

## Northwest History Consortium

### Washington's Decision

**Bill Coleman**

**8<sup>th</sup> Grade**

**Era 3: Revolution and the New Nation (1754-1820s) / Standard 3**

*Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights*

#### SCENARIO

You have been summoned to the President Washington's personal residence to advise him, and those around him, as to his next political move, taking into consideration the upcoming elections.

If President Washington would decide to run for a third term he would need to formulate a strategy for his campaign and accordingly a platform going forward for the United States under his leadership. If he were to decide not to run he would also need a rationale.

#### TASK(S)

Your advice to President Washington should take into consideration his career as a leader and his beliefs while president in regards to the law under the Constitution, the needs of the country as far as the executive branch is concerned, and the people whose love for the Washington is unquestioned.

- Are there any constitutional barriers before the president that would preclude him from running for another term for president?
- What domestic issues are dominating politics at home, and what role could the President play in brokering outcomes that would be beneficial to the country, as opposed to being beneficial to a political party?
- Could Washington's presence help to ease the political factionalism and regionalism of the 1790's?
- Does President Washington have a responsibility to see the United States through the dangerous waters of foreign policy and the threats posed to the United States by European superpowers pushing and pulling at the new nation?
- Is there a risk of remaining long in the presidency and having it become something that the founders were attempting to move away from in terms of executive power?
- What is the role of executive power in the United States—both foreign and domestic—and how should that power be used going forward in the United States?

In regard to these questions, it will be Washington who sets both custom and precedent for this office and creates a template for future presidents to follow as the country's first president. Accordingly, this will not be a simple decision for the president, but this is the price of leadership.

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#### RESOURCES

Cooke, Jacob E. "George Washington's Profile." 2008. Profiles of U.S. Presidents. 2009. IL. 12 July 2009 <<http://www.presidentprofiles.com/Washington-Johnson/Washington-George.html>>.

Ellis, Joseph J. "What Would George Do?" The Washington Post.com. 23 Dec. 2007: B01. Washington, DC. 12 July 2009 <<http://www.washingtonpost.com/wpdyn/content/article/2007/12/21/AR2007122101414.html>>.

Fox, Charles James. "The Foreign Policy of George Washington." 1916. Old And Sold Antiques Digest. 2009. 12 July 2009 <<http://www.oldandsold.com/articles22/george-washington-16.shtml>>.

McDonald, Forrest. "George Washington: Today's Indispensable Man." The Intercollegiate Review, Spring 1995: 11-17. The Intercollegiate Study Institute, Wilmington, DE. 12 July 2009 <[http://www.mmsi.org/ir/30\\_02/mcdonald.pdf](http://www.mmsi.org/ir/30_02/mcdonald.pdf)>.

Mount, Steve. "The United States Constitution." US Constitution Online. 1995-2009. Williston, VT. 10 July 2009 <<http://www.usconstitution.net/const.html>>.

Washington, George. "Washington's Farewell Address 1796." The Avalon Project: Documents in Law, History, and Diplomacy. 2008. New Haven, CT: Lillian Goldman Law Library, Yale Law School. 12 July 2009 <[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp)>.

#### ASSESSMENT

Grade your team members (including yourself) on the following rubric and items. Give them a grade on a scale of 100. Please place the team members' names above the column.

**Rubric is on the following page.**

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### Peer Team Rubric

<b>Team Member Responsibilities</b>	<b>Self:</b>	<b>Member:</b>	<b>Member:</b>	<b>Member:</b>	<b>Member:</b>
Member contributed to his/her share of the work.					
Member attended all scheduled team meetings.					
Member was cooperative					
Member has a positive attitude.					
Member was tolerant of other viewpoints.					
Member understood the purpose of the team and worked accordingly.					
Member completed all assigned work on time and correctly.					
Member made efforts to do quality work.					
Member included all others in decision-making and discussions.					
Member worked hard to help others as needed.					
<b>Average</b> (Teacher will compute this.)					

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#### REFERENCES/CITATIONS

Coleman, Bill. "Peer Team Rubric." NWESD Organization 2008. Anacortes, WA. 12 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3\\_WashingtonsDecision.Coleman.8.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3_WashingtonsDecision.Coleman.8.pdf)>.

Coleman, Bill. "Washington's Decision." NWESD Organization 2008. Anacortes, WA. 12 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3\\_WashingtonsDecision.Coleman.8.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3_WashingtonsDecision.Coleman.8.pdf)>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in The Schools. 2009. University of California, Los Angeles, CA: 31 May 2009 <<http://nchs.ucla.edu/standards/era1-5-12.html>>.