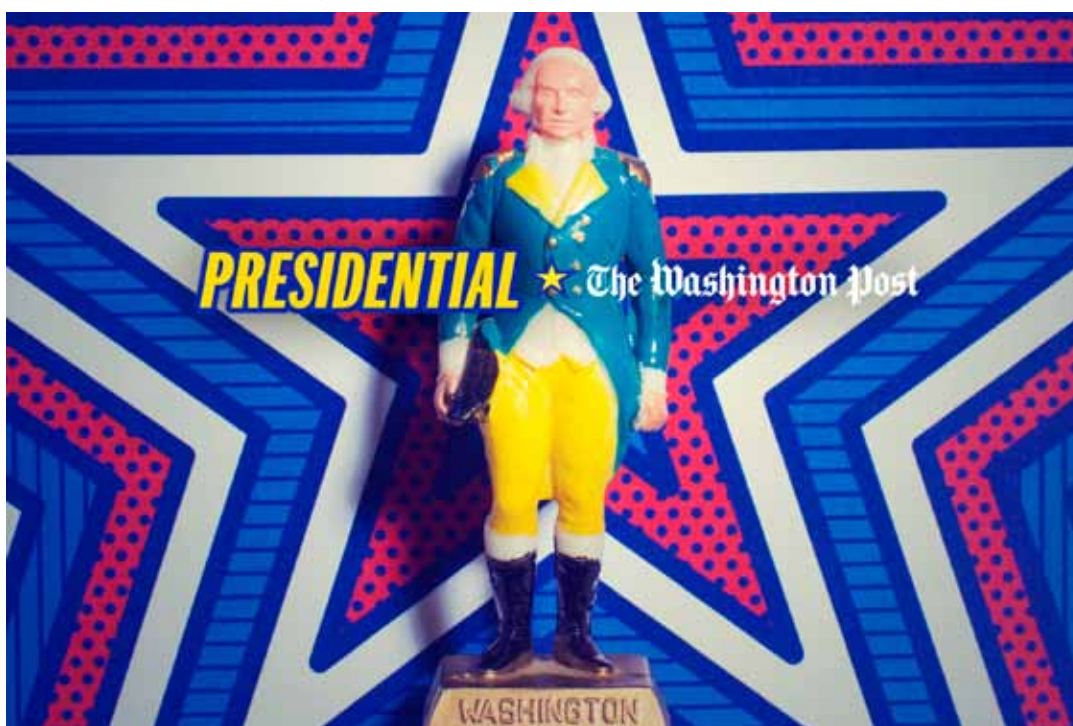


An Integrated Curriculum For The Washington Post Newspaper In Education Program



George Washington – Modest Man and Model President



- Student Activity: Why Washington for President?
- Teacher Resource: GW Letters and Other Documents
- Student Activity: George Washington — Model Leader
- KidsPost Reprint: “They got him what!? A look into the art of presidential gift-giving?”
- Post Retropolis Reprint: “Move over, Trump. This president’s two lions set off the greatest emoluments debate.”

An Integrated Curriculum For The Washington Post Newspaper In Education Program



The Post’s Newspaper In Education (NIE) program and Digital Department present this special issue of the online curriculum guides that provide teachers with suggested activities, reprints and other resources to use Washington Post-created coverage in print, digital, visual and podcast formats.

Presidential is a series of 44 podcasts, one for each president, hosted by Post reporter Lillian Cunningham. She interviewed historians, biographers, reporters and other experts for the podcasts that were posted one per week. They include our knowledge of the presidents and their time periods, influences on their personalities and skills, and contributions each made to presidential leadership.

Some of the suggested activities indicate time markers; others do not. We have provided approximate times to begin and end listening to certain segments. The exact time can vary depending on the device used or the length of ads served on different streaming sites. Transcripts for all podcasts are also available at wapo.st/presidential.

Some teachers have 45-minute class periods, others much longer blocks. Some of you will use the podcasts with KidsPost readers, others with high school or college students. We have tried to vary the questions, activities and reprints to give you flexibility for in-class and homework assignments and discussion. They will serve as springboards as you use the 44 Presidential podcasts to meet your educational goals.



Why Washington for President?



LOC.GOV

When addressing presidential leadership, it is natural to begin with George Washington. In 1789 the 69 members of the Electoral College elected him unanimously to be president. Lillian Cunningham, editor of The Post's "On Leadership" section interviewed Post reporter Joel Achenbach and historian Julie Miller about the real George Washington and his leadership.

1. Cunningham asks Joel Achenbach what he thinks gets overlooked or forgotten today about George Washington.

Listen (approx. 12-minute time code to 17-minute marker) to Achenbach's response.

List three ideas he presents:

- a.
- b.
- c.

2. How might these experiences have formed Washington's character and informed his future decisions?

3. Achenbach believes (approx. 16- to 23-minute marker) Washington thought America had a destiny to become a great country and that he himself had a "providential personal destiny."

a. What is meant by "providential destiny"?

b. In what ways did his travels and work influence his thinking to go beyond a group of loosely associated colonies to united states?

4. The Library of Congress holds original papers of almost every president (Listen to approx. 23- to 24-minute marker) and (approx. 36- to 38-minute marker). What are some of the best sources to know who a president was as a person, a political leader and as a president?

5. Miller states (approx. 30- to 32-min. marker) that Washington had a "very limited education" and that he "had no trouble surrounding himself with people who had a better education and received their guidance when he needed it." She also provides examples (approx. 40- to 46-minute time code).

a. Who were some of the educated people who gave him guidance? Who headed his cabinet departments, for example?

b. What does it say about people who don't have to be the smartest in the room, but appreciate the advice others can give?

c. Which other presidents sought to surround themselves with brain trusts and intellectuals as advisers? Did they prove to be helpful for the president? For the country?

6. Historian Julie Miller discusses how George Washington was very modest. Listen to the sections where she presents this trait (approx. 24- to 26-minute and 30- to 36-minute time code marker).

a. Explain what "modesty" meant to people in the 18th century.

b. Washington states in his diary on his way to New York to take the oath of office that

"[a]bout ten o'clock, I bade adieu to Mount Vernon, to private life, and to domestic felicity and, with a mind oppressed with more anxious and painful sensations than I have words to express, set out for New York ... with the best dispositions to render service to my country in obedience to its call, but with less hope of answering its expectations."

How is this an example of his modesty?

7. Why would people admire Washington for being modest?

8. Do you think presidents today should be modest as well? In your response, explain your concept of modesty. Why would you or would you not want a president who strives to be modest?

9. Lillian Cunningham indicates that journalists have “often been first on the ground to record and assess a president’s decisions and his actions.” The first of the podcasts begins with an interview of Bob Woodward. He has covered and written books about presidents from Richard Nixon to Donald Trump. Listen to Woodward’s advice on looking at the American presidency (approx. 5- to 9-minute time code).
 - a. What is Woodward’s definition of the job of the president?

 - b. List three examples of the varied strategic plans presidents have faced.

10. Woodward indicates that after identifying the strategic plan of the president, “it is a matter of ascertaining what the will of the president is. What does the president really want to do, and then to what extent do they succeed or fail at working their will.” If this approach is applied to George Washington:
 - a) What was Washington’s strategic plan?

 - b) What did Washington really want to do?

 - c) To what extent did he succeed or fail at accomplishing his plan?

11. Does Woodward think there are universal leadership skills or talents that apply to all who would be president (approx. 8- to 11-minute time code marker)? Explain his point of view.

12. Bob Woodward provides an example of how his assessment of Gerald Ford’s decisions changed over time and after interviewing President Ford.
 - Summarize the situation the Ford faced and Woodward’s changing assessment.
 - It is fair for journalists to make an assessment of a presidency during the term of office?
 - What does Woodward mean that “there’s never a final assessment”?
 - How do you view the work of journalists, historians and biographers who write about the president and the presidency?

An Integrated Curriculum For The Washington Post Newspaper In Education Program



SPECIAL EDITION: U.S. PRESIDENTS



TEACHER RESOURCE

GW Letters and Other Documents

Teachers who want students to use primary sources may use the following resources to read the George Washington documents — letters, political writing, his diary — referred to by Julie Miller, a historian at the Library of Congress who specializes in early American history.

On April 28, 2015, Susan Svrluga reported in “After George Washington died, his wife burned her letters. Except these.” She wrote:

[R]esearchers are launching a major new initiative to track down, transcribe, research and publish all of the Washington family’s papers. It’s an effort to deepen the understanding of George Washington and those close to him as a lens on the cultural life and dramatic change taking place in the nascent country almost two and a half centuries ago. ...

“It’s very exciting,” said Douglas Bradburn, the founding director of the library at Mount Vernon. Martha Washington “was a crucial actor in the revolution in her own right, in addition to being a supporter of George Washington. Getting to know her better is extremely important to understanding the founding of the country, women’s history.”

The first president remains a little distant, he said.

“He’s the monument, the capitol city, the bust, there he is on the quarter looking very awesome,” Bradburn said. “He’s still abstract. The more we can learn about his family, the intimate relations, the human being can come out.”



UNFINISHED PORTRAITS BY GILBERT STUART/LOC.GOV

Letter, George Washington to Martha Washington, June 18, 1775

<http://marthawashington.us/items/show/87>

A Love Letter from General Washington, June 23, 1775

<https://www.mountvernon.org/george-washington/biography/washington-stories/a-love-letter-from-general-washington>

The Correspondence of George and Martha Washington

<http://gwpapers.virginia.edu/history/articles/the-correspondence-of-george-and-martha-washington/>

Select **Documents** tab for additional correspondence. Select **Resources** for collections of the papers of George Washington.

Founders Online: The Papers of George Washington

[https://founders.archives.gov/about/Washington and Washington Papers](https://founders.archives.gov/about/Washington%20and%20Washington%20Papers)

Miller Center <http://millercenter.org/president/washington>

George Washington — Model Leader



In *George Washington's Leadership Lessons: What the Father of Our Country Can Teach Us About Effective Leadership and Character*, James Rees, executive director of Mount Vernon, and Stephen Spignesi present fifteen qualities. Each of these was displayed in Washington's life and the decisions he made. Review the qualities listed below.

Listen to "George Washington: The Man, the Myth, the Legend," first in the *Washington Post's* Presidential podcasts. Underline the qualities in the list below that are presented and explained in host Lillian Cunningham's interviews with journalist Bob Woodward, Library of Congress historian Julie Miller and reporter Joel Achenbach.

1. In the chart, below left, the qualities exhibited by Washington are listed. Indicate in the right column on a 1-5 scale your ranking of the quality:

- ⑤ A trait that you think is essential for today's leaders.
- ④ A highly desirable, but not essential quality.
- ③ A trait that is important, but does not significantly impact today's leaders.
- ② Characteristics that are admirable, but are not needed to be a leader today.
- ① A trait that has no relevance to today's leaders.

Qualities Held by George Washington

Today's Leaders

A Leader Has Vision	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Is Honest	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Has Ambition	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Is Courageous	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Has Self-Control	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Takes Personal Responsibility	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Is Determined	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Has a Strong Work Ethic	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Uses Good Judgment	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Learns from Mistakes	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Is Humble	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Does the Research and Development	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Values Presentation	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Exceeds Expectations	5. _____	4. _____	3. _____	2. _____	1. _____
A Leader Has Heartfelt Faith	5. _____	4. _____	3. _____	2. _____	1. _____

Model Leader *continued*

2. Select another president from the Presidential podcast series. Which of these 15 qualities were held by this president?

3. Bob Woodward in the first Presidential podcast states:

“Is there universal leadership skills or talents that apply in each case? And the answer, when you look at this, is no. Sometimes, the president needs to be really tough. And other times the president needs to be a great listener. Presidents also need to be creatures of instinct because they are in politics.”

a. Which president does he provide as an example of this idea?

b. What changed Woodward’s view of this president’s action?

c. What do you think about universal leadership skills and talents that presidents should embody and exhibit?

4. Explain why you do/do not think each of the 15 traits held by George Washington is important for today’s leaders.

5. What additional traits would you add for today’s leaders? Tell why you would want presidents to have these qualities?

An Integrated Curriculum For The Washington Post Newspaper In Education Program



SPECIAL EDITION: U.S. PRESIDENTS



KIDSPOST

They got him what!? A look into the art of presidential gift-giving.

When foreign leaders visit our presidents, the presents are symbolic, often personal and sometimes strange.

What kind of gift do you give the leader of the free world?

French President Emmanuel Macron, who arrived in Washington on Monday for a state visit, gave President Trump an oak tree sapling from the Belleau Wood, the site of a 1918 World War I battle where 9,000 Americans died. The gift was an appreciation for U.S. sacrifice.

Throughout history, when foreign leaders visited our presidents, they gifted them with something symbolic and often personal. But there have been times when the gifts have been a bit odd.

During a 2011 visit to Australia, President Barack Obama received crocodile insurance from the head of the Northern Territory. You know, in case the president got in a terrible accident while visiting the croc hot spot.

“I have to admit, when we reformed health care in America, crocodile insurance is one thing we left out,” Obama said with a chuckle.

President George W. Bush got a stuffed dead lion and leopard

from Tanzania. In 1984, President Ronald Reagan received a baby elephant on the White House lawn dressed in traditional clothing when Sri Lanka’s president visited. While that may be over-the-top, the animal represented the friendship and similarities between the countries. The elephant is the symbol of Reagan’s political party (Republican) and was the same for the Sri Lankan ruling political party at the time.

“She is a cute little thing only 34 inches high,” Reagan noted in a 1984 diary entry. (Sadly, the elephant died just a few months later at the National Zoo after a short illness.)

Just like on birthdays and anniversaries, the official

exchange of gifts symbolizes the friendship and journey shared between countries. It’s part of diplomacy, the managing of international relationships in a respectful and thoughtful way. Through diplomacy, the United States has been able to fix international relationships that may have started on the wrong foot.

“We fought a revolution with England, but now we refer to them as a ‘special friend.’ And we



NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

President Ronald Reagan, right, receives a baby elephant from the president of Sri Lanka, second from right, in 1984.

An Integrated Curriculum For The Washington Post Newspaper In Education Program



SPECIAL EDITION: U.S. PRESIDENTS



BARACK OBAMA PRESIDENTIAL LIBRARY/ NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
A chew toy for Barack Obama's dog Bo from the British prime minister.

exchange wonderful gifts with them back and forth between the queen and several presidents,” says Stewart McLaurin, the president of the White House Historical Association.

But let's face it: It must be difficult coming up with a cool present for someone who has it all. Leaders from Bermuda might have had a hard time when they gave

President John F. Kennedy a multicolored statue of a tropical fish in 1961. He also got a drinking horn from the leader of the Soviet Union. When George W. Bush was in office, he received a vocabulary-building game from the sultan of Brunei.

“There are often gifts that are interesting,” says Kirstin Holm, a registrar of the Presidential Materials division at the National Archives. “Sometimes it's not quite clear what the message was with the gifts given. But we treat everything as an artifact.”

Technically, all gifts given to the president from foreign nations are dedicated to the people of the United States. Each president can keep and use the presents until the next president is inaugurated. The National Archives picks up the gifts at noon, before the next president takes the new job at the White House. You can see the gifts presidents receive from foreign leaders at their presidential libraries across the country.

The Archives isn't picking up the new tree, however. The oak was to be planted late Monday at the White House. Trump and future presidents won't have to look far for a reminder of France's friendship.

— Dara Elasfa, April 23, 2018



JOHN F. KENNEDY
PRESIDENTIAL LIBRARY

The first lady of Peru gave this mother-and-child doll to Kennedy's daughter, Caroline.



JOHN F. KENNEDY PRESIDENTIAL
LIBRARY AND MUSEUM

This fish sculpture was presented to President John F. Kennedy by the governor of Bermuda, Julian Gascoigne, in 1961.

An Integrated Curriculum For The Washington Post Newspaper In Education Program



SPECIAL EDITION: U.S. PRESIDENTS



RETROPOLIS

Move over, Trump. This president's two lions set off the greatest emoluments debate.

BY ERICK TRICKEY

• Originally Published July 25, 2018

Benjamin Franklin sailed home from France in 1785 carrying an awkward goodbye gift from King Louis XVI: an oval-shaped gold box that held a miniature portrait of the king, surrounded by 408 diamonds.

The extravagant box created a dilemma for Franklin. Goodbye presents to diplomats, customary in France, were banned by the United States. Fearful of the corrupting influence of wealthy Europe, the young country had adopted a strict rule: American officials could not accept gifts or second incomes from foreign governments. Careful not to violate the rule, Franklin offered the box to Congress, which let him keep it.

Today, 233 years later, the same rule that bound Franklin threatens to ensnare President Trump. He's facing three lawsuits alleging that foreign governments' payments to his businesses are the modern version of Louis XVI's gold boxes.

On Wednesday, a federal judge in Maryland allowed one of



ALEX BRANDON/AP

The Trump International Hotel in Washington is at the center of an emoluments debate.

those lawsuits — brought by the attorneys general of Maryland and the District — to move forward, rejecting an effort by the president to have the case dismissed.

The attorneys general contend the Trump Organization's business dealings with foreign governments, including diplomats who have

stayed at Trump International Hotel blocks from the White House, violate the foreign emoluments clause of the Constitution. The Trump Organization and the Justice Department argue the clause is aimed at preventing officials from taking bribes, not from running a business.

Until Trump's election, few

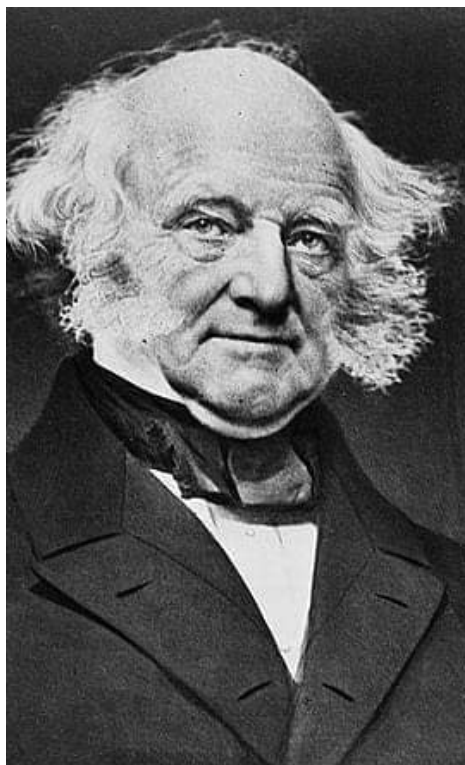
An Integrated Curriculum For The Washington Post Newspaper In Education Program

Americans were familiar with the term “emolument.” But the Founding Fathers saw the foreign emoluments clause as a key defense against other nations corrupting their new government. Part of the Constitution’s Article 1, Section 9, it reads, “No Person holding any Office of Profit or Trust under [the United States], shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.” The law, which guards against conflicts of interest and potential bribes, was invoked often in early American history.

The ban dates back to America’s first constitution, the Articles of Confederation. (Its inspiration was a 1651 Dutch requirement that foreign ministers reject diplomatic gifts.) The delegates at the 1787 Constitutional Convention included the ban in the new Constitution after Charles Pinckney of South Carolina “urged the necessity of preserving foreign ministers and other officers of the U.S. independent of external influence.”

At Virginia’s 1788 convention to ratify the Constitution, framer Edmund Randolph cited foreign temptations and Franklin’s dilemma as reasons for the clause. “A box was presented to our ambassador by the king of our allies,” Randolph told the delegates. “It was thought proper, in order to exclude corruption and foreign influence, to prohibit any one in office from receiving or holding any emoluments from foreign states.”

When another founder, George



LIBRARY OF CONGRESS

Martin Van Buren, the eighth president of the United States.

Mason, warned that “the great powers of Europe” might corrupt the president the way Russia had corrupted Poland, Randolph had a ready answer. “There is another provision against the danger ... of the president receiving emoluments from foreign powers,” Randolph declared. “If discovered, he may be impeached.”

Because of the foreign emoluments clause, presidents including Andrew Jackson and Abraham Lincoln turned to Congress for instructions when foreign governments sent them gifts. Congress denied Jackson’s 1830 request to keep a gold medal from Colombian President Simón Bolívar. Lincoln alerted Congress

after King Mongkut of Siam sent him a sword, two elephant tusks, and pictures of the king and his daughter. In 1862, Congress ordered Lincoln to deposit the gifts with the Interior Department.

Martin Van Buren, the nation’s eighth president, dealt with the 1800s’ largest, liveliest emoluments-clause dilemma.

In summer 1839, at the American Consulate in Tangier, trumpets announced the arrival of a procession of soldiers, sent by Abd ar-Rahman, the sultan of Morocco. The soldiers came bearing gifts: an “enormous, magnificent” lion and lioness.

The harried American consul, Thomas N. Carr, tried to refuse the lions, protesting that he — and the president — were barred by law from accepting them. The sultan’s emissary did not take no for an answer. “It will cost my head if I disobey,” the emissary said, according to Carr’s beleaguered letter to the secretary of state. “I shall leave them in the street.” Stuck, Carr put the lions up in a room in the consulate and wrote home, saying he would “anxiously await instructions.”

While the lions paced in the consulate, in spring 1840, the ship *Sultanee* sailed into New York City, bearing presents for Van Buren from Seyyid Said, the sultan of Oman: two Arabian horses, a Persian rug, some cashmere shawls, pearls and a sword. Apologetically, Van Buren wrote to the sultan (also known as the imam of Muscat) that “a fundamental law of the Republic ... forbids its servants from accepting

An Integrated Curriculum For The Washington Post Newspaper In Education Program

presents from foreign States or princes.” The ship’s captain insisted that the gifts should go to the U.S. government instead.

“I deem it my duty to lay the proposition before Congress,” Van Buren wrote to the Senate, “for such disposition as they may think fit to make of it.”

John Quincy Adams, the former president turned congressman, protested that Congress should refuse to consent to the gifts. “The president should receive no presents from any foreign power,” Adams argued on the House floor in June 1840. Despite Adams’ opposition, Congress authorized Van Buren to accept and sell the gifts from both sultans. The lions, shipped from Morocco to Pennsylvania, were auctioned off in Philadelphia’s Navy Yard in August 1840 for \$375. The pearls, which weren’t sold, are in the Smithsonian’s National Museum of Natural History.

Today, federal law prohibits U.S. government employees, including the president, from accepting gifts worth more than \$390 from foreign officials. Justice Department opinions warn that the foreign emoluments clause prohibits most federal employees from earning second incomes from foreign governments.

Before President Barack Obama accepted the Nobel Peace Prize in 2009, he got clearance from Justice Department lawyers who concluded that it wouldn’t violate the emoluments clause. (The

Norwegian parliament appoints the nonprofit Nobel Committee, but Justice lawyers found that Norway’s government has “no meaningful role” in funding the prize or choosing its recipients. Obama gave the prize’s \$1.4 million award to charity.)

Can federal officials, including the president, do business with foreign governments? The three lawsuits against Trump argue that the emoluments clause prohibits that, too. The case filed by Maryland and the District of Columbia has proceeded the furthest so far. Lawyers debated 18th-century dictionary definitions of “emolument” in court in Greenbelt in June. Trump’s lawyers argued for definitions that refer to profit from employment, while Maryland and D.C.’s lawyers argued that the more prevalent definition in the late 1700s included any profit or advantage.

In court, Trump’s lawyers also brought up a 225-year-old land deal struck by George Washington. In 1793, while Washington was president, he bought four plots of land in the District of Columbia from the federal government, in a land sale conducted by the D.C. commissioners, his appointees. “I had no desire ... to stand on a different footing from every other purchaser,” Washington wrote to them.

Trump’s lawyers argued that Washington’s land deal is relevant to understanding the constitutional definition of an emolument. There’s also a domestic emoluments clause in the Constitution, which says that

the president can’t receive “any other emolument” besides his salary from the U.S. or state governments. No one in 1793 treated Washington’s land deal as an emolument, Trump’s lawyers argue. So, they say, rent from a Chinese state-owned bank at Trump Tower isn’t an emolument either, nor are foreign diplomats’ bookings at the Trump International Hotel. (Still, just in case, the Trump Organization donated \$151,000 to the U.S. Treasury in March, for unidentified “profits from foreign government patronage at our hotels and similar business” in 2017.)

But Washington’s example can go both ways. The first president often used the term “private emolument” in his letters, to mean personal profit. In April 1776, as the American commander in the Revolutionary War, Washington issued a proclamation warning that colonial merchants who furnished British warships with “supplies of provision” would be treated as enemies. In doing so, Washington evoked the same fears of divided loyalties and private gain that would soon give rise to the Constitution’s emoluments ban. “Sundry base and wicked persons,” Washington called the merchants, “preferring their own, present private emolument to their country’s weal.”

Erick Trickey is a Boston-based freelance writer who teaches magazine journalism at Boston University.