

## **IB History—Latin America Topics Networking Session 9/20/2017**

### **Session Agenda:**

See attached

### **Session Minutes/Discussion Notes:**

See attached notes and documents.

Access resources here: <http://uwm.edu/clacs/public-engagement/teaching-resources/fairfax-county-public-schools-ib-educator-workshop/>



**IB Mid-Atlantic  
Professional Development Networking Session**

**Wednesday, September 20, 2017**

The Fred W. Smith Library for the Study of George Washington, Mount Vernon

**AGENDA**

9:00-9:10am	Introductions and Welcome
9:10-10:10am	Session 1: Professor John Tutino (Georgetown University), "Reconsidering the Independence Period in Mexico and Haiti"
Break	
10:20-11:20am	Session 2: Professor Paula Alonso (George Washington University), "Forging Political Democracies in Late Nineteenth-Early Twentieth Century Argentina"
Break	
11:30am-12:30pm	Session 3: Professor Bryan McCann (Georgetown University), "Urbanization and Popular Politics in 20 <sup>th</sup> Century Brazil: From the Cold War to Globalization"
12:30-12:35pm	Announcements
12:35-1:10pm	Lunch & Tour of Library and Vault (optional)
1:20-2:05pm	Session 4: K. Allison Wilkens and Jessie MacLeod (Fred W. Smith Library) "Resources of the Fred W. Smith Library for the Study of George Washington"
Break	
2:15-3:00pm	Session 5: Resources for Teaching Latin America and the Caribbean, with presenters from Title VI National Resource Centers, including Julie Kline (UW-Milwaukee), Denise Woltering-Vargas and Jimmy Huck (Tulane University) and Colleen McCoy (Vanderbilt University)
3:00-3:10pm	Final comments

Co-sponsored by the national Consortium of Latin American Studies Programs (CLASP), and organized with FCPS by the Center for Latin American and Caribbean Studies, University of Wisconsin-Milwaukee, a Title VI National Resource Center with funding from the U.S. Department of Education



Fairfax County Public Schools

IB Teachers Workshop

History of the Americas

Sept 20, 2017: Smith Library for the Study of George Washington, Mt. Vernon, VA

Revolutions and Independence in the Americas, 1770-1825:  
New Understandings

John Tutino  
Georgetown University

Suggested Materials for Teachers and Students

My presentation today aims to introduce teachers to an emerging new historical vision of the transformation of the Americas as most of its peoples broke away from European empires and began the process of forging nations. Long established traditions frame that process to begin with the North American rejection of British rule and the construction of the U.S. constitutional regime from 1774 to 1787. The movement for political liberation then flowed back across the Atlantic to influence France's revolutionary struggles toward a more participatory polity from 1789 to 1800. Then the combined influence of the US and France are seen as stimulating and influencing broader movements for (and against) independence across the hemisphere from 1808 to 1824.

Those regions and political process remain essential to understanding the transformations of the Americas in the world after 1770.

The emerging new history argues that there is a linked trajectory that focuses on power and politics—and on production, popular rebellions, and everyday life—that runs from British North America as it became the United States (1774-1800); to Saint Domingue as revolutionary slaves made an unprecedented Haiti (1791-1804); and to New Spain as insurgent communities forced transformations that remade the world economy while Mexico emerged as a nation (1808-1824).

Together, those three revolutionary transformations changed the Americas and the world, ensuring that nation making was never easy anywhere in the hemisphere—while shaping much of the world as we know it today. In the new vision, the emergence of the American nations becomes far more complex—and far more important to world history.

Here I provide a selected bibliography of some of the key studies that have led to this new vision—and the debates they have stimulated. After all, the important questions of history are always subject to debate, re-formulation, and more debate. All these works are accessible to teachers—and to most upper level IB students.

I mark with an asterisk (\*) those that are more accessible.

I list studies by region and order of publication—to indicate the time depth of this emerging conversation to rethink the origins of the American nations.

## U.S. Independence:

\*Morgan, Edmund, *American Slavery, American Freedom: The Ordeal of Colonial Virginia*. New York: Norton, 1975 (new edition 2001).

\*Morgan, Edmund, *Inventing the People: The Rise of Popular Sovereignty in England and America*. New York: Norton, 1989.

\*Taylor, Alan, *The Internal Enemy: Slavery and War in Virginia, 1772-1832*. New York: Norton, 2013.

\*Sven Beckert, *Empire of Cotton: A Global History*. New York: Knopf, 2014.

## Haitian Revolution:

Fick, Carolyn, *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 1990.

\*Dubois, Laurent, *Avengers of the New World: The Story of the Haitian Revolution*. Cambridge: Harvard University Press, 2004.

\*Dubois, Laurent, *Haiti: The Aftershocks of History*. New York: Metropolitan Books, 2012.

## New Spain, Insurgencies, Mexico, the Americas, and the World:

Tutino, John, *Making a New World: Founding Capitalism in the Bajío and Spanish North America*. Durham: Duke University Press, 2011.

\*Tutino, John, ed. *New Countries: Capitalism, Revolutions, and Nations in the Americas, 1750-1870*. Durham: Duke University Press, 2016.

\*Guardino, Peter, *The Dead March: A History of the Mexican-American War*. Cambridge: Harvard University Press, 2017.

\*Tutino, John, *The Mexican Heartland: How Communities Shaped Capitalism, a Nation, and World History, 1500-2000*. Princeton: Princeton University Press, 2017.

# Center for Latin American Studies

VANDERBILT  UNIVERSITY

The Center for Latin American Studies at Vanderbilt seeks to expand awareness and knowledge of Latin America in K-16 settings. CLAS works closely with the Tennessee Department of Education to award continuing education credit to teachers for their attendance at professional development workshops. On average, CLAS organizes **150 educational and cultural events per year that impact more than 75,000**; the impact of these efforts is amplified through teachers who attend many of our events.

## ***Educator Resources***



**Professional Development Workshops** –CLAS presents 6-8 professional development workshops per year. Join us to bring Latin American content into the classroom and connect with other educators!



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*and more!*

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WORKSHEET: ANALYZING SOURCES FOR RESEARCH

NAME \_\_\_\_\_

DATE \_\_\_\_\_

You have been given a source related to your topic:

1. Is this a primary or secondary source?

Explain your answer:

2. Use the following chart to assist your analysis of this source:

Origins	Purpose	Content

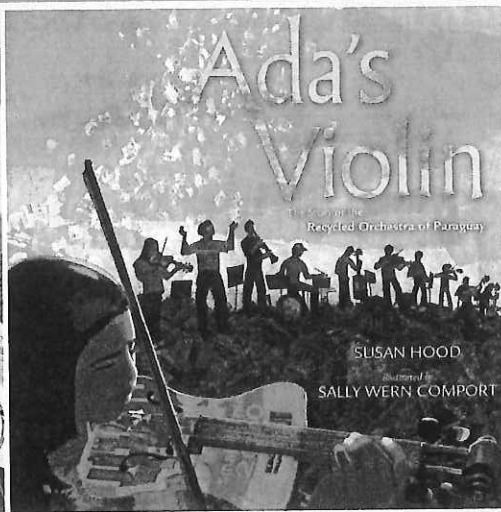
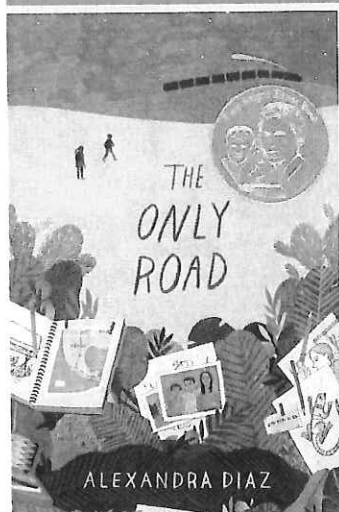
Value	Limits

3. Summarize the best use of this source for your research



The Hispanic Division and the Center for the Book of the Library of Congress  
present in collaboration with the Consortium for Latin American Studies Programs (CLASP)

## The 2017 *Américas* Award Ceremony



*The Américas Award*  
is given in recognition of U.S.  
works of fiction, poetry,  
folklore, or selected non-  
fiction (from picture books to  
works for young adults) that  
authentically portray Latin  
America, the Caribbean, or  
Latinos in the United States.

Susan Hood and Sally Wern Com-  
port, author and illustrator of *Ada's  
Violin* (Simon & Schuster, 2016), and  
Alexandra Diaz, author of *The Only  
Road* (Simon & Schuster, 2016), will  
receive the 2017 *Américas* Award.

*The event is free and  
open to the public*

**Friday**

**September 22**

**2:30 PM**

**Whittall Pavilion**

**Ground floor,**

**Thomas Jefferson Building**

**Library of Congress**

**10 first St. SE**

**Washington, DC**

**HOST** The Center for the Book and the Hispanic Division, Library of Congress

**LOCATION** Whittall Pavilion, Thomas Jefferson Building, ground floor

**DATE / TIME** 09/22/17 at 2:30 PM

**CONTACT** [cgom@loc.gov](mailto:cgom@loc.gov)

Request ADA accommodations 5 business days in advance at 202-707-6362 or [ADA@loc.gov](mailto:ADA@loc.gov)



## Weekly Report for January 6-13, 1793

Written by Anthony Whitting

A Meteorological account of the weather  
kept at Mount Vernon

Jany	6 <sup>th</sup>	In the morning 44 NW Clear	47 SSW Clear	47 SSW Clear
	7 <sup>th</sup>	43 SSW Clear	47 SSW Clear<ng>	49 SSW Clear<ig>
	8 <sup>th</sup>	43 SSW Clear	45 SSW Cloudy	46 SSW Cloudy
	9 <sup>th</sup>	42 WNW Cloudy	45 WNW Clear	46 WNW Clear<ng>
	10 <sup>th</sup>	44 WNW Clear	47 W by S Clear	48 WSW Cloudy
	11 <sup>th</sup>	46 WSW Clear	49 WNW Clear	49 WNW Clear
	12 <sup>th</sup>	41 NNW Clear	41 NNW Clear	43 NW Clear

January 12th 1793

Dr.	Mansion House for the work of 6 men 3 boys & 4 Girls Amtg pr Week to	Days 78
Cr.	By a Waggon hauling hay 1 hauling timbers for River Corn house 2 days	3
	By hauling flour to Load the Boat 1 hauling hoop poles & Going to mill 2 days	3
	By a Cart hauling smiths Coal 3 hauling wood 3 days	6
	By one do hauling Straw for Litter 1 flour to Load the boat 1 day	2
	By hauling Wheelers Stuff 2 hauling dung to manure the Young honey Locus hedge at Dogue run new Ground 2 days	4
	By Old Jack attending Granary 6 Peter in care of Jacks & Colts &c. 6 days	12
	By killing hogs Cutting Salting & packing pork	4
	By Going to Town with flour 1 feeding Cattle & Cutting wood 5 days	6
	By Cutting Grubbing & Clearing burning brush &c. below Vineyard	24
	By Sickness Old Frank 6 Post Joe 1 Anthony 3 Gunner 4 days	14
	Total	78

Recd from Mill 18 bushs of Meal & 32 bushs of bran & 26 wt of flour

Stock 9 head of Cattle 49 Sheep 3 Mares 3 work Horses 8 Colts 2 Jacks  
 1 Spring do 2 old Jennies 1 do 3 Yrs 1 do 2 Yrs 1 do 1 Year old 17  
 Mules 9 Spring do & 11 brood Mares

Dr.	Ditchers for the work of 5 men Amounting pr Week to	Days 30
Cr.	By killing hogs 4 tenoning rails 2 Grubbing at Mansion 14	20
	By Boatswain Cutting with Dogue run hands	2
	By Sickness Boatswain 4 Charles lame 4 days	8
	Total	30

Dr.	River Plantn for the work of 9 Men 18 Women 2 boys & 1 Girl Amountg pr Week to	Days 180
Cr.	By ploughing in N. 4 & 5	16
	By hauling in Corn from N. 7 & finishd	3
	By hauling fat hogs to Mansion 2 Meal & bran from Mill 1 day	3
	By hauling wood 2 Corn house timbers from Mansion 3 days	5
	By hauling Corn from fodder house to Granary	3
	By Gathring husking Measuring & Lofting Corn Loading Carts &c.	89
	By treading Wheat 32 Cutting Corn Stalks 6 days	38
	By Cutting wood 3 Robin attending out fences 4 days	7
	By Cutting trunnels 4 killing hogs at Mansion house 3	7
	By Sickness Breachy 1 Richmond 3 Sall 3 Agness 2 days	9
	Total	180

Recd from Mill 10  $\frac{1}{4}$  bushs of Meal & 12 bushs of bran Fed to hogs  
 Horses & Oxen 6 blls of Rotten Corn Sent to Mill 22 bushs of Wheat  
 Tailings Wt. 51 pr bush. Stock 95 head of Cattle 1 Calf 227 Sheep 4  
 mares 11 Work Horses & 4 Mules - Put in Granary 28 blls of Corn 8 blls  
 of Short & 16 do of Rotten Corn put in barn floor

Dr.	Dogue Run Plantn for the work of 8 Men 8 Women 2 Girls & 1 boy Amtg pr Week	Days 114
Cr.	By ploughing in N. 1	29
	By a Cart hauling Corn Stalks to farm pen Yard for Litter	3
	By hauling Straw for Catle & Stakes for Straw Stacks	2

	By Going to Mill & hauling wood for the Miller	1
	By Grubbing up Stumps in the new Ground	39
	By filling dung in Mansion Cart to Manure the Young hedge in the new Ground	4
	By Cutting & Mauling old trees in the last Sown Clover	18
	By <P>lanning Joe Going to Town with flour & Jobbing at Mansion	9
	By Sickness Charity 4 Matt 2 Sall in Child bed 6 days	12
	Total	114

Recd from Mill 9  $\frac{3}{4}$  bushs of Meal & 12 bushs of bran Stock 62 head of Cattle 8 Calves 99 Sheep 9 horses & 3 Mules

Dr.	Ferry & frs for the work of 11 Men & 15 Women Amountg pr Week to	Days 156
Cr.	By ploughing in frenchs Meadow	21
	By a Cart hauling Corn at River plantn 1 hauling hogs to Mansion & wood to Do 1 day	2
	By hauling Stakes & trunnels between N. 6 & 7	2
	By hauling rails for repairing different fences	2
	By hauling dung to plant the french furz in between N. 6 & 7	1
	By Going to Mill for Meal & bran & hauling wood	1
	By Cutting on Swamp Side of N. 3 Ferry 10 Cutting up Stakes & trunnels 20	30
	By fencing between N. 6 & 7 - 20 between N. 1 & 2 - 15 days	35
	By repairing the fence from Ferrry barn around to fish House	15
	By planting furz seed on the bank between N. 6 & 7	11
	By Cutting Corn Stalks in frenchs Meadow	8
	By repairing a fence on the Creek side 10 Cleaning flax 6 days	16
	By Sickness Sabein 6 Tom at Mansion house 6 days	12
	Total	156

Recd from Mill 12  $\frac{1}{2}$  bushs of Meal & 10 bushs of bran Increase 2 Calves Stock 92 head of Cattle 2 Calves 170 Sheep 15 work horses & 2 Mules

Dr.	Muddy hole for the work of 4 Men & 10 Women Amtg pr Week to	Days 84
Cr.	By a Cart hauling Corn at River & hogs to Mansion house	2
	By Going to Mill & hauling wood	1
	By Grubbing in Dogue run Meadow	56
	By Cutting & Mauling rails in do 10 Nathan with the boat &c. 6 days	16
	By Sickness Molly 6 Gabriel 3 days	9
	Total	84

Recd from Mill 7 bushs of Meal & 16 bushs of bran Stock 54 head of Cattle 6 Calves 40 Sheep 6 work horses & 3 Mules

Dr. Mill for Sundries	Corn	Wheat
To River plantn		22
Toll Received	11	
Total Received	11	22
Wheat in the Mill	2480	
Flour packd this week		
Superfine	19 blls	
Fine	15	
Midling	10	
Ship Stuff	3	

Contra	Cr.	Meal	flour	Midl	bran
By mansion house	18		26		32
By River plantn	10				12
By Ferry & frenchs		12 1/2			10
By Dogue Run		9 3/4			12
By Muddy hole		7			5
By Wm Stuart		1			
By Coopers & Miller		1			
By Jos Davenport				10	
Total delivered	59 1/4	26	10		71

Flour in the Mill		Flour in Alexandria	
Superfine	18	Superfine	103 blls
Fine	13	Fine	137
Midlings	13	Midlings	50
Ship Stuff	51		

Dr.	Coopers for the work of 2 Men & 1 boy Amountg pr Week to	Days 18
Cr.	By Cutting hoop poles 3 hooping meat & fat Tubs 1 day	4
	By Making flour barrels	14
	Total	18



Weight of River plantn hogs		Remaining Mill hogs	
N. 1	129	N. 8	100
2	232	9	186
3	192	10	125
4	239	Total	332
5	172		
6	192		
7	197		
8	139		
9	202		
10	201		
11	192		
12	185		
13	227		
14	155		
15	189		
16	148		
17	185		
18	233		
19	237		
20	190		
21	234		
22	122		
23	165		
24	138		
25	192		
Total	4687		

Two of the River plantn hogs rooted out of the pen & being wild hogs have not yet been found. I expect the people have killd them they Got out before Garner went away.

<Janr: 12th 1793>

Dr.	Garden &c. for the work of 4 Men Amounting pr Week to	Days 24
Cr.	By digging & planting the Cuttings of the Weeping Willow around the Young Clover Lotts	11
	By Claning & leveling the Nursery in the Vineyard	6
	By planting fruit trees & leveling the Gravel Walk	4
	By Work in Smiths Shop	1
	By gathering haws	1
	By Sickness Sam 1 day	1
	Total	24

<Janr: 12th 1793>

Dr.	Spinners & Sewers for the Work of 10 Women Amounting pr Week to	Days 60
Cr.	By Dolsey Spinning 6 pd. of Yarn	6
	By Matilda do 6 pd. of do	6
	By Delia do 6 pd. " "	6
	By Anne do 3 pd. " " By Sickness 3 days	6
	By Kitty do 3 pd. " " By Klaning Hog 1 day	6
	By Alice do 1 ½ pd. of Stocking Yarn	6
	By Klaning Hog 2 days	6
	By Sall do 2 pd. of Stocking Yarn	6
	By Charlotte Making 9 peoples shirts	6
	By Sickness Caroline	6
	Betty Davis in Child Bed	6
	Total	60 days

Cr.	By Lam Peter 2 Pr. of Stockings	6 days
	By Sarah - 1 ½ pr. of do	6 days

January 13th 1793

Dr.	joiners & Carpts for the work of 8 Men & 2 boys a Mountg pr Week to	Days 60
Cr.	By Thos Green to framing & Raising the Corn house	5
	By James & Davy to frameing & Raising of Do	10
	Davy to drawing of shingles	2
	By Sims to drawing of shingels Makeing of brackets & Raising the Corn house	6
	By Sambo to puting An Axel tree to Muddy hole Cart & one to the Crick Do	2
	to Mending the flex brake & the hemp brake a the Crick for quar<ter>	1
	to giting of blocks & scaffolds poles & Raising the Corn house	3
	By Joseph & Christ to Joynting of shingles	6
	Joseph going with the Waggon to git the seels of the Corn house over the Crick to Raising of Do	1
	Christ to Makeing of pins & Raising the Corn house	3
	By Thos Davis to painting	5
	to giting the Rafters & flooring plank of the Corn house in the boat to the Corn landing	1

	By Mucklass going to town with flower	5
	By Isaac to painting .	2
	To Mending a Cart weel & puting a New Axeltree and tong & Mending a plow for the ferry plantation	3
	to Makeing a New Axeltree for the tumbel Cart at the Mansion house	1
	<Total>	58
	By Sickness Mucklass 1 Thos Green to go to town 1 day	2
	<Total>	60

Sr

I will Answer your letter by my Nex. Report.



**The following "Mount Vernon Reminiscences" of Sambo Anderson were penned by "an old citizen of Fairfax County" and published in the *Alexandria Gazette* issues of January 18 and January 22, 1876:**

Sambo Anderson, as he called himself, but who was better known by the name of Uncle Sambo, belonged to General Washington. He informed the writer that he was brought to this country five years before Braddock's defeat. He was a genuine Guinea negro and claimed to have come from a Royal family. He was of a bright mahogany color, with high cheek bones, and was stoutly made. His face was tattooed, and he wore in his ears rings which he informed me were made of real Guinea gold. Sambo, I believe, was a great favorite of the master; by whom he was given a piece of land to build a house on. This lot is situated on the Little Hunting Creek, nearly opposite Mount Vernon, and here the old man lived to the day of his death. He must have been over one hundred years old when he died. I always knew Uncle Sambo, but more particularly in his latter days. I used to call on the old man often to hear him tell about his master and other things which had transpired in his day. He said that his master was very particular and the most correct man that ever lived. Why, said he, "to show you how correct he was, I kept a small boat or skiff to cross over the creek in, and for other purposes. Master sometimes would want to use my boat, but he never was the man to take it without asking me if he could use it." Then he was so particular to place the boat just where he took it from. If it happened to be high tide when he took it, and low tide on his return, I have known him to drag the boat twenty yards, so as to place it exactly where he took it from. "Sambo was allowed to keep a gun and was, after his master's death, a considerable hunter." He told me that in those days the creeks and marshes swarmed with game, and that he had but little trouble to kill what he wanted, but, said he, these big gunners have killed and scared all the game away. Sambo used to supply the most respectable families in Alexandria with ducks, sora and other game. Some times he would sell to the hotels, but he preferred to sell to his gentlemen customers, who not only paid him his price but would make him handsome presents. Many of the old citizens of Alexandria remembered Uncle Sambo, and I suppose there are a few still living who remember the old man...

...In my last I mentioned that Sambo-an old slave manumitted by Gen. Washington-was allowed to keep a gun, and a very good flint lock it was. I remember at the time of Nat Turner's insurrection, I was ordered out as Captain of a patrol to collect all the fire arms, etc. from the negroes in the lower part of Fairfax county. Among the rest I called on Uncle Sambo. The old man was loth to part with his gun; indeed, I felt sorry to take it from him, for I believe that Sambo would have shot Nat Turner could he have met him. I told the old man that I would take particular care of his gun, and use my influence to return it to him. I did return it, and never will I forget his gratitude for the same. He said he loved that gun; that he had killed with it, and sold ducks and other game enough to buy two negroes. I don't think, however, that Sambo was as happy as he was before he became a slave holder. I know myself that he had much trouble with one of his slaves. Sambo was a carpenter by trade, and used to brag that he learned the art from one of the best mechanics in the land-William Barney Sayres. Sambo said that Sayres could make anything he pleased out of wood. Sayres was the architect for Old Pohick Church, and did all the inside work of that venerable old building. I remember to have been told by a friend of mine that Sayres carved a dove with an olive branch in its beak, and placed it over the pulpit of

this church. This was not included in the other work, however. When the Vestrymen met to examine the job, they beheld the dove and inquired about the price they would have to pay. Sayres set his price, which the vestry thought was extravagant, and were not disposed to pay so much. "Well," said Sayre, "Gentlemen, if you refuse to pay my price, I will take it down, put breath in it, and set the bird to singing." This remark rather pleased the vestry and they agreed to pay the price, so the dove was not disturbed, but remained where Sayres had placed it. Sayres was a great favorite with Washington; indeed he stopped the most of his time at Mount Vernon. He layed out the work there, and Sambo, with his force, did the manual labor. Sambo considered himself the boss carpenter. Washington had much work done in the way of building; I remember some five or six splendid barns, with stables and corn houses. He had a barn with other buildings on each of his farms. Sambo informed me that he had helped to build them all. At one time, when he was building a corn house at Mount Vernon, he had the frame up and was setting the studding at the gable ends, but had not been particular to use his plumb. His master came riding along, and glancing at the building, said, "Sambo, that studding is not plumb; knock it off and use your plumb, and always do your work correctly." Sambo told me that he did not believe any man could have told the defect with his naked eye but his master, "but," said he, "his eye was a perfect plumb ball." I had heard from others, and Sambo confirmed it that Washington, every year, had one cornhouse filled with corn to give away to the poor people of the neighborhood, who, when they came, never went away empty. Another part of Sambo's business was to keep his master's hatchet in good order. Washington generally used the hatchet when he was walking through the grounds to cut any limb or other thing that was in the way. After using it he would return it to Sambo for safe keeping. I don't know whether it was the same little hatchet that the General used in hacking his father's cherry tree with, as Sambo did not inform me. I believe the last time I ever saw Uncle Sambo he was complaining of being very "painful," and said he was a much happier man when he was a slave than he had ever been since; "then," said he, "I had a good kind master to look after all my wants, but now I have no one to care for me." It has been my fortune to become acquainted with many of Washington's old slaves, and they all spoke in the highest terms of their master. It was pleasing to me, and should be to every American to know what a noble record he left for our imitation.

*[underlines not original]*

## **"Washington's Runaway Slave"**

from *The Granite Freeman, Concord, New Hampshire* (May 22, 1845); reprinted in Frank W. Miller's *Portsmouth New Hampshire Weekly*, June 2, 1877, under the title "Washington's Runaway Slave, and How Portsmouth Freed Her." Author: Rev. T.H. Adams

There is now living in the borders of the town of Greenland, N.H., a runaway slave of Gen. Washington, at present supported by the County of Rockingham. Her name at the time of her elopement was ONA MARIA JUDGE. She is not able to give the year of her escape, but says that she came from Philadelphia just after the close of Washington's second term of the Presidency, which must fix it somewhere in the [early] part of the year 1797.

Being a waiting maid of Mrs. Washington, she was not exposed to any peculiar hardships. If asked why she did not remain in his service, she gives two reasons, first, that she wanted to be free; secondly that she understood that after the decease of her master and mistress, she was to become the property of a grand-daughter of theirs, by name of Custis, and that she was determined never to be her slave.

Being asked how she escaped, she replied substantially as follows, "Whilst they were packing up to go to Virginia, I was packing to go, I didn't know where; for I knew that if I went back to Virginia, I should never get my liberty. I had friends among the colored people of Philadelphia, had my things carried there beforehand, and left Washington's house while they were eating dinner."

She came on board a ship commanded by CAPT. JOHN BOLLES, and bound to Portsmouth, N.H. In relating it, she added, "I never told his name till after he died, a few years since, lest they should punish him for bringing me away."

Washington made two attempts to recover her. First, he sent a man by the name of Bassett to persuade her to return; but she resisted all the argument he employed for this end. He told her they would set her free when she arrived at Mount Vernon, to which she replied, "I am free now and choose to remain so."

Finding all attempts to seduce her to slavery again in this manner useless, Bassett was sent once more by Washington, with orders to bring her and her infant child by force. The messenger, being acquainted with Gov. [then Senator John] Langdon, then of Portsmouth, took up lodgings with him, and disclosed to him the object of his mission.

The good old Governor. (to his honor be it spoken), must have possessed something of the spirit of modern anti-slavery. He entertained Bassett very handsomely, and in the meantime sent word to Mrs. Staines, to leave town before twelve o'clock at night, which she did, retired to a place of concealment, and escaped the clutches of the oppressor.

Shortly after this, Washington died, and, said she, "they never troubled me any more after he was gone."



The facts here related are known through this region, and may be relied on as substantially correct. Probably they were not for years given to the public, through fear of her recapture; but this reason no longer exists, since she is too old and infirm to be of sufficient value to repay the expense of search.

Though a house servant, she had no education, nor any valuable religious instruction; says she never heard Washington pray, and does not believe that he was accustomed to. "Mrs. Washington used to read prayers, but I don't call that praying.[]" Since her escape she has learned to read, trusts she has been made "wise unto salvation," and is, I think, connected with a church in Portsmouth.

When asked if she is not sorry she left Washington, as she has labored so much harder since, than before, her reply is, "No, I am free, and have, I trust been made a child of God by the means.[]"

Never shall I forget the fire that kindled in her age-bedimmed eye, or the smile that played upon her withered countenance, as I spake of the Redeemer in whom there is neither "bond nor free," bowed with her at the mercy seat and commended her to Him "who heareth prayer" and who regards "the poor and needy when they cry," I felt that were it mine to choose, I would not exchange her possessions, "rich in faith," and sustained, while tottering over the grave, by "a hope full of immortality," for all the glory and renown of him whose slave she was.

#### **1846 interview with Ona Judge Staines**

**by the Rev. Benjamin Chase. Letter to the editor, *The Liberator*, January 1, 1847. As quoted in *Slave Testimony, Two Centuries of Letters, Speeches, Interviews, and Autobiographies*, John W. Blassingame, ed. (Baton Rouge and London: Louisiana State University Press, 1977), pp. 248-50.**

I have recently made a visit to one of Gen. Washington's, or rather Mrs. Washington's slaves. It [sic] is a woman, nearly white, very much freckled, and probably, (for she does not know her age,) more than eighty. She now resides with a colored woman by the name of Nancy Jack<sup>l</sup> at what is called the Bay side in Greenland, in New-Hampshire, and is maintained as a pauper by the county of Rockingham.

She says that she was a chambermaid for Mrs. Washington; that she was a large girl at the time of the revolutionary war; that when Washington was elected President, she was taken to Philadelphia, and that, although well enough used as to work and living, she did not want to be a slave always, and she supposed if she went back to Virginia, she would never have a chance of escape.

She took a passage in a vessel to Portsmouth, N.H. and there married a man by the name of Staines, and had three children, who, with her husband, are all dead. After she was married, and had one child, while her husband was gone to sea, Gen. Washington sent on a man by the name of Bassett [Burwell Bassett, Jr., Washington's nephew], to prevail on her to go back. He saw her,



and used all the persuasion he could, but she utterly refused to go with him. He returned, and then came again, with orders to take her by force, and carry her back. He put up with the late Gov. [John] Langdon, and made known his business, and the Governor gave her notice that she must leave Portsmouth that night, or she would be carried back. She went to a stable, and hired a boy, with a horse and carriage, to carry her to Mr. Jack's [John Jack, a free black], at Greenland, where she now resides, a distance of eight miles, and remained there until her husband returned from sea, and Bassett did not find her.

She says that she never received the least mental or moral instruction, of any kind, while she remained in Washington's family. But, after she came to Portsmouth, she learned to read; and when Elias Smith first preached in Portsmouth, she professes to have been converted to Christianity.

She, and the woman with whom she lives, (who is nearly of her age,) appear to be, and have the reputation of being imbued with the real spirit of Christianity. She says that the stories told of Washington's piety and prayers, so far as she ever saw or heard while she was his slave, have no foundation. Card-playing and wine-drinking were the business at his parties, and he had more of such company Sundays than on any other day. I do not mention this as showing, in my estimation, his anti-Christian character, so much as the bare fact of being a slaveholder, and not a hundredth part so much as trying to kidnap this woman; but, in the minds of the community, it will weigh infinitely more.

Great names bear more weight with the multitude, than the eternal principles of God's government. So good a man as Washington is enough to sanctify war and slavery; but where is the evidence of his goodness?

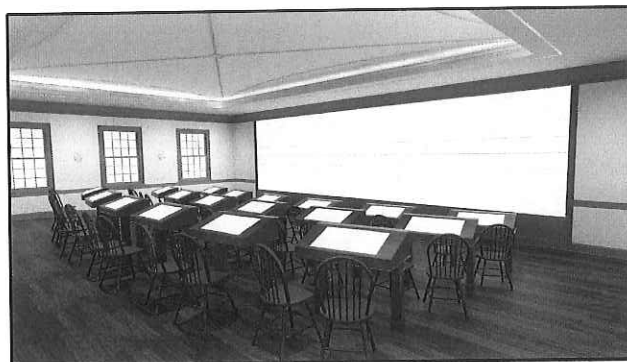
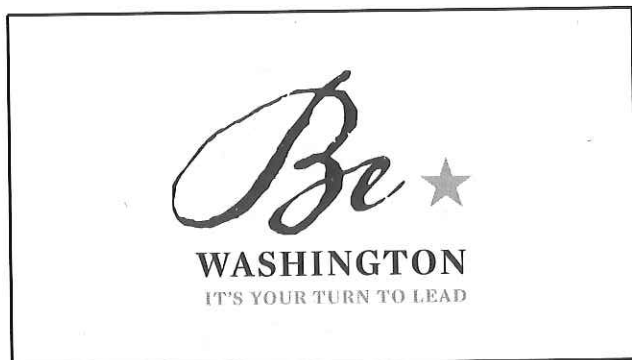
This woman is yet a slave. If Washington could have got her and her child, they were constitutionally his; and if Mrs. Washington's heirs were now to claim her, and take her before Judge Woodbury, and prove their title, he would be bound, upon his oath, to deliver her up to them. Again — Langdon was guilty of a moral violation of the Constitution, in giving this woman notice of the agent being after her. It was frustrating the design, the intent of the Constitution, and he was equally guilty, morally, as those who would overthrow it.

Mrs. Staines was given verbally, if not legally, by Mrs. Washington, to Eliza Custis, her grand-daughter.

These women live in rather an obscure place, and in a poor, cold house, and speak well of their neighbors, and are probably treated with as much kindness and sympathy as people are generally in their circumstances; but not with half so much as it is the duty and interest of people, in better outward circumstances, to treat them.

I greatly enjoyed my visit to them, and should rather have the benediction they pronounced upon me at parting, than the benediction of all the D.D.'s in Christendom.

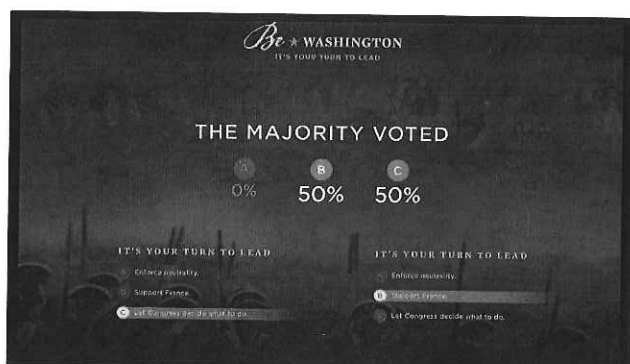
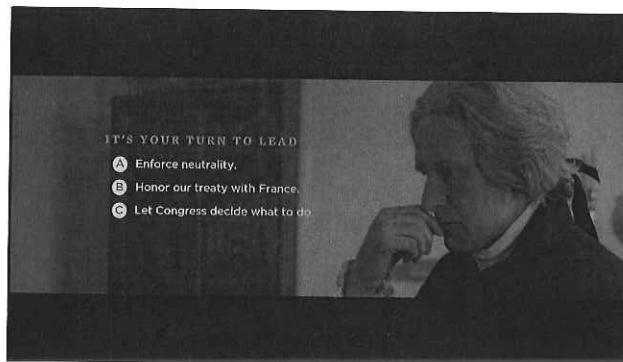
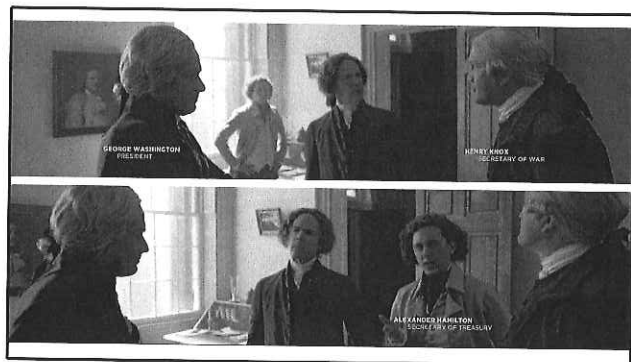




**1777: The Battle of Second Trenton**  
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**1794: The Genet Affair**

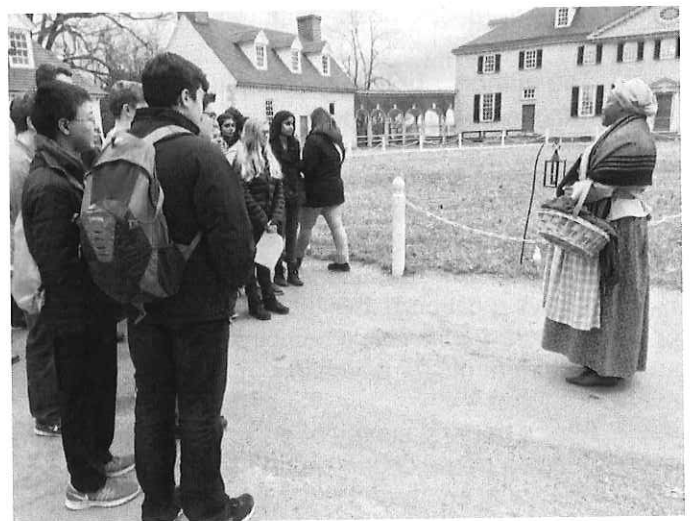
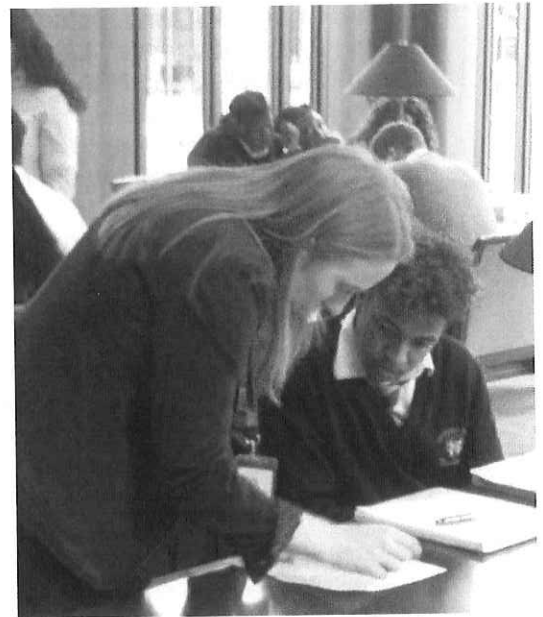
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June 16, 2017

## Case Study: International Baccalaureate and Living History Interaction at George Washington's Mount Vernon Estate and Library <sup>1</sup>



<sup>1</sup> Please see *Appendix 6* for information regarding the pictures

## **Executive Summary**

During the 2016-2017 school year, living history experts, International Baccalaureate (IB) classroom educators, and the staff from George Washington's Mount Vernon created a pilot program that used IB standards to shape an educational experience for IB students. The group concluded that the pilot program, based on IB standards, improved upon the students' classroom experience. It also combined the interpretation and student research experiences at the historic site to better support student-led inquiry and research.

### *Authors:*

*Richard Campbell, Living History*

*Clayton Willets, IB teacher, Living History*

*Allison Campbell, Living History*

*Marlon Moran, IB Teacher*

*Allison Wickens, Vice President of Education, George Washington's Mount Vernon*

*Linda Powell, Director of Interpretation, George Washington's Mount Vernon*

## **Background for Living Historians**

Living history interpreters are active in most countries, and most practice their craft as a vehicle to enhance the public's knowledge of the past. Living historians generally strive for accuracy in their performances for the public, but poor first impressions can create an inaccurate image of the past. These impressions may be caused by objects used to support interpretation as silly as "vambraces," leather wrist wraps invented by Hollywood to enhance gladiatorial forearms, to narrow and one-sided views of people and experiences deliberately intended to perpetuate inaccurate and biased interpretations of historical events.

Other than persistent research that each reenactor undertakes, volunteers who do living history have no international standards for reference and no structured methodology to use when building their presentations.

## **Introduction**

The authors are deeply committed to the use of living history as a means to teach students and the general public about various periods of history. Living history in this context is defined as educational displays, artifacts, buildings, people, and activities that accurately depict various periods of time and are targeted to students and the general public. Although Mount Vernon does not call itself a living history site, it uses first, second and third-person interpretation to increase student engagement and complement exhibits, buildings, and artifacts. Accuracy is always a goal, and standards for living history displays as well as the training of participants, is always a concern. It is the premise of the authors that international standards of accuracy may be more achievable if combined with (1) well known international institutions and (2) their requirements for education.

After a general survey of educational organizations, the authors identified the International Baccalaureate Organization (IBO) as having the best combination of international learning standards and broad reach which could help form the basis for such an international living history consensus. After being approached by the authors, Jenny Gillette, the Director of Academics at the IBO, expressed great interest in the outcome and suggested a case study



would be the most helpful outcome for them. Ms. Gillette also suggested that the choice of the IBO should not preclude the potential use of this strategy by organizations like Advanced Placement.

With the acceptance by the IBO of the concept, the authors solicited institutions that would be willing to participate in a pilot project focusing on IB students and their current research goals. Of those contacted, Mount Vernon was very interested in the project and in participating in a pilot. Colonial Williamsburg was also interested but their resources were constrained until later in 2017.

High schools with IB programs were contacted and invited to participate in the pilot, and an IB teacher from Archbishop Carroll HS in Washington, D.C., and one from Urbana HS in Frederick, Maryland, agreed to do so.

Finally, the regional Mid Atlantic Association of IB teachers was informed of the project, and their input solicited.

For living historians, we hoped that the results would give us insight as to how we might restructure historical reenactments to satisfy more demanding educational IB requirements as well as better present history to the public.

## **IB Case Study Goals**

Jenny Gillette, Director of Academics at the IBO, gave some general guidelines for the study that the IBO recommended:

- \* How does this approach encourage students?
- \* Direct quotes from students
- \* Impact on teaching and students: good or bad?
- \* Explore what teacher and students are doing in the classroom
- \* Statements from teachers

Clayton Willets, IB teacher for Archbishop Carroll HS, prepared the IB study goals for the pilot. These (support?) represent the 2017 IB goals for history. Marlon Moran of Urbana HS, expressed interest in the pilot and also used the same goals.

The pilot program designed between the IB teachers and the staff at Mount Vernon (Appendix 1), was a crafted to include a visit to the historic site that included interaction with first-person character interpreters portraying enslaved people, and a visit to the Mount Vernon library to have access to research materials including primary sources. The pilot was structured to provide students with both content knowledge about slavery and enslaved peoples at an 18th century plantation, and the tools and skills that historians use to study and interpret the past. See Appendix 2 for a full description of the day-long pilot program.

## **Authors' Goals**

The goal of the pilot project is:

- To meet the IB goal of getting students out of the classroom and engaged with resources they are studying, and to gauge how living historians and their displays contribute to these goals.
  - The feedback from all was generally positive. Marlon Moran created a survey for his students, the results of which are in appendix 3. The program element that the students found both the most helpful for their research was the library portion but a close second was the time with the character interpreters. The time with the character interpreters was also the element the students found most enjoyable and the element most necessary for future tours.
- To determine if the approach of visiting an expert, external resource meets IB student needs
  - Students were asked to answer the IB's questions about the program's encouragement, relevance to their research project, and how it extended in-classroom study. The thoughtful responses are captured in appendix 3 but some key themes emerged in looking at the responses collectively:
    - Students commented on an increase in motivation in many ways (interaction with history and experts, ability to self-pace beyond what is standard, opportunity to explore deeply and gain context and details that are fun, engaging and immersive)
    - Students commented on the positive experience of learning things through diverse methods and the ability to practice these new methods (observation, immersion, the real stuff, the character interpreter and other experts, information not from a text book, ability to use the primary sources)
    - Students commented on the advantage of access (insider information, experts, immersive, needed more time, someone I could ask questions of, self-directed research topic)
- To determine the level of effort for a resource to be effective for the IB requirements
  - When first approached to do a program to support IB requirements at Mount Vernon, the staff realized that our current offerings only partly fulfilled the need. They had the content delivery portion on the topic of 18 century slavery well-covered having just completed research, exhibition development, creation of a new themed tour, and character interpreters trained to portray enslaved individuals.
  - One of their program elements could adeptly respond to student inquiry (the time with the character interpreter), but the IB requirements inspired us to combine offerings to ensure students had ample access to pursue their own line of inquiry with experts and resources. They offered the students the time with the actors out of character and for the first time added a new research library program to meet IB needs.
  - These are both elements they are excited to have combined in our program. These offerings did not entail additional program development time since the resources existed already but hadn't been combined for student use in this way before.
- To determine the interest of the resource in sustaining the role
  - Now that Mount Vernon has created and piloted this full-day experience for IB schools they are excited and prepared to add it to our offerings for high schools that support and prepare students for a research-based and student-inquiry led experience. Eventually, the limiting factor may be the research library portion of the program as there isn't a full-time student education team in that building, but Mount Vernon hasn't exceeded resources with demand yet. The staff is happy to



hear that the experience seemed to increase students' interest in coming back to Mount Vernon in the future.

- To determine the quality level of the resource necessary to satisfy IB requirements.
  - From Mount Vernon's perspective, the existing program elements met the needs of the IB requirements and they used those same requirements to combine the previously independent portions (research and character interpreters) into a full day-long experience. Looking back, it is nice to see how the IB requirements pushed us to address student-led inquiry and making historical practice visible to the students. These are elements they had not directly addressed in student programming before the pilot. Combining existing elements created the opportunity for rich student-lead research.

Mount Vernon's approach to first-person interpretation was particularly effective and convincing. Instead of using historians dressed in period clothing to interact with visitors, they hire accomplished actors who are well versed in improvisational theater and require them to study history. This gives the interpreters the skills needed to respond well to challenging and sometimes hostile questions, while staying in character and responding in period appropriate ways that conform to the Washington's legendary hospitality.

The quality of historical research at Mount Vernon is world class, and is constantly updated with ongoing academic research. The lesson for living historians and period interpreters is that ongoing research is mandatory, and that impressions and the material presented will be modified accordingly.

## Conclusion

All parties to the pilot program: students, Mount Vernon staff, and teachers, agreed that this was a useful endeavor. Based on students' opinions and teachers' observations, the IB program pilot was valuable to peak the students interest and reinforce the students' learning. The program pilot also increased the standards normally employed for the quality level of historic resource and for living historians. The IB standards seem to be mutually beneficial to both the schools and historic interpreters involved in the program development.

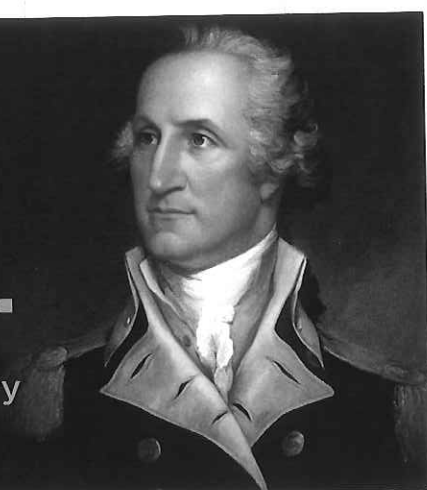
The high quality of first-person interpretation at Mount Vernon was particularly notable, and suggests a better approach for living historians and their interpretations. The integrity and high level of historical research used at Mount Vernon is a standard upon which living historians might agree.

Based on the student responses, the most important part of the field trip was not the museum exhibits, as predicted (see: Appendix 4; figure 10). Instead, the students found the interactions with the Character Interpreters to be the most helpful and most significant part of their learning (see: Appendix 4; figures 4, 8, 9, and 10). To further confirm our hypothesis that the students would learn best through independent research at Mount. Vernon's library, the students responded that the visit to the library significantly helped them (see: Appendix 4: figures 7 and 8). In addition, the students directly responded in the short-response section (Appendix 4; 14, 15, and 16) that they felt this experience fit directly into the IB curriculum as they were encouraged to independently seek knowledge through personal experiences. Being present at an historical site and interacting with professional interpreters, as well as accessing an



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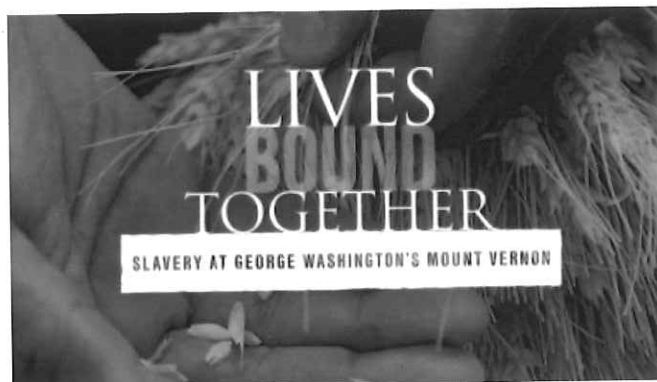


# RESOURCES FOR TEACHING SLAVERY

## Lives Bound Together Exhibit

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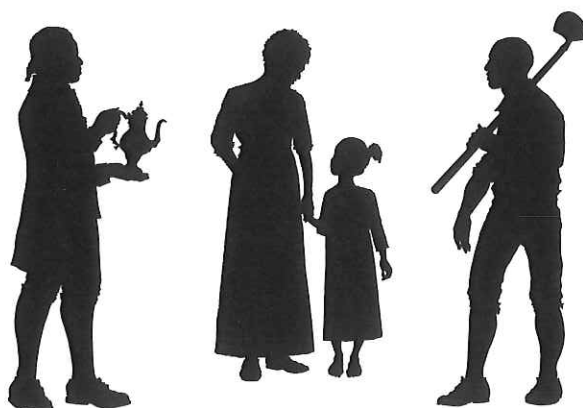


## Slavery in Washington's World

### Themed Webpage

[mountvernon.org/GWSlavery](http://mountvernon.org/GWSlavery)

Dive into history with our new themed webpage filled with diverse source material help you overcome the challenges of teaching about slavery. Highlights include a selection of primary and secondary sources ready for classroom use; essential questions related to the theme; and lesson plans, worksheets, and classroom resources.



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## Lesson Plans

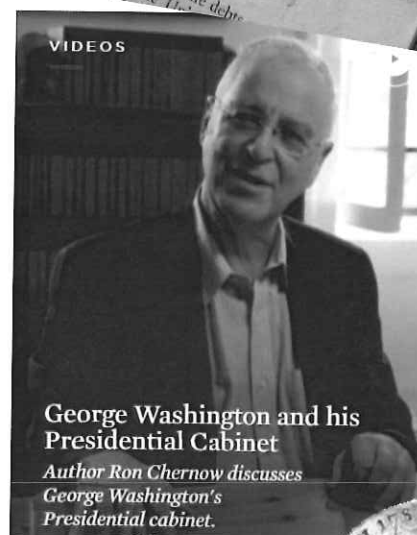
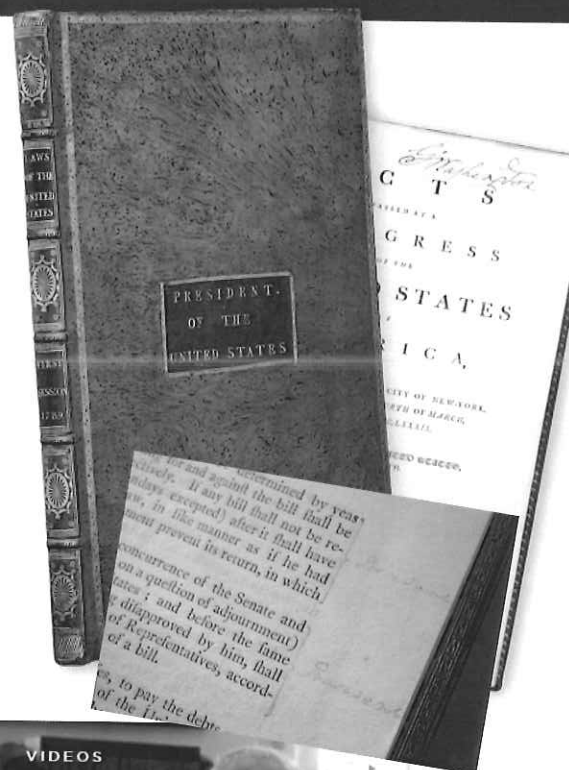
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