

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Examining Washington’s Farewell Address From Lisa Bastien

Grade – Tenth

Length of class period – (2) 90 minute blocks

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

When leaving the office of the presidency were George Washington’s positions on foreign affairs and political parties practical considering the issues of the time period?

Objectives – Students will:

- Examine and make interpretations of an assigned excerpt of Washington’s farewell address
- Be able to identify Washington’s reasoning and motives for taking the positions that he did.
- Access the practicality of Washington’s advice

Materials – Copies of Washington’s Farewell address divided into six sections based on the subtopics discussed within the speech

Find this source at:

<http://www.earlyamerica.com/earlyamerica/milestones/farewell/>

Activities (What will you and your students do during the lesson to promote learning?)

- 1.) The students will have previously learned about the issues occurring between Britain and France as well as Jay’s Treaty and the Pinckney Treaty. In addition they will have prior knowledge on the opposing view points of Jefferson and Hamilton. Start class by reviewing these topics by using guiding questions.
- 2.) Create a list on the board of words the students feel characterize Washington based on the role he has played regarding the events above.
- 3.) Have the students break up into groups of 2-3 and assign each group one section of the address. Each group will be responsible for examining and interpreting their assigned section by

giving a two to three sentence summary of each paragraph within their section. In addition to each summary they must support their interpretation with a sentence segment or word from the paragraph that best represents the meaning (be sure to point out to the students that they are using the same skill that they would if writing an essay – support, support, support!)

4.) While the students are working check any progress as well as the accuracy of the interpretations. Some students may need clarification of words in regard to historical context. This activity will take between 45-60 minutes broken up between the two days. Start day two with a quick review of the assignment.

5.) Once the interpretation assignment is complete merge the groups together that had the same sections (ex. all section 1). As a group they will share their interpretations and develop two to three sentences that best explains what Washington was expressing in that section of his address.

6.) Each group will present their summary to the class (in section order 1-6) while the class takes notes for future use.

7.) Return to the word list the students created about Washington (day1). Ask each group if there is a word they would add, change or delete after reading the Farewell Address. Allow for discussion using guiding questions. If they don't generate quality words have some ready to write or delete followed by discussion.

8.) As a closer the students will write a one page reflection on the following questions:

- When leaving the office of the presidency were George Washington's positions on foreign affairs and political parties practical? Why? Make at least two predictions on what is going to happen to the United States based on these issues after Washington's term is officially over.

* Students will return to these reflections when the War of 1812 is over and the Era of Good Feelings begins, answering then the question as to whether Washington's vision in his Farewell Address could now be implemented.

How will you assess what student learned during this lesson?

1.) The support within their one page reflection will show that they understood not only Washington's reasoning and motives behind his positions but that they have comprehended the content enough that they can make a judgment on the practicality of the ideas based on the time period and the issues facing the country, which they have learned about in past lessons.

2.) The document content will appear on the unit test

Connecticut Framework Performance Standards –

- Standard 1: evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias
- Standard 4: Initiate questions and hypotheses about historic events they are studying