-5. The first program in the *American Heroes and Heroines* series, it traces the life of the father of our country from his childhood in colonial Virginia to his death at Mount Vernon in December, 1799. This program meets Standard II, "Time, Continuity and Change;" Standard V, "Individuals, Groups and Institutions;" and Standard X, "Civic Ideals and Practices,"

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of the National Council for the Social Studies.

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, again showing the program without stopping, undoubtedly will help reinforce student understandings.

Program Synopsis

The program is divided into four sections. The first shows Washington's childhood on a farm in colonial Virginia; the second focuses on his early career as a military officer for the British and his life at Mt. Vernon; the third explains his leadership role in the first and second Continental Congresses, several key events that led to the Revolution, and Washington's role in leading American forces to victory over the British; the final section discusses Washington's presidency.

After the program's introduction, viewers see how young George lived in colonial Virginia. He is seen feeding cows and geese, learning at home with his brothers and sister, and talking with his half-brother, Lawrence. It also shows teenaged George conducting land surveys for one of Virginia's wealthiest residents, Colonel William Fairfax, Lawrence's father-in-law.

The second section opens with Lawrence's fatal illness and George's determination to follow in Lawrence's footsteps as a military officer. Viewers discover that Virginia's Governor Dinwiddie appointed George to travel to Fort LeBoeuf, where he was to tell the French military comman-

der to abandon the garrison. Eventually, George led a group of men to a new British fort, but is attacked by the French in what was to become the first battle of the French and Indian War. George fought other battles in the war. After hostilities ended, he married Martha Dandridge and settled down in Mt. Vernon.

The third part of the program discusses the events that lead up to the Revolutionary War and Washington's leadership roles in the first and second Continental Congresses. Primary focus is given to the difficulties Washington faced when fighting British forces – and how he overcame them.

The final section covers some of Washington's major accomplishments as president – creating groups of advisors (that eventually would evolve into cabinet officers and federal departments), naming Pierre L'Enfant to design a capital city, and putting down the "Whiskey Rebellion," which established the power of the federal government.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Briefly recount Washington's childhood experiences.
2. Discuss Washington's early military experiences in the French and Indian War.
3. Explain the colonists' grievances that led to the Revolutionary War and tell how Washington's leadership helped win the war.
4. Tell at least three accomplishments of Washington's presidency.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

Ask the class, “Who is the leader of our school, the person who is responsible for all the teachers and students? After students name the principal, ask the following questions: “Why do schools have principals? Are there other organizations that have leaders? What are the leaders of businesses called? Who is the leader of our town (city, village)? What is that person called? (Mayor.) Why do organizations such as schools, cities and businesses have a leader?” Help your students understand that every organization needs a leader to form and articulate goals and then direct activities that will help the organization meet those goals. Ask, “What are the goals of our school?”

Pre-Viewing Activities

Segment 1

The producers encourage you to prescreen the program to familiarize yourself with its content. To gauge your students’ familiarity with the program’s material, you may find it useful to have them complete the *George Washington Pre-test*. After grading the test, you may find it necessary to alter your presentation to meet your instructional goals. You also may want to look over the *Suggested Discussion Questions* before showing the program to your class.

Ask the class if anyone knows the name of the person who was the first leader of our country. Why would it be especially important to have a good leader when a country is new? Help your students understand that – as with any other organization – the first leader of a country helps set the rules and ideas the country will have for a long time – rules and ideas that will help the country meet its goals.

The better the leader, the better the country will be able to meet its goals. Now tell the class that they will see a video about the first leader of our country. Explain that the first part of the program discusses his childhood.

Post-Viewing Activities

Segment 1

Discuss the first part of the program, using the *Suggested Discussion Questions* if you prefer. Now pass out *Comparing Your Life to George’s*. If your students are unable to do this exercise on their own, do it as a class activity. If your students complete this activity individually, discuss the similarities and differences they’ve mentioned after the worksheet has been completed. You may point out the game George’s little brother is playing, a kind of small bowling game with wooden pegs and a wooden ball. Also note the fireplace in the background and mention that there was no central heating in those days. Be sure your students mention George’s quill pen. Ask whether anyone would prefer to live in colonial times. Why?

Pre-Viewing Activities

Segment 2

Before showing the second part of the program, review the first segment if you feel it will help your students better understand Washington’s childhood. Now turn your attention to Washington’s relationship to his half-brother, Lawrence. Does anyone in the class have a big brother or sister whom they admire? What about another older person? Help your students understand that it is natural that when you admire someone, you want to be like that person. Ask what Lawrence did for a living (British naval officer). Ask, “Do you think George still thought about being a military officer when he became an adult?” Tell the class that the next part of the program will answer that question.

Post-Viewing Activities

Segment 2

Discuss the second part of the program, using the ***Suggested Discussion Questions*** if you prefer. Be sure your students understand the difficulties – and the heroics and skills involved – traveling from Virginia to the shores of Lake Erie in bitterly cold weather in the mid-18th century. Mention the lack of roads, transportation and lodging. Now turn the class's attention to the topic of "leadership qualities." Why does the class think that Governor Dinwiddie appointed George to lead the group going to Ft. LeBoeuf? Why would he appoint him to command the new British fort? Help your students understand that, at least to Governor Dinwiddie, George exhibited the leadership traits that would make him suitable for the jobs. Next, turn your attention to the topic of "leadership training." Can a person be trained to be a leader? Why or why not? Now, pass out ***What Makes a Good Leader?*** If your students are unable to do this exercise on their own, do it as a class activity. If your students complete this activity individually or as small group work, after 10-15 minutes discuss each of the qualities and how George exhibited them. Note that there are some aspects of leadership that have not been discussed in the first two parts of the program. Have your students keep this exercise, which they will complete after the last section has been shown.

Pre-Viewing Activities

Segment 3

Before showing the third part of the program, review the first two segments if you feel a review will help your students understand what follows. Tell the class they will now see what happened to George Washington as America headed into a war with England. Has anyone ever heard of

the American Revolution? What is a "revolution?" If your students are able, have them look up the word either in a print dictionary or on an online dictionary. Tell your students that the next part of the program discusses why the colonists went to war with England and George Washington's role in leading the colony's military forces. Ask them to pay close attention to the reasons for going to war, and why George Washington was such a successful leader.

Post-Viewing Activities

Segment 3

Discuss the third part of the program, using the ***Suggested Discussion Questions*** if you prefer. Be certain that your students appreciate the historic magnitude of Washington's role in winning the war – that it was the first step in setting the pattern for democracies throughout the world. Now have your students turn to the ***What Makes a Good Leader?*** handout. Have them redo this exercise by giving new examples. As before, this activity can be done either as a class exercise, individually or in small groups. After it has been completed, discuss the answers with your students.

Pre-Viewing Activities

Segment 4

Before you show the fourth part of the program, review the first three segments if you feel a review will help your students understand what follows. Tell the class they will now see what happened to George Washington after the Revolutionary War. Help your class understand that Americans were distrustful of a strong, central government because they had seen how unjustly King George, a monarch with many powers, had ruled the American colonists. At first, they decided that the states should have most of the power. Ask the class to pay close attention to

what happened to that plan and why it was so important to George Washington.

Post-Viewing Activities

Segment 4

Discuss the fourth part of the program, using the ***Suggested Discussion Questions*** if you prefer. Be certain that your students appreciate the historic significance of Washington's major accomplishments as president. In essence, he helped make the pattern that future administrations would follow. Hand out ***Washington's Accomplishments as President***. If your students are unable to do this exercise on their own, you may do it as a class exercise. If they can do it, you may assign it as individual seat work or small group work. If your students are older, you may want to assign them to do some research and discuss more than the three accomplishments mentioned in the video. After your students have completed this activity, go over the answers with them. Now have your students take out the ***What Makes a Good Leader?*** work sheet. Discuss the leadership qualities George Washington brought to the presidency. Help your students understand that America was indeed fortunate to have as its first president a person with such outstanding qualifications to lead a new country – both in leadership ability, temperament and training. As a review, you may find it useful to show the entire program again, without stopping. As culminating activities, you may have your students draw a mural that shows the different stages of Lincoln's life and times, or have them make dioramas of his boyhood home in Indiana. Afterwards, give the ***George Washington Post Test***, using it as an evaluation to determine the success of the entire lesson.

Description of Blackline Masters

GEORGE WASHINGTON PRE-TEST – Provides an evaluation tool to gauge how much information students already know about George Washington.

SUGGESTED DISCUSSION QUESTIONS – Gives questions that may be asked after each segment is viewed.

COMPARING YOUR LIFE TO GEORGE'S – Helps students compare their lives with the life of a child in colonial America.

WHAT MAKES A GOOD LEADER? – Helps students understand the qualities needed for leadership.

WASHINGTON'S ACCOMPLISHMENTS AS PRESIDENT – Reviews some of the major accomplishments of the Washington presidency.

GEORGE WASHINGTON POST TEST – An evaluation tool to gauge student comprehension of the lesson's material.

ANSWER KEY

George Washington Pre-test: 1. c 2. a 3. b 4. a 5. c
6. b 7. a

George's Life & Yours: Answers will vary.

What Makes a Great Leader? Answers will vary.

Washington's Accomplishments as President: Appointed people to help him make decisions and run the government; appointed Pierre L'Enfant to plan a new capital city; put down a rebellion of farmers and proved the federal government would enforce laws made by congress.

George Washington Post Test: 1. a 2. b 3. c 4. b 5. b
6. b 7. c 8. F 9. T 10. F 11. F 12. F 13. T 14. T
15. T 16. T 17. F 18. T 19. F 20. T 21. F 22. T
23. F 24. T 25. T

TRANSCRIPT OF THE VIDEO

Washington, D.C – the capital of our country.

It is a beautiful city with many monuments to our country's most famous citizens and its many heroes and heroines.

But one monument stands above all the rest. In fact, no building in Washington, DC can be as tall.

For this monument was built to help us remember "the father of our country," the man who led America to freedom, and who became our nation's first president – George Washington.

PART I: BOYHOOD

George Washington lived long ago, in colonial times. In those days, British soldiers marched through village streets throughout the land, for America was ruled by a king in England, a country across the Atlantic Ocean.

Young George lived on a farm in what would some day be the state of Virginia.

Back then, farm children usually didn't go to school. So George's mother taught him – and his little sister and brothers – how to read, write and do arithmetic.

George especially liked arithmetic. And he enjoyed measuring things.

His favorite person was his big half-brother, Lawrence. Lawrence was a captain in the English navy.

George admired him, and thought that he, too, would like to be a military officer when he grew up. Lawrence was married to Anne Fairfax. Her father, Colonel William Fairfax, was well known throughout Virginia.

He was wealthy and respected. And he liked George, who, by the time he was in his teens, had learned how to measure, or "survey," land.

Many people, including Anne's father, were impressed by George's ability to pay close attention to details. George made sure that everything was perfect.

And so, Colonel Fairfax asked George to be a surveyor to measure land where practically nobody lived – land full of trees, dangerous rivers and wild animals.

Despite the dangers, George did an excellent job. In fact, he was so good at surveying that he was hired to do many other land surveys, even though he was still only a teenager.

PART II: SOLDIER & FARMER

Some years later, Lawrence came down with tuberculosis, a disease that can be cured today, but couldn't be cured then. And so he died.

As you can imagine, George was very sad. In his sadness, George decided that he would take his brother's place as a military officer.

He read many books written about military science. If he was going to be a soldier, he wanted to be a good one.

George's studies would be rewarded. In time, he became an officer in the Virginia militia, which was like a small army.

Not long after that, the governor of Virginia, Robert Dinwiddie, sent George and several others to deliver a message to the commander of Fort LeBoeuf, a French military garrison more than four hundred miles northwest of Virginia.

In his message, the governor told the French that they had to leave the fort.

You see, at that time, the English king and the French king both wanted to take over large sections of North America.

It was snowy as George and his men traveled to the fort, and as they ventured onward it turned bitterly cold.

When Washington's group reached the fort, and delivered Governor Dinwiddie's message, the French commander said he wouldn't leave.

In fact, he continued, his orders were to help build French settlements and take more territory, far beyond the fort.

Through the cold and snow, Washington and his small group returned to Virginia.

After he arrived, he told Governor Dinwiddie that the British should build a fort to block the French.

It was built and George was appointed as its commander. As they made their way to the new fort, George and his men fought a group of French soldiers.

George was victorious in this battle, the first in what became known as the French and Indian War.

He and his men fought several other battles in that war, some of which they lost. During those conflicts, however, he gained valuable experience as a soldier.

After the war, George married Martha Dandridge, a young widow with two children.

For the next 15 years, he, Martha, and their children lived happily at Mt. Vernon, which he had inherited after Lawrence died.

George was now an important landowner, and so was elected to the House of Burgesses, where many of Virginia's laws were made.

But taking care of Mt. Vernon took much of his time. He kept busy making certain that his garden and fields were properly tended.

In fact, George wrote to many experts in England to find out the best ways to manage his farm. He also read many scientific books on farming. And he kept excellent business records.

When he wasn't working, George, Martha and their children traveled to nearby towns, where they visited friends in their homes, shopped and attended plays.

But most of their time was spent at Mt. Vernon.

Inside the stately mansion, the Washingtons and their many house guests would play cards and chess, would have dinners, and, with music playing brightly, would dance late into the night.

George and his family were very happy during this period.

PART III: COLONIAL LEADER & GENERAL

Not everyone in the 1770s was as happy as the Washington family.

People were becoming upset at the king of England, who, as time went on, taxed Americans more and more heavily.

They also were upset because the king told them that they had to keep English soldiers in their houses.

The Americans thought the rules and taxes were unfair.

Then, Lord Botetourt, a British official, said the House of Burgesses could no longer make laws.

Angry Americans said they were now being taxed without having any say about how they were being governed.

Then the colonists began to take matters into their own hands. In Boston, a large number of them – some dressed as Indians – boarded a ship that had brought tea to America, and dumped the tea overboard, saying it was unfairly taxed.

Despite this so-called "Boston Tea Party," and other actions, the king of England didn't take the Americans' complaints seriously.

So the First Continental Congress, made up of many important colonists, met to discuss what to do next.

George Washington, who, of course, attended, wanted to stop all trade – all buying and selling – between American and English companies.

Another meeting, the Second Continental Congress, met the following year. During that meeting, George said he didn't want war with England, but he thought it couldn't be avoided.

Meanwhile, people throughout the colonies discussed who could lead American soldiers against England, which at that time had the best army in the world!

George Washington was selected.

As a surveyor, he knew the lands where battles might be fought – and that would certainly help America's soldiers.

As an officer who had studied military science, he could make clever battle plans.

As a colonel who had experience in the French and Indian War, he knew how to lead troops in battle.

And as a landowner and businessman, he knew how to manage a large organization – all important skills needed by a military leader. But it would not be easy!

For one thing, American soldiers were not really soldiers; they were farmers and shopkeepers and tradesmen.

And they served for only a three-month period, barely enough time to be trained properly – much less fight skillfully.

And there weren't very many of them, either. America had far fewer than England.

Food was often in short supply, too. Sometimes American soldiers had enough to eat, but often pots were empty, and the colonial soldiers suffered from hunger.

The Americans went through many hardships during the war, especially during the winter months.

Perhaps most generals would have given up under such terrible conditions.

But not General George Washington. He was an outstanding leader, courageous – and clever.

In fact, he thought of a new way to fight battles. George knew that British soldiers moved slowly on land. So he ordered his troops to hide in the forests, where they couldn't be seen.

Then the Americans would strike quickly, surprising the British.

The battle would be fought, and then the Americans would quickly run back into the forest, where they would disappear.

George had other plans for the powerful British navy.

British ships were used to help English soldiers escape whenever the Americans pushed British forces to the coast. English soldiers simply boarded the ships, and the ships sailed away.

But then, General Washington convinced the French navy to block the British ships, thus keeping English soldiers from escaping.

When the French did exactly that at Yorktown, Virginia, the British were defeated for good.

And the British commander surrendered to General Washington on October 19, 1783.

The American colonists were at last free from British rule.

PART IV: OUR FIRST PRESIDENT

George Washington retired to Mt. Vernon after the war. For the next five years, he continued to develop new ways to raise animals and grow crops.

But the new country was having problems. Each state acted as if it were a little country unto itself, and disputes among them broke out.

Clearly, something had to be done to save the new nation. In Philadelphia, Pennsylvania, a meeting was called to figure out what to do.

It was called the "Constitutional Convention," and George Washington was chosen as its leader.

Under his guidance, the convention decided that a new government should be established, one with courts, the highest

being the "Supreme Court," to peacefully solve disputes.

There would also be a Congress that would make laws for everyone.

The convention also decided there should be an elected president to lead the country – not a king, as some suggested.

The first president was, of course, George Washington. He took office on April 30, 1789.

The nation was very fortunate to have such a wise and experienced leader as its first president, for leading the new country, the United States of America, took a great deal of wisdom.

George Washington's actions as president, such as forming groups to help him make important decisions and run things, helped create the kind of government we have to this very day.

President Washington also hired Pierre L'Enfant, the great French city planner and architect to plan a new capital city on the banks of the Potomac River, in a special region to be called "The District of Columbia."

The president also sent troops to put down a rebellion of farmers who refused to pay their taxes, proving that the new government would enforce laws made by Congress.

President Washington was elected to a second term, and continued to lead the United States with wisdom and honor until he retired to Mt. Vernon, where he died on a cold December day, in 1799.

Washington, D.C., the city named after George Washington, and the Washington Monument, are the most easily recognized memorials to the person many consider to be our nation's greatest hero.

Perhaps the real memorials to George Washington, however, are all the American people who live in freedom, who enjoy liberty and justice, and who are blessed with lands that provide us with almost everything we need – in the land we call the United States of America.

Other Programs in the American Heroes & Heroines Series

Abraham Lincoln
Dr. Martin Luther King, Jr.
More to Come

Web Resources

Biography of George Washington
<http://www.whitehouse.gov/history/presidents/gw1.html>
A short, precise biography of our first president on the official White House site.

George Washington's Mount Vernon
<http://www.mountvernon.org>
An entire site devoted to Washington's home. Click the "Grounds Tour" for pictures and detailed explanations.

The Papers of George Washington
<http://gwpapers.virginia.edu/>
An outstanding resource for those wanting primary research on George Washington.

George Washington Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. George's favorite person was
 - a. his father, Phillip.
 - b. his mother because she taught him to read.
 - c. his half-brother, Lawrence.
2. The man who hired George to survey lands was
 - a. Colonel Fairfax.
 - b. General Dinwiddie.
 - c. King George.
3. One of George's first duties as a military officer was
 - a. to deliver a message to the King of England.
 - b. to deliver a message to the commander of Fort LeBeouf.
 - c. to deliver a message to the governor of Canada.
4. George fought in the first battle of
 - a. the French and Indian War.
 - b. the Mexican-American War.
 - c. the Civil War.
5. George and his wife, Martha, liked to
 - a. give parties at Mount Vernon.
 - b. visit friends, shop and attend plays in nearby towns.
 - c. a. and b.
6. Americans rebelled against England because
 - a. the English didn't tax them enough.
 - b. the English king said they had to keep English soldiers in their houses.
 - c. the English forced Americans to drink tea.
7. George cleverly convinced the French
 - a. to block English ships.
 - b. to spy on the King of England to learn his war plans.
 - c. to sell English soldiers guns that wouldn't work.

Discussion Questions – George Washington

After Segment One

1. What is the name of our capital city?
2. Where did George Washington grow up?
3. Who taught George to read, write and do arithmetic?
4. Name two chores George had on his farm.
5. Who was George's favorite person?
6. Who was Lawrence married to?
7. Why was Colonel Fairfax impressed with George?
8. What job did George have as a teenager?

After Segment Two

1. What did George decide to do after Lawrence died?
2. How did he prepare to be a good military officer?
3. Where did Governor Dinwiddie send George?
4. What was Governor Dinwiddie's message?
5. What did the French say when George gave them the message?
6. What did George suggest when he got back to Virginia?
7. What did Governor Dinwiddie do?
8. Who attacked George and his men on his way to the new fort?
9. Why did French and British soldiers fight each other in the French and Indian War?
10. What did George do after the war?
11. Was George a good farmer? How do you know?
12. What things did George and Martha do at Mt. Vernon?
13. Were the Washingtons happy at Mt. Vernon?

After Segment Three

1. Name three things that upset the American colonists.
2. Why were the colonists angry at Lord Botetourt?
3. What was the "Boston Tea Party."
4. What did George Washington suggest at the First Continental Congress?
5. Why was George Washington such a good choice to lead American soldiers in the Revolutionary War?
6. What things made it difficult for the American soldiers?
7. Explain George Washington's new way to fight battles.
8. What was George Washington's plan for the British navy? Did it work?

After Segment Four

1. Why was the new country having problems after the war?
2. What did the Constitutional Convention decide?
3. Name three important things George Washington did as president.
4. Where did George Washington live after he retired as president?

Name _____

Comparing Your Life to George's

Directions: Look at the picture of George Washington with his mother and brothers and sister. Fill in the blanks, which will help you compare your life in today's world to George's life in colonial times.



George's Life

My Life

Clothes:

Chores:

School:

Home:

Fun:

Name _____

What Makes a Great Leader?

Directions: George Washington was perhaps our country's greatest leader of all time. Leaders have special qualities. Some of those qualities are listed below. Next to each one, write an example of how George showed that he had that quality.



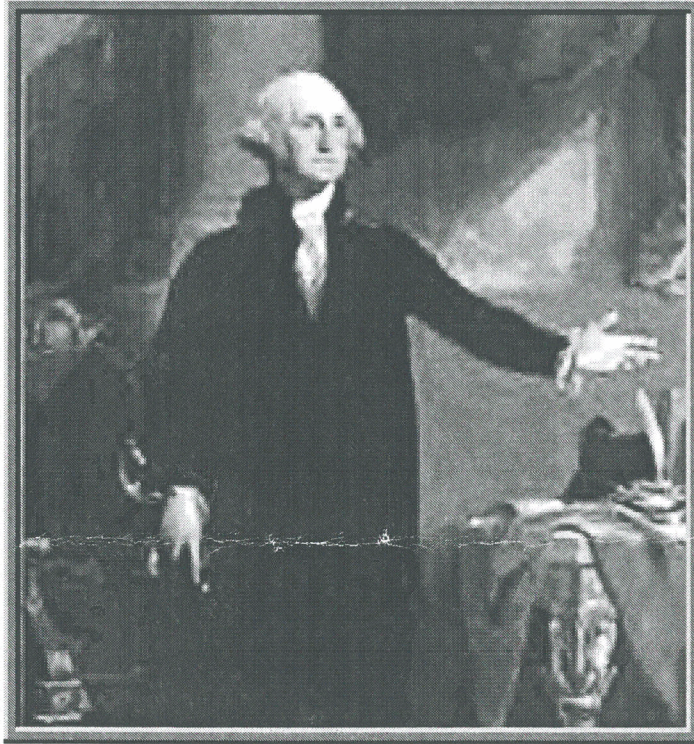
Personal Qualities Needed	Examples
---------------------------	----------

- | | |
|------------------------------------|--|
| 1. Intelligence | |
| 2. Education and Training | |
| 3. Determination (doesn't give up) | |
| 4. Bravery | |
| 5. Experience | |

Name _____

Washington's Accomplishments as President

Directions: George Washington had many accomplishments as our nation's first president. Write about three of them below the picture, and tell why they were so important to our country. You may use the back of this paper if you need more room.



George Washington Post Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. George's favorite person was
 - a. his half-brother, Lawrence.
 - b. his mother because she taught him to read.
 - c. his father, Phillip.
2. The man who hired George to survey lands was
 - a. General Dinwiddie.
 - b. Colonel Fairfax.
 - c. King George.
3. One of George's first duties as a military officer was
 - a. to deliver a message to the King of England.
 - b. to deliver a message to the governor of Canada.
 - c. to deliver a message to the commander of Fort LeBeouf.
4. George fought in the first battle of
 - a. the Mexican-American War.
 - b. the French and Indian War.
 - c. the Civil War.
5. George and his wife, Martha, liked to
 - a. watch TV.
 - b. visit friends, shop and attend plays in nearby towns.
 - c. a. and b.
6. Americans rebelled against England because
 - a. the King of England said Americans were stupid.
 - b. the King of England made them pay taxes without being represented in the government.
 - c. the English forced Americans to drink tea.
7. George cleverly convinced the French
 - a. to sell English soldiers guns that wouldn't work.
 - b. to spy on the King of England to learn his war plans.
 - c. to block English ships.

George Washington Post Test, page 2

Directions: Put a "T" on the blank next to the statement if it is true and an "F" if it is false.

8. ____ As a child, George Washington lived in New York City.
9. ____ George Washington's half-brother, Lawrence, was a British naval officer.
10. ____ George Washington was a blacksmith until he became a soldier.
11. ____ Governor Dinwiddie wanted the French to move to Virginia.
12. ____ Governor Dinwiddie sent George to Ft. Lee when the weather was good.
13. ____ George served in the House of Burgesses.
14. ____ George Washington married Martha Dandridge, a widow with two children.
15. ____ George Washington was an excellent manager of Mount Vernon.
16. ____ Lord Botetort said the House of Burgesses could no longer make laws.
17. ____ The Boston Tea Party was held to honor George after he won the Revolutionary War.
18. ____ At the Second Continental Congress George Washington said that war with England couldn't be avoided.
19. ____ George depended on others to make battle plans for American soldiers.
20. ____ American soldiers trained for only three months.
21. ____ American soldiers always had enough to eat in the Revolutionary War.
22. ____ The British were defeated at Yorktown, Virginia.
23. ____ George Washington was our country's third president.
24. ____ The Constitutional Convention started a new government.
25. ____ Pierre L'Enfant planned our nation's capital city.