

# George Washington:



We the People

insure domestic Tranquility, promote the common  
and our Posterity, We ordain and establish this Con

Order to form a more perfect Union, establish Justice  
and secure the Blessings of Liberty to ourselves

Section 1. All legislative Powers herein granted  
of Representatives.

shall consist of a Senate and House

Section 2. The House of Representatives  
in each State shall have the Electors in

each State, and the electors

No Person shall be a Representative  
who shall not, when elected, be an

inhabit

Representatives and direct  
Members, which shall be determined

of the United States

not less than three fifths of all other  
and within every subsequent

of the United States

Party States and not each State  
entitled to one Representative

shall be

entitled to one Representative

shall be

entitled to one Representative

shall be

entitled to one Representative

shall be

entitled to one Representative

shall be

# History Speaks



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Video Page

# ***George Washington: History Speaks***

## **Teacher's Guide**

Suggested Lesson Plan	3
Preview Questions	4
Key Terms & Definitions	5
Viewing Guide	7
Viewing Guide Answer Key	9
Discussion Questions	10
Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?	12
Quiz	13
Quiz Answer Key	15
Enrichment & Integration Activities	16

# ***George Washington: History Speaks***

## **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions & Key Terms OR assign one of the Preview Questions as an opening journal activity, then discuss.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion or assign these questions as homework.
- As a class or in small groups, complete the *Who Chooses* Activity
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

If you got this guide from a DVD, please **check this video's product page** on [izzit.org](http://izzit.org). There could be an updated Teacher's Guide with additional/revised material.

# ***George Washington: History Speaks***

## **Preview Questions**

1. What do you know about George Washington?
2. How did the idea for the Constitution come about?
3. What were the disagreements and discussions that took place when this document was written?
4. How were disagreements resolved during the Constitutional Convention?

Today you will be watching a video from the perspective of the Father of our country about the making of the U. S. Constitution.

# ***George Washington: History Speaks***

## **Key Terms & Definitions**

**Aboriginals:** the first or earliest known people of a region

**Adversary:** enemy

**Animosities:** strong feelings of hatred, hostility, or resentment

**Approbation:** approval or praise.

**Assimilation:** the act of becoming part of a culture and taking on its value and traits.

**Assurances:** promises

**Bane:** something bad, greatly distressing

**Betwixt:** between

**Chastise:** reprimand severely

**Chief magistrates:** a public official of the highest order

**Coalitions:** alliances of distinct parties for combined action

**Commence:** begin

**Constrained:** restricted in what can be done, held in bond

**Convention:** a meeting of people for a common purpose

**Copious:** abundant in supply or quantity

**Credo:** a personal set of values

**Delegate:** a person sent or authorized to represent others, in particular an elected representative sent to a conference

**Demeanor:** how one conducts oneself, one's outward behavior

**Deprivation:** the lack of something that is needed for survival

**Devolved:** grew worse

**Dias:** a raised platform

**Emulated:** imitated

**Enclave:** a cultural or ethnically distinct area or community within a larger area or community

**Factions:** small dissenting groups within a larger group

**Forging:** create or shape something

**Gilded:** covered thinly with gold leaf or gold paint.

**Innovation:** the action or process of creating something new

**Jurist:** an expert in law

**Khalifas:** a leader of a Muslim state

**Maharajahs:** a king or a prince in India

**Mikados:** Title given to a Japanese emperor

**Monarchical:** characteristic of a society with a single lifetime ruler.

**Monarchy:** a form of government with a single person at the top who rules until death or abdication

**Ostensibly:** how something seems but not necessarily how it really is

**Pertinent:** relevant or important to the matter at hand

**Potentates:** rulers, often ones that are autocratic

**Presiding:** in the position of authority over a meeting

**Protocol:** Accepted system of rules dictating behavior in an official setting

**Provisional:** something setup in the present that may stay the same or be changed in the future.

**Rancor:** resentment

**Ratify:** approve

**Raucous:** loud and full of disorder

**Sanguinity:** feeling optimistically happy and hopeful, full of confidence

**Secede:** to exit a union or organization

**Sotto voice:** in a soft or quiet voice so as not to be heard

**Spurious:** not genuine

**Stoic:** a person who can endure pain or hardship without showing their feelings or complaining.

**Subsequent:** following after

**Symbolically:** not truly but in spirit

**Tsarina:** a title formerly used for an Empress of Russia

**Unanimous:** everyone agrees

**Unanimously:** - all, everyone

**Unscrupulous:** without morals or principles

**Unwieldy:** not easy to manage; difficult to handle due its size, shape, or weight

**Valley Forge (Valley of the Forge):** - functioned as the third of eight winter encampments for the Continental Army's main body, commanded by General George Washington, during the American Revolutionary War.

**Vizers:** a high official in some Muslim countries

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# ***George Washington: History Speaks Viewing Guide***

1. Well, you know, the presidency—I revere the establishment of the \_\_\_\_\_ branch, but truth be told....
2. Pardon me, by governors and generals. Other \_\_\_\_\_, yes, indeed. Yes, sir. You were the first of what turned out to be five \_\_\_\_\_ in the first seven presidents.
3. And apparently, you are living in lands that I, as a fourteen-, fifteen-year-old, I helped survey. They were lands that were owned by Lord Sir \_\_\_\_\_ out in the western portion of Virginia.
4. Well, in reality, when I was unanimously elected to be the president, the presiding officer of this \_\_\_\_\_, I took my position on the dais. You may see that it is literally raised slightly.
5. We had a very difficult winter at the Valley of the \_\_\_\_\_, but it was not the weather that was the enemy.
6. It does, indeed—with the metaphor of \_\_\_\_\_.
7. And is quoted as having said that he thought the British model of \_\_\_\_\_ was the best that had ever been created.
8. It was not broadly and quickly accepted. It was debated greatly, and particularly it raised concern amongst some of the \_\_\_\_\_ states.
9. Well, there is no constitutional requirement that there's—\_\_\_\_\_.
10. Yes. It's done by \_\_\_\_\_—legitimate\_\_\_\_\_.
11. When those colonies came together first for the First \_\_\_\_\_ Congress—these separate nations, if you will—

12. What came out of that were the...was the Articles of \_\_\_\_\_.
13. \_\_\_\_\_ of a year of work.
14. Your countryman, George \_\_\_\_\_, did not sign—after all of this labor and these proceedings—because he wanted to have a Bill of Rights in the Constitution.
15. In the centuries that followed, immigration continued apace. The country grew to the extent now of \_\_\_\_\_ million.
16. Of people coming here who have no English, find that their children are—half of them are not even \_\_\_\_\_ in the parent's language.
17. And believe it or not we bought \_\_\_\_\_ from Russia and acquired the \_\_\_\_\_.
18. By the way, on the question of the national character and \_\_\_\_\_, when people come to this country, they take an oath to the Constitution—
19. Well, it's taken on life—I must say with regret—more from the \_\_\_\_\_ re-interpretation than it has from actual amendment through the legitimate process.
20. You have talked to me and spoken to me of two areas of great upset. One is the rise of political party—and this idea of \_\_\_\_\_.



# ***George Washington: History Speaks***

## **Viewing Guide Answer Key**

1. executive
2. Virginians
3. Thomas Fairfax
4. Constitutional Convention
5. Forge
6. gridlock
7. government
8. smaller
9. limitations
10. amendment
11. Continental
12. Confederation
13. One-third
14. Mason
15. 330
16. literate
17. Alaska, Hawaiian Islands
18. assimilation
19. judicial
20. self-interest

# ***George Washington: History Speaks***

## **Discussion Questions**

(These can be used for discussion after the film. Or use them as essay questions and have students respond in writing.)

1. Who was George Washington?
2. In your own words, discuss some of the accomplishments of George Washington.
3. Having been elected as the president of the Constitutional Convention, how did he approach this position? How did he feel he should “act”? Why did he limit his public statements?
4. As a general, what are some of the accomplishments of general Washington?
5. Describe the “Great Compromise.” What did it accomplish?
6. Discuss some of the disagreements that occurred during the making of the Constitution. Can you think of similar disagreements that happen in the federal government today? Your state or local government?
7. Think about if the Constitution was being written today. How might things be different? What would some of the discussions be like today?
8. In your own words, discuss some pros and cons to a President having military experience. Are there any different experiences/backgrounds that might be just as applicable to the job of being president today?
9. Why do you think compromise is so important when it comes to making discussions between groups? Explain.
10. Are there any strategies that people can use to become better at compromise? If so what are they?

11. Are there any drawbacks to the Democratic Republic we have in America today? Explain.
12. Compare our Constitution to that of another government. What are some similarities? What are some differences? Why do you think they exist?
13. Research Washington's time as President. What were some high and low points of his Presidency?
14. Review the Bill of Rights. Link some of the events prior to the American Revolution that you believe may have influenced the rights listed.
15. Research your states signers of the Constitution. Describe these men as to their backgrounds, education, wealth, etc. How do you think their unique situations made them good candidates for the Constitutional Convention?
16. What are some advantages and disadvantages to a single party system?
17. What are some advantages and disadvantages to a dual-party system?

# ***George Washington: History Speaks***

## **Activity: Who Chooses? Who Benefits? Who Pays? What's Fair?**

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

1. Who decides what liberties and rights individuals should receive? Who interprets these liberties and rights?
2. Who benefits from the interpretation of liberties and rights? Who has been left out historically? Why?
3. What is the cost of protecting liberties and rights? Explain.
4. Should some groups have fewer liberties and rights than others? If so, how should it be decided which liberties and rights are unacceptable? Who should decide (Who chooses?) which liberties and rights are acceptable/not acceptable?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***George Washington: History Speaks***

### **Quiz**

1. George Washington would rather be called \_\_\_\_\_ when addressed by someone?
  - a. General
  - b. President
  - c. Governor
  - d. Framer
  
2. During the Constitutional Convention, Virginia had a plan called \_\_\_\_\_ which wanted representation equal to population.
  - a. Large State
  - b. Small State
  - c. Democratic State
  - d. Republican State
  
3. At the Constitutional Convention, the document being reviewed was called the \_\_\_\_\_, our first form of government.
  - a. Articles of Remembrance
  - b. Articles of Government
  - c. Articles of Confederation
  - d. Articles of Conference
  
4. Where did the Constitutional Convention take place?
  - a. Virginia
  - b. New York
  - c. Pennsylvania
  - d. Georgia
  
5. New Jersey presented the \_\_\_\_\_ Plan. It represented equal representation in government regardless of state population size.
  - a. Small State
  - b. Large State
  - c. Republican State
  - d. Equal State

6. If ending slavery had been discussed and encouraged during the Constitutional Convention, many states would have \_\_\_\_\_.
- left the convention
  - agreed to end slavery
  - agreed on a tax
  - amended the document
7. In the United States, we are under the rule of \_\_\_\_\_, using a written Constitution.
- Law
  - Rights
  - Tolerance
  - Equality
8. The process used to change the Constitution is called the \_\_\_\_\_.
- Change procedure
  - Amendment process
  - Grievance process
  - Occurrence process
9. The Constitutional Convention took \_\_\_\_ to complete.
- $\frac{1}{3}$  of a year
  - $\frac{1}{4}$  of a year
  - $\frac{1}{5}$  of a year
  - $\frac{1}{6}$  of a year
10. George Washington was encouraged that immigrants swore a(n) \_\_\_\_\_ to the Constitution when becoming a citizen.
- allegiance
  - oath
  - grievance
  - bunch

# ***George Washington: History Speaks***

## **Quiz Answer Key**

1. A - General
2. A - Large State
3. C - Articles of Confederation
4. C - Pennsylvania
5. A - Small State
6. A - left the convention
7. A - law
8. B - amendment process
9. A - 1/3 of a year
10. B - oath

# *George Washington: History Speaks*

## Enrichment & Integration Activities

**Research Projects:** Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

A. Research the accomplishments of George Washington.

- write a report about his life and accomplishments
- make a poster showing his life in pictures labeling each event
- compile a list of battles he was in during his military service (and who won each battle)

B. The issue of slavery was avoided during the making of the Constitution. Brainstorm what might have happened had the discussion continued during the convention. Write about an alternative history where this issue was not set aside. What would have happened? Would we be two countries? Would this lead to war? How would African Americans have been affected?

C. Students write a short response essay to the prompt “an imperfect something is better than a perfect nothing.” What does this phrase mean to them? Ask students to switch papers with a neighbor to discuss the short essays. As students read each others’ papers, they may ask the writer questions they have about it and share what new ideas his or her paper gave them.

D. Have students pretend that they are member of the congregation at the Constitutional Convention. Have them choose a state and write about what their state was concerned



with and what would they input to the discussion? Research their chosen state and what was occurring there during this time period.

E. Have students write a letter to a friend in England during the period the Constitution was being written. What would their life be like? What were the hopes and dreams of a citizen in this “young” America? What would they hope would come out of the Constitutional Convention?

F. Put yourself in the position of a free African-American living in Washington’s times. Write a personal letter to George Washington expressing your concern about the institution of slavery. You may choose to include questions for Washington’s response.

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