What does it take to be a good President?

Supporting Questions

1. What leadership traits did George Washington possess?
2. How did George Washington carry out the powers and limitations of Article II?
3. What precedents were established by George Washington?
4. How has George Washington’s presidency been evaluated over time?

Photo Credit: http://www.mountvernon.org/george-washington/the-first-president/inauguration/timeline/
C3 INQUIRY: GEORGE WASHINGTON STUDY: WHAT DOES IT TAKE TO BE A GOOD PRESIDENT?

Inquiry Blueprint

What does it take to be a good President?

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
<td>2015 Virginia Standards of Learning: VUS.1, VUS.4b, VUS.5b, VUS.5c</td>
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<tr>
<th>Staging the Compelling Question</th>
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<tr>
<td>Students discuss how the American Presidency was established.</td>
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### Supporting Question 1
What leadership traits did George Washington possess?

#### Formative Performance Task
List traits that George Washington possessed after examining multiple sources attesting to his character.

#### Featured Sources

- **Source A:** “Being a Leader” webpage from USBA
- **Sources B/C/D:** Excerpts from Jeremiah Smith’s oration, February 22, 1800
- **E/F:** Excerpts from The Washingtoniana

### Supporting Question 2
How did George Washington carry out the powers and limitations of Article II?

#### Formative Performance Task
Create a job description for the President of the United States based on how George Washington defined that title.

#### Featured Sources

- **Source A:** United States Constitution - Article II
- **Source B:** Excerpt from Robert Paine’s Eulogy on George Washington, January 2, 1800
- **Source C:** Excerpt from Funeral Sermon on the Death of General Washington by the Rev. Dr. Muir, December 29, 1799
- **Source D:** Excerpt from the article “An oration on the death of General George Washington, by Doctor Joseph Blyth”
- **Source E:** Excerpt from An eulogy on George Washington, by George Richards Minot
- **Source F:** Excerpt from George Washington’s letter to Edward Carrington
- **Source G:** Excerpt from George Washington’s Seventh Annual Address to Congress

### Supporting Question 3
What precedents were established by George Washington?

#### Formative Performance Task
Create a presentation slide that answers the question “What precedents were established by George Washington?”

#### Featured Sources

- **Source A:** Rigaud’s portrait of Louis XIV
- **Source B:** Stuart’s portrait of George Washington
- **Source C:** Online article on 5 challenges George Washington faced
- **Source D:** Excerpt from Washington’s Farewell Address
- **Source E:** Digital Encyclopedia Entry “Cabinet Members”
- **Source F:** Excerpt from George Washington’s Eighth Annual Address to Congress

### Supporting Question 4
How has George Washington’s presidency been evaluated over time?

#### Formative Performance Task
Generate a “report card” of George Washington’s presidency from multiple perspectives.

#### Featured Sources

- **Source A:** Collection of George Washington coins and currency
- **Source B:** Video on George Washington legacy
- **Source C:** Thomas Jefferson Quotes on George Washington
- **Source D:** Herbert Hoover’s Address to a Joint Session of Congress, February 22, 1932
- **Source E:** Matthew J. Franck editorial on Washington’s character, 1999
- **Source F:** Excerpt from “Leading Change: George Washington and Establishing the Presidency” by Dr. Denver Brunsman and Dr. George A. Goethals

### Summative Performance Task
Students will write a persuasive essay answering the question “Defining what it takes to be a good President, was George Washington a good first President?”

### Taking Informed Action
Multiple options for Taking Informed Action component included.
Staging the Compelling Question – The Hook (Suggested Time 10-15 minutes)


**INSTRUCTIONS/PROCESS FOR THE COMPELLING QUESTION:** This hook will allow students to answer the question “How was the American Presidency established” before they evaluate what characteristics a good President has and whether or not George Washington was a good choice as the first to assume that title.

1. Read the overview of “Ratification of the Constitution.” In small groups, have students discuss the following questions:
   a. Why did George Washington feel the new Constitution should be ratified?
   b. The Constitution set up a stronger central government than America had under the Articles of Confederation. Why do you think the founding fathers originally set up a weak national government (choosing instead a confederation)? What causes led to a resistance of a strong central government?
   c. The Constitution set up a presidency. Why do you think some of America’s founding fathers were hesitant to accept a government with this position? What was their fear?
   d. In what ways did the framers of the Constitution attempt to limit the abuse of power under the new Constitution?

2. Students should share their discussion points with the class. Correct any misconceptions. It is presumed that students have background knowledge in the Constitutional Convention and the basic workings of the United States government (including separation of powers and checks and balances). At this point, if students need review on the events leading to the writing of the Constitution or the basic structure of U. S. government, teachers are encouraged to review those topics.
Ratification of the Constitution

As the president of the Constitutional Convention, George Washington rarely participated in the debates. However, when the Constitution headed to the states for approval, Washington took an active role in the ratification process. Before leaving Philadelphia for Virginia, Washington sent copies of the document to Thomas Jefferson and the Marquis de Lafayette, hoping for their support.

Washington also sent copies to Benjamin Harrison, Patrick Henry, and Edmund Randolph, the three most recent governors of Virginia who each had serious reservations about the Constitution. Once back home at Mount Vernon, Washington spent his mornings writing letters to political leaders throughout the nation, urging them to support the Constitution. At the same time, Washington knew that if the Constitution was adopted, he would most likely become the first President of the United States and be called away from his beloved estate.

In his correspondence, Washington clearly laid out the reasons why he believed the Constitution should be ratified. The unity of the nation had been sorely tested under the Articles of Confederation. Washington, in fact, feared the current government was so powerless that it would soon dissolve either from deteriorating support of the people or from the fact that states would no longer bother to send representatives to the Confederation Congress. While the Constitution was not perfect, it created a stronger central government that included a Congress with the power to tax, a President who would act as the nation’s chief executive, and a national court system. Washington urged people who had doubts about the Constitution to support it, reminding them that once it was approved it could be amended.

By defending the Constitution, Washington parted company with older revolutionaries such as George Mason, and allied himself with younger political leaders like James Madison. Washington opposed many of his fellow planters who believed the Constitution would destroy the republic. As Washington explained in a letter to the Marquis de Lafayette, he found it "a little strange that the men of large property in the south should be more afraid that the constitution should produce an aristocracy or a monarchy than the genuine democratical people of the east." Deeply in debt himself, Washington was also troubled that so many Virginians believed they had a better chance for prosperity in a weak nation rather than a strong one.

At the start of the ratification convention in Richmond in May of 1788, eight states had already approved the Constitution. While Washington did not attend the convention, he stayed in contact with Madison who defended the document in a series of brilliant debates. When the vote was finally taken on June 25, the Constitution was approved by a margin of 89 to 79.

Washington headed for a celebration in Alexandria, believing that Virginia had been the ninth state to approve the document. Even when news arrived that New Hampshire had approved the Constitution immediately before Virginia, the celebrations went on. Many people agreed with James Monroe, that Washington’s influence had "carried this government." But a more humble Washington believed that "Providence" had once again smiled on the American people.
Supporting Question 1 (Suggested Time 40-60 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>What leadership traits did George Washington possess?</th>
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| Featured Source(s) | A: “Being a Leader” webpage from USBA  
B/C/D: Excerpts from Jeremiah Smith’s oration, February 22, 1800 as found in A Selection of orations and eulogies, pronounced in different parts of the United States, in commemoration of the life, virtues, and pre-eminent services of Gen. George Washington  
E/F: Excerpts from The Washingtoniana: containing a sketch of the life and death of the late Gen. George Washington |

Process and Formative Performance Task

1. Divide students into 5 small groups. Within their groups, have students compile of list of traits or characteristics good leaders possess. Share/discuss as appropriate.
2. Share the “Being a Leader” page with students. Read and discuss each trait of an effective leader that was identified by Raymond Cattell.
3. Give each group one of the 5 excerpts from a tribute to George Washington. Using Appendix A, have student examine the source and determine which leadership traits the excerpt can be used to support. Each group should share their findings. Alternately, if time permits, have students rotate the sources until each group has had the chance to examine each source.
4. Special note- If students are not adept at identifying bias within primary sources, that skill should be addressed at this point. All 5 excerpts come from sources written after George Washington’s death to praise him (and therefore only point out the positive attributes of his character). More information on identifying bias and working with primary sources can be found at http://www.loc.gov/teachers/usingprimarysources/  
5. After examining the evidence for George Washington’s leadership traits, students should generate a list of three characteristics they feel George Washington possessed and share them. Ideas for sharing include:  
   a. Via Twitter using a common hashtag  
   b. Via Padlet (more information can be found https://padlet.com/)  
   c. Via a shared message board (such as can be found on Blackboard)  
   d. Posting student responses on the wall and allowing students time to walk around to view them

It is recommended that students complete this activity individually and that they are afforded the time to compare their answers to that of their peers.
Featured Sources:


Raymond Cattell, a pioneer in the field of personality assessment, developed the Leadership Potential equation in 1954. This equation, which was based on a study of military leaders, is used today to determine the traits which characterize an effective leader. The traits of an effective leader include the following:

- **Emotional stability**: Good leaders must be able to tolerate frustration and stress. Overall, they must be well-adjusted and have the psychological maturity to deal with anything they are required to face.

- **Dominance**: Leaders are often competitive, decisive and usually enjoy overcoming obstacles. Overall, they are assertive in their thinking style as well as their attitude in dealing with others.

- **Enthusiasm**: Leaders are usually seen as active, expressive and energetic. They are often very optimistic and open to change. Overall, they are generally quick and alert and tend to be uninhibited.

- **Conscientiousness**: Leaders are often dominated by a sense of duty and tend to be very exacting in character. They usually have a very high standard of excellence and an inward desire to do their best. They also have a need for order and tend to be very self-disciplined.

- **Social boldness**: Leaders tend to be spontaneous risk-takers. They are usually socially aggressive and generally thick-skinned. Overall, they are responsive to others and tend to be high in emotional stamina.

- **Self-assurance**: Self-confidence and resiliency are common traits among leaders. They tend to be free of guilt and have little or no need for approval. They are generally unaffected by prior mistakes or failures.

- **Compulsiveness**: Leaders are controlled and very precise in their social interactions. Overall, they are very protective of their integrity and reputation and consequently tended to be socially aware and careful, abundant in foresight, and very careful when making decisions or determining specific actions.

- **Intuitiveness**: Rapid changes in the world today, combined with information overload result in an inability to know everything. In other words, reasoning and logic will not get you through all situations. In fact, more and more leaders are learning the value of using their intuition and trusting their gut when making decisions.

- **Empathy**: Being able to put yourself in the other person’s shoes is a key trait of leaders today. Without empathy, you can’t build trust; without trust, you will never be able to get the best effort from your employees.

- **Charisma**: People usually perceive leaders as larger than life. Charisma plays a large part in this perception. Leaders who have charisma are able to arouse strong emotions in their employees by defining a vision which unites and captivates them. Using this vision, leaders motivate employees to reach toward a future goal by tying the goal to substantial personal rewards and values.
FEATURED SOURCE B: An excerpt from Jeremiah Smith’s oration, February 22, 1800 as found in *A Selection of orations and eulogies, pronounced in different parts of the United States, in commemoration of the life, virtues, and pre-eminent services of Gen. George Washington*

“During the whole period of his administration, our beloved Chief Magistrate maintained the fame uniform character for moderation, wisdom, and firmness. His active genius was equally fruitful to the most enlarged views, and the minutest details of civil policy. By a solicitous examination of objections, and a judicious comparison of opposite arguments, he attained a firm and unshaken conviction on the many and various questions submitted to his decision; but his firmness was without asperity, and though inflexible, he was candid. He was a practical politician, and always considered experience, which is every day shewing the fallacy of the most plausible theories, as the surest standard, and the best test of political truth.”

FEATURED SOURCE C: An excerpt from Jeremiah Smith’s oration, February 22, 1800 as found in *A Selection of orations and eulogies, pronounced in different parts of the United States, in commemoration of the life, virtues, and pre-eminent services of Gen. George Washington*

“The most singular trait in the character and fortunes of this great man remains to be mentioned: --He was neither capable of envy himself, nor the object of that passion in others. Can there be higher evidence of his superior excellence? His character was considered as a fort of public property; every member of the community had an interest in preserving it inviolate. Popular applause, of all the gifts in the power of fortune to bestow, the most fickle and precarious—to him was constant, steady, and uniform as his virtues.”

FEATURED SOURCE D: An excerpt from Jeremiah Smith’s oration, February 22, 1800 as found in *A Selection of orations and eulogies, pronounced in different parts of the United States, in commemoration of the life, virtues, and pre-eminent services of Gen. George Washington*

Of his patriotism I need not speak.—All virtues have their extremes. There is a patriotism too narrow; and the philosophy of the present day teaches one much too broad; it embraces all nations. There is also a love of liberty, which is disorderly and tumultuous. It is sufficient to say, that the patriotism of our Washington was an ardent love of his own country; and the liberty, he adored, was that of which government is the guardian.”


“Great without pomp, without ambition brave,  
Proud, not to conquer fellow-men, but save;  
Friend to the weak, a foe to none but those  
Who plan their greatness on their brethren’s woes;  
Aw’d by no titles—undefil’d by lust—  
Free without faction, obstinately just;  
Too wise to learn from Machiavel’s school,  
That truth and perfidy by turns should rule;  
Warm’d by religion’s sacred, genuine ray,  
That points to future bliss th’ unerring way;  
Yet ne’er control’d by superstition’s laws,  
That worst of tyrants in the noblest cause.”

“The whole range of history does not present to our view a character upon which we can dwell with such entire and unmixed admiration. The long life of general Washington is not stained by a single blot. He was indeed a man of such rare endowments, and such fortunate temperament, that every action he performed was equally exempted from the charge of vice or weakness.—Whatever he said or did, or wrote, was stamped with a striking and peculiar propriety. His qualities were so happily blended, and so nicely harmonised, that the result was a great and perfect whole. The powers of his mind, and the dispositions, of his heart, were admirably suited to each other. It was the union of the most consummate prudence with the most perfect moderation. His views, though large and liberal, were never extravagant: his virtues, though comprehensive and beneficent, were discriminating, judicious and practical.
Supporting Question 2 (Suggested Time 50-70 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
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**Featured Source(s)**

- B. Excerpt from Robert Paine’s *Eulogy on George Washington*, January 2, 1800
- C. Excerpt from *Funeral Sermon on the Death of General Washington* by the Rev. Dr. Muir, December 29, 1799
- D. Excerpt from the article “An oration on the death of General George Washington, Delivered at the Chaple, in All Saints’ Parish S. Carolina on the 22nd February 1800 by Doctor Joseph Blyth”
- E. Excerpt from *An eulogy on George Washington, late commander in chief of the armies of the United States of America, who died December 14, 1799* by George Richards Minot

**Formative Performance Task and Instructional Approach**

1. Using Appendix B, ask students (individually or in groups) to identify the powers and limitations of the presidency as described in Article II (clauses relating to the election process of the presidency have been removed). Students should identify these as powers: commander in chief, require information from the heads of executive departments, grant reprieves and pardons, make treaties, make appointments to office, fill Senate vacancies, give Congress a state of the Union, may convene both houses of Congress, receive ambassadors, execute laws, commission all officers of the United States. Limitations should include: no pardons in cases of impeachment, Senate must confirm all treaties and appointments, and high crimes and misdemeanors cause impeachment.

2. Students should read excerpts from the eulogies given by Paine, Muir, Blyth and Minot to see what tasks Washington carried out as President of the United States. This can be done individually or after putting students in groups. Answers can be recorded in Appendix B and should include:
   - a. Paine- revived political harmony, extended the confidence of commerce, increased credit and wealth, and increased happiness and morality of the people
   - b. Muir- preserved the nation in the face of European contention and commanded respect for the U.S. government
   - c. Blyth- vanquished the hostile savages and improved their condition, kept U.S. out of a destructive war in Europe, preserved national happiness
   - d. Minot- Europe accepted U.S. neutrality, portrayed America as wise, just and firm

3. After students examine how Washington carried out the powers and limitations of Article II from the perspective of others, they should examine Washington’s own words to determine how these powers and limitations applied to foreign policy. Individually or in small groups, have students read both the Carrington letter excerpt and the excerpt from Washington’s Seventh Annual Address to Congress to draw conclusions in Appendix B.
4. For their formative performance task, students should create a job advertisement for the job of President of the United States based on the roles and responsibilities of the Presidency that George Washington carried out. It is strongly suggested that students have the opportunity to look at some job advertisements in the classified section of a local newspaper and mimic that format for their advertisement. Students can create these individually or in groups, and should be given the chance to share their work with their classmates.
FEATURED SOURCE A “United States Constitution- Article II

Section 1.

The executive power shall be vested in a President of the United States of America...

Before he enter on the execution of his office, he shall take the following oath or affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section 2.

The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3.

He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4.

The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

*** See George Washington’s personal copy of the Constitution in “Acts passed at a Congress of the United States of America: begun and held at the city of New-York, on Wednesday the fourth of March in the year M, DCC, LXXXIX, and of the independence of the United States the thirteenth.” George Washington made brief marginal notations in this copy of early federal government documents, and can be found at http://catalog.mountvernon.org/cdm/ref/collection/p16829coll5/id/865
FEATURED SOURCE B Excerpt from Robert Paine’s *Eulogy on George Washington*, January 2, 1800

“By the unanimous suffrage of an enlightened and confiding people, appointed to the administration of a government, in whole construction he had exerted so beneficial an influence, he brought, to the execution of that important and arduous trust, the energy of a mind, whose elevation could borrow no dignity from station, and the integrity of a heart, whose sensibility could receive no bias but from his country. With what wisdom and vigor he discharged the hazardous and thronging duties of an incipient magistracy, the revival of political harmony, the extended confidence of commerce, the unexampled encrease of national credit and wealth, and the happiness and morality of the people, will furnish a more satisfactory evidence, than the most brilliant description of the panegyrist.”

FEATURED SOURCE C: Excerpt from *Funeral Sermon on the Death of General Washington* by the Rev. Dr. Muir, December 29, 1799

“The love of country alone led him to the field, from which when the painful service was effected, he hastened amidst the blessing of millions to his long wished for retirement, where he would willingly have spent his remaining years, but he could not resist his country’s call dragging him again into public life. He assisted in framing the present constitution, and executed during eight years, amidst occurrences momentous, critical and uncommon the office of chief Magistrate, so as to preserve the country from the vortex of European contention, and to command respect for its Government. Then he retired with dignity from office, expressing for his countrymen the affection of a father, and leaving with them sage experienced, and wholesome advice.”

FEATURED SOURCE D: Excerpt from the article “An oration on the death of General George Washington, Delivered at the Chaple, in All Saints’ Parish S. Carolina on the 22nd February 1800 by Doctor Joseph Blyth”

“The illustrious hero, whose prudence, and whose valor had saved his country, was called by the Unanimous voice of the American people, to preside in the administration of this constitution; here again we behold him, sacrificing domestic ease and rural tranquility to the imperious call of his country. In this exalted station his enlightened and magnanimous policy, gave her an elevated rank in the scale of nations; the plots of intriguers and appearances of revolt were detected by his vigilance, and suppressed by his power—to conciliate peace with all the world, to check every deviation from the line of impartiality, to explain what might have been misunderstood, and to correct what might have been injurious to any nation, was the policy steadily pursued by the wise Washington. By his arms were the hostile savages vanquished, and through his humanity was their condition meliorated. The prudent neutrality which he adopted, and to which he adhered with inflexible firmness, has preserved us from becoming parties in a destructive war, by which some of the fairest portions of Europe have been deluged with blood, and ruin spread far and wide, over all quarters of the globe. Through his sound and honest policy, persevered in at the experience of no duty, America, ever faithful to herself, exhibits a spectacle of national happiness never surpassed, if ever before equaled by any nation.”
FEATURED SOURCE E: Excerpt from *An eulogy on George Washington, late commander in chief of the armies of the United States of America, who died December 14, 1799* by George Richards Minot

“Did the occasion admit of it, how pleasing would be the review of his administration, as our Supreme Executive Magistrate! His talents and his virtues increased with his cares. His soul seemed not to bear the limits of office, a moment after the obligations of duty and patriotism withdrew their restraints from his universal love. When the misguided savages of the wilderness, after feeling his chastisement, had sued for peace, he seemed to labour for their happiness as the common representative of mankind. Insurrection was so struck at his countenance, that it fled from the shock of his arms. Intrigue attempted to entangle him in her poisonous web, but he burst it with gigantic strength, and crushed her labours. Anarchy looked out from her cavern, and was dashed into oblivion, as we trust, forever. The nations of Europe saw the wisdom of our laws, the vigour of our measures, the justice of our policy, the firmness of our government, and acquiesced in the neutrality of our station.”


“...Whatever my own opinion may be on this, or any other subject, interesting to the Community at large, it always has been, and will continue to be, my earnest desire to learn, and to comply, as far as is consistent, with the public sentiment; but it is on great occasions only, and after time has been given for cool and deliberate reflection, that the real voice of the people can be known.

The present, however, is one of those great occasions; than which, none more important has occurred, or probably may occur again, to call forth their decision. And to them the appeal is now made. For no candid man, in the least degree acquainted with the progress of this business, will believe for a moment, that the ostensible dispute, was about papers- or that the British Treaty was a good one, or a bad one; but whether there should be a Treaty at all without the concurrence of the house of Representatives. which was striking at once, & boldly too, at the fundamental principles of the Constitution; and if it were established, would render the Treaty making Power not only a nullity, but such an absolute absurdity, as to reflect disgrace on the framers of it: for can any one suppose, that they who framed, or those who adopted that Instrument, ever intended to give the power to the President & Senate to make Treaties (and declaring that when made & ratified, they should be the Supreme law of the land) and in the same breath place it in the powers of the house of Representatives to fix their Veto on them? Unless apparent marks of fraud or corruption (which in equity would set aside any contract) accompanied the measure, or such striking evidence of National injury attended their adoption as to make War, or any other evil preferable. Every unbiased mind will answer in the negative.

Whence the source, and what the object of all this struggle is, I submit to my fellow citizens...”
“...Contemplating the internal situation as well as the external relations of the United States, we discover equal cause for contentment and satisfaction. While many of the nations of Europe, with their American dependencies, have been involved in a contest unusually bloody, exhausting, and calamitous, in which the evils of foreign war have been aggravated by domestic convulsion and insurrection; in which many of the arts most useful to society have been exposed to discouragement and decay; in which scarcity of subsistence has imbittered other sufferings; while even the anticipations of a return of the blessings of peace and repose are alloyed by the sense of heavy and accumulating burthens, which press upon all the departments of industry and threaten to clog the future springs of government, our favored country, happy in a striking contrast, has enjoyed tranquillity - a tranquillity the more satisfactory because maintained at the expense of no duty. Faithful to ourselves, we have violated no obligation to others.

Our agriculture, commerce, and manufactures prosper beyond former example, the molestations of our trade (to prevent a continuance of which, however, very pointed remonstrances have been made) being overbalanced by the aggregate benefits which it derives from a neutral position. Our population advances with a celerity which, exceeding the most sanguine calculations, proportionally augments our strength and resources, and guarantees our future security.

Every part of the Union displays indications of rapid and various improvement; and with burthens so light as scarcely to be perceived, with resources fully adequate to our present exigencies, with governments founded on the genuine principles of rational liberty, and with mild and wholesome laws, is it too much to say that our country exhibits a spectacle of national happiness never surpassed, if ever before equaled?

Placed in a situation every way so auspicious, motives of commanding force impel us, with sincere acknowledgment to Heaven and pure love to our country, to unite our efforts to preserve, prolong, and improve our immense advantages. To cooperate with you in this desirable work is a fervent and favorite wish of my heart.

It is a valuable ingredient in the general estimate of our welfare that the part of our country which was lately the scene of disorder and insurrection now enjoys the blessings of quiet and order. The misled have abandoned their errors, and pay the respect to our Constitution and laws which is due from good citizens to the public authorities of the society. These circumstances have induced me to pardon generally the offenders here referred to, and to extend forgiveness to those who had been adjudged to capital punishment. For though I shall always think it a sacred duty to exercise with firmness and energy the constitutional powers with which I am vested, yet it appears to me no less consistent with the public good than it is with my personal feelings to mingle in the operations of Government every degree of moderation and tenderness which the national justice, dignity, and safety may permit...”
### Supporting Question 3 (Suggested Time 25-35 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Formative Performance Task</th>
<th>Featured Source(s)</th>
</tr>
</thead>
</table>
| What precedents were established by George Washington? | Create a presentation slide that answers the question “What precedents were established by George Washington?” | A. Rigaud’s portrait of Louis XIV  
B. Stuart’s portrait of George Washington  
D. Excerpt from Washington’s Farewell Address  

### Formative Performance Task and Instructional Approach

1. In small groups, have students examine the 2 portraits found in Appendix C and answer the questions that follow. Allow time for groups to share their thoughts with the class.
2. Direct students to [http://www.mountvernon.org/george-washington/the-first-president/5-challenges-of-being-americas-first-president/#callout-2](http://www.mountvernon.org/george-washington/the-first-president/5-challenges-of-being-americas-first-president/#callout-2) and have them explore “2. Developing a Presidential Style” to complete the corresponding section of Appendix D. Students may explore the source and complete Appendix D as a class, individually, or in small groups.
3. Have students read the excerpt from Washington's Farewell Address and complete the corresponding section of Appendix D.
4. Direct students to [http://www.mountvernon.org/digital-encyclopedia/article/cabinet-members/](http://www.mountvernon.org/digital-encyclopedia/article/cabinet-members/) and have them read the information to complete the corresponding section of Appendix D.
5. Have students read the excerpt from Washington’s Eighth Annual Address to Congress and complete the corresponding section of Appendix D.
6. Allow students the chance to share their findings with the class.
7. In small groups, ask students to create a presentation slide (using PowerPoint, Google Slides, or another application) that answers the question: What precedents were established by George Washington?
Friends and Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made.

I beg you, at the same time, to do me the justice to be assured that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation which binds a dutiful citizen to his country; and that in withdrawing the tender of service, which silence in my situation might imply, I am influenced by no diminution of zeal for your future interest, no deficiency of grateful respect for your past kindness, but am supported by a full conviction that the step is compatible with both.

The acceptance of, and continuance hitherto in, the office to which your suffrages have twice called me have been a uniform sacrifice of inclination to the opinion of duty and to a deference for what appeared to be your desire. I constantly hoped that it would have been much earlier in my power, consistently with motives which I was not at liberty to disregard, to return to that retirement from which I had been reluctantly drawn. The strength of my inclination to do this, previous to the last election, had even led to the preparation of an address to declare it to you; but mature reflection on the then perplexed and critical posture of our affairs with foreign nations, and the unanimous advice of persons entitled to my confidence, impelled me to abandon the idea.

I rejoice that the state of your concerns, external as well as internal, no longer renders the pursuit of inclination incompatible with the sentiment of duty or propriety, and am persuaded, whatever partiality may be retained for my services, that, in the present circumstances of our country, you will not disapprove my determination to retire.
“...Measures calculated to insure a continuance of the friendship of the Indians and to preserve peace along the extent of our interior frontier have been digested and adopted. In the framing of these care has been taken to guard on the one hand our advanced settlements from the predatory incursions of those unruly individuals who can not be restrained by their tribes, and on the other hand to protect the rights secured to the Indians by treaty - to draw them nearer to the civilized state and inspire them with correct conceptions of the power as well as justice of the Government.

The meeting of the deputies from the Creek Nation at Colerain, in the State of Georgia, which had for a principal object the purchase of a parcel of their land by that State, broke up without its being accomplished, the nation having previous to their departure instructed them against making any sale. The occasion, however, has been improved to confirm by a new treaty with the Creeks their preexisting engagements with the United States, and to obtain their consent to the establishment of trading houses and military posts within their boundary, by means of which their friendship and the general peace may be more effectually secured.

The period during the late session at which the appropriation was passed for carrying into effect the treaty of amity, commerce, and navigation between the United States and His Brittanick Majesty necessarily procrastinated the reception of the posts stipulated to be delivered beyond the date assigned for that event. As soon, however, as the Governor-General of Canada could be addressed with propriety on the subject, arrangements were cordially and promptly concluded for their evacuation, and the United States took possession of the principal of them...

The commissioners appointed on the part of the United States and of Great Britain to determine which is the river St. Croix mentioned in the treaty of peace of 1783, agreed in the choice of Egbert Benson, esq., of New York, for the 3rd commissioner. The whole met at St. Andrew’s, in Passamaquoddy Bay, in the beginning of October, and directed surveys to be made of the rivers in dispute; but deeming it impracticable to have these surveys completed before the next year, they adjourned to meet at Boston in August, 1797, for the final decision of the question...

The treaty with Spain required that the commissioners for running the boundary line between the territory of the United States and His Catholic Majesty’s provinces of East and West Florida should meet at the Natchez before the expiration of 6 months after the exchange of the ratifications, which was effected at Aranjuêz on the 25th day of April [1796-04-25]; and the troops of His Catholic Majesty occupying any posts within the limits of the United States were within the same time period to be withdrawn. The commissioner of the United States therefore commenced his journey for the Natchez in September, and troops were ordered to occupy the posts from which the Spanish garrisons should be withdrawn. Information has been recently received of the appointment of a commissioner on the part of His Catholic Majesty for running the boundary line, but none of any appointment for the adjustment of the claims of our citizens whose vessels were captured by the armed vessels of Spain.

In pursuance of the act of Congress passed in the last session for the protection and relief of American sea-men, agents were appointed, one to reside in Great Britain and the other in the West Indies. The effects of the agency in the West Indies are not yet fully ascertained, but those which have been communicated afford grounds to believe the measure will be beneficial. The agent destined to reside in Great Britain declining to
accept the appointment, the business has consequently devolved on the minister of the United States in London, and will command his attention until a new agent shall be appointed...

To an active external commerce the protection of a naval force is indispensable. This is manifest with regard to wars in which a State is itself a party. But besides this, it is in our own experience that the most sincere neutrality is not a sufficient guard against the depredations of nations at war...

These considerations invite the United States to look to the means, and to set about the gradual creation of a navy..."
Supporting Question 4 (Suggested Time 35-45 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>How has George Washington’s presidency been evaluated over time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Generate a “report card” of George Washington’s presidency from multiple perspectives.</td>
</tr>
</tbody>
</table>
| Featured Source(s) | A: Collection of George Washington coins and currency (see Appendix E)  
B: Video found at https://vimeo.com/81409825  
C: Thomas Jefferson Quotes about George Washington  
E: Matthew J. Franck editorial on Washington’s character, 1999  
F: Excerpt from “Leading Change: George Washington and Establishing the Presidency” by Dr. Denver Brunsman and Dr. George A. Goethals |

Formative Performance Task and Instructional Approach

1. As a class, view the George Washington coins in Appendix E and answer the discussion questions that follow.
2. As a class, view Source B. After viewing the video, have students (either individually or in small groups) determine what grade George Washington would give himself when evaluating his presidency. Students should record this grade in Appendix F and support their opinion with specific evidence from the video.
3. Read Source C. If students are unfamiliar with the working relationship between George Washington and Thomas Jefferson, a quick overview of these founding fathers is warranted at this point. Students should determine what grade Thomas Jefferson would give George Washington’s presidency. Students should record this grade in Appendix F and support their opinion with specific evidence.
4. Read Source D. Have students (either individually or in small groups) determine what grade Herbert Hoover would give George Washington’s presidency. Students should record this grade in Appendix F and support their opinion with specific evidence from his speech.
5. Read Source E. Have students (either individually or in small groups) determine what grade Matthew Franck would give George Washington’s presidency. Students should record this grade in Appendix F and support their opinion with specific evidence from the editorial.
6. Read Source F. Have students (either individually or in small groups) determine what grade Brunsman & Goethals would give George Washington’s presidency. Students should record this grade in Appendix F and support their opinion with specific evidence from the source.
7. Have students individually or in small groups decide what grade they would give George Washington’s presidency. Have students record this grade in Appendix F and support their opinion. Students should then be given the opportunity to compare their evaluations with their classmates. (Alternately, students could research another perspective on George Washington and determine what grade the author of that source would give George Washington.)
Featured Sources:

FEATURED SOURCE A: Collection of coins and currency commemorating George Washington (see Appendix E)

FEATURED SOURCE B: Video of George Washington's reflection found at https://vimeo.com/81409825

FEATURED SOURCE C: Quotes from Thomas Jefferson about George Washington

In a letter to William Branch Giles, Monticello, December 31, 1795 (after Jefferson had served as Washington's Secretary of State):

"[The president] errs as other men do, but errs with integrity."

In a letter to Walter Jones, January 2, 1814 (after Jefferson's own presidency):

"He was, in every sense of the words, a wise, a good, and a great man...The whole of his character was in its mass perfect, in nothing bad in a few points indifferent. And it may be truly said, that never did nature and fortune combine more perfectly to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance..."

"Perhaps the strongest feature in his character was prudence...never acting until every circumstance, every consideration was maturely weighed; refraining if he saw a doubt, but, when once decided going through with his purpose whatever obstacles opposed."


"...Today the American people begin a period of tribute and gratitude to this man whom we revere above all other Americans. Continuing until Thanksgiving Day they will commemorate his birth in every home, every school, every church, and every community under our flag.

In all this multitude of shrines and forums they will recount the life history and accomplishments of Washington. It is a time in which we will pause to recall for our own guidance, and to summarize and emphasize for the benefit of our children, the experiences, the achievements, the dangers escaped, the errors redressed--all the lessons that constitute the record of our past.

The ceremonial of commemorating the founder of our country is one of the most solemn that either an individual or a nation ever performs; carried out in high spirit it can be made one of the most fruitful and enriching. It is a thing to be done in the mood of prayer, of communing with the spiritual springs of patriotism and of devotion to country. It is an occasion for looking back to our past, for taking stock of our present and, in the light of both, setting the compass for our future. We look back that we may recall those qualities of Washington's character which made him great, those principles of national conduct which he laid down and by which we have come thus far. We meet to reestablish our contact with them, renew our fidelity to them.
From this national revival of interest in the history of the American Revolution and of the independence of the United States will come a renewal of those inspirations which strengthened the patriots who brought to the world a new concept of human liberty and a new form of government.

So rich and vivid is the record of history, that Washington in our day lives again in the epic of the foundation of the Republic. He appears in the imagination of every succeeding generation as the embodiment of the wisdom, the courage, the patience, the endurance, the statesmanship, and the absence of all mean ambition, which transformed scattered communities of the forest and the frontiers into a unity of free and independent people.

It is not necessary for me to attempt a eulogy of George Washington. That has been done by masters of art and poetry during more than 100 years. To what they have said I attempt to make no addition.

The true eulogy of Washington is this mighty Nation. He contributed more to its origins than any other man. The influence of his character and of his accomplishments has contributed to the building of human freedom and ordered liberty, not alone upon this continent but upon all continents. The part which he played in the creation of our institutions has brought daily harvest of happiness to hundreds of millions of humanity. The inspirations from his genius have lifted the vision of succeeding generations. The definitions of those policies in government which he fathered have stood the test of 150 years of strain and stress...

If we are to get refreshment to our ideals from looking backward to Washington, we should strive to identify the qualities in him that made our revolution a success and our Nation great. Those were the qualities that marked Washington out for immortality.

We find they were not spectacular qualities. He never charged with a victorious army up the capital streets of a conquered enemy. Excepting only Yorktown and Trenton, he won no striking victories. His great military strength was in the strategy of attrition, the patient endurance of adversity, steadfast purpose unbent by defeat. The American shrine most associated with Washington is Valley Forge, and Valley Forge was not a place of victory—except the victory of Washington's fortitude triumphant above the weakness and discouragement of lesser men. Washington had courage without excitement, determination without passion...

We need no attempt at canonization of George Washington. We know he was human, subject to the discouragements and perplexities that come to us all. We know that he had moments of deepest anxiety. We know of his sufferings and the sacrifices and anguish that came to him. We know of his resentment of injustice and misrepresentation. And yet we know that he never lost faith in our people.

Nor have I much patience with those who undertake the irrational humanizing of Washington. He had, indeed, the fine qualities of friendliness, of sociableness, of humanness, of simple hospitality, but we have no need to lower our vision from his unique qualities of greatness, or to seek to depreciate the unparalleled accomplishments of the man who dominated and gave birth to the being of a great nation...

We have need to refresh to the remembrance of the American people the great tests and trials of character of the men who rounded our Republic. We have need to remember the fiber of those men who brought to successful conclusion the 8 years of revolution. We have need again to bring forth the picture of the glories and the valor of Lexington and Concord, of Bunker Hill, the suffering and fortitude of Valley Forge, the victory of Yorktown. We have need to revive the meaning and the sheer moral courage of the Declaration of Independence, the struggles of the Continental Congress, the forming of the Constitution. We have need at all times to review the early crises of the Republic, the consolidation of the Union, the establishment of national solidarity, the building of an administration of government, and the development of guarantees of freedom. No incident and no part in these great events, which have echoed and reechoed throughout the
world for a century and a half, can be separated from the name and the dominant leadership of George Washington.

Upon these foundations of divine inspiration laid by our forefathers, and led by Washington, our Nation has built up during this century and a half a new system of life, a system unique to the American people. It is hallowed by the sacrifice and glorious valor of men. It is assured by a glorious charter of human rights...

From Washington's spirit there has grown an infusion of social ideals with the quality of magnanimity: upholding prosperity with generosity, dignity with forbearance, security without privilege, which has raised our institutions to a level of humanity and nobility nowhere else attained...

From the room where I conduct my high office I hourly see the monument which Washington's proud and grateful countrymen have raised to his memory. It stands foursquare to the world, its base rooted steadfast in the solid substance of American soil. Its peak rises towards the heavens with matchless serenity and calm. Massive in its proportions, as was the character of Washington himself, overwhelming in its symmetry, simplicity, and sincerity, it most fittingly, beautifully, and nobly proclaims the founder of our commonwealth and our acceptance of his faith. Around that monument have grown steadily and surely the benevolent and beneficent agencies of orderly government dedicated to the spirit of Washington.

Beyond any other monument built by the hand of man out of clay and stone, this shaft is a thing of the spirit. Whether seen in darkness or in light, in brightness or in gloom, there is about it a mantle of pure radiance which gives it the aspect of eternal truth. It is a pledge in the sight of all mankind, given by Washington's countrymen, to carry forward the continuing fulfillment of his vision of America.

**FEATURED SOURCE E:** Excerpts from Roanoke Times editorial by Matthew J. Franck, December 14, 1999

**Washington's character was a great public asset**

Today is the bicentennial anniversary of an important event in our nation's history. On this date in 1799, George Washington died at Mount Vernon. He has retired from the presidency less than three years earlier, and was only 67. But what he had accomplished in more than 40 years of service to his country was enough to cause an outpouring of public mourning that has probably never been matched in our history.

Washington's contribution to the founding of successful constitutional government in the United States was unique. We all know the bare outlines of his career: colonel and commander of the Virginia militia in the French and Indian War; lieutenant general of the Continental Army and commander in chief of all American and allied forces in the Revolution; president of the Constitutional Convention; first president of the United States under the Constitution.

Even in the last year of his life, he accepted the prospect of donning his uniform again to head the American army when war with France seemed a real possibility, and busied himself with letters from Mount Vernon concerning the appointment of officers and the equipping of the Army.

Others of his generation outstripped Washington in certain respects. What Washington brought to public life in America was his character.
He proved himself a superb general in the Revolution, and he was a prudent and thoughtful president when it came to the policy questions confronting his administration. But what all his contemporaries recognized as his outstanding quality was his character – his incorruptible integrity, honesty, unrivaled devotion to his country even at great sacrifice to himself, absolute faithfulness to his commitments.

Washington was not flawless. He was reputed to have a powerful temper that he had to work hard to keep in check, and to some he seemed to have a cold aloofness that was off-putting in social situations. But no one doubted that personal virtue and public duty were at the core of his being.

Washington’s character was not simply a part of his untutored nature. From his youth onward, Washington regarded the formation and maintenance of his character as work...

In 1787, it was Washington's presiding over the Constitutional Convention, and the people’s trust that he would not be involved in anything underhanded, that enabled Americans to wait patiently from the end of May to mid-September to hear news of the delegates’ work, since they worked under a strict rule of secrecy.

In the months that followed, it was the universal expectation that Washington would be drafted to be the first president that formed for many people the strongest argument that the proposed new government could be trusted, and that an executive branch of unprecedented strength for a republic would not after all be dangerous.

Washington of course answered the call, with sincere protestations of reluctance but full knowledge that he could not avoid the duty imposed on him. He was the only president in our history elected – twice! – by the unanimous vote of the Electoral College.

Despite the emergence during his presidency of organized political opposition to some of his policies, a third term would have been his for the asking. No president ever finished a second term to such universal acclaim.

Today it easily escapes us, who live under a stable, 200-year-old Constitution, just what a tenuous thing a new political order is, and what a delicate task it is to get it under way with a successful start. The Constitution had its enemies among patriotic Americans, not all of whom would have been upset to see it fail. As much as or more than Madison’s project of the Bill of Rights, Washington’s presidency reconciled the Constitution’s adversaries to it and made them its partisans.

How did Washington accomplish all this? Again, his character was the key, as the determinant of his actions. From small things to large, President Washington always managed to strike the right balance when a misstep could have done real damage to the new government.

He refused any title grander than “Mr. President” as a form of addressing him. He maintained a social calendar that combined dignity, openness to all classes of people, political impartiality and a lack of pomp.

He appointed officials to all levels of executive office with only two criteria guiding his choices: integrity of character and loyalty to the Constitution. He surrounded himself in his immediate circle with the best minds in the country: Adams, Jefferson, Hamilton, Madison and Randolph.
He maintained cordial relations with Congress but carefully guarded the constitutional prerogatives of his office, establishing a tradition of a strong, independent executive in a system of separated powers. He stayed above the fray of emerging party organizations. He pursued a foreign policy that kept America from becoming embroiled in the European strife sparked by the French Revolution. And he went out with class, publishing a Farewell Address that was once as much a standard part of a young American's curriculum as the Declaration of Independence, the Constitution and the Federalist Papers.

In all things, his character proved itself so well-honed that his good judgment was nearly instinctive. And even where his judgment was questioned, his motives never were.

Our present-day politicians, all across the ideological spectrum, cannot but suffer from any comparison of themselves to George Washington...

**FEATURED SOURCE F:** Excerpt from “Leading Change: George Washington and Establishing the Presidency” by Dr. Denver Brunsman and Dr. George A. Goethals

“...By the close of his first one hundred days, Washington could take pride in establishing not only the presidency but the legitimacy of the new federal government. He wrote to Gouverneur Morris that “the national government is organized, and, as far as my information goes, to the satisfaction of all parties—That opposition to it is either no more, or hides its head.” The launch of the new government was so successful that it was hard to remember the perilous state of the country just months before. At that time, the United States was plagued by debt and discord. The Revolutionary War general Anthony Wayne deemed the situation, “a crisis that requires a Washington!” Fortunately for the country, it received one. Many things could have gone wrong; the fact that they did not is a testament to Washington’s peerless leadership. He proved what was once unthinkable – that a strong executive could exist in a republic without destroying the principles of social equality or representative government. During his first one hundred days, Washington accomplished this feat by establishing constitutional governance (Policy Vision), mastering the ceremonial and symbolic aspects of the presidency (Public Communication), and by building the government through merit, not patronage (Political Skill).

Effectively leading change involves elements of vision, the ability to communicate that vision persuasively by articulating and embodying its themes, and political and interpersonal skill in interacting with followers and potential followers. All of these attributes rest on a foundation of personal qualities such as skill in organizing, and a range of cognitive and interpersonal intelligences. With these capacities, an individual is well-positioned to lead change.

Today it is customary to regard Washington as the “indispensable” founder, but often without considering the full implications of his role. Without Washington, the early United States could have gone the way of earlier republics and declined into anarchy or despotism. His political supporters and opponents alike recognized his singular contribution to securing the American republic. The Antifederalist writer Mercy Otis Warren concluded, “had any character of less popularity and celebrity been designated to this high trust [as president], it might at this period have endangered, if not have proved fatal to the peace of the union. Though some thought the executive vested with too great powers to be entrusted to the hand of any individual, Washington was an individual in whom they had the utmost confidence.” With the well-earned trust of the American people and the Constitution as a guide, Washington did not merely carry out the duties of president—he created them. Later presidents have all gained stature from the executive office. For Washington, the reverse was true: He gave stature to the office. Washington was not simply the first president, but the best.”
C3 INQUIRY: GEORGE WASHINGTON STUDY: WHAT DOES IT TAKE TO BE A GOOD PRESIDENT?

75 Washington to Gouverneur Morris, October 13, 1789, PWP, 4:176.
C3 INQUIRY: GEORGE WASHINGTON STUDY: WHAT DOES IT TAKE TO BE A GOOD PRESIDENT?

**Summative Performance Task**

| Students will write a persuasive essay answering the question “Was George Washington a great President?” |

**Description**

In this task, students will answer the question “Defining what it takes to be a good President, was George Washington a great first President” by constructing an essay incorporating evidence and support from a variety of sources. Students have examined both primary and secondary sources within this lesson to examine George Washington’s leadership traits, his shaping of Article II, the precedents he set for future presidents, and how his presidency has been evaluated over time.

Essays may be evaluated using the following rubric.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing the Essay</td>
<td>The essay includes a thorough definition of what it takes to be a good President.</td>
<td>The essay includes an adequate definition of what it takes to be a good President.</td>
<td>The essay does not directly define what it takes to be a good President, but alludes to characteristics of a good President.</td>
<td>There is no definition of what it takes to be a good President.</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>The thesis statement takes a position on whether George Washington was a good first President and outlines the main points to be discussed.</td>
<td>The thesis statement takes a position on whether George Washington was a good first President and outlines some of the main points to be discussed.</td>
<td>The thesis statement takes a position on whether George Washington was a good first President or outlines some of the main points to be discussed.</td>
<td>The thesis statement does not take a position on whether George Washington was a good first President or outline some of the main points to be discussed.</td>
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</tr>
<tr>
<td>Support for Thesis</td>
<td>Essay includes multiple pieces of evidence from a variety of sources that support the thesis statement. Student further has provided at least 1 counter-argument.</td>
<td>Essay includes multiple pieces of evidence from a variety of sources that support the thesis statement.</td>
<td>Essay includes few pieces of evidence that support the thesis statement.</td>
<td>Essay includes little to no evidence that support the thesis statement.</td>
<td></td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>Most of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>At least one of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure, Grammar, and Spelling</td>
<td>All sentences are well-constructed with varied structure. There are no significant errors in grammar or spelling.</td>
<td>Most sentences are well-constructed with varied structure. There are no significant errors in grammar or spelling.</td>
<td>Few sentences are well-constructed with varied structure. There are few significant errors in grammar or spelling.</td>
<td>Most sentences are not well-constructed. There are multiple errors in grammar or spelling that detract from the essay.</td>
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</tbody>
</table>
Taking Informed Action

Multiple options for Taking Informed Action component included.

Description/Note to Teacher

Taking informed action is a way for students to extend what they have learned. This should be done outside the classroom and can be driven by student strengths.

Now that students have evaluated George Washington’s presidency to determine whether he was a good first President, they can extend their understanding within their community in multiple ways. Some ideas for taking informed action include:

- Students can design a pamphlet highlighting George Washington’s contributions as our first president to share with elementary students who are learning about American history or government.
- Students can create an infographic about George Washington’s presidency to inform fellow students. These can be hung around the school, in other classrooms or shared via social media.
- Students can “advise” current elected officials (through letters to the editor or letters addressed to elected officials - either in the community or in student government positions) on how to be more effective, utilizing the examples set by George Washington.
- Students can design a web page of George Washington’s presidency that can be shared with students around the world.
Appendix A

What leadership traits did George Washington bring to the Office of the Presidency?

<table>
<thead>
<tr>
<th>Effective Leader Trait</th>
<th>Evidence of this Trait</th>
</tr>
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<tbody>
<tr>
<td>Emotional Stability</td>
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<tr>
<td>Dominance</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Conscientiousness</td>
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<td>Social boldness</td>
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<td>Self-assurance</td>
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<td>Compulsiveness</td>
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<td>Intuitiveness</td>
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<tr>
<td>Empathy</td>
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<tr>
<td>Charisma</td>
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</table>
Appendix B

Article II of the United States Constitution: The Executive Branch

Article II lays out the roles and responsibilities of the Executive Branch. Much shorter than Article I (which explains the roles and responsibilities of the Legislative Branch), it is also far less detailed. First, let’s examine what powers Article II gives to the President.

<table>
<thead>
<tr>
<th>Powers of the President</th>
<th>Limitations of the Presidency</th>
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</table>

Now let’s look at Washington’s interpretation of these powers. According to the eulogies given by Paine, Muir, Blyth and Minot, what actions did Washington take as president? Record your answers below.

<table>
<thead>
<tr>
<th>Roles and Responsibilities undertaken by Washington as President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paine</td>
</tr>
<tr>
<td>Muir</td>
</tr>
<tr>
<td>Blyth</td>
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<tr>
<td>Minot</td>
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</tbody>
</table>

Now let’s look at George Washington’s perspective on the presidency. Based on what Washington states regarding foreign affairs in his letter to Edward Carrington and in his Seventh Annual Address to Congress, what can you conclude about how Washington viewed the president’s role in foreign policy?
Making Comparisons

Examine the two portraits below and answer the questions that follow.

What similarities do you see?

What differences do you see?

The portrait on the left is that of King Louis XIV of France.
The portrait on the right is that of President George Washington.
To what do you think the differences in the way each man is portrayed is reflective of their positions/titles?
Appendix D

Describe the Precedents (Examples) set by George Washington

Based on the sources you examined, describe the precedents George Washington set regarding the dress & style of the presidency, term lengths of the presidency, the president’s cabinet, and the president’s role in maintaining foreign and domestic security. Record your answers in the space provided below.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Dress &amp; Style</th>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>Cabinet</td>
<td>Foreign and Domestic Security</td>
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Appendix E

George Washington Commemorative Coin

The George Washington 250th Anniversary Half Dollar was released in 1982 to commemorate the 250th anniversary of George Washington's birth.

United States $1 Bill Featuring George Washington

The first use of George Washington’s portrait on the $1 note was on Series 1869 United States Notes. The first $1 Federal Reserve notes were issued in 1963. The design, featuring George Washington on the face and the Great Seal on the back, has not changed.

United States Quarter Featuring George Washington

This quarter shows the familiar image of President George Washington, which has been restored to its original 1932 specifications.

Examine the coins and currency above to answer the following questions.

1. How is George Washington portrayed?
2. Why do governments choose to put people and/or national symbols on their currency?
3. What symbols/characteristics (besides George Washington) do these coins and currency have in common?
4. What does the ways in which George Washington is portrayed suggest about national opinion about him?
# Report Card of George Washington’s Presidency

<table>
<thead>
<tr>
<th>Source</th>
<th>Grade (Circle)</th>
<th>Evidence/Support</th>
</tr>
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<tbody>
<tr>
<td>George Washington</td>
<td>A B C D F</td>
<td></td>
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<tr>
<td>Thomas Jefferson, 3rd President</td>
<td>A B C D F</td>
<td></td>
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<tr>
<td>Herbert Hoover, 31st President</td>
<td>A B C D F</td>
<td></td>
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<tr>
<td>1999 Editorial by Matthew J. Franck</td>
<td>A B C D F</td>
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<td>Brunsman &amp; Goethals</td>
<td>A B C D F</td>
<td></td>
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<tr>
<td>Yourself</td>
<td>A B C D F</td>
<td></td>
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</tbody>
</table>
Appendix G

Bibliography

Primary Sources

"Acts passed at a Congress of the United States of America: begun and held at the city of New-York, on Wednesday the fourth of March in the year M, DCC, LXXXIX, and of the independence of the United States the thirteenth." 1789. Manuscript and Special Collections Treasures. Mount Vernon.


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U.S. Const. art. II.

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The Washingtoniana: containing a biographical sketch of the late Gen. George Washington, with various outlines of his character, from the pens of different eminent writers, both in Europe and America; and an account of the various funeral honors devoted to his memory. To which are annexed his will and schedule of his property ... Baltimore, MD: Samuel Stower, 1800.

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