

Interpreting, Making Inferences and Drawing Conclusions... *Farewell Address*

From the 2015 Revision:

Analyzing Evidence: Content and Sourcing for Primary Sources

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues. A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

Analyzing Evidence: Interpreting Secondary Sources

Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, well as considering as how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.

Students will be able to:

- Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
- Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.
- Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
- Analyze diverse historical interpretations.

From the Period 3 Content Outline:

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

- II. The continued presence of **European powers** in North America challenged the United States to find ways to safeguard its borders, maintain **neutral trading rights**, and promote its **economic interests**.
 - A) The United States government forged **diplomatic initiatives** aimed at dealing with the continued **British and Spanish presence** in North America, as U.S. settlers migrated beyond the **Appalachians** and sought free navigation of the **Mississippi River**.
 - B) **War between France and Britain** resulting from the **French Revolution** presented challenges to the United States over issues of free trade and **foreign policy** and fostered political disagreement.
 - C) **George Washington's Farewell Address** encouraged **national unity**, as he cautioned against **political factions** and warned about the danger of **permanent foreign alliances**.

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About Using Relevant Historical Evidence Appropriately

In our study of U.S. history, we will be examining and analyzing many primary and secondary sources. The ability to effectively incorporate document analysis into a historical essay will be a major component of the AP exam (Document Based Question), and the ability to make inferences and draw conclusions will be necessary when answering many short answer questions and most multiple choice questions as most will have some sort of primary or secondary source stimulus.

In addition to increasing our knowledge of history and gaining evidence that could aid in defense of a thesis, we will be analyzing documents to find the HIPP. These steps will allow you to construct concise analysis and gain one or more points on APUSH essays. (essays will be graded on 7 points scale).

It is important to remember to bring in outside information... don't just rely on what you find in a document!

- H: Historical Context ... who, what, when, where, how, why? ... understanding the document but also going beyond just what is found in document...
- I: Intended Audience ... to whom is the author speaking?
- P: Purpose ... what is the author hoping to communicate, gain, accomplish?
- P: Point of View ... what is the stand/viewpoint of the author?

When you combine your HIPP analysis into one or more complete sentences, remember you are not only explaining the document, you are making inferences and drawing conclusions. For DBQ writing, 2 points are available for this skill. It involves not only your HIPP but also your ability to support your thesis/argument with evidence from your document analysis. In this activity you are not defending a thesis; you are only practicing the skill of interpreting.

Reminders:

GO BEYOND THE OBVIOUS!

If you simply state something that is in the document, you are NOT analyzing.

Do NOT describe or quote the documents!

Main Idea: Although George Washington's **Farewell Address** warned about the dangers of divisive **political parties** and **permanent foreign alliances**, European conflict and tensions with Britain and France fueled increasingly bitter **partisan** debates throughout the 1790s.

George Washington's FAREWELL ADDRESS - Read and highlight main points (make sure you note each key concept as summarized in your AMSCO test!) (Excerpts captured from <https://www.mtholyoke.edu/acad/intrel/gwfare.htm>)

To the People of the United States. September 17th, 1796

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31 Observe good faith and justice towards all Nations; cultivate peace and harmony with all. Religion and Morality enjoin this conduct; and can it be, that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great Nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence. Who can doubt, that, in the course of time and things, the fruits of such a plan would richly repay any temporary advantages, which might be lost by a steady adherence to it? Can it be, that Providence has not connected the permanent felicity of a Nation with its Virtue? The experiment, at least, is recommended by every sentiment which ennobles human nature. Alas! Is it rendered impossible by its vices?

32 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 which is sufficient to lead it astray from its duty and its interest. Antipathy in one nation against another disposes each more readily to offer insult and injury, to lay hold of slight causes of umbrage, and to be haughty and intractable, when accidental or trifling occasions of dispute occur. Hence frequent collisions, obstinate, envenomed, and bloody contests. 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 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.

33 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.

34 As avenues to foreign influence in innumerable ways, such attachments are particularly alarming to the truly enlightened and independent Patriot. How many opportunities do they afford to tamper with domestic factions, to practice the arts of seduction, to mislead public opinion, to influence or awe the Public Councils! Such an attachment of a small or weak, towards a great and powerful nation, dooms the former to be the satellite of the latter.

35 Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens,) the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

36 The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

37 Europe has a set of primary interests, which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves, by artificial ties, in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

38 Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off, when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality, we may at any time resolve upon, to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

39 Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rival ship, interest, humor, or caprice?

40 It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them.

41 Taking care always to keep ourselves, by suitable establishments, on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies.

42 Harmony, liberal intercourse with all nations, are recommended by policy, humanity, and interest. But even our commercial policy should hold an equal and impartial hand; neither seeking nor granting exclusive favors or preferences; consulting the natural course of things; diffusing and diversifying by gentle means the streams of commerce, but forcing nothing; establishing, with powers so disposed, in order to give trade a stable course, to define the rights of our merchants, and to enable the government to support them, conventional rules of intercourse, the best that present circumstances and mutual opinion will permit, but temporary, and liable to be from time to time abandoned or varied, as experience and circumstances shall dictate; constantly keeping in view, that it is folly in one nation to look for disinterested favors from another; that it must pay with a portion of its independence for whatever it may accept under that character; that, by such acceptance, it may place itself in the condition of having given equivalents for nominal favors, and yet of being reproached with ingratitude for not giving more. There can be no greater error than to expect or calculate upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

Making Inferences and Drawing Conclusions... *Farewell Address*

Complete your analysis by explaining the significance of this address by using the HIPP strategy. Write your analysis in complete sentences.

H: Historical Context

Choose *one* of IPP to complete

I: Intended Audience

P: Purpose

P: Point of View

Combine your **H** with your **IPP** into one complete sentence:

Additional Review Questions:

How long did the nation follow Washington's lead on 2-term limit?

How long did the nation follow Washington's lead on neutrality?

Why did Washington believe political parties were dangerous?

What did Washington fear in America's future?

Food For Thought: Why is George Washington's Farewell Address read aloud on the floor of the Senate annually...every year since 1862?