

<p>Purpose: Read to learn useful information about your delegate in order to understand how his background might influence his positions on issues discussed at the Constitutional Convention. Specifically consider the topics listed on the reading tool.</p> <p>Before reading: Think about what you already know about Washington before you begin reading.</p>	<p>CLOSE READING</p> <ul style="list-style-type: none">- Chunk the text- Make sense<ul style="list-style-type: none">What does this section say? What does it mean?- Ask <u>your</u> questions- Make connections
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George Washington

State: Virginia

Age at Convention: 55

Date of Birth: February 22, 1732

Date of Death: December 14, 1799

Schooling: Private Tutors, Honorary L.L.D. from Harvard 1776

Occupation: Planter and Slave Holder, General of the Continental Army, Lending and Investments, Real Estate Land Speculations, Public Security Interests



Prior Political Experience: Virginia House of Burgesses 1759-1774, Continental Congress 1774-1775, Commander in Chief of Continental Army 1775-1783

Committee Assignments: President of the Convention

Convention Contributions: Arrived May 25 and was present through the signing of the Constitution. He spoke only once near the end of the deliberations, but the record suggests that he had a profound influence on the scope and direction of the discussions. William Pierce stated that "having conducted these States to independence and peace, he now appears to assist in framing a Government to make the People happy. Like Gustavus Vasa, he made be said to be the deliverer of his Country."

New Government Participation: He supported ratification of the Constitution by the State of Virginia. He was unanimously elected by the Electoral College as President of the United States (1788-1796). He used his Presidential powers to put down the Whisky Rebellion (1794).

Biography from the National Archives:

The eldest of six children from his father's second marriage, George Washington was born into the landed gentry in 1732 at Wakefield Plantation, VA. Until reaching 16 years of age, he lived there and at other plantations along the Potomac and Rappahannock Rivers, including the one that later became known as Mount Vernon.

His education was rudimentary, probably being obtained from tutors but possibly also from private schools, and he learned surveying. After he lost his father when he was 11

A Delegate's Public Letter – EXAMPLE

George Washington: Federalist, no. 101 25 July 1788	Notes on sources
<p>As my fellow patriots well know, I have been in favor of the Constitution since its creation. I urge all of Virginia to ratify this important document in order to 1) secure a balanced government that limits majority control, 2) pays the military a fair wage, and 3) channels more control to the Federal Government to correct for the weaknesses in the Articles of Confederation.</p> <p>Specifically in the Constitution under consideration, I urge you to consider Articles 1, 2, and 3, which together create the three-branch system. My friends, we have only lived under flawed systems of government before – this historic move to create Legislative, Executive, and Judicial branches must be given an opportunity. Although some have viewed Madison's three-party plan as too complicated, I argue that the Constitution's first three clauses clearly explain its structure. For example, consider the care that is taken to rotate out old senators in order to guarantee the voice of the people is heard through new senators. To accomplish this, Article 1.3.2 states "The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth year, so that one third may be chosen every second year..." Although this is technically complicated, once the system gets going, it will become familiar to all.</p> <p>Secondly, as a man with many years of experience leading our country to fight the British, I believe in 1.8.12, which formally charges the government to "raise and support Armies." The brave men fighting for our land and liberty must be fairly compensated – this is hard to do if the government has no way to earn or spend money.</p> <p>Finally, the Articles of the Confederation were toothless – our new Constitution gives real power to the government to legislate. In 1.8.18, the Constitution specifies that Congress can "make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof." This important clause allows our government to handle problems as they come up. In addition to Clauses 1-17, this is a powerful way to give government power while still protecting the people.</p> <p>My fellow Virginians, for the reasons I describe above, please urge your countrymen to ratify the Constitution.</p>	

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Assessment Of Persuasive Writing On A Public Issue

SCORING RUBRIC*

The overarching consideration in scoring is the degree to which a student's response has the potential to persuade a reader. Three elements focus the assessment: whether or not the student has (a) taken an informed stand, (b) provided persuasive reasons, and (c) elaborated upon those reasons. Students' essays receive one of five scores:

1 – UNSATISFACTORY

The student has failed to take a stand on the issue under examination, or has taken a stand but has failed to provide a single persuasive reason.

2 – MINIMAL

The student has taken a stand on the issue under examination and has provided at least one persuasive reason, or at least two supportive reasons.

3 – ADEQUATE

The student has taken a stand on the issue under examination and has provided two or more persuasive reasons. Elaboration of reasons is not necessary. The presentation of only one persuasive reason, if elaborated, qualifies for this score.

4 – ELABORATED

The student has taken a stand on the issue under examination, has provided two or more persuasive reasons, and has provided elaboration on at least one of those reasons. Presentation of many persuasive reasons (at least three) without elaboration also qualifies for this score.

5- EXEMPLARY

The student has taken a stand on the issue under examination and has presented at least two elaborated persuasive reasons and an argument so clear, coherent, and grammatically correct as to merit public display as an outstanding accomplishment for a high school student. There are no significant undermining reasons, faulty assumptions, or irrelevant reasons.

ESSAY NUMBER

SCORE

*Adapted from the NAEP assessment of persuasive writing (1990) and the National Center for Effective Secondary Schools Test of Higher-Order Thinking in Social Studies (1990); Newmann, F. M. (1990). A test of higher order thinking in social studies: Persuasive writing on constitutional issues using the NAEP approach. *Social Education*, 54(6), 369-373.