



One Last Time

George Washington's Precedent-Setting Presidency



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Grade Level	8th Grade	Time Frame	90 minutes
Subject	Social Studies	Duration	2 periods
Course	U.S. History		

Essential Question

Where should power and authority lie? How do decisions of the past impact the present?

Summary

Students look at the various precedents set by George Washington's presidency, examining the idea of precedent and applying it to the actions of Washington as described in a text. They will use that information to create a Bento Box illustrating those precedents and summarize their learning with the 3 - 2 - 1 strategy.

Snapshot

Engage

Students will watch a short video of a performance of "One Last Time" from the musical *Hamilton* and answer questions about its meaning.

Explore

Students will use a **Framer model** to explore the idea of precedent.

Explain

Students will read about the precedents that George Washington set and use the **Why-lighting** strategy to analyze the text.

Extend

Students will use the **Bento Box** strategy to examine the various precedents that George Washington established.

Evaluate

Students will demonstrate their understanding and share questions using the **3 - 2 - 1** strategy.

Standards

Oklahoma Academic Standards SOCIAL STUDIES (Grade 8)

8.C.5.1: Assess the legacy of President Washington on the nature of the presidency and the executive branch.

8.C.5.1.A: Describe the purpose of the Cabinet as established by Washington and its role in today's executive branch.

8.C.5.1.D: Explain the impact of Washington's decision not to seek a third term in office.

8.C.5.1.E: Describe Washington's advice regarding political factions, foreign entanglements, and the necessity of religion and morality for American self-government to succeed, as expressed in his Farewell Address.

Attachments

- [Frayer Model—One Last Time - Spanish.docx](#)
- [Frayer Model—One Last Time - Spanish.pdf](#)
- [Frayer Model—One Last Time.docx](#)
- [Frayer Model—One Last Time.pdf](#)
- [George Washington's Precedent Setting Presidency—One Last Time - Spanish.docx](#)
- [George Washington's Precedent Setting Presidency—One Last Time - Spanish.pdf](#)
- [George Washington's Precedent Setting Presidency—One Last Time.docx](#)
- [George Washington's Precedent Setting Presidency—One Last Time.pdf](#)
- [Lesson Slides—One Last Time.pptx](#)

Materials

- Lesson Slides (attached)
- Frayer Model handout (attached; one per student)
- George Washington's Precedent-Setting Presidency handout (attached; one per student)
- Highlighters
- Pencils

10 minutes

Engage

Begin the lesson by introducing the lesson's essential questions and learning objectives on **slides 3 and 4**.

Preview the video with students by walking through the questions on **slide 5** so that they know what to look for as they view the clip. On **slide 6**, watch the video of "One Last Time" from the musical *Hamilton* and ask students to record their answers to the questions. (You may choose to watch the video once, then play it again, and let students answer the questions.)

Explain to students that they will be looking at Washington's presidency and exploring some of the items mentioned in the song as important issues within his presidency.

15 minutes

Explore

Distribute the [Frayer Model](#) handouts.

Show students the instructions for completing the Frayer model on **slide 7**. If students have not used a Frayer Model before, demonstrate how to complete the Frayer model by using a familiar concept. Then, give students time to fill in the diagram.

Teacher's Note: Frayer Model

If you have students create their own Frayer models rather than using a handout, students will label handout quadrants as follows (beginning from the upper-left quadrant moving clockwise): definition, synonyms/characteristics, examples, visual. Have students write the term “precedent” in the center oval of the graphic organizer.

Once the diagram has been completed, let the students share their ideas with a partner or group, modifying their diagrams as they accept new information. Students can also share out their thoughts with the whole class, if time allows.

25 minutes

Explain

Distribute the **George Washington's Precedent-Setting Presidency** handout, and transition to **slide 8** and show students the [Why-lighting](#) instructions. Have students read through the text, highlighting passages they deem important to their understanding of the text as they go.

Teacher's Note

You may choose to break the reading up into smaller portions and have groups focus on a single passage, then share out as a group.

Ask students to write why they highlighted any particular passage in the margins next to each highlighted passage. Once they are finished, in groups of 3 or 4, have students discuss the passages they chose and why they chose them.

30 minutes

Extend

Using **slide 9**, explain to students that they will be using what they've learned about Washington's precedents to create a [Bento Box](#) project. Let students know they will "translate" their research into images related to what they've learned.

Assign students to create one image made up of 4-5 different image components, similar to the composition of Japanese bento box-style meals served in a compartmentalized box. This can be done on paper or using Google Slides, Canva, or other tool of your choice. Share with students that they will need to explain their choice of each image in their bento box.

Once they have had time to finish, have each student write a very brief summary of their images on their project.

Teacher's Note

This may be used as an assessment. You may also choose to have students do this as a group instead of individually.

10 minutes

Evaluate

As an exit ticket, pose the following [3-2-1](#) questions listed on **slide 10**: What are three things you learned about precedents? What are two questions you still have? What is one thing you found interesting? Have students answer the questions and either share out or turn them in as they leave class.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/117>
- K20 Center. (n.d.). Bento box. Strategies. <https://learn.k20center.ou.edu/strategy/1128>
- K20 Center. (n.d.). Frayer model. Strategies. <https://learn.k20center.ou.edu/strategy/126>
- K20 Center. (n.d.). Why lighting. Strategies. <https://learn.k20center.ou.edu/strategy/128>
- George Washington's Mount Vernon, <https://www.mountvernon.org/>
- Cook, Scott & Klay, William. (2013). George Washington's Precedents: The institutional legacy of the American Republic's founding public administrator. *Administration & Society*. (47)1. <https://doi.org/10.1177/0095399713503464>
- Takaya, Asaki. (2021, January 16). *One Last Time - Hamilton (Original Cast 2016 - Live) [HD]* [Video]. YouTube. https://youtu.be/mgoFrstrYNk?si=LaOjfSi_ZuMPKeUf