

How can a crisis clarify the roles of Congress and the President?

General St. Clair's Defeat



Supporting Questions

1. What happened to the Army under General St. Clair, and why did it become such a big deal?
2. Why did Congress ultimately take the lead on investigating the defeat of St. Clair?

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How can a crisis clarify the roles of Congress and the President?

Content Standards	MI USHG – 8-U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.		MI Civics – 3.1.4 Examine and evaluate the effectiveness of the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.
Staging the Question	Students read an excerpt from “St. Clair’s Defeat” by Teddy Roosevelt and draft three questions they would ask either St. Clair or President Washington.		
Supporting Question 1		Supporting Question 2	
What happened to the Army under General St. Clair, and why did it become such a big deal?		Why did Congress ultimately take the lead on investigating the defeat of St. Clair?	
Formative Performance Task		Formative Performance Task	
Students watch Levin Center video on the defeat of General St. Clair and answer questions.		Students participate in a Structured Academic Controversy (SAC) about who had the stronger case.	
Featured Sources		Featured Sources	
Source 1A: General St. Clair’s Defeat video		Pro-President (Source Packet A)	Pivot source (In both packets)
		Source 2A: Excerpt from the U.S. Constitution, Article II (1787) Source 2B: Excerpt from letter from Arthur St. Clair to George Washington (1792) Source 2C: Excerpt from Federalist, no. 69 (1788)	Source 2D: Excerpt from the U.S. Constitution, Article I (1787) Source 2E: Excerpt from House Debate over Investigation-Defeat of the Army under General St. Clair (1810) Source 2F: Excerpt from Federalist, no. 51 (1788)
Assessment	In groups of three, students create a podcast to answer the Compelling Question.		
Extension/Taking Informed Action	Students find a contemporary article dealing with a current point of conflict between the executive and legislative branches. Students then write a short reflection about how that conflict could help clarify the roles of those branches.		

Additional Sources

- [Edpuzzle “Live Mode” How-To](#)
- [Reading Annotation Strategy](#) adapted from Library of Congress Primary Source Analysis Tool
- [Structured Academic Controversy](#) directions adapted from the Bill of Rights Institute
- [How-To for Wevideo](#)

Required Supplies/Materials:

Note: all worksheets are one per student unless otherwise noted.

- Staging the Question worksheet (one for each pair of students)
- St. Clair slide deck
- Reading annotation bookmark
- Supporting Question 2 worksheet
- Source packet A (pro-President)
 - This packet should include sources 2A-2C and source 2G
- Source packet B (pro-Congress)
 - This packet should include sources 2D-2F and source 2G
- Compelling Question worksheet (one for each group of three)
- Taking Informed Action worksheet

Suggested Pacing: Two 60-minute class periods

Lesson Sequence

Period 1

1. Begin the class by passing out the Staging the Question worksheet. Pair students off and have them read the excerpt. As students read, they should work in pairs to come up with three questions they would like to ask George Washington or General St. Clair. Take three share-outs before moving on. *Note that this reading is intentionally provided with no context.* **(10 min)**
2. Tell students that to learn more about why Washington was so angry and what happened to General St. Clair, they are going to watch part of a video from the Levin Center and answer the questions that go along with it. Display the link (<https://bit.ly/LbHStClair>) or QR code, then play the Edpuzzle video for the class, with students answering individually on their devices. To do this, use Edpuzzle’s “Live Mode.” **(15 min)**
3. Project the St. Clair slide deck to provide students with a set up for their Structured Academic Controversy (SAC, adapted from the [Bill of Rights Institute](#)). Explain to students that they will have the opportunity to engage with the same issues that the House of Representatives and the Executive Branch did.
4. Put students into groups of four, assigning two students to argue that the proper group to investigate the defeat is the Executive Branch (President), and two students to argue that the proper group is Congress. Team A will start by arguing in favor of the President and Team B will start by arguing in favor of Congress. Pass out source packet A to all Teams A and source packet B to all Teams B.
5. Begin the SAC. **(30 min)**

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Directions for the SAC are as follows. Note that since the SAC in its entirety would take 60 minutes, we recommend finishing day 1 after step 4 is complete and resuming day 2 with step 5.

- 1) Pass out the reading annotation bookmark (adapted from the Library of Congress [Primary Source Analysis Tool](#)) and the Supporting Question 2 worksheet. Explain to students that at the top of their worksheet, each team will find an excerpt of a resolution passed by Congress in support of their position (Team A's resolution is in favor of the President, Team B's in favor of Congress). Each team reads and annotates their source packets. Students should look for how each of their sources can be used to answer Supporting Question 2. Students should summarize the main idea of each source in their packet on the Supporting Question 2 worksheet. **(15 min)**
- 2) Teams should now prepare to argue in favor of their assigned resolution. Each pair should brainstorm reasons to support the side they have been assigned and prepare arguments for their position. To assist them in their arguments, have students pull out specific quotes from the sources. Students should also record how they plan to use each document (including the resolution at the top of their worksheet) in support of their position. **(10 min)**
- 3) Each team has 2 minutes to state its views and arguments without interruption from the opposing team. Team A should begin. The listening team takes notes when the other team presents its position. If the presenting team finishes before time is called, the listening team may ask clarifying questions until the signal is given to switch. **(4 min)**
- 4) All teams step out of the debate format and ask any clarifying questions. **(1 min)**
- 5) SWITCH SIDES. Now Team A must argue Team B's position and vice versa. To do so, teams trade source packets (complete with annotations). Each team prepares arguments for their new position. Teams can use arguments already advanced by the other side but should try to strengthen such arguments by adding to them. Teams can also develop new arguments. **(5 min)**
- 6) Repeat the debate protocol from step III, with each team now taking the other side of the argument. **(4 min)**
- 7) Step out of the debate format and ask any clarifying questions (same format as step IV). **(1 min)**
- 8) Have students now share their own personal opinions in their groups. As a group of four, students should try to reach a consensus position that is acceptable to both teams and prepare a consensus statement to share with the class. If they are unable to do so, they should share what their impasse was and why. Have students record their consensus statements at the end of the Supporting Question 2 worksheet. **(10 min)**
- 9) Class debrief. Take a few share-outs of consensus statements. **(5 min)**

Period 2

1. Have students return to their groups of four from the previous period to finish steps 5-9 of the SAC. **(25 min)**
2. Once you have finished the SAC, reorganize students into new groups of three and pass out the Compelling Question worksheet. Tell students that they will now work together to produce a 2–5-minute podcast conversation answering the Compelling Question as their assessment. Students can find detailed instructions on the Compelling Question worksheet. **(35 min)**

Compelling Question	How can a crisis clarify the roles of Congress and the President?
Staging the Question	Excerpt from “St. Clair’s Defeat”
Roosevelt, Theodore. "St. Clair's Defeat." <i>Harper's New Monthly Magazine</i> , February 1896, pp. 387–403.	

In the passage below, Teddy Roosevelt tells the story of President Washington’s reaction to the news of St. Clair’s defeat, as witnessed by Washington’s secretary Tobias Lear.

Walking up and down the room, [President Washington] burst out in wild regret for the rout and disaster, and bitter invective against St. Clair, reciting how in that very room he had wished the unfortunate commander success and honor, and had bidden him above all things beware of a surprise. “He went off with that last solemn warning thrown into his ears,” spoke Washington, as he strode to and fro, “and yet to suffer that army to be cut to pieces, hacked, butchered, tomahawked, by a surprise, the very thing I guarded him against! Oh God! Oh God! He’s worse than a murderer! How can he answer it to his country?” Then, calming himself by a mighty effort, “General St. Clair shall have justice . . . he shall have full justice.”

Directions: With a partner, think of three questions you would like to ask George Washington or General St. Clair based on this passage.

1.
2.
3.

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Directions: With a partner, think of three questions you would like to ask George Washington or General St. Clair based on this passage. *Answers will vary, but may include:*

1. <i>Why did St. Clair allow himself to get caught by surprise?</i>
2. <i>What does Washington mean by “General St. Clair will ‘have justice?’ “</i>
3. <i>How bad was it? (Obviously he was defeated, but was he the only survivor?)</i>

Supporting Question 1 Edpuzzle Video **ANSWER KEY**

1. What sparks the conflict known as the Northwest Indian War?

The United States was expanding into the Ohio country, without the permission of the Native tribes living there.

2. What were the expectations of General St. Clair?

Option 2: To develop and execute an effective battle plan.

3. What happens to St. Clair and his troops on the banks of the Wabash River?

About 1000 Native Americans from several tribes attacked St. Clair's camp, defeating his forces completely.

4. What were the two sides in the debate over who should investigate St. Clair's defeat?

Some thought that the President should do it, other people thought that it was Congress' job.

5. Who do YOU think should investigate the defeat?

Answers will vary

Reading Annotation Bookmark	
T ake Note	Who wrote it? When? Where? Mark these with a “T”
E xamine	Identify core details, facts, and structure in the text itself. Underline or highlight these
X -plore	Determine what might need research outside the source. Mark this with an “X”
T hink Deeply	Analyze meaning, context, and personal reaction. Write one or two-word reactions.
S peculate	What questions do you have? Write these questions in the text!

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S peculate	What questions do you have? Write these questions in the text!

Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2A	Excerpt from the U.S. Constitution, Article II
<i>U.S. Const. art. II, § 2, cl. 1.</i>	


Article II Executive Branch (The President)

Section 2: Powers- *These are things the President has the explicit power and responsibility to do.*

Clause 1: Military, Administrative, and Clemency

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 Offences against the United States, except in Cases of Impeachment.

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Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2B	Excerpt from letter from Arthur St. Clair to George Washington
St. Clair, A. (2008). <i>The papers of George Washington digital edition</i> . University of Virginia Press, Rotunda. Retrieved from https://rotunda.upress.virginia.edu/founders/default.xgy?keys=GEWN-print-05-10-02-0100&mode=deref	

From Arthur St. Clair

Philadelphia March 31st, 1792

Sir,

[...] The House of Representatives Sir, have directed an **Enquiry** into the Causes of the failure of the last Campaign to be made by a Committee of their own Body: The same Reason that influenced me when a Court of Enquiry was **contemplated**, operates now with equal Force; [...]

Be pleased to observe Sir, that **my sole Object** is to give Effect to public Justice, in the usual Way by a Court Martial, should it appear that, in any manner whatsoever, the Misfortunes of the last Campaign can be **attributed** to me—and it is the proper, and I believe the only **Tribunal** where military Crimes and Misconduct can be enquired into and punished; or, where an Officers Reputation, infinitely dearer than Life, can be **vindicated**.

[...]

With every Sentiment of Respect I have the Honor to be Sir, Your most obedient Servant

Ar St Clair

Enquiry: investigation

Contemplated: thought about

“My sole Object:” my only goal

Attributed: blamed on

Tribunal: court

Vindicated: proven correct, cleared of blame



Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2C	Excerpt from Federalist, no. 69
Hamilton, A. (1788). <i>Federalist No. 69: The Real Character of the Executive</i> . Library of Congress. Retrieved from https://guides.loc.gov/federalist-papers/text-61-70	

The President is to be commander-in-chief of the army and navy of the United States. In this respect his authority would be **nominally** the same with that of the king of Great Britain, but in substance much inferior to it. It would amount to nothing more than the supreme command and direction of the military and naval forces, as first General and admiral of the Confederacy; while that of the British king extends to the DECLARING of war and to the **RAISING** and REGULATING of fleets and armies, all which, by the Constitution under consideration, would **appertain** to the legislature.

Nominally: in name/theory

Raising: recruiting

Appertain: belong to

Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2D	Excerpt from the U.S. Constitution, Article I
<i>U.S. Const. art. I, § 8, cl. 1, 14, 16, and 18.</i>	

Article I: Legislative Branch (Congress)

Section 8 Enumerated Powers- *These are things Congress has the explicit power and responsibility to do.*

Clause 1 General Welfare

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 14 Land and Naval Forces Rules

To make Rules for the Government and Regulation of the land and naval Forces;

Clause 16 Organizing Militias

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Clause 18 Necessary and Proper

To 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.

Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2E	Excerpt from House Debate over Investigation-Defeat of the Army under General St. Clair
United States. (1834). The Debates and proceedings in the Congress of the United States. <i>History of Congress</i> , 22 v. https://catalog.hathitrust.org/Record/001719524	

Mr. VINING did not consider [a Presidential investigation] [...] constitutional or **practicable**. [...]

Mr. GILES supported his motion. He **conceived** that the inquiry was **indispensable**, and the mode proposed strictly proper. The business must begin somewhere. This House is the proper source, as the immediate guardians of the public interest. [...]

Mr. W. SMITH observed, that this was the first instance of a **proposition** on the part of this House to inquire into the conduct of officers who are immediately under the control of the Executive. [...] Mr. S. then **adverted** to the division of the powers of the Government expressly provided for in the Constitution. **Gentlemen have discovered great solicitude** to keep the branches separate and distinct; [...] as it was the duty of the President of the United States to carry the laws into execution, it ought to be shown that he has been **remiss** in his duty, before he is called on in this way. [...] Mr. S. concluded by saying that, in any case where it shall appear that the Supreme Executive has not done his duty, he should be fully in favor of an inquiry; but, till that was done, he trusted the measure would not be adopted, without at least a previous and full discussion.

Mr. WILLIAMSON [...] was fully of opinion that an inquiry into the expenditure of all public money was the indispensable duty of this House. He proposed the appointment of a select committee to inquire and report. [...]

Mr. BOUDINOT objected to the idea of a committee. He said the time would not admit of it. Witnesses are perhaps eight hundred miles off. [...] He denied that it was the duty of the President to institute the inquiry, unless he was requested to do it. The magnitude of the objects of inquiry would involve such an expense that the President would not be justified in incurring it, unless he was authorized by the House. He then stated some particulars to show the practicability of the measure—among others, that there were a sufficient number of officers present to form what is **denominated** a Court of Inquiry. [...]

Mr. FITZSIMONS [...] thought that it was entirely out of order to request the President of the United States to institute a Court Martial or a Court of Inquiry. [...] He was in favor of a committee to inquire relative to such objects as come properly under the cognizance of this House, particularly respecting the expenditures of public money. [...]

Practicable: practical or possible

Conceived: thought

Indispensable: essential

Proposition: suggestion

Adverted: mentioned or referenced

Gentlemen have discovered great solicitude: people have taken great care

Denominated: called

Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2F	Excerpt from Federalist, no. 51
Hamilton, A. or Madison, J. (1788). <i>Federalist no. 51: The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments</i> . Library of Congress. Retrieved from https://guides.loc.gov/federalist-papers/text-51-60	

To lay a [...] foundation for that separate and distinct exercise of the different powers of government, [...] it is **evident** that each department should have a will of its own. [...] It is equally evident, that the members of each department should be as little dependent as possible on those of the others. [...] The great security against a gradual concentration of the several powers in the same department, consists in giving to those who **administer** each department the necessary constitutional means and personal motives to resist **encroachments** of the others. [...]

If **men** were angels, no government would be necessary. [...] In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place **oblige** it to control itself.

Evident: obvious

Administer: run, oversee

Encroachments: taking over

Men: human beings

Oblige: force, require



Supporting Question 2	Why did Congress ultimately take the lead on investigating the defeat of St. Clair?
Source 2G	Excerpt from letter from George Washington to Arthur St. Clair
Washington, G. (2008). <i>The papers of George Washington digital edition</i> . University of Virginia Press, Rotunda. Retrieved from https://rotunda.upress.virginia.edu/founders/default.xqy?keys=GEWN-print-05-10-02-0100&mode=deref	

To Arthur St. Clair

United States [Philadelphia] March 28th, 1792

Sir,

[...]

Your desire of **rectifying** any errors of the public opinion, [...] by an investigation of a **Court of Enquiry**, is highly **laudable**, and would be readily complied with, were the measure practicable. But a total deficiency of Officers [...] of competent rank to form a legal Court, for that purpose, **precludes** the power of gratifying your wishes on this occasion.

[...]

I am, Sir, with esteem and regard Your most **Obedt Servt**

Go: Washington

Rectifying: correcting

Court of Enquiry: a military court set up to investigate complaints against an officer

Laudable: admirable

Precludes: prevents

Obedt Servt: abbreviation for “obedient servant”

Go: abbreviation for George

Name: _____


Supporting Question 2: Why did Congress ultimately take the lead on investigating the defeat of St. Clair?

Directions: You and your team of four will now take part in a Structured Academic Controversy to debate whether the President or Congress is the proper group to investigate the defeat of St. Clair. Your teacher will divide you into two teams:

Team A	Team B
You will start by arguing in favor of the President investigating this defeat	You will start by arguing in favor of Congress investigating this defeat

Circle above which team you are on. **Make sure to complete the table of the worksheet that corresponds to your team.**

First, you will read an excerpt of a resolution that Congress passed that supports your position. Then, read and annotate each source in your source packet. Record the main ideas of each source, citing evidence, and write why this source supports your resolution.

Team A: Pro-President sources			
Claim: Resolved, That the President of the United States be requested to institute an inquiry into the causes of the late defeat of the Army under the command of Major General St. Clair.			
United States. (1834). The Debates and proceedings in the Congress of the United States. <i>History of Congress</i> , 22 v. https://catalog.hathitrust.org/Record/001719524			
Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2A: Excerpt from the U.S. Constitution, Article II (1787)			

Team A: Pro-President sources

Claim: Resolved, That the President of the United States be requested to institute an inquiry into the causes of the late defeat of the Army under the command of Major General St. Clair.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2B: Excerpt from letter from Arthur St. Clair to George Washington (1792)			
Source 2C: Excerpt from Federalist, no. 69 (1788)			
Source 2G: Excerpt from letter from George Washington to Arthur St. Clair (1792)			

Team B: Pro-Congress sources

Claim: Resolved, That a committee be appointed to inquire into the causes of the failure of the late expedition under Major General St. Clair; and that the said committee be empowered to call for such persons, papers, and records, as may be necessary to assist their inquiries.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2D: Excerpt from the U.S Constitution, Article I (1787)			
Source 2E: Excerpt from House Debate over Investigation-Defeat of the Army under General St. Clair (1810)			
Source 2F: Excerpt from Federalist, no. 51 (1788)			

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Team B: Pro-Congress sources

Claim: Resolved, That a committee be appointed to inquire into the causes of the failure of the late expedition under Major General St. Clair; and that the said committee be empowered to call for such persons, papers, and records, as may be necessary to assist their inquiries.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2G: Excerpt from letter from George Washington to Arthur St. Clair (1792)			

Use this space to take notes while the other team speaks.

Directions: After the SAC, answer Supporting Question 2 by yourself: Why did Congress ultimately take the lead on investigating the defeat of St. Clair? Then, as a team, come up with a consensus statement.

Why did Congress ultimately take the lead on investigating the defeat of St. Clair?

As a result of our conversation, Congress ultimately took the lead on investigating the defeat of St. Clair because...

Name: _____


Supporting Question 2: Why did Congress ultimately take the lead on investigating the defeat of St. Clair? **ANSWER KEY**

Directions: You and your team of four will now take part in a Structured Academic Controversy to debate whether the President or Congress is the proper group to investigate the defeat of St. Clair. Your teacher will divide you into two teams:

Team A	Team B
You will start by arguing in favor of the President investigating this defeat	You will start by arguing in favor of Congress investigating this defeat

Circle above which team you are on. **Make sure to complete the table of the worksheet that corresponds to your team.**

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Team A: Pro-President sources			
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United States. (1834). The Debates and proceedings in the Congress of the United States. <i>History of Congress</i> , 22 v. https://catalog.hathitrust.org/Record/001719524			
Source	Main Idea	Supporting Evidence <i>(this should be a direct quote from the source)</i>	Reason it supports your resolution
Source 2A: Excerpt from the U.S. Constitution, Article II (1787)	<i>The President is in charge of the military.</i>	<i>“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;”</i>	<i>This part seems to indicate the President is the boss of the military, and St. Clair as a member of the military served under the direction of the President.</i>
Source 2B: Excerpt from letter from Arthur St. Clair to George Washington (1792)	<i>Congress is going to investigate St. Clair, and he wants his name cleared by a Court Martial, which he thinks is the only proper way to do that.</i>	<i>“The House of Representatives Sir, have directed an Enquiry into the Causes of the failure of the last Campaign to be made by a Committee of their own Body”</i> <i>“my sole Object is to give Effect to public Justice, in the usual Way by a Court Martial”</i>	<i>St. Clair says a Court Martial is a military court and a Court Martial is the only right way to conduct an enquiry into what happened in the campaign.</i>

Team A: Pro-President sources

Claim: Resolved, That the President of the United States be requested to institute an inquiry into the causes of the late defeat of the Army under the command of Major General St. Clair.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
		<i>"it is the proper, and I believe the only Tribunal where military Crimes and Misconduct can be enquired into and punished;"</i>	
Source 2C: Excerpt from Federalist, no. 69 (1788)	<i>The President is the commander of the military, but cannot declare war, or create the army. The President's power is more limited than the British king's.</i>	<i>"The President is to be commander-in-chief of the army and navy of the United States." "It would amount to nothing more than the supreme command and direction of the military and naval forces"</i>	<i>This source says that the President has "supreme command and direction of the military." This is a military matter, so shouldn't it fall to him?</i>
Source 2G: Excerpt from letter from George Washington to Arthur St. Clair (1792)	<i>St. Clair's request for a Court of Enquiry is great, but it just can't happen.</i>	<i>"Your desire of rectifying any errors of the public opinion, [...] by an investigation of a Court of Enquiry, is highly laudable," "But a total deficiency of Officers... precludes the power of gratifying your wishes on this occasion."</i>	<i>It suggests that the proper first step would be for the President to investigate- but he says he's not able to.</i>

Team B: Pro-Congress sources

Claim: Resolved, That a committee be appointed to inquire into the causes of the failure of the late expedition under Major General St. Clair; and that the said committee be empowered to call for such persons, papers, and records, as may be necessary to assist their inquiries.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2D: Excerpt from the U.S Constitution, Article I (1787)	<i>Congress pays for and makes the rules for the military, appoints officers for the military, and has the power to investigate the military's activities.</i>	<i>"The Congress shall have Power To... provide for the common Defence"</i> <i>"To make Rules for the Government and Regulation of the land and naval Forces;"</i> <i>"To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States"</i> <i>"To 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"</i>	<i>Congress, not the President, sets the rules and funding levels for the military; therefore, it should have the power to conduct enquiries into how the military conducts its operations.</i>
Source 2E: Excerpt from House Debate over Investigation-Defeat of the Army under General St. Clair (1810)	<i>It would be more appropriate for Congress to conduct an inquiry into what happened, because Congress paid for it. The President should only do so if requested by Congress.</i>	<i>"Mr. VINING did not consider [a Presidential investigation][...] constitutional or practicable."</i> <i>"The business must begin somewhere. This House is the proper source, as the immediate guardians of the public interest."</i> <i>"Mr. WILLIAMSON [...] was fully of opinion that an inquiry into the expenditure of all public money was the indispensable duty of this House."</i>	<i>All these quotes in some way indicate that Congress should conduct the investigation.</i>

Team B: Pro-Congress sources

Claim: Resolved, That a committee be appointed to inquire into the causes of the failure of the late expedition under Major General St. Clair; and that the said committee be empowered to call for such persons, papers, and records, as may be necessary to assist their inquiries.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
		<p><i>"Mr. BOUDINOT... denied that it was the duty of the President to institute the inquiry, unless he was requested to do it."</i></p> <p><i>"Mr. FITZSIMONS [...] thought that it was entirely out of order to request the President of the United States to institute a Court Martial or a Court of Inquiry."</i></p>	
Source 2F: Excerpt from Federalist, no. 51 (1788)	<i>Checks and balances are necessary for good government. Each branch should be independent of the other.</i>	<p><i>"it is evident that each department should have a will of its own."</i></p> <p><i>"It is equally evident, that the members of each department should be as little dependent as possible on those of the others."</i></p> <p><i>"In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself." "It would amount to nothing more than the supreme command and direction of the military and naval forces"</i></p>	<i>If Congress couldn't investigate the Executive branch, then the Executive wouldn't have as much incentive to "control itself." The branches should be in slight competition, so they should check on each other.</i>

Team B: Pro-Congress sources

Claim: Resolved, That a committee be appointed to inquire into the causes of the failure of the late expedition under Major General St. Clair; and that the said committee be empowered to call for such persons, papers, and records, as may be necessary to assist their inquiries.



United States. (1834). The Debates and proceedings in the Congress of the United States. *History of Congress*, 22 v. <https://catalog.hathitrust.org/Record/001719524>

Source	Main Idea	Supporting Evidence (this should be a direct quote from the source)	Reason it supports your resolution
Source 2G: Excerpt from letter from George Washington to Arthur St. Clair (1792)	<i>St. Clair's request for a Court of Enquiry is great, but it just can't happen.</i>	<i>"Your desire of rectifying any errors of the public opinion, [...] by an investigation of a Court of Enquiry, is highly laudable,"</i> <i>"But a total deficiency of Officers... precludes the power of gratifying your wishes on this occasion."</i>	<i>Washington just comes straight out and says it. He can't give St. Clair what he wants, because he doesn't have the resources. If the President can't or won't do it, the only other body left is Congress.</i>

Use this space to take notes while the other team speaks.

Directions: After the SAC, answer Supporting Question 2 by yourself: Why did Congress ultimately take the lead on investigating the defeat of St. Clair? Then, as a team, come up with a consensus statement.

Why did Congress ultimately take the lead on investigating the defeat of St. Clair?

Answers will vary

As a result of our conversation, Congress ultimately took the lead on investigating the defeat of St. Clair because...

Answers will vary based on the conversation but may mention that President Washington was unable to assemble a Court of Enquiry, Congress had paid for the expedition and therefore had a right to inquire as to its failure, or that because of separation of powers, Congress was the proper source of an inquiry, to keep the Executive in check.

Name: _____

Compelling Question: How can a crisis clarify the roles of Congress and the President?

Directions: In teams of three, prepare and create a 2-5-minute podcast, where you answer the Compelling Question "How can a crisis clarify the roles of Congress and the President?" Have your Supporting Question 2 worksheet ready to help you recall arguments and evidence from the inquiry debate. You must use examples from your discussions, and you may also bring in any outside examples or insights that you think make sense (connections to the modern world are encouraged!).

You are going to be using the following site to record, edit, and download your podcast: wevideo.com. Pick one person to be responsible for recording the audio, downloading, and submitting the completed audio file.

There should be 4 parts to your podcast:

Section	Description
Introduction	<ul style="list-style-type: none">• Introduce yourselves• Introduce the Compelling Question• Introduce General St. Clair’s defeat
Make your case	<ul style="list-style-type: none">• Moderator gives each guest at least 30 seconds to answer the Compelling Question• Each guest must cite at least one piece of evidence in answering the question
Discussion	<ul style="list-style-type: none">• Moderator asks each guest at least one question, using evidence to support questions• Guests may also ask each other questions• Moderator and guests discuss their answers
Conclusion	<ul style="list-style-type: none">• Moderator summarizes discussion and what each guest talked about• Moderator clearly answers Compelling Question, with support from guests

To prepare, each person should:

1. Think about how the debate over investigating St. Clair's defeat clarified the role of Congress and the President. What happened as a result?

Write your notes here.

2. Look over your evidence from the SAC (found on your Supporting Question 2 worksheet) and think about how it might be used to contribute to the discussion. Be prepared to cite at least one piece of evidence during the discussion.

Write the piece(s) of evidence you plan to cite (and their citations) here.



Now, it's time to plan your podcast! Use the space below to draft what you will say during each part of the podcast. You may also use the sample script on the next page to draft your thoughts. To see what you will be graded on, look at the rubric on page 5 of this worksheet.

Section	My notes
Introduction	
Making your case	
Discussion	
Conclusion	

Sample Podcast Template

General podcast "performance" tips:

- Introduce yourself by name at the beginning of the podcast (also remember- no one can see you, so it's the only way people will know who you are).
- A friendly informal tone helps invite listeners in. Practice reading your script aloud so that it sounds natural and as if you were really speaking to someone. Remember, your audience can't see what you are talking about!

This is just a starting place for you and your team. Be creative!

Podcast Name: _____

Participants: _____

Topic: How can a crisis clarify the roles of Congress and the President?

Moderator: Hello, I'm *[insert name]* and you're listening to *[name of podcast]*. I'm honored to have a couple of guests here in the studio with me today! On today's episode we're going to be debating the question "How can a crisis clarify the roles of Congress and the President?" *[Moderator gives other two people opportunity to introduce themselves and indicate which way they are going to argue.]*

[Have some fun discussing the issue and why it's debated. Be creative!]

Moderator: So a lot of Americans have probably never heard about *[explain what happened to General St. Clair, and the debate that took place after his defeat]*.

Moderator: *[Introduce podcast guests and ask them to present their answer to the Compelling Question, citing a minimum of one piece of evidence to support it.]*

Guests (either guest is free to talk first, but both must eventually speak): *[talk about how a crisis can help clarify the role of Congress and the President; use the investigation of General St. Clair as your starting point, think about the kinds of issues and questions that got resolved because of this investigation.]*

Moderator: *[Invite the next guest to build on the previous guest's answer, while also reminding them to cite one piece of evidence themselves.]*

Guest 2: *[talk about how a crisis can help clarify the role of Congress and the President; use the investigation of General St. Clair as your starting point, think about the kinds of issues and questions that got resolved because of this investigation.]*

Moderator: *[ask questions of both guests; these could be follow-up questions or your own. Make sure to cite evidence when asking questions!]*

Now, we've all had a chance to speak. Let's revisit the Compelling Question now: How can a crisis clarify the roles of Congress and the President?" *[restate a little of what has been said – what does your group think in the end? Are there multiple answers that have emerged, or did all of you mostly think the same thing?]*

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That just about wraps it up for us here at [podcast name]. On today's episode, we learned [summarize what you discussed].

Moderator: Thanks for joining us for today, signing off for [podcast name]. I'm [moderator name]

Guest 1: I'm [guest name]

Guest 2: and I'm [guest name]

All together: [come up with a catchy closing to end your show]

Compelling Question: How can a crisis clarify the roles of Congress and the President?

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Introduction	Topic is clearly and concisely explained to audience	Topic is explained to audience	Topic is explained but it is confusing or unclear	Topic is not explained
Discussion	At least two claims More than two pieces of evidence Claims are justified and fully explained Sources are cited Discussion feels natural and smooth	At least two claims At least two pieces of evidence Claims are sometimes justified and explained Some sources are cited	Missing one or more of the following items: <ul style="list-style-type: none"> • At least two claims • At least two pieces of evidence Claims are rarely justified and explained Few sources are cited	Missing two or more of the following items: <ul style="list-style-type: none"> • At least two claims • At least two pieces of evidence Claims are not justified or explained Sources are not cited
Conclusion	Debate is summarized clearly All main points are reiterated	Debate is summarized Some main points are reiterated	Debate is not summarized Few main points are reiterated	Debate is not summarized Main points are not reiterated
Performance	Each member participates near equal time	Each member participates near equal time	Each member participates but time is not equal	Some members do not participate or participate minimally

Name: _____

Taking Informed Action: How can a crisis clarify the roles of Congress and the President?

Directions: Find a current example of disagreement between the President and Congress. Read an article or listen to a podcast about the disagreement and respond to the following.

1. What do they disagree about?

2. What do you think this disagreement clarifies about the role of the President and the Congress?

Write the citation of the article or story you used below.