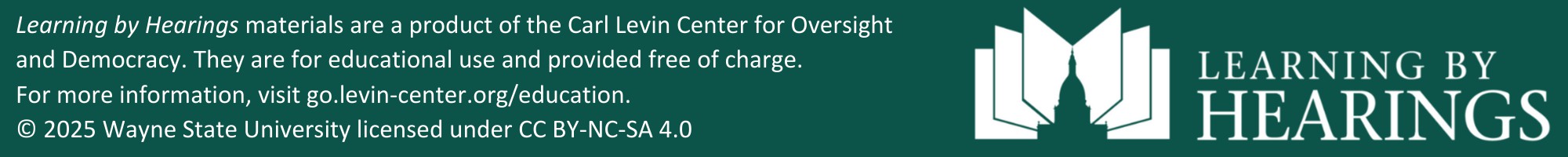
|  |  |
| --- | --- |
| **Compelling Question** | How can a crisis clarify the roles of Congress and the President? |
| **Staging the Question** | Excerpt from “St. Clair’s Defeat” |
| Roosevelt, Theodore. "St. Clair's Defeat." *Harper's New Monthly Magazine*, February 1896, pp. 387–403. | |

***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. |



|  |  |
| --- | --- |
| **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!** |

|  |  |
| --- | --- |
| **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!** |

|  |  |
| --- | --- |
| **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!** |

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. *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 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) |  |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:

# 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.](https://www.wevideo.com/class#home) 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** | * Introduce yourselves * Introduce the Compelling Question * Introduce General St. Clair’s defeat |
| **Make your case** | * 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** | * 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** | * 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.

1. 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?]*

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:   * 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:   * 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.

