

# **CRITICAL DECISIONS IN UNITED STATES HISTORY**

***PRESIDENT GEORGE WASHINGTON***

Written by:  
Herschel Sarnoff

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H.M.S. Historical Games  
729 36<sup>th</sup> Street  
Manhattan Calif. 90266  
(310)365-5539  
[www.multimedialearning.org](http://www.multimedialearning.org).  
[hsarnoff@gmail.com](mailto:hsarnoff@gmail.com)

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## PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE OVERVIEW

This PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE confronts students with a series of issues on which United States Presidents made critical decisions during their administrations. The GAME option rewards student teams which match the historical decision made by the President. The STUDY GUIDE option uses the same decisions as study questions to lead a student through his investigation of this period of U.S. History. It also includes SUPPLEMENTARY MATERIALS that have a variety of uses. STUDY GUIDE OPTION: Using the materials as a class or home work assignment.

Using the assigned textbook, the student will research the events and issues confronting one of our Presidents. Since the DECISIONS are printed in chronological order, the assignment pulls a student through the assigned reading. Some DECISIONS may require additional research. Students submit their answers to the DECISIONS to the teacher.

### GAME OBJECTIVES

By participating in this simulation game, students will:

1. Apply their knowledge of United States History by making DECISIONS based on issues which faced the President.
2. Understand and apply the necessity of compromise in the formation of public policy in democracy.
3. Develop and apply techniques necessary to effective decision-making in a group setting.
4. Acquire historical facts and concepts in a non traditional class activity.

### INSTRUCTIONS

1. Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
2. Read the HOW TO PLAY section. Play out a few DECISIONS to familiarize yourself with the game procedures.
3. Duplicate the following game materials (minimum of one copy for each team):
  - a. BIOGRAPHICAL SKETCH
  - b. SCORE SHEET
  - c. DECISIONS (questions) - need one per student if it is being used with the STUDY GUIDE option.
4. Duplicate SUPPLEMENTARY MATERIALS according to the uses planned by the teacher.
5. Sections of the class textbook dealing with this period of U.S. History may be assigned for student reading. This will serve as an introduction to the issues and events upon which the game is based. Alternately, playing the game first can serve as an introduction to the assigned reading.

GAME SUMMARY (see HOW TO PLAY Section for details).

1. Divide the class into teams. Students read the BIOGRAPHICAL SKETCH and DECISION #1.
2. Based on the facts presented, their acquired knowledge, and their own judgment, students reach a DECISION for their team.
3. These DECISIONS are then evaluated by the teacher using the TEACHER CONFIDENTIAL SHEET.

4. A team making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the SCORESHEET. There is no penalty for incorrect responses. The students may now discuss the DECISION they have made. The game ends with the final DECISION.

## HOW TO PLAY

### A. ORGANIZATION

1. Divide the class into teams. The number of teams will vary according to the needs of the particular class. Assign each team a name or a number.
2. Distribute the following game materials to each team:
  - a) one SCORESHEET
  - b) one (or more) BIOGRAPHICAL SKETCH
  - c) one (or more) DECISION #1
3. Write each team name (or number) on the chalkboard.
4. Students write their team name on the SCORESHEET.
5. Students read the BIOGRAPHICAL SKETCH to gain an historical perspective on the career and character of the President.

### B. DECISION #1

1. Students read the introductory paragraph to DECISION #1
2. Within their teams, students discuss and make DECISION #1.
3. They record their DECISION by writing the appropriate letter on the SCORESHEET under the category "TEAM ANSWER".
4. The SCORESHEETS are collected by the teacher.
5. The teacher records each team's DECISION on the chalkboard. Referring to the TEACHER CONFIDENTIAL SHEET, the teacher awards 5 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are also recorded by each team on the SCORESHEET in the columns labeled "VICTORY POINTS" and "TOTAL POINTS."

### C. SUBSEQUENT DECISIONS

1. Follow steps "B 1" through "B 5" above in making DECISIONS #2 through the final DECISION.
2. The TOTAL POINTS column of the SCORESHEET is used to maintain a running grand total of the VICTORY POINTS accumulated by each team during the game. The teacher also keeps a record of TOTAL POINTS on the chalkboard.
3. The team with the highest number of TOTAL POINTS after the completion of the final DECISION is the winner.

### D. SCORING EXAMPLE

The teams have made the next-to-last DECISION and have been awarded VICTORY POINTS for that DECISION. The chalkboard shows 6 teams (line I) numbered #1 through #6 and their total points through the next-to-last DECISION (line II).

The 6 teams record their choices for the final DECISION and submit their SCORESHEETS to the teacher who enters the DECISIONS on the chalkboard (line III). The teacher consults the TEACHER CONFIDENTIAL SHEET to determine the correct answer. In our example, choice "D" is correct, so teams #1 and #5 are awarded five VICTORY POINTS (line IV).

The new TOTAL POINTS result (line V) show team #5 to be the winning team, with

team #4 finishing second, while teams #1 and #2 tie for third. Ties may be broken by asking a TEST question (see SUPPLEMENTARY MATERIALS).

I.	#1	#2	#3	#4	#5	#6
II.	60	65	60	75	75	55
III.	D	B	C	A	D	C
IV.	+5				+5	
V.	65	65	60	75	80	55

#### E. OPTIONAL RULE

Teachers may decide not to collect the SCORESHEETS if they deem the class will record and score themselves truthfully. In this case, the teacher will read the answer after teams have completed the TEAM ANSWER column. This OPTIONAL RULE eliminates the need to use the chalkboard.

### SUPPLEMENTARY MATERIALS

The following materials, while not necessary to the game, provide the student with an enriched learning experience. They may be used either before or after playing the game or completing the STUDY GUIDE.

A. The READING QUESTIONS are based on the BIOGRAPHICAL SKETCH.

They may be used as an assignment to guide the student's reading or as a test of reading comprehension.

B. The TEST questions are based upon the DECISIONS and are useful for evaluating learning gained by playing the game. The READING QUESTIONS and TEST may be combined and administered as a pre and/or post test to more accurately measure learning.

#### C. RESEARCH LISTS

1. VOCABULARY LISTS I (basic) and II (advanced) may be used to generate assignments or to aid the teacher in preparing the class for the game.
2. The lists of HISTORICAL TERMS and PERSONALITIES may be used as research topics to prepare the class for the game.
3. Items in the four lists marked by an asterisk (\*) are from the BIOGRAPHICAL SKETCH. The remainder are from the DECISIONS.

D. The two CROSSWORD PUZZLES are designed to reinforce learning. PUZZLE #1 is based on the HISTORICAL TERMS while PUZZLE #2 is based on the PERSONALITIES list. The WORD SEARCH combines words from both VOCABULARY LISTS.

### CRITICAL DECISIONS IN UNITED STATES HISTORY CLASSROOM GAMES AND ACTIVITIES for grades 7-12

#### TITLES.

1. Critical Decisions of George Washington

2. Critical Decisions of Thomas Jefferson.
3. Critical Decisions of Abraham Lincoln, 1860-1862.
4. Critical Decisions of Abraham Lincoln, 1862-1865 Theodore Roosevelt
5. Critical Decisions of Woodrow Wilson.
6. Critical Decisions of Harry Truman
7. Critical Decisions of John F. Kennedy

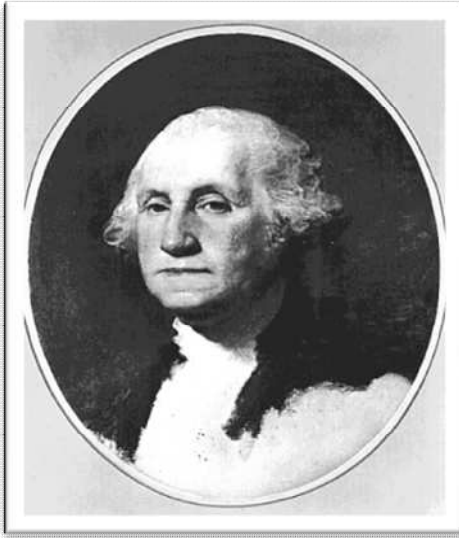
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# SCORESHEET

**TEAM NAME:** \_\_\_\_\_

[illegible]

## GEORGE WASHINGTON: A BIOGRAPHICAL SKETCH



George Washington was born February 22, 1732 on a rustic plantation in the Royal Colony of Virginia. He was an active child, enjoying hunting, fishing, and horseback riding. When he was eleven, his father died. Young George was strongly influenced by his half-brother, Lawrence, fourteen years his senior, whom he idolized. Washington wished to join the British navy but was denied permission by his possessive mother.

Washington had little formal learning, obtaining a practical education mainly from tutors. He did not read widely, but benefited from pragmatic literature, especially an essay entitled "Rules of Civility," which set forth the principles of conduct expected of a gentleman. He learned to write competently and penned many letters during his life. He was a man of action learning mainly from experience.

At age 15, Washington became a surveyor, beginning a life of travel and interest in land ownership. His ambition was to be a respected plantation owner like Lawrence, the master of Mount Vernon. Throughout his life he added to his land holdings.

Washington was not as lucky in love. At 19, his marriage proposal to Betty Fauntleroy was rejected. Eight years later (1759), he married Martha Custis, a wealthy widow with two children, although his letters reveal his love for the wife of a neighbor. Washington never had children of his own. In 1754, Washington inherited Mount Vernon upon Lawrence's death--this plantation would be his home for the rest of his life

Following Lawrence's footsteps, Washington joined the Virginia militia in 1753. He volunteered to deliver a warning message to the French who were stirring up Indian trouble in the Ohio Valley. Washington completed the nearly 1000 mile round trip during the dead of winter, showing great courage and judgment. When the warning was ignored, the French and Indian War broke out the next year. Washington led the Virginia militia to a minor victory followed by a larger defeat.

In 1755, Washington served as a volunteer aide to British General Edward Braddock. He advised Braddock to beware of an Indian-style ambush by the French. The warning was unheeded and the British met disastrous defeat. Washington barely escaped with his life while Braddock was killed. From these experiences in the French and Indian War, Washington learned the value of anticipation and surprise, the effectiveness of guerrilla warfare, and the military uses of terrain--all of which he would employ against the British in the Revolutionary War.

At the age of 37 (1759), Washington retired to his Mount Vernon plantation, relishing his role as gentleman-farmer, directing the work of the slaves, speculating in land, and serving in the Virginia House of Burgesses. He cut a most impressive figure both in physique (a muscular 6'2") and character. His self-assurance, prudence, sure judgment, calm demeanor, and hospitality attracted the admiration and respect of his peers. Washington was not perfect, however, for he had strong passions and a violent temper which he labored to control. He enjoyed gambling and the company of pretty women. He was a dutiful, if not pious, church member, serving as a vestryman.

The growing conflict between the colonies and England recalled Washington to national action. He served as a delegate both to the First (1774) and Second (1775) Continental Congresses, attending sessions in full uniform, perhaps to remind his fellow delegates of his military experience. He was nominated as Commander in Chief by John Adams. Washington was elected to this post. He offered to serve for no pay, only expenses.

Washington led the colonial army to a successful siege of Boston, but then lost battles which led to the British occupation of New York and Philadelphia. His genius as a general was not in winning battles (he lost more than he won) but in maintaining an army intact and in keeping a superior enemy off balance. The bitter winter of 1777 severely tested Washington's leadership, as his army barely survived starvation and desertion at Valley Forge, outside Philadelphia.

Washington held the army together for four more years until, with assistance from France, he was able to trap, besiege, and force the surrender of Cornwallis' army at Yorktown, Virginia. Although this was the last battle of the Revolutionary War, Washington had to keep his troops ready and available for two more years until a peace treaty was concluded.

During this two year period (1781-1783), Washington could easily have become military dictator or "King of America." He would sanction no talk or action leading to either role. Peace again brought retirement to Mount Vernon (1783).

But events conspired to recall Washington to public life. The new government, under the Articles of Confederation, proved too weak and many leading citizens, including Washington, recognized the need for major amendments. A Convention for this purpose changed its mandate and wrote an entirely new Constitution (1787). By serving as President of this "revolutionary" Constitutional Convention, Washington lent his great prestige to the undertaking. The constitution-makers, indeed the entire country, assumed that the new president, granted great powers by the Constitution, would be George Washington.

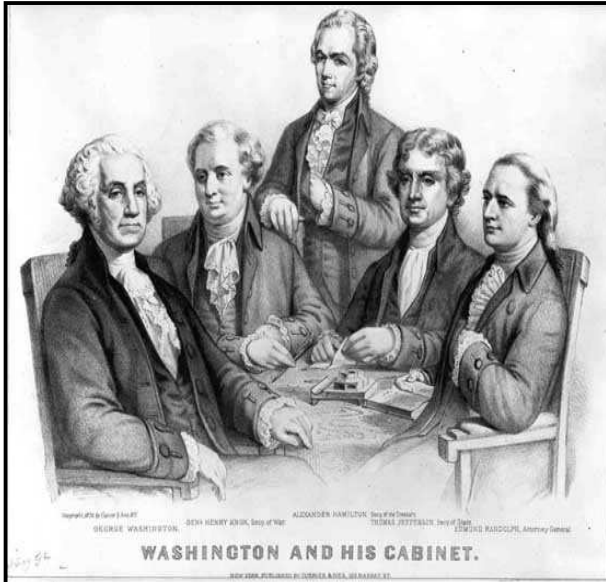
This assumption came to fruition in 1789 when the Electoral College unanimously elected Washington as President. John Adams of Massachusetts was selected Vice President--neatly balancing the ticket between North and South.

After serving two terms as President, Washington retired to Mount Vernon for a third time in 1797. In doing so, he established a "no third term" tradition which was formalized in 1951 by the 22nd Amendment to the Constitution. He briefly returned to public service in 1798 when President Adams appointed him Lieutenant General (the highest rank in the army) in anticipation of a war with France which never materialized. Washington died in 1799 from complications following a serious throat infection.

Washington was perhaps the only truly indispensable man in U.S. History. His charisma (natural leadership) held the army together during the Revolution and his prestige greatly aided the adoption of the Constitution. Both traits combined to guide the country through its stormy first decade of existence. Washington was truly a nationalist--putting the interests of the country above those of his state and section. He set many wise precedents as our first president which were followed by his successors. He was the Great Man meeting the challenge of great events.



# DECISIONS FOR WASHINGTON GAME



## DECISION #1: CABINET, 1788-9

Congress has established government departments of State, War, and the Treasury to help the President run the country. Washington must choose members for this cabinet. The following men have been highly recommended: Alexander Hamilton, Thomas Jefferson, and Henry Knox. How should these three men be assigned to the cabinet positions?

- A. Jefferson = State, Knox = Treasury, Hamilton = War
- B. Hamilton = State, Jefferson = War, Knox = Treasury
- C. Knox = War, Jefferson = State, Hamilton = Treasury

## (THE FOLLOWING PARAGRAPH APPLIES TO DECISIONS 2 THROUGH 8)

The finances of the new government are on shaky ground. The federal and state governments owe between \$75 and \$80 million dollars. Alexander Hamilton has devised a set of proposals to solve the financial problems. Some of his proposed solutions are controversial and seem to favor the wealthy upper class. The President must decide which proposed laws to support and which to reject. Hamilton will need the President's "full support to have his financial program enacted into law.

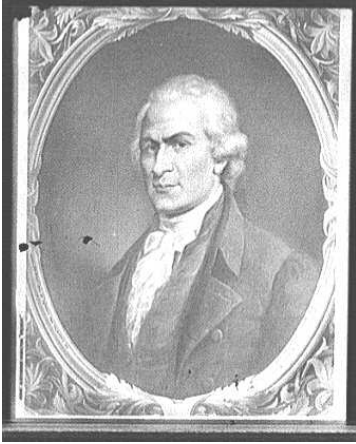
## DECISION #2: FOREIGN DEBT, 1790

The foreign debt of the nation totals over \$12 million. The bulk of the money is owed to France, the Netherlands, and Spain. The United States should...?

- A. Pay the entire sum within one year. This will avoid paying heavy interest payments.
- B. Arrange to pay off the loan over several years with added interest.
- C. Not repay the foreign loans. These countries loaned us money for their own interests-to defeat Great Britain.



### DECISION #3: MONEY OWED TO U.S. CITIZENS, 1790



There is wide disagreement over what to do about the debt owed to American citizens. During the Revolution the government sold bonds to citizens and promised to repay them with interest. Many, who originally bought the bonds, sold them to speculators for a fraction of what they paid. In many cases speculators paid as little as 10 cents on the dollar. If the government pays these debts, it will be these rich speculators and not the people who originally bought the bonds who will benefit. Which plan should the President support?

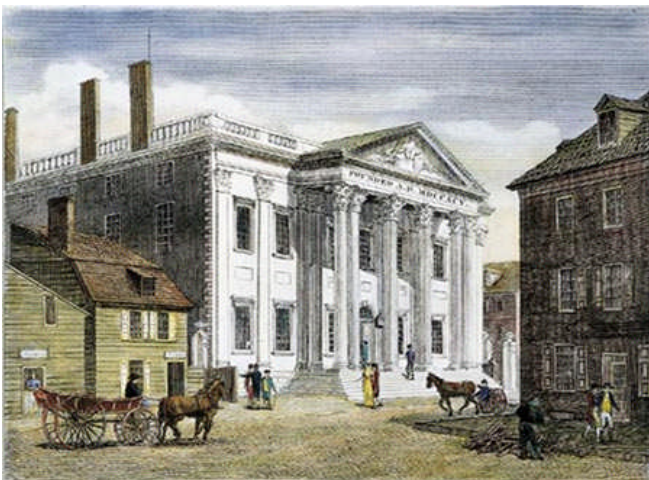
- A. Pay off the bonds no matter who owns them.
- B. Pay off bonds owned by the original purchasers only.
- C. Limit the amount to be repaid to 50% of the original value.

### DECISION #4: ASSUMPTION OF STATE DEBTS, 1790

Hamilton's plan for the federal government to assume the states' Revolutionary War debts has run into opposition. Some states, especially in the South, who either have small debts or repaid them, do not want the federal government to pay the large debts of other states.

Most of the debt is now owed to speculators and not the people who originally loaned money to the states to fight the Revolution. What should the President and Hamilton do to win southern support for assumption of the state's debts?

- A. Offer to build the nation's capital on southern land.
- B. Offer cash warrants to states who have repaid their debts.
- C. Offer to build the proposed federal military academy on southern land.

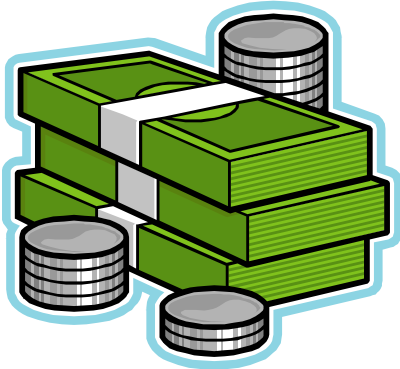


### DECISION #5: NATIONAL BANK, 1791

Should the President support Hamilton's plan to create a national Bank of the United States? This bank would be the main depository for the nation's money.

- A. Support Hamilton's plan but insist on some modifications.
- B. Do not support a national bank. It would hurt private and state banks..
- C. Support Hamilton's plan for a national bank.

DECISION #6: SALE OF BANK STOCK, 1791



Hamilton wants the federal government to keep only 20% of the proposed bank stock. The other 80% would be sold to wealthy individuals. Thomas Jefferson and others warn that this will give the rich control over the nation's money. Who should the President support, Hamilton or Jefferson?

- A. Support Hamilton's position.
- B. Support Jefferson's position.
- C. Support neither and accept the position Congress approves.

DECISION #7: PROTECTIVE TARIFF, 1791

Congress passed a revenue tariff in 1789 that was designed to raise money to run the federal government. Now Hamilton wants Congress to pass a protective tariff, designed to protect American manufactures from foreign competition. Hamilton believes that the nation cannot be truly independent until we produce most of the goods we need. Presently, we purchase most of our manufactured goods from foreign nations.

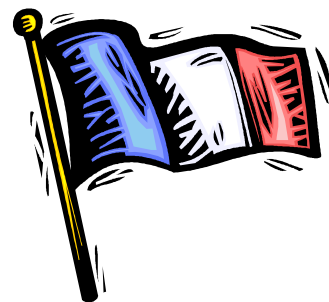
Opponents of a protective tariff point out that this type of tariff would mainly benefit northern states. It would hurt the agricultural South who would have to pay higher prices for American manufactured goods. What position should the President take?

- A. Keep the current tariff law.
- B. Support Hamilton's new protective tariff bill.
- C. Support a modified plan that would increase tariffs but also tax manufacturing companies.

DECISION #8: A NEW TAX, 1791

Hamilton is proposing an excise tax to raise money to run the federal government. What type of goods should the new tax be placed on?

- A. On goods mainly produced by manufacturing.
- B. On goods mainly produced by farmers.
- C. On a wide range of goods.



DECISION #9: REVOLUTION IN FRANCE, 1789

A revolution has broken out in France. The King and his government have been replaced. Should the United States recognize the new government of France whose slogan is "liberty, equality, fraternity?"

- A. Yes
- B. No.
- C. Send an official observer to assess the situation before arranging diplomatic recognition.

#### DECISION #10: INDIAN ATTACKS, 1791

Indian attacks on frontier settlers are growing more serious. Many families are being butchered by Indians. What can be done to stop these atrocities?

- A. Send a delegation to the Indian nations and try to work out a peace treaty to stop the killing.
- B. Send an army under General Anthony St. Clair to crush the Indians.
- C. Forbid Americans from settling in the danger areas.
- D. Send an army under General Anthony Wayne to crush the Indians.

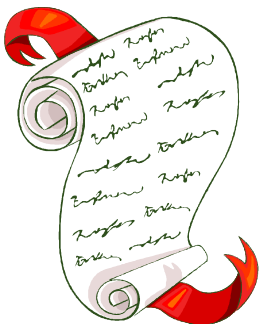
#### DECISION #11: VIOLENCE IN FRANCE, 1793

The French Revolution has turned violent. The King, Queen, and thousands of other aristocrats have been executed on the guillotine. The aristocratic leaders of other European nations have declared war on France. Should the United States break off all relations with France?

- A . Yes.
- B . No.



#### DECISION #12: TREATY OF 1778,



During the American Revolution we signed the Treaty of 1778 with France. In this treaty we promised to defend the French West Indies. The provisions of this treaty are still in force. France is now at war with Britain and other nations. Should President Washington abide by the treaty and use our navy to defend French possessions in the West Indies?

- A. Yes.
- B. No.
- C. Renegotiate the treaty with France to relieve ourselves of the obligation.

#### DECISION #13: CHOOSING SIDES, 1793

The war between France and Britain is intensifying. Both nations are capturing our ships. Britain has begun impressing American sailors into the British Navy. Jefferson's supporters want us to ally ourselves with France, while Hamilton wants us to side with Britain. What should President do?

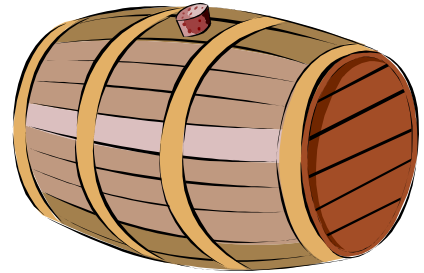
- A. Join Britain and fight France.

- B. Join France and fight Britain.
- C. Issue a proclamation of neutrality.
- D. Fight anyone who stops our ships.

#### DECISION #14: WHISKEY REBELLION, 1794

Trouble has broken out in Pennsylvania over a new tax on whiskey. Frontier farmers, who make whiskey, are not only refusing to pay the tax but are in a state of armed rebellion. The Governor of Pennsylvania has refused to call out his state militia to put down the rebellion. What action, if any, should the President take?

- A. Do nothing. It's Pennsylvania's problem and they eventually will have to take action.
- B. Modify the excise tax. The frontier farmers have a legitimate grievance. The new tax falls heavily on them and not the wealthy.
- C. The armed rebellion must be put down. Washington should call on other states' militia and lead them against the Pennsylvania rebels.



#### DECISION #15: CITIZEN GENET, 1794

In April of 1793, Edmond Genet, a representative of the revolutionary French government arrives. He has stated that his government will not ask us to abide by the Treaty of 1778 and defend their West Indies colonies. They would like the U.S. to open up our ports to French warships. Should Washington agree to Citizen Genet's request?

- A. Yes. If we do this France might not insist that we honor our Treaty of 1778 obligations.
- B. We cannot totally agree to their request. We should open our ports only to French merchant ships and not French warships.
- C. No. If we allow France to use our ports, we risk war with Britain.



#### DECISION #16: BRITISH FORTS AND TRADING POSTS, 1794

In defiance of the Treaty of 1783, Britain continues to occupy a series of forts and trading posts on our northern frontier. They are selling firearms and firewater (alcohol) to Indians who are attacking American frontier settlers. The British state that they will leave when we have paid our pre-Revolutionary war debts to British merchants. What should Washington do to hasten the removal of the British from these forts?

- A. Send soldiers to surround the British forts and trading posts to prevent Indians from entering and purchasing weapons.
- B. Warn Britain that if the posts are not abandoned we might side with France in the war.
- C. Attempt to negotiate a solution.



#### DECISION #17: DEMAND FOR WAR WITH BRITAIN

In 1793 the British government ordered the Royal Navy to seize American merchant ships operating in the West Indies. In a short time over 300 of our ships were seized. Many American seamen have been impressed into the British Navy which has been described as a "floating hell." These British outrages against us have led to an outcry for war. What should Washington do about the cries for war and British actions against us?



- A. If nothing is done, war is inevitable. Send a mission to Britain to seek a negotiated settlement to the crisis.
- B. Begin preparing for war. Demand that Britain stop their seizures of men and ships or we will declare war.
- C. Do nothing. Although there are serious problems the nation is generally prosperous and we are in no condition to fight a war.

#### DECISION #18: DEFEATS IN THE NORTHWEST, 1794

Two armies have been disastrously defeated by Indians in the Northwest. Washington must decide on the next course of action. What should it be?

- A . Send another army under General Anthony Wayne.
- B . Begin negotiations immediately to end hostilities with the Indians.
- C . Begin paying off the debts to British merchants. This may halt British weapon sales to Indians on our frontiers.

#### DECISION #19: CHOICE OF NEGOTIATOR, 1794

The President has decided to send a negotiator to Great Britain seeking a peaceful solution to the problems between the two nations. Who should the President send on this important mission?

- A. Alexander Hamilton, Secretary of the Treasury
- B. Thomas Jefferson, Secretary of State
- C. John Jay, Chief Justice of the Supreme Court
- D. John Adams. Washington's Vice President



#### DECISION #20: TREATY WITH GREAT BRITAIN, 1795

A treaty has been negotiated with Britain. It is not all that Washington hoped for. In the proposed treaty, Britain has promised to evacuate the forts on our northwestern frontier (as they had promised earlier in the Treaty of 1783), and pay damages for ship seizures. No agreement was reached about impressment or stopping future ship seizures.

Word of the treaty provisions has leaked out and is causing violent protests. John

Jay, the negotiator, is being hanged in effigy across the nation. Should the President work to have this unpopular treaty approved in Congress?

- A. Yes.
- B. No.
- C. Take no position. Let Congress decide.

#### DECISION #21: SPAIN, 1794-5

For years we have been having problems with Spain along our southern and western borders. Spain has refused to negotiate with us. Now Spain has allied herself with France and risks war with Britain. How can we take advantage of this situation?



- A. Consult with Britain. Try and secure her support for our seizure of the disputed border lands and port of New Orleans.
- B. Send armies to the disputed territory and New Orleans. If the Spanish will not recognize our rights we will use force. Spain is too busy worrying about Britain to fight us.
- C. Send a delegation to Spain and attempt to negotiate a treaty giving us favorable terms.

#### DECISION #22: TREATY OF GREENVILLE, 1795

Several Indian tribes on the northwestern frontier have been defeated at Fallen Timbers. A tentative treaty opens up new lands for settlers and promises an end to Indian attacks. Should the President approve the treaty as it is?

- A. Yes.
- B. No. The Indians must be totally crushed. This treaty will bring peace for only a few years.
- C. No. There are not enough Indian tribes represented. Use the army to persuade more tribes to sign.

#### DECISION #23: PINCKNEY TREATY, 1795

A treaty has been negotiated with Spain. It appears to give the United States almost everything we've wanted. Should the President approve the treaty?

- A. No .If we agree to the treaty Spain's enemy, Great Britain, might decide that we've joined Spain and France against her. Spain has granted us almost everything we asked for. This shows how desperate she is for peace. Reject the treaty and reopen the negotiations to get even more.
- B. Approve the treaty as negotiated.



#### DECISION#24: THIRD TERM, 1794-1795

The President's second term is almost over. Should he seek a third term?

- A. Yes.
- B. No.
- C. Leave the decision to the Electoral College

#### DECISION#25: FAREWELL ADDRESS, 1795

The President is drafting a farewell speech. Which of the following statements should he include in the speech?

- 1. We should set up political parties to increase democracy.
  - 2. We should avoid the formation of political parties.
  - 3. We should avoid permanent alliances with other nations.
  - 4. We should form permanent alliances with other nations.
- A. include "1" and "4"
  - B. include "2" and "3"
  - C. include "2" and "4"
  - D. include "1" and "3"





## QUESTIONS ON BIOGRAPHICAL SKETCH: PRESIDENT WASHINGTON

### I. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- \_\_\_ 1. Washington was born in: A) Virginia B) New York C) Pennsylvania D) Massachusetts
- \_\_\_ 2. Washington's first job was as a: A) legislator B) farmer C) militia leader D) surveyor
- \_\_\_ 3. Mount Vernon was Washington's: A) horse B) home C) half-brother D) most famous discovery
- \_\_\_ 4. Washington was sent to warn the French who were causing trouble in: A) Canada B) Ohio Valley C) Virginia
- \_\_\_ 5. During the French and Indian War, Washington fought for: A) England B) France C) Indians D) none of these
- \_\_\_ 6. Washington learned many military lessons from: A) General Braddock B) his father C) the French and Indian War D) ROTC
- \_\_\_ 7. More than anything, Washington wanted to be: A) President B) General C) a lawyer D) a farmer
- \_\_\_ 8. The Virginia legislature was called the House of: A) Representatives B) Delegates C) Burgesses D) Ill-repute
- \_\_\_ 9. Valley Forge was the scene of: A) Washington's biggest victory B) a bitter winter camp C) Washington's plantation D) Washington's inauguration
- \_\_\_ 10. The last battle of the Revolution was the British surrender at: A) Yorktown B) Philadelphia C) Boston D) Valley Forge
- \_\_\_ 11. Washington was a delegate to the: A) Continental Congress B) Constitutional Convention C) both D) neither
- \_\_\_ 12. How many terms did Washington serve as President? A) one B) two C) three D) four

### II. TRUE-FALSE: Mark "T" or "F."

- \_\_\_ 13. Washington tried to follow in the footsteps of his father.
- \_\_\_ 14. Washington wanted to join the British navy.
- \_\_\_ 15. Washington travelled to Europe to attend college.
- \_\_\_ 16. Washington never married because he did not like children.
- \_\_\_ 17. Washington nearly died during the French and Indian War.
- \_\_\_ 18. Washington was a big, strong man, respected by his peers.
- \_\_\_ 19. Washington was a passionate man who usually kept his quick temper under control.
- \_\_\_ 20. Washington rarely attended church.
- \_\_\_ 21. Washington refused to involve himself in the dispute between England and the colonies.
- \_\_\_ 22. During the Revolution, Washington lost more battles than he won.
- \_\_\_ 23. Washington could have been an American dictator.
- \_\_\_ 24. Washington was surprised to be elected U.S. President.

# TEST ON DECISIONS: PRESIDENT WASHINGTON

## I. MATCHING NAMES: Write the letter which indicates the correct answer.

- \_\_\_\_\_ 1. Thomas Jefferson
- \_\_\_\_\_ 2. Edmond Genet
- \_\_\_\_\_ 3. Anthony Wayne
- \_\_\_\_\_ 4. John Adams
- \_\_\_\_\_ 5. Alexander Hamilton
- \_\_\_\_\_ 6. John Jay
- \_\_\_\_\_ 7. Thomas Pinckney

- A. Washington's Vice President
- B. French representative, attempted to secure U.S. aid
- C. Washington's Secretary of the Treasury
- D. Negotiated favorable treaty with Spain
- E. General who defeated Indians at Fallen Timbers
- F. Washington's Secretary of State
- G. Chief Justice, negotiated a treaty with England

## II. MATCHING TERMS: Write the letter which indicates the correct answer.

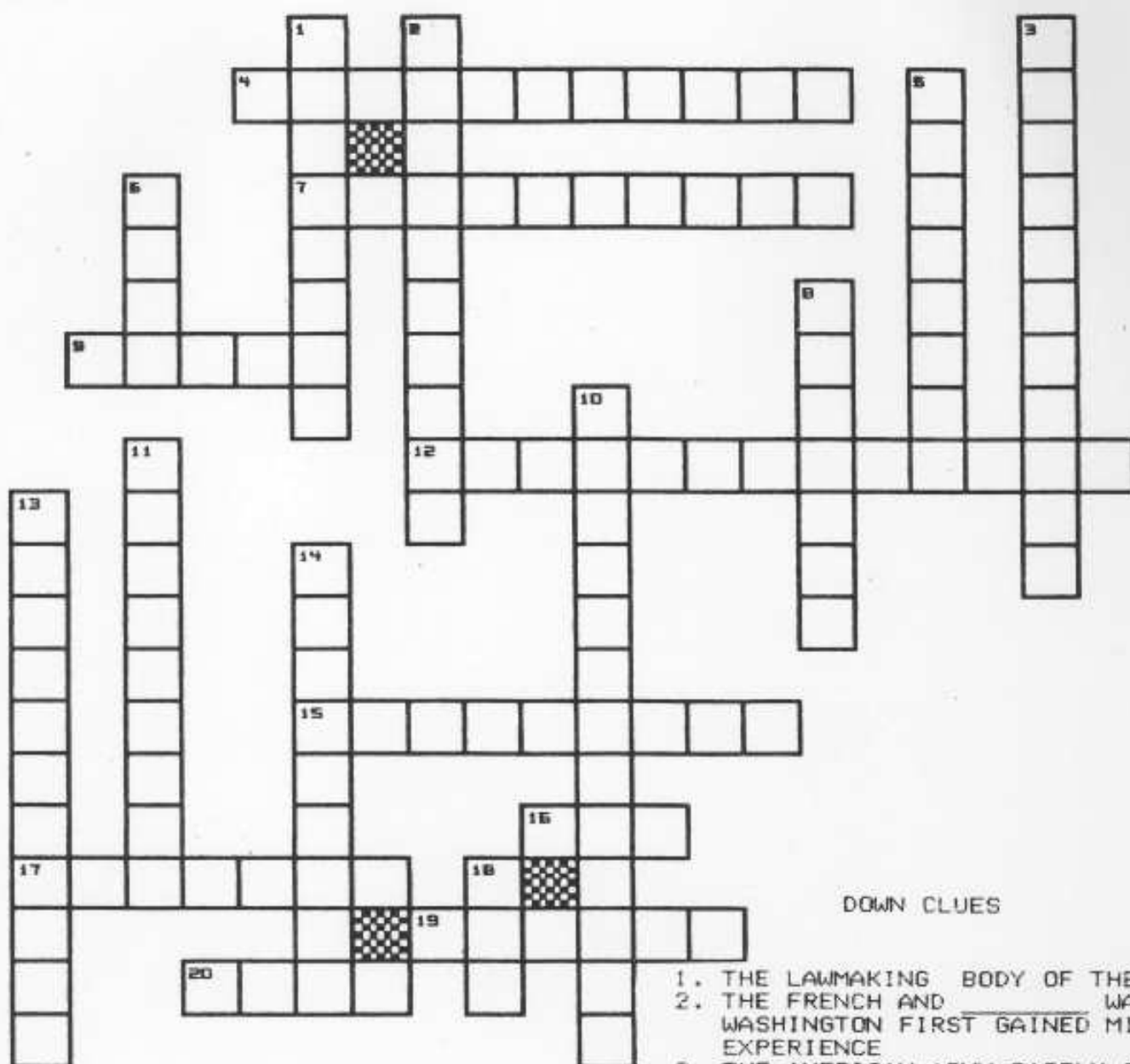
- \_\_\_\_\_ 8. Cabinet
- \_\_\_\_\_ 9. Speculator
- \_\_\_\_\_ 10. Tariff
- \_\_\_\_\_ 11. Excise
- \_\_\_\_\_ 12. Impressment
- \_\_\_\_\_ 13. Militia

- A. A tax on imports
- B. Act of taking sailors from ships of another country
- C. Citizen-soldiers within a state
- D. Invests in risky ventures hoping for a big profit
- E. The president's official advisors and heads of government departments
- F. A tax on goods manufactured within a country

## III. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- 14. Who owed debts from the Revolutionary War? A) state governments B) federal government C) both D) neither
- 15. Hamilton's national bank was called: A) Bank of the U.S. B) Bank of America C) First National Bank D) Treasury Bank
- 16. Hamilton wanted a tariff to: A) protect U.S. manufactures B) raise revenue C) both D) neither
- 17. The Whiskey Rebellion was a violent protest by: A) saloon keepers B) liquor companies C) churches against drinking D) farmers

# WASHINGTON: TERMS



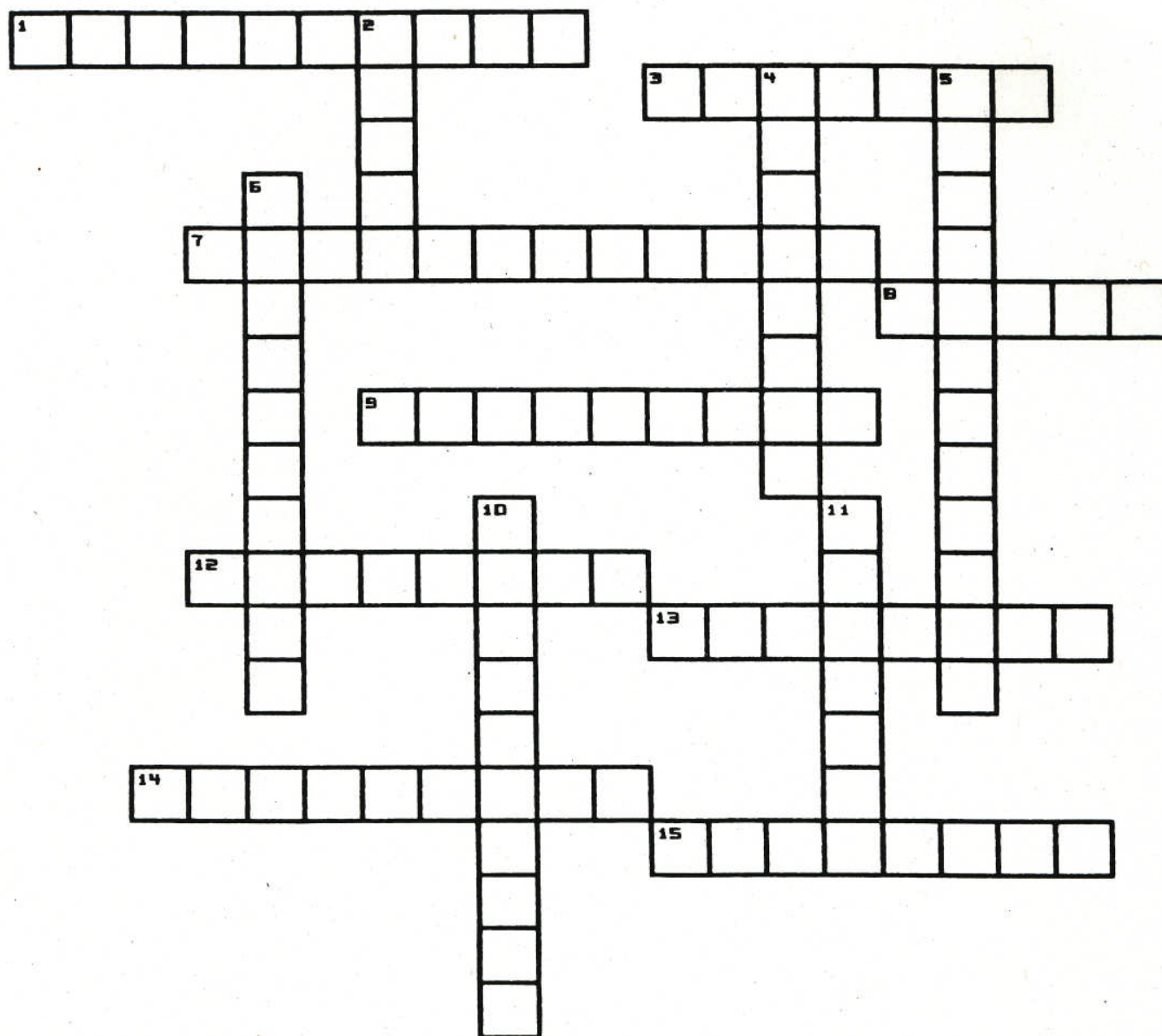
## ACROSS CLUES

4. WASHINGTON'S HOME
7. THE DEVICE THE FRENCH USED TO EXECUTE THEIR CONDEMNED PRISONERS
9. THERE WAS WIDE DISAGREEMENT OVER HOW TO PAY THESE OFF
12. WASHINGTON WAS THE GENERAL IN THIS WAR THAT WAS FOUGHT FOR U.S. INDEPENDENCE
15. THIS TAX CAUSED FRONTIER FARMERS TO REVOLT IN PENNSYLVANIA
16. A TREATY WITH GREAT BRITAIN WAS NAMED AFTER THIS MAN
17. SOLDIERS WHO ARE NOT IN THE REGULAR ARMY
19. A TAX ON IMPORTS
20. THE \_\_\_\_\_ OF THE U.S. WAS ESTABLISHED IN 1791

## DOWN CLUES

1. THE LAWMAKING BODY OF THE U.S.
2. THE FRENCH AND \_\_\_\_\_ WAS WHEN WASHINGTON FIRST GAINED MILITARY EXPERIENCE
3. THE AMERICAN ARMY BARELY SURVIVED A WINTER HERE IN 1777
5. AT THIS VIRGINIA TOWN A BRITISH ARMY SURRENDERED TO WASHINGTON
6. THERE WAS MUCH FIGHTING IN THIS VALLEY IN THE 1750'S BETWEEN THE FRENCH AND BRITISH
8. JEFFERSON, KNOX, AND HAMILTON WERE ALL MEMBERS OF THIS
10. THE ARTICLES OF \_\_\_\_\_ PROVED TOO WEAK TO RUN A NATION
11. WASHINGTON WAS UNANIMOUSLY ELECTED PRESIDENT BY THE \_\_\_\_\_ COLLEGE
13. THIS MEANT THAT THE BRITISH WERE FORCING U.S. SAILORS INTO THE BRITISH NAVY
14. THE WHISKEY \_\_\_\_\_ BROKE OUT OVER A TAX ON WHISKEY
18. CHIEF JUSTICE OF THE SUPREME COURT

# WASHINGTON: PEOPLE



## ACROSS CLUES

1. FIRST PRESIDENT OF THE UNITED STATES
3. CHIEF JUSTICE OF THE SUPREME COURT
7. WASHINGTON'S WIFE
8. \_\_\_\_\_ XVI WAS THE KING OF FRANCE WHEN THE REVOLUTION BROKE OUT
9. HE WAS THE FIRST SECRETARY OF STATE
12. A BRITISH GENERAL KILLED DURING THE FRENCH AND INDIAN WAR
13. THE \_\_\_\_\_ TREATY WAS NEGOTIATED WITH SPAIN IN 1795
14. THE SECOND PRESIDENT OF THE UNITED STATES
15. WASHINGTON'S BROTHER

## DOWN CLUES

2. A FENCHMAN WHO CAME TO THE UNITED STATES IN 1794 TO SECURE AID FOR FRANCE
4. THE FIRST SECRETARY OF THE TREASURY
5. A GENERAL WHO DEFEATED THE INDIANS IN THE NORTHWEST AT THE BATTLE OF FALLEN TIMBERS
6. SHE TURNED DOWN A OFFER OF MARRIAGE FROM THE YOUNG GEORGE WASHINGTON
10. THE BRITISH GENERAL WHO SURRENDERED HIS ARMY TO WASHINGTON AT YORKTOWN
11. AN AMERICAN GENERAL WHO WAS UNSUCCESSFUL FIGHTING INDIANS IN THE NORTHWEST

NAME .....

\*\* WASHINGTON:WORD SEARCH \*\*

H O S T I L I T I E S H D R D D E R J Q  
S P I N D I S P E N S A B L E G T S H M  
C P P P R O S P E R O U S G E U T F A A  
U H E P D V O X M I D O L I Z E N V A N  
C O A C V O U T R A G E S V W O C S G D  
O P T R U J L C C S R P Y Q I Z O E R A  
N F B Y I L D I P L O M A T I C U V I T  
T F Y Q Y S A R S L H Y P F X O N A C E  
R H R O L D M T N V L M M E M R T C U V  
O I E L E D V A E L U D M C I J E U L D  
V N V S G W E D A S S E S Y L D N A T E  
E E E P I Z F M S S P V D B I E A T U L  
R V N E T M S A E U Y I Z B T J N E R E  
S I U C I X A S Q A Y S A S I A C Z E G  
I T E U M X S O P G N E R X A G E L W A  
A A O L A A A R I S T O C R A T I C D T  
L B Q A T F B F O O V I R Q B R O J O I  
C L X T E J F I V R U S T I C K P P Y O  
M E O O Z E Y R N B F A C T I O N G P N  
S E N R J N F A N E G O T I A T E X K D

LIST OF WORDS

IDOLIZE  
DIPLOMATIC  
MILITIA  
DEMEANOR  
SPECULATOR  
ABIDE  
ALLY  
CONTROVERSIAL  
HOSTILITIES  
COURTESY  
RUSTIC

DEVISE  
LEGITIMATE  
SPECULATE  
ASSUMPTION  
NEGOTIATE  
SIEGE  
ASSESS  
INEVITABLE  
EVACUATE  
FACTION

ARISTOCRATIC  
REVENUE  
CHARISMA  
DELEGATION  
INDISPENSABLE  
AGRICULTURE  
EFFIGY  
PROSPEROUS  
MANDATE  
OUTRAGE



# TEACHER CONFIDENTIAL SHEET: PRESIDENT WASHINGTON

## ANSWERS TO DECISIONS

1. C
2. B
3. A
4. A
5. C
6. A
7. B
8. B
9. A
10. B
11. B
12. B
13. C
14. C
15. B
16. C
17. A
18. A
19. C
20. A 23. C
21. C 24. B
22. A 25. B

## ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

1. A
2. D
3. B
4. B
5. A
6. C
7. D
8. C
9. B
10. A
11. C
12. B
13. F
14. T
15. F
16. F
17. T
18. T
19. T
20. F
21. F 23. T
22. T 24. F

## ANSWERS TO TEST QUESTIONS

1. F
2. B
3. E
4. A
5. C
6. G
7. D
8. E
9. D
10. A
11. F
12. B
13. C
14. C
15. A
16. C
17. D
18. B
19. D
20. B
21. C
22. D
23. F
24. T
25. F
26. T
27. T
28. F
29. F
30. T

## ANSWERS: WASHINGTON: TERMS



## ANSWERS: WASHINGTON: PEOPLE



\*\* WASHINGTON:WORD SEARCH \*\*

H O S T I L I T I E S . . . . . E . . .  
 S . I N D I S P E N S A B L E G . . . . M  
 C P . P R O S P E R O U S . E . . . . A  
 . H E . . . . . I D O L I Z E N . A N  
 C . A C . O U T R A G E S . . O C . G D  
 O . . R U . . . . . I . O E R A  
 N . . . I L D I P L O M A T I C U V I T  
 T . . . . S A . . . . Y P . . . N A C E  
 R . R . L . M T . . L M . . M . T C U .  
 O I E . E D . A E L U D . . I . E U L D  
 U N U S G . E . A S S E . . L D N A T E  
 E E E P I . . M S S . V . . I . A T U L  
 R U N E T . . A E . . I . B T . N E R E  
 S I U C I . . S . A Y S A . I . C . E G  
 I T E U M . S . . G N E . . A . E . . A  
 A A . L A A A R I S T O C R A T I C . T  
 L B . A T . . F . . . . R . . . . . I  
 . L . T E . F . . R U S T I C . . . . O  
 . E . O . E . . . . F A C T I O N . . N  
 . . . R . . . . N E G O T I A T E . . .

LIST OF WORDS

IDOLIZE  
 DIPLOMATIC  
 MILITIA  
 DEMEANOR  
 SPECULATOR  
 ABIDE  
 ALLY  
 CONTROVERSIAL  
 HOSTILITIES  
 COUNTENANCE  
 RUSTIC

DEVISE  
 LEGITIMATE  
 SPECULATE  
 ASSUMPTION  
 NEGOTIATE  
 SIEGE  
 ASSESS  
 INEVITABLE  
 EVACUATE  
 FACTION

ARISTOCRATIC  
 REVENUE  
 CHARISMA  
 DELEGATION  
 INDISPENSABLE  
 AGRICULTURE  
 EFFIGY  
 PROSPEROUS  
 MANDATE  
 OUTRAGE

WORD LIST: WASHINGTON:TERMS

BANK  
 BONDS  
 CABINET  
 CONGRESS  
 CONFEDERATION  
 ELECTORAL  
 EXCISE TAX

GUILLOTINE  
 IMPRESSMENT  
 INDIAN WARS  
 JAY  
 JAY  
 MILITIA  
 MOUNT VERNON

OHIO  
 REVOLUTIONARY  
 REBELLION  
 TARIFF  
 VALLEY FORGE  
 YORKTOWN

WORD LIST: WASHINGTON:PEOPLE

ANTHONY WAYNE  
 BRADDOCK  
 CORNWALLIS  
 FAUNTLEROY  
 GENET

HAMILTON  
 JEFFERSON  
 JOHN JAY  
 JOHN ADAMS  
 LAWRENCE

LOUIS  
 MARTHA CUSTIS  
 PINCKNEY  
 ST CLAIR  
 WASHINGTON