

Washington's Farewell Address

Grade Level: 9-12

Subject: U.S. History, Civics

Time Required: One 50-minute class period

Historical Thinking Skills: Contextualization, Summarization, Analysis

Objective: Evaluate the extent to which the United States has fulfilled the desires and heeded the warnings expressed in George Washington's farewell address.

- ELA Learning Targets Addressed:
 - Cite relevant textual evidence that strongly supports analysis of what the text says explicitly and/or implicitly.
 - Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development.
 - Determine the meaning of words and phrases.
 - Draw evidence from literary or informational texts to support analysis.

Lesson Plan:

Instructions	Explanations, Tips, Ideas, etc.
Part 1: Direct Instruction 1) Activate prior knowledge by displaying and addressing the overarching learning target and presenting the following questions for whole class discussion:	<ul style="list-style-type: none">• If you feel student movement would be useful at this moment you could choose two opposing walls of the room and create a spectrum of "very familiar" to "not familiar"



<ul style="list-style-type: none"> a. What do we already know about GW's presidency and/or farewell address? b. Might desires and warnings expressed by GW matter more than most or all other U.S. Presidents? Why? c. What does it mean to "evaluate?" d. Is the learning target clearly understood? <p>2) Present a brief lecture on the context of, importance of, relevance of, and desires and warnings expressed in George Washington's farewell address.</p> <ul style="list-style-type: none"> a. The two-term precedent prior to the 22nd Amendment should be addressed here as it is not a focus of the lesson elsewhere. <p>3) Transition to guided practice by explaining the lesson activity to students by stating, "Today, we'll look at excerpts of GW's farewell address. First, we'll utilize a strategy to help us understand the old, complex language used and identify the main ideas of the excerpt. Once we've identified the main ideas, we'll come to a consensus on which of the 5 desires or warnings GW is speaking of in that excerpt. Finally, we'll think in a modern context and evaluate the extent that the U.S. has fulfilled those desires and/or heeded those warnings."</p> <p>Part 2: Guided Practice</p>	<p>at all." Then pose the question of, "How familiar are you with George Washington's farewell address?" Then call on specific students for specific questions depending on their location. For example, a student standing toward the "very familiar" side might tackle question a, but you can engage students on the "not familiar..." side with question c.</p> <ul style="list-style-type: none"> • Visuals and handouts encouraged here. • Different teachers use different language to identify the themes of GW's farewell address. The language chosen for this lesson is: <ul style="list-style-type: none"> ○ Fiscal responsibility ○ Sectionalism ○ Adherence to the Constitution ○ A warning against partisanship ○ Isolationist foreign policy • Ample opportunity for differentiation here. If you have high-flyers, perhaps they skip the guided practices and do 2 excerpts independently.
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<ol style="list-style-type: none"> 1) Provide students with the lesson handout (see below). 2) Without showing the title, hand out and display Excerpt A titled "A Desire for Fiscal Responsibility." 3) Model the "Stoplight Literacy Strategy" as you read excerpt A to or with the class. Think aloud for the class and mix in and welcome their input. Gradually rely more on student input as you go. <ol style="list-style-type: none"> a. "Stoplight Literacy" is a simple strategy in which students highlight or markup text. Green highlights are for parts they fully comprehend. Yellow for parts they might comprehend but are not confident. Red is for parts they do not understand. 4) Model utilization of context clues and internet resources to better understand the "yellows" and "reds." 5) Come to consensus on the main ideas of the excerpt. 6) Model an intelligent approach and lead a discussion of the answers to the prompts. Write answers when a consensus has been reached. <p>Part 3: Independent Practice</p> <ol style="list-style-type: none"> 1) Students now complete the independent practice side of the student handout. You may randomly assign an excerpt for a given student, ensuring roughly equal numbers of students taking on each excerpt. 	<p>You may strategically group students giving more aid to those who struggle or in a manner that pairs struggling readers with high end readers with the intent that the better readers will collaborate with those who may struggle.</p> <ul style="list-style-type: none"> • This strategy can take many forms. If using the stoplight format, doing it digitally will be much neater and easier. If that's not an option, simple symbolism with underlining, circling, brackets, etc. accomplishes the goal just as well. • Encourage and celebrate the "reds." This is a rare moment to encourage students to identify and embrace what they don't know – an important educational and life skill. • The size and difficulty of the excerpts vary slightly. You may want to take that into consideration and strategically assign excerpts. You may also strategically assign excerpts based on student interest. For example,
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Part 4: Closure

- 1) Students who tackled the same excerpts should meet in small groups and compare their results then report out to the whole class the desire or warning seen in their excerpt and briefly summarize the range of grades and justifications for those grades.

if a student has strong opinions on our two-party system, they may take on that excerpt.



Washington's Farewell Address

Objective:

Evaluate the extent to which the United States has fulfilled the desires and heeded the warnings expressed in George Washington's farewell address.

This Side to be Completed During Whole Group Guided Practice

Which excerpt are we analyzing by completing the tasks below? (Circle one)

A

B

C

D

E

Now that we've completed the "Stop Light Literacy" activity and discussed the excerpt with your peers and/or teacher, which of the 5 desires or warnings expressed in Washington's farewell address is Washington speaking of in this excerpt? (Place an X on the line)

____ Desire for fiscal responsibility

____ Warning against sectionalism

____ Desire for adherence to the Constitution

____ Warning against partisanship

____ Desire for Isolationist foreign policy

Question:

Why did you choose that desire or warning for the focus of this excerpt? Justify your choice by referencing specific words, phrases, or ideas seen in the text.



Now that we comprehend Washington's words, let's evaluate the extent that our nation has lived up to those words.

Provide an A-F letter grade for the United States in the 21st Century then justify that grade with at least one paragraph of persuasive writing. Utilize facts, statistics, events, logic, and reason in justifying your grade. You are encouraged to seek out and use reputable web sources in doing this.



This Side to be Completed During Independent Practice

Which excerpt are you analyzing by completing the tasks below? (Circle one)

A

B

C

D

E

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Excerpts from Washington's Farewell Address

Excerpt A (Recommended for Guided Practice):

A Desire for Fiscal Responsibility ****Delete this underlined portion prior to print**

As a very important source of strength and security, cherish public credit. One method of preserving it is, to use it as sparingly as possible; avoiding occasions of expense by cultivating peace, but remembering also that timely disbursements to prepare for danger frequently prevent much greater disbursements to repel it; avoiding likewise the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertions in time of peace to discharge the debts, which unavoidable wars may have occasioned...

...it is essential that you should practically bear in mind, that towards the payment of debts there must be Revenue; that to have Revenue there must be taxes; that no taxes can be devised, which are not more or less inconvenient and unpleasant...

Excerpt B:

A Warning Against Sectionalism / Desire for Unity Amongst Geographic Regions

****Delete this underlined portion prior to print**

The North, in an unrestrained intercourse with the South, protected by the equal laws of a common government, finds, in the productions of the latter, great additional resources of maritime and commercial enterprise and precious materials of manufacturing industry. The South, in the same intercourse, benefiting by the agency of the North, sees its agriculture grow and its commerce expand. Turning partly into its own channels the seamen of the North, it finds its particular navigation invigorated; and, while it contributes, in different ways, to nourish and increase the general mass of the national navigation, it looks forward to the protection of a maritime strength, to which itself is unequally adapted. The East, in a like intercourse with the West, already finds, and in the progressive improvement of interior communications by land and water, will more and more find, a valuable vent for the commodities which it brings from abroad, or manufactures at home. The West derives from the East supplies



requisite to its growth and comfort, and, what is perhaps of still greater consequence, it must of necessity owe the secure enjoyment of indispensable outlets for its own productions to the weight, influence, and the future maritime strength of the Atlantic side of the Union, directed by an indissoluble community of interest as one nation. Any other tenure by which the West can hold this essential advantage, whether derived from its own separate strength, or from an apostate and unnatural connexion with any foreign power, must be intrinsically precarious.

While, then, every part of our country thus feels an immediate and particular interest in Union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger, a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from Union an exemption from those broils and wars between themselves, which so frequently afflict neighbouring countries not tied together by the same governments, which their own rival ships alone would be sufficient to produce, but which opposite foreign alliances, attachments, and intrigues would stimulate and embitter.

Excerpt C:

A Desire for Adherence to the Constitution ****Delete this underlined portion prior to print**

To the efficacy and permanency of your Union, a Government for the whole is indispensable. No alliances, however strict, between the parts can be an adequate substitute; they must inevitably experience the infractions and interruptions, which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay, by the adoption of a Constitution of Government better calculated than your former for an intimate Union, and for the efficacious management of your common concerns. This Government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of



true Liberty. The basis of our political systems is the right of the people to make and to alter their Constitutions of Government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all....

.....If, in the opinion of the people, the distribution or modification of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way, which the constitution designates.

Excerpt D:

A Warning Against the Dangers of Partisanship **Delete this underlined portion prior to print

I have already intimated to you the danger of parties in the state, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party, generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty....



.... It opens the door to foreign influence and corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

Excerpt E:

A Desire for Isolationist Foreign Policy ****Delete this underlined portion prior to print**

Observe good faith and justice towards all Nations; cultivate peace and harmony with all....

...In the execution of such a plan, nothing is more essential, than that permanent, inveterate antipathies against particular Nations, and passionate attachments for others, should be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest....The Nation, prompted by ill-will and resentment, sometimes impels to war the Government, contrary to the best calculations of policy. The Government sometimes participates in the national propensity, and adopts through passion what reason would reject; at other times, it makes the animosity of the nation subservient to projects of hostility instigated by pride, ambition, and other sinister and pernicious motives. The peace often, sometimes perhaps the liberty, of Nations has been the victim.

So likewise, a passionate attachment of one Nation for another produces a variety of evils. Sympathy for the favorite Nation, facilitating the illusion of an imaginary common interest, in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter, without adequate inducement or justification. It leads also to concessions to the favorite Nation of privileges denied to others, which is apt doubly to injure the Nation making the concessions; by unnecessarily parting with what ought to have been retained; and by exciting jealousy, ill-will, and a disposition to retaliate, in the parties from whom equal privileges are withheld. And it gives to ambitious, corrupted, or deluded citizens, (who devote themselves to the favorite nation,) facility to betray or sacrifice the interests of their own country, without odium, sometimes even with



popularity; gilding, with the appearances of a virtuous sense of obligation, a commendable deference for public opinion, or a laudable zeal for public good, the base or foolish compliances of ambition, corruption, or infatuation.

