

Representatives in both Houses of Congress, the spirit of that measure has continually governed me.—influenced by any attempts to deter or divert me from it.

After deliberate examination with the aid of the best lights I could obtain, I was well satisfied that our country, under all the circumstances of the case, had a right to take, and was bound in duty and interest to take, a Neutral position.—Having taken it, I determined, as far as should depend upon me, to maintain it, with moderation, perseverance, and firmness.—

The considerations which respect the right to hold this conduct, it is not necessary on this occasion to detail. I will only observe, that, according to my understanding of the matter, that right, so far from being denied by any of the Belligerent Powers, has been virtually admitted by all.—

The duty of holding a neutral conduct may be inferred, without anything more, from the obligation which justice and humanity impose on every Nation, in cases in which it is free to act, to maintain inviolate the relations of Peace and Amity towards other Nations.—

The inducements of interest for observing that conduct will best be referred to your own reflections and experience.—With me, a predominant motive has been to endeavor to gain time to our country to settle and mature its yet recent institutions, and to progress without interruption to that degree of strength and consistency, which is necessary to give it, humanly speaking, the command of its own fortunes.

Though, in reviewing the incidents of my Administration, I am unconscious of intentional error—I am nevertheless too sensible of my defects not to think it probable that I may have committed many errors.—Whatever they may be, I fervently beseech the Almighty to avert or mitigate the evils to which they may tend.—I shall also carry with me the hope that my country will never cease to view them with indulgence; and that, after forty-five years of my life dedicated to its service with an upright zeal, the faults of incompetent abilities will be consigned to oblivion, as myself must soon be to the mansions of rest.

Relying on its kindness in this as in other things, and actuated by that fervent love towards it, which is so natural to a man, who views in it the native soil of himself and his progenitors for several generations;—I anticipate with pleasing expectation that retreat, in which I promise myself to realize, without alloy, the sweet enjoyment of partaking, in the midst of my fellow-citizens, the benign influence of good Laws under a free Government, the ever favorite object of my heart, and the happy reward as I trust, of our mutual cares, labors, and dangers.

Multiple-Choice Questions 11–15:

11. In the opening paragraph, Washington suggests that political parties are

- A. unfortunate and repressive.
- B. popular and controlled.
- C. ubiquitous and inevitable.
- D. natural and democratic.
- E. intelligent and rank.

12. Washington cites all of the following as dangers of party division EXCEPT

- A. bloody and vengeful regimes.
- B. the rise to power of a tyrant.
- C. fear and insecurity.
- D. susceptibility to foreign invasion.
- E. governmental discord.

13. As he uses the words in this selection, Washington understands *Religion and Morality* to mean

- A. belief and proper motivation.
- B. private and public felicity.
- C. prayer and pious behavior.
- D. obligatory and sacramental ritual.
- E. worship and right action.

14. Which of the following quotations best summarizes Washington's sentiments toward taxes in paragraph 10?

- A. "[I]t is necessary that public opinion should cooperate[.]"
- B. "One method of preserving it is, to use it as sparingly as possible."
- C. "... a spirit of acquiescence in the measures for obtaining Revenue..."
- D. "[T]owards the payment of debts there must be Revenue—that to have Revenue there must be taxes[.]"
- E. "[N]o taxes can be devised, which are not more or less inconvenient and unpleasant[.]"

15. Washington's apparent attitude regarding relations with other nations can best be described as

- A. antipathy.
- B. discriminatory patronage.
- C. amity.
- D. sympathetic indifference.
- E. benevolent neutrality.

Free-response item 1 (Text-based):

In this third and final section of “The Address of General Washington To The People of The United States on his declining of the Presidency of the United States,” Washington delivers his historically famous statements on the role of religion and morality in government, the need for an educated citizenry, and the dangers of foreign entanglements. Read this section and choose one of the three issues discussed. Then, write a well-reasoned and well-supported essay in which you explain your understanding of Washington’s view of that issue. Do not merely summarize the passage.

Before you write your essay:

1. Make sure you understand exactly what you’re being asked to write about.
 - List all of the verbs in the prompt.
 - Underline the verb that describes the essay.
 - Write the direct object of that verb.
2. Make sure you have something valid to write about.
 - Write a sentence or two that make a positive and focused statement about the topic.
 - Make sure these sentences address all of the issues and subpoints specified in the prompt.
3. Review the selection and find your textual support.
4. Write your essay.
 - Keep referring to the prompt and whatever you underlined or highlighted in the selection to make sure you’re on track and addressing everything the prompt wants you to address.

Free-response item 2 (Independent):

In order to maintain the attention and sympathy of their readers, writers occasionally rely on general or abstract words to communicate difficult or controversial ideas. It is then up to the reader to examine the text in which those words are used in order to infer an accurate understanding of the writer’s meaning. Choose such a passage and write a thoughtful and well-organized essay in which you examine the context of a key term and offer a valid interpretation of the writer’s meaning. Be certain to support your assertions with direct reference (summary, paraphrase, quotation if possible). Do not merely provide a definition of the selected term.

NOTE TO STUDENT AND TEACHER: By now you have probably explored the full text of Washington’s address. You may, therefore, want to use the full address for support and examples in writing the following two essays.

Before you write your essay:

1. Make sure you understand exactly what you’re being asked to write about.
 - List all of the verbs in the prompt.
 - Underline the verb that describes the essay.
 - Write the direct object of that verb.
2. Choose an appropriate selection.

If you’re using this book, your teacher probably wants you to write your essay on whatever story, article, or poem, etc., the writing prompt follows.
3. Make sure you have something to say about both the topic and your selected literature.
 - Think in terms of narrative structure: organization of ideas, etc..
 - Make sure you jot down notes that pertain to the assigned topic.
 - Jot down quotations or at least close paraphrases.
 - Jot down everything you know and remember about the assigned topic.

Prestwick House Pre-AP: Readings and Exercises**Some reminders for succeeding with free-response questions****MINI-CHAPTER 4.5:**

4. Make sure you are clear about what you are going to say.
 - Write a sentence or two that make a positive and focused statement about the topic.
 - Make sure these sentences address all of the issues and subpoints specified in the prompt.

5. Write your essay.

1. The prompt will usually specify “write a thoughtful and well-supported essay” or words along those lines, but even if it doesn’t, you are being asked to *write an essay*. It’s time to apply everything you have learned about structure, organization, thesis and introduction, support, evidence, and examples, transitions, and a strong conclusion.

A brilliant but poorly written answer might score more points than a dazzling essay that does not answer the question, but it will not receive a top score.

2. The purpose of the essay is to assess how well you can formulate original ideas and then articulate them to someone else.
3. Do not be distracted by advice like “be certain to address such elements as word choice and sentence structure.” Even if the prompt specifies them as examples, you will *not* be penalized for writing brilliantly on other elements and not discussing the ones listed.
4. Similarly, do *not* feel obligated to write your essay on one of the suggested titles if you can do a better job with another piece you are more familiar with.
5. When you are told that you can choose the literature on which to base your essay, do make sure you pick a story, poem, novel, play, etc., worth writing about on an AP exam. Often the question will instruct you to choose something with “literary merit,” but even if it doesn’t, this requirement is assumed.