

REMEMBER(ING) THE LADIES

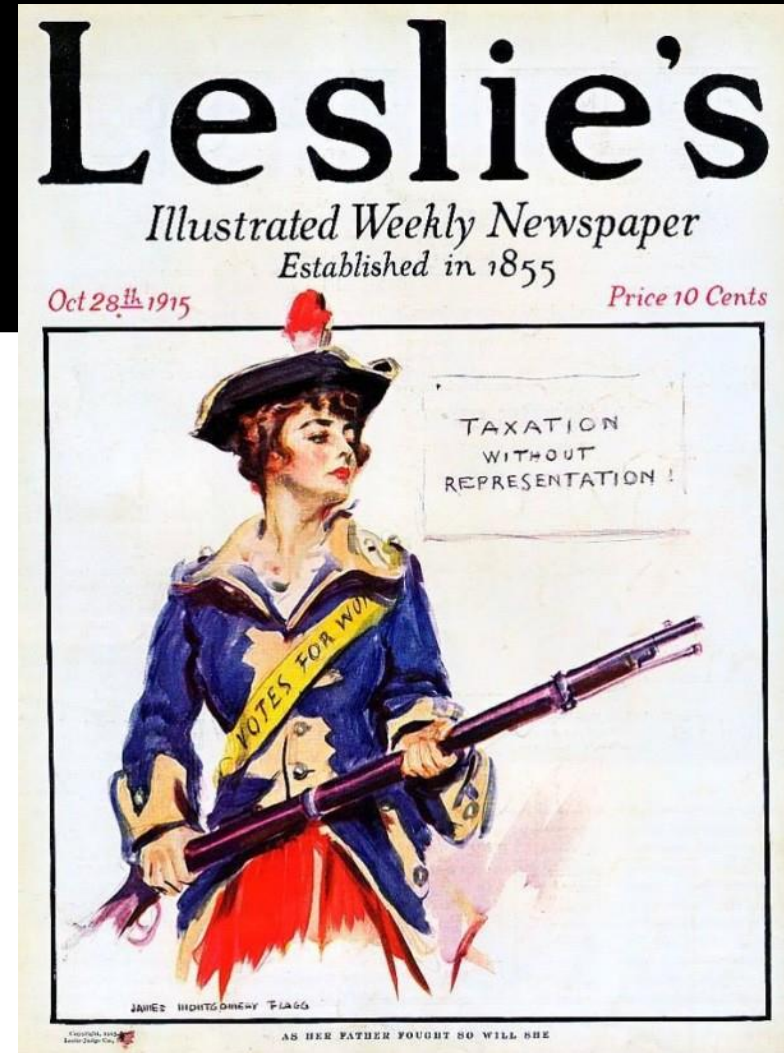


The Rights of Women
and the Legacy of the
American Revolution

NATIONAL COUNCIL
FOR HISTORY EDUCATION

30th Annual Conference:
Past, Present and Future

Cleveland, Ohio
Saturday, March 21, 2020



STACIA SMITH

Director of Education

ssmith@societyofthecincinnati.org

202.785.2040 x416

EVAN PHIFER

History and Education Associate

ephifer@societyofthecincinnati.org

202.785.2040 x420

www.AmericanRevolutionInstitute.org



**THE
AMERICAN
REVOLUTION
INSTITUTE**

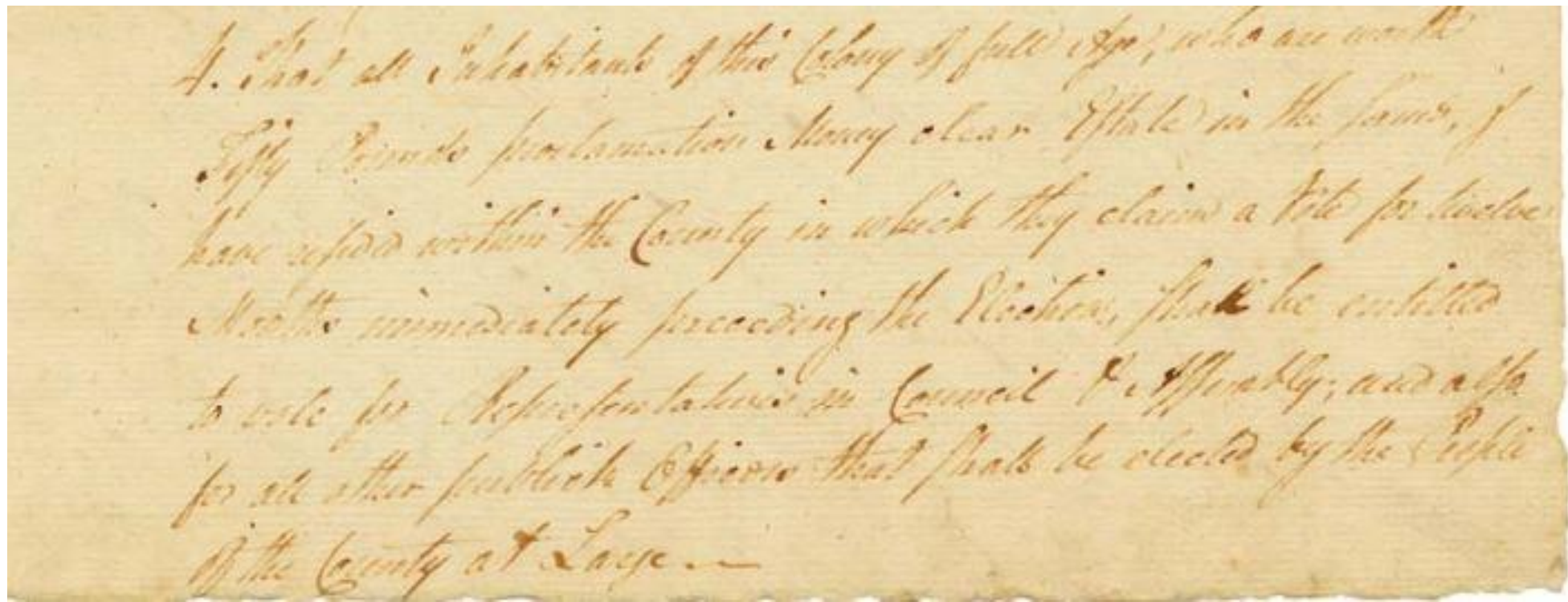
of The Society of the

the evils than it — I long to hear that you have declared an independency — and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would remember the Ladies, & be more generous & favourable to them than your ancestors. Do not put such an unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.”

Letter from Abigail Adams to John Adams, 31 March 1776

“I long to hear that you have declared an independency -- and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would **Remember the Ladies**, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. **If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.**”

<https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa>



4. That all Inhabitants of this Colony of full Age, who are worth
Fifty Pounds proclamation Money clear Estate in the same, &
have resided within the County in which they claim a Vote for twelve
Months immediately preceding the Election, shall be entitled
to vote for Representatives in Council & Assembly; and also
for all other publick Officers that shall be elected by the People
of the County at Large.

New Jersey State Constitution, adopted 2 July 1776

“4. That all Inhabitants of this Colony of full Age, who are worth Fifty Pounds proclamation Money clear Estate in the same, & have resided within the County in which they claim a Vote for twelve Months immediately preceding the Election, shall be entitled to vote for Representatives in Council & Assembly; and also for all other publick Officers that shall be elected by the People of the County at Large.”

<https://www.nj.gov/state/archives/docconst76.html#page3>

IN CONGRESS. JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — The truth is, these colonies have been long and justly entitled to be considered as free, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to secure their safety and Happiness. Prudence indeed will dictate that Governments long established should not be changed for light and transient causes; and accordingly all reference hath hitherto been to redress only the most grievous and unredressible grievances, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. — But when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Tyranny, it is their duty to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

Declaration of Independence, 4 July 1776

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights...that to secure these rights, Governments are instituted among Men...That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government...Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.”

<https://www.archives.gov/founding-docs/declaration-transcript>

*The Female Review: or, Memoirs of an
American Young Lady*

Herman Mann

Dedham [Mass.]: Printed by
Nathaniel and Benjamin Heaton,
for the author

1797

The Society of the Cincinnati, The
Robert Charles Lawrence
Fergusson Collection

“no other similar example
of female heroism,
fidelity and courage”



DEBORAH SAMPSON.

Published by H. Mann, 1797.

THE
FEMALE REVIEW:

OR,

MEMOIRS

OF AN

AMERICAN YOUNG LADY;

WHOSE LIFE AND CHARACTER ARE PECULIARLY
DISTINGUISHED—BEING A CONTINENTAL SOLDIER,
FOR NEARLY THREE YEARS, IN THE LATE AMERI-
CAN WAR.

DURING WHICH TIME,
SHE PERFORMED THE DUTIES OF EVERY DEPART-
MENT, INTO WHICH SHE WAS CALLED, WITH PUNC-
TUAL EXACTNESS, FIDELITY AND HONOR, AND PRE-
SERVED HER CHASTITY INVIOLETE, BY THE MOST
ARTFUL CONCEALMENT OF HER SEX.

WITH AN
APPENDIX,

CONTAINING
CHARACTERISTIC TRAITS, BY DIFFERENT HANDS;
HER TASTE FOR ECONOMY, PRINCIPLES OF DOMES-
TIC EDUCATION, &c.

By a CITIZEN of MASSACHUSETTS.

D E D H A M:

PRINTED BY
NATHANIEL AND BENJAMIN HEATON,
FOR THE AUTHOR.

M,DCC,XCVII.

Margaret Corbin, Revolutionary

Posted December 10, 2019 / Education, Exhibitions



Liberty is commonly depicted as a pretty young woman in a white classical robe, kindly in peacetime, steel eyed and determined in war. This personification of Liberty is grounded in Roman depictions of the goddess *Libertas*, who was honored with a temple on the Aventine Hill in Rome. *Libertas* was often depicted offering a *pileus*, the soft cap

CATEGORIES

Education

Exhibitions

Institute Activities

The Legacy of the Revolution

LATEST POSTS

Joseph Plumb Martin, Everyman

Joseph Winter, Lone Wanderer

Margaret Corbin, Revolutionary

The Remarkable Thomas
Pinckney

MARGARET CORBIN

- * married John Corbin—First Company, Pennsylvania Artillery
- * August-November 1776 defense of New York City
- * took her husband's place on the gun crew after he was killed by Hessian musket fire
- * 'Margaret fell hideously wounded before the battery was overrun, hit in her left shoulder and arm, jaw and left breast'
- * assigned to the Corps of Invalids—disabled soldiers with no other means of support kept on the army's rolls
- * died at West Point in 1800, age 48

July 6, 1779—Congress awarded Margaret Corbin, “who was wounded and disabled in the attack on Fort Washington, whilst she heroically filled the post of her husband who was killed by her side,” a complete outfit of clothing and one-half of the pay of a private soldier for the rest of her life. By this act Congress formally recognized a female combat veteran for the first time in American history.’

31 January 1786—William Price to Henry Knox, “I am at a loss what to do with Capt Molly...”



NANCY HART
(engraving)

NANCY HART
(engraving)

One day a party of five Loyalists, surrounded to the house of Nancy Hart and ordered her to prepare them something to eat. When she was at the door to their room, they placed their arms in view and ordered her to go. Nancy Hart, in going and coming between the room and their room, had already succeeded in passing outside two of the five guns to her husband, whom she had secretly ordered by her daughter of the position of the sentries, when she was arrested. In the act of passing out the third, the whole party sprung on their feet, when, quick as thought, Nancy brought the piece she held to her shoulder and killed one of the enemy dead. The other captives and brought down a man of war. Then, making herself to the doorway she called upon the party to surrender. After a long resistance to a strong attack, they at last yielded.

Cinq mercenaires Loyalistes vinrent un jour chez Nancy Hart, pendant l'absence de son mari et après avoir reçu la maison au pillage, ils ordonnèrent à Nancy de leur servir à dîner. Personne de leur côté Nancy Hart remarqua qu'ils avaient disposé leurs armes tout de la table d'hôte. En la partie, le premier d'eux fit aussitôt passer son fusil à son mari qui se cacha dans le grenier. En attendant que l'autre profitât d'ailleurs de la distraction des mercenaires, elle leur donna successivement à boire, jusqu'à ce qu'ils fussent tous saouls. Alors elle se précipita sur eux et leur tira dessus, tuant l'un d'eux. Les autres se précipitèrent sur elle, mais elle se défendit avec une telle valeur, qu'elle leur fit passer le troisième fusil par la fenêtre. Alors elle se précipita sur eux et leur tira dessus, tuant l'un d'eux. Les autres se précipitèrent sur elle, mais elle se défendit avec une telle valeur, qu'elle leur fit passer le troisième fusil par la fenêtre. Alors elle se précipita sur eux et leur tira dessus, tuant l'un d'eux. Les autres se précipitèrent sur elle, mais elle se défendit avec une telle valeur, qu'elle leur fit passer le troisième fusil par la fenêtre.

1870 Nancy Hart, the woman of the American Revolution, N.Y. P. 1870

1870 Nancy Hart, the woman of the American Revolution, N.Y. P. 1870

ANN “NANCY” HART

- * Georgia frontierswoman
- * captured six British Loyalists, killed one and oversaw the hanging of five—and served as a spy (according to various accounts)
- * 1848 revival *The Women of the American Revolution* by Elizabeth F. Ellet:

“Except for the Letters of Mrs. Adams, no fair exponent of the feelings and trials of the women of the Revolution had been given to the public ... We have no means of showing the important part she bore in laying the foundations on which so mighty and majestic structure has arisen ... individual instances of magnanimity, fortitude, self-sacrifice and, and heroism ... to which ... we are not less indebted for national freedom, than to the swords of our patriots who poured out their blood.”

Nancy Hart by Felix Darley (artist) and Charles Regnier (engraver)

New York: Groupil & Co., 1853, The Society of the Cincinnati, The Robert Charles Lawrence Fergusson Collection



On 15 June 1900 in the introduction to a republished edition of *The Women of the American Revolution*, Anne Hollingsworth Wharton wrote that Mrs. Ellet's compiled history appeared to be:

“a prophecy of the future as well as a summary of past events ... if as Mr. Froude says, “history is a voice forever sounding across the centuries the laws of right and wrong,” the reader of to-day may draw from the record of the lives of these women of yesterday, lessons in courage, endurance, fidelity to principle and unselfish devotion to their country, that may well prove an inspiration to higher ideals of citizenship and broader patriotism in the future.”

ELIZABETH CADY STANTON

abolitionist activated as women's rights leader when all female delegates were denied seats at the World's Anti-Slavery Convention in London 1840—she became convinced that women should hold a convention demanding their own rights

* 20 July 1848, *Declaration of Sentiments*, Seneca Falls, NY
<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

* 1 January 1860, *Address to the Judiciary Committee of the New York State Legislature*, Albany, NY
<https://awpc.cattcenter.iastate.edu/2017/03/21/a-slaves-appeal-1860/>



Elizabeth Cady Stanton and
her daughter, Harriot.
from a daguerrotype 1856.

69
Our Roll of Honor

Containing all the
Signatures to the "Declaration of Sentiments"
Set Forth by the First

Woman's Rights Convention,

held at
Seneca Falls, New York
July 19-20, 1848

LADIES:

Lucretia Mott
Harriet Cady Eaton
Margaret Pryor
Elizabeth Cady Stanton
Eunice Newton Foote
Mary Ann M'Clintock
Margaret Schooley
Martha C. Wright
Jane C. Hunt
Amy Post
Catherine F. Stebbins
Mary Ann Frink
Lydia Mount
Delia Mathews
Catherine C. Paine
Elizabeth W. M'Clintock
Malvina Seymour
Phebe Mosher
Catherine Shaw
Deborah Scott
Sarah Hallowell
Mary M'Clintock
Mary Gilbert

Sophronia Taylor
Cynthia Davis
Hannah Plant
Lucy Jones
Sarah Whitney
Mary H. Hallowell
Elizabeth Conklin
Sally Pitcher
Mary Conklin
Susan Quinn
Mary S. Mirror
Phebe King
Julia Ann Drake
Charlotte Woodward
Martha Underhill
Dorothy Mathews
Eunice Barker
Sarah R. Woods
Lydia Gild
Sarah Hoffman
Elizabeth Leslie
Martha Ridley

Rachel D. Bonnel
Betsey Tewksbury
Rhoda Palmer
Margaret Jenkins
Cynthia Fuller
Mary Martin
P. A. Culvert
Susan R. Doty
Rebecca Race
Sarah A. Mosher
Mary E. Vail
Lucy Spalding
Lovina Latham
Sarah Smith
Eliza Martin
Maria E. Wilbur
Elizabeth D. Smith
Caroline Barker
Ann Porter
Experience Gibbs
Antoinette E. Segur
Hannah J. Latham
Sarah Sisson

GENTLEMEN:

Richard P. Hunt
Samuel D. Tillman
Justin Williams
Elisha Foote
Frederick Douglass
Henry W. Seymour
Henry Seymour
David Spalding
William G. Barker
Elias J. Doty
John Jones

William S. Dell
James Mott
William Burroughs
Robert Smallbridge
Jacob Mathews
Charles L. Hoskins
Thomas M'Clintock
Saron Phillips
Jacob P. Chamberlain
Jonathan Metcalf

Nathan J. Milliken
S. E. Woodworth
Edward F. Underhill
George W. Pryor
Joel Bunker
Isaac VanTassel
Thomas Dell
E. W. Capron
Stephen Shear
Henry Hatley
Azaliah Schooley

Declaration of Sentiments (20 July 1848)

"We hold these truths to be self-evident, that all men **and women** are created equal, that they are endowed by their Creator with certain **inalienable** rights...that to secure these rights, governments are instituted **among Men...That** Whenever any form of government becomes destructive of these ends, it is the right of **~~the People to alter or to abolish it, and to institute~~** those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government...Such has been the patient sufferance of **~~these Colonies;~~** the women under **this government**, and such is now the necessity which constrains them to **~~alter their former~~** **~~Systems of Government~~** demand the equal station to which they are entitled."

<https://www.archives.gov/founding-docs/declaration-transcript>



Address to the Judiciary Committee of the New York State Legislature, Albany, NY (1 January 1860)

“If the citizens of the United States should not be free and happy, the fault,” says Washington, “will be entirely their own.” Yes, gentlemen, the basis of our government is broad enough and strong enough to securely hold the rights of all its citizens, and should we pile up rights ever so high, and crown the pinnacle with those of the weakest woman, there is no danger that it will totter to the ground. Yes, it is woman’s own fault that she is where she is. Why has she not claimed all those rights, long ago guaranteed by our own declaration to all the citizens of this Republic?... It is declared that every citizen has a right to life, liberty, and the pursuit of happiness...

Can woman be said to have a right to life, if all means of self-protection are denied her,—if, in case of life and death, she is not only denied the right of trial by a jury of her own peers, but has no voice in the choice of judge or juror, her consent has never been given to the criminal code by which she is judged? Can she be said to have a right to liberty, when another citizen may have the legal custody of her person; the right to shut her up and administer moderate chastisement; to decide when and how she shall live, and what are the necessary means for her support? Can any citizen be said to have a right to the pursuit of happiness, whose inalienable rights are denied; who is disfranchised from all the privileges of citizenship; whose person is subject to the control and absolute will of another?...

“Governments derive their just powers from the consent of the governed.” “Taxation and representation are inseparable.” These glorious truths were uttered for some higher purpose than to decorate holiday flags, or furnish texts for Fourth of July orations...

<https://awpc.cattcenter.iastate.edu/2017/03/21/a-slaves-appeal-1860/>

Reimagine the narrative as a 21st century tweet
<http://simulator.com/generator/twitter/tweet>.

Using emojis <https://emojipedia.org/> to represent words, letters or sounds.

Britannia to America [etching]

London: M. Darly, May 6, 1778

The Society of the Cincinnati, The Robert Charles
Lawrence Fergusson Collection

America to her mistaken mother [etching]

London: M. Darly, May 11, 1778

The Society of the Cincinnati, The Robert Charles
Lawrence Fergusson Collection

(both etchings found at Collections for the Classroom at our website: <https://www.americanrevolutioninstitute.org/collections-for-the-classroom/>)





Elizabeth Cady Stanton

@realElizabethCadyStanton



Follow

“govn’ts der👁️ve🔌 from📁👥” these truths were🗣️ 4 some📶🐬
than 2 decor8🇺🇸 or🛋️ texts 4🔔📜🦅 orations

#HERstory #neverthelessshepersisted

👈 2020 🔄 1776 ★ 1920 ⋮ More

1 January 1860 - Albany, NY

VOTES FOR WOMEN



THE SPIRIT OF ~~1776~~ TO-DAY
"NO TAXATION
WITHOUT REPRESENTATION."

COMMON CORE:

English Language Arts Standards— History/Social Studies (2010)

Key Ideas and Details: *cite specific evidence to support analysis of primary and secondary sources, determine central ideas, provide an accurate summary, evaluate various explanations for actions or events*

Craft and Structure: *determine the meaning of words and phrases as they are used in a text, identify point of view or purpose, integrate visual information, distinguish among fact, opinion and reasoned judgment, analyze the relationship between a primary and secondary source on the same topic*

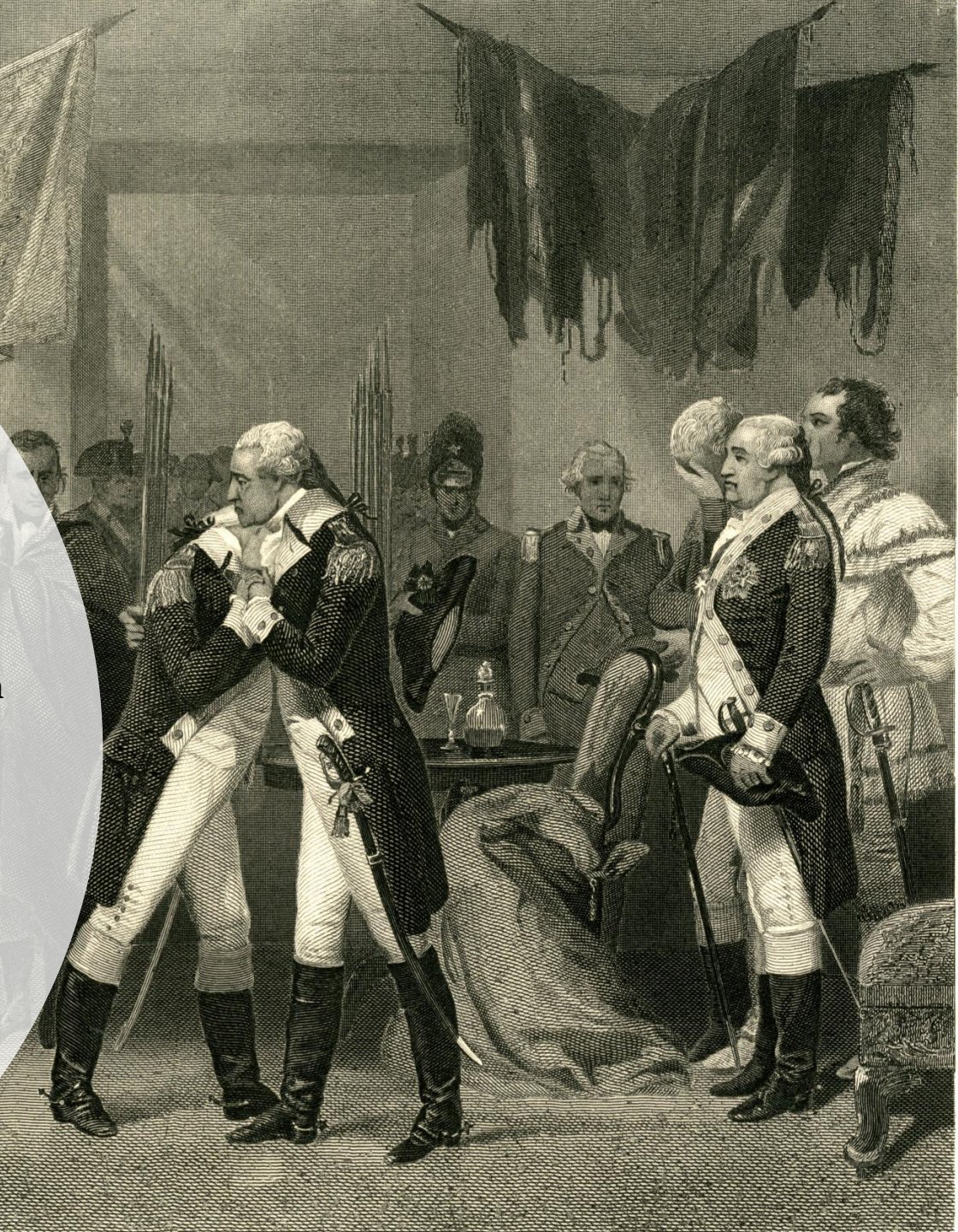
Integration of Knowledge and Ideas: *integrate and evaluate multiple sources of information presented in diverse formats and media, integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event*

Range of Reading and Text Complexity

What is *The American Revolution Institute?*

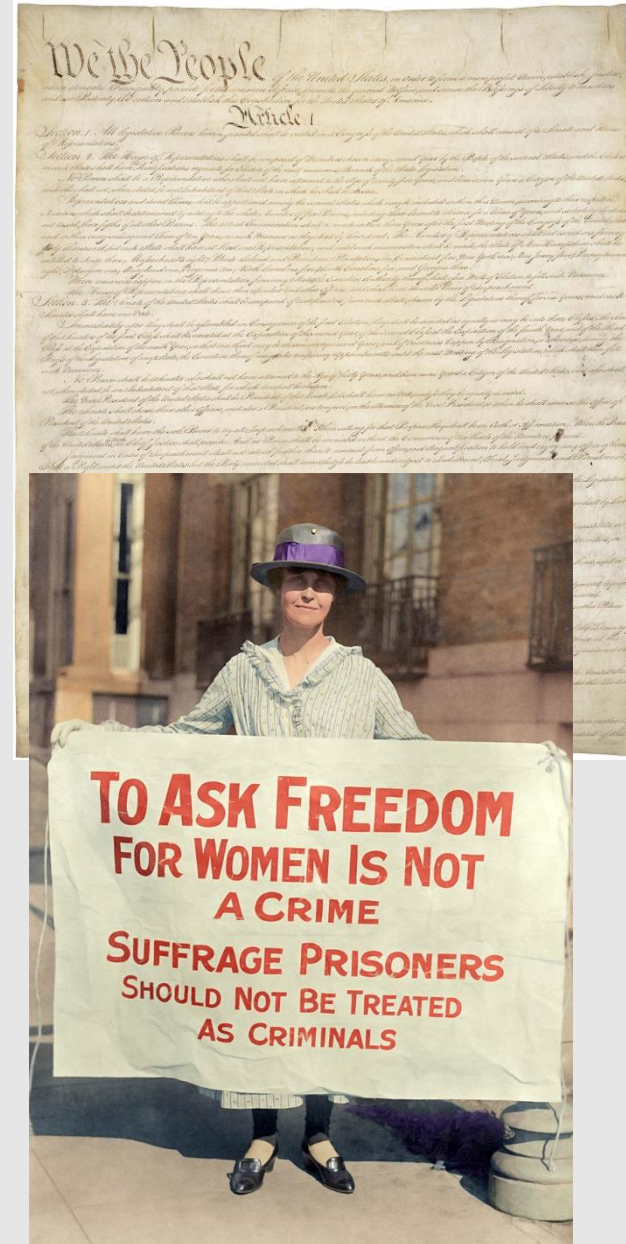
In 2012, the Society of the Cincinnati created the American Revolution Institute to renew appreciation of the history and ideals of our revolutionary generation and to affirm the Society's commitment to promote and support effective education on the American Revolution and its legacy.

The American Revolution Institute provides a thoughtful, historical framework to prepare young Americans to assess modern issues and become active participants in American society.



The American Revolution...

- *secured our national independence,*
- *established our republic,*
- *created our national identity,*
- *and articulated our ideals of liberty, equality, civic responsibility and natural and civil rights* that have shaped our nation's history and will shape the future of the world.





The Society of the Cincinnati

Play

Challenge



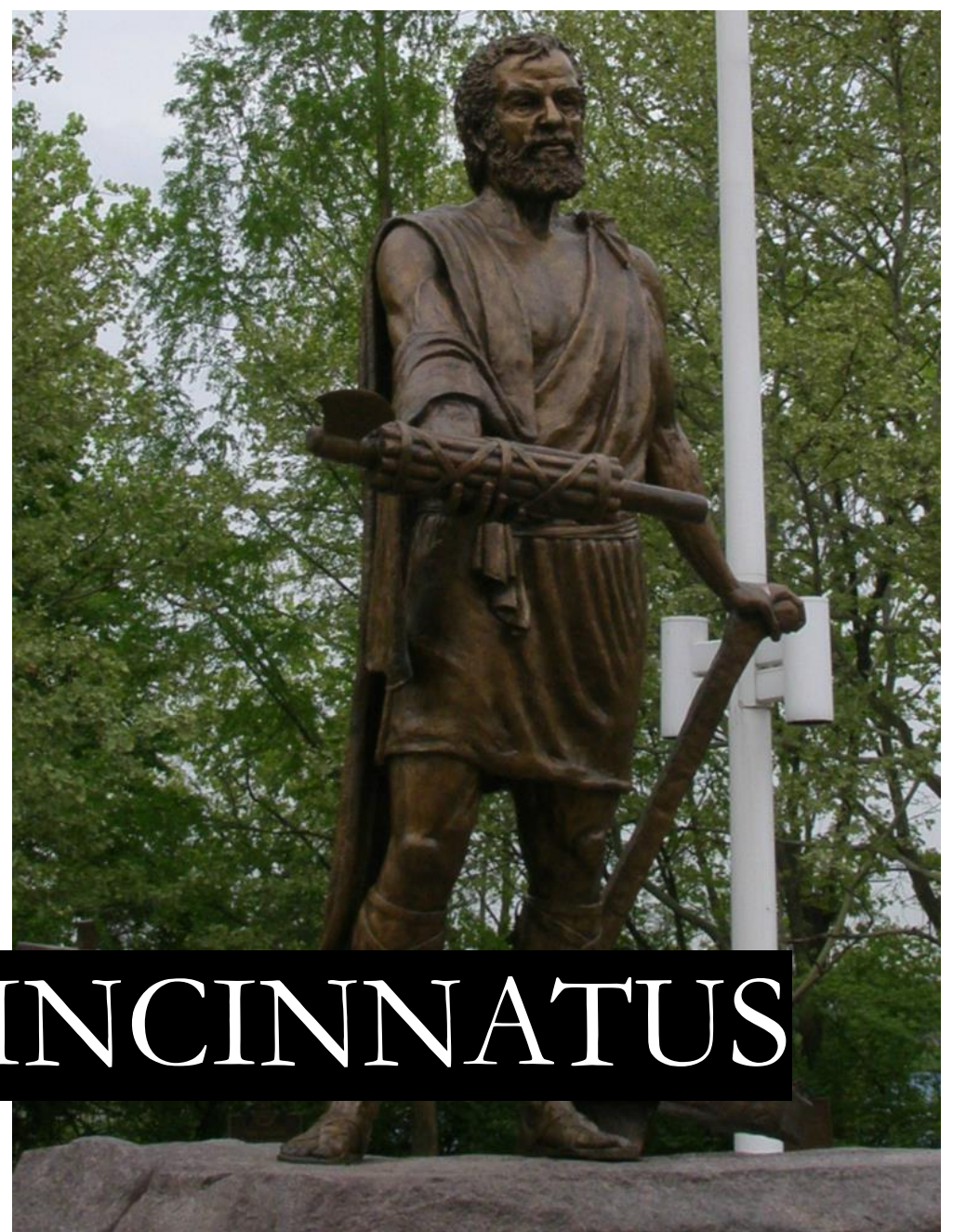
A private kahoot

Do you know the history of the Society of the Cincinnati

What is

The Society of the Cincinnati?

<https://create.kahoot.it/login>



Lucius Quinctius CINCINNATUS



George WASHINGTON



Teacher Programs

- MASTER TEACHERS SEMINAR, July 13-17, 2020
- EDUCATOR BOOK CLUB, October-December
- TEACHER DEVELOPMENT WORKSHOPS, November-June





REGIONAL TEACHER WORKSHOPS and CONFERENCES

- New Hampshire *American Independence Museum*
- Virginia *George Washington Masonic National Memorial, Fredericksburg Area Museum, Watermen's Museum*
- Florida *Sarasota Middle School*
- Massachusetts *Massachusetts Historical Society*



NATIONAL COUNCIL FOR THE SOCIAL STUDIES, Texas

South Carolina Council for the Social Studies

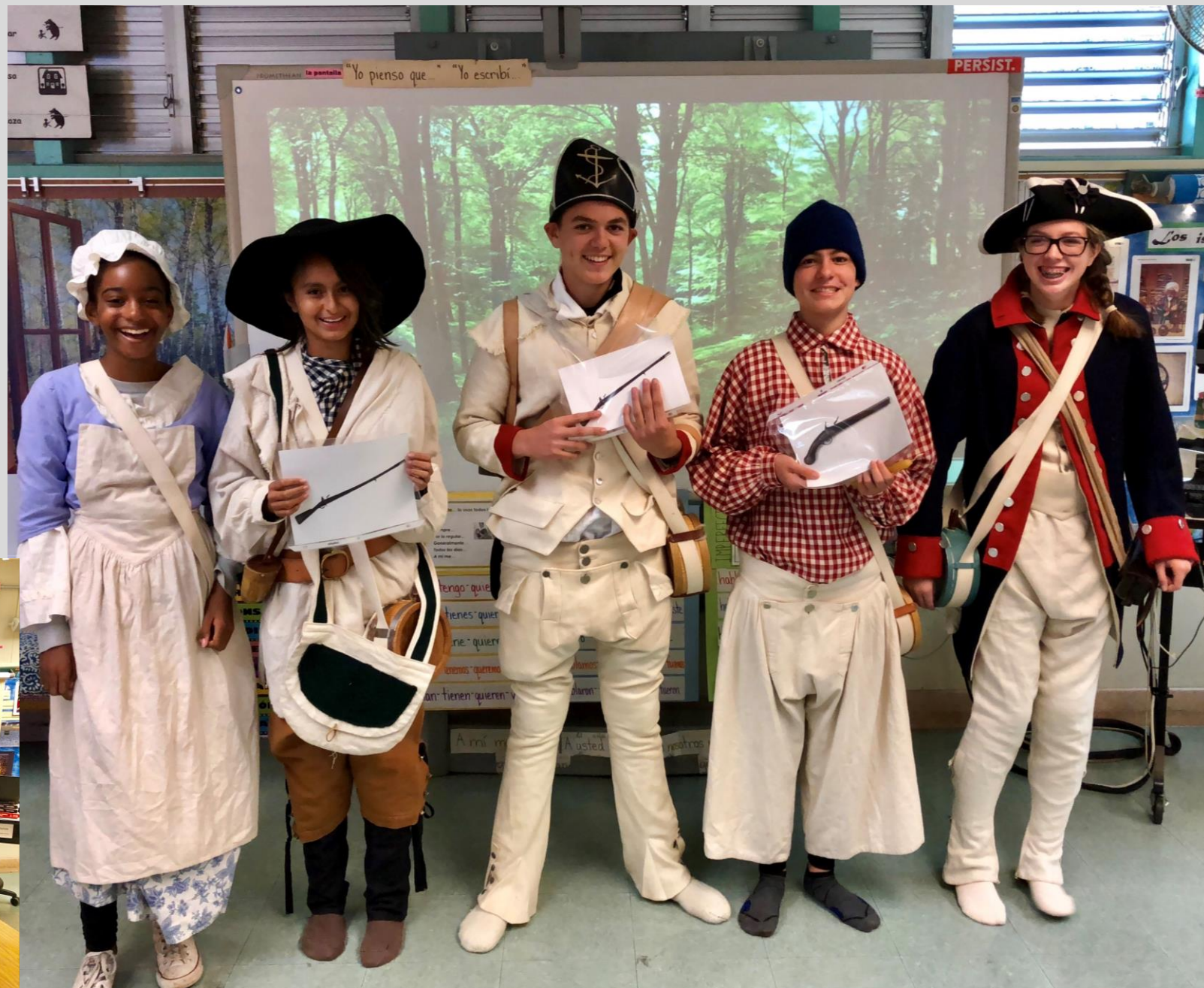
Virginia Council for the Social Studies


NATIONAL COUNCIL FOR HISTORY EDUCATION, Ohio

Florida Council for History Education

TRAVELING TRUNKS: Continental Army and Revolutionary War at Sea

Longfellow K-8 Spanish Immersion
Magnet School, San Diego, CA






THE
AMERICAN
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of The Society of the Cincinnati

JOIN OR RENEW
EXPLORE THE AMERICAN REVOLUTION


ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM

A central premise of *Imagining the Revolution* is that the American Revolution created our national identity. That identity is reflected in the visual images of the Revolution. Some of those images, like John Trumbull's depiction of the Battle of Bunker Hill and Emanuel Leutze's *The Great Westward Journey*, have been reproduced hundreds and even thousands of times, and are fundamental parts of our shared national identity.




Imagining Lexington

This first lesson introduces *Imagining the Revolution* and prompts students to consider how the first published image of the Battle of Lexington has shaped the way generations of Americans have viewed the Revolution.




Imagining Princeton

This lesson invites students to compare James Peale's eyewitness depiction of the Battle of Princeton with John Trumbull's complex masterpiece, *The Death of General Mercer at the Battle of Princeton*.



Imagining Bunker Hill

This lesson invites students to consider the meaning of contemporary Americans attached to John Trumbull's depiction of the first major battle of the Revolutionary War by comparing it to an image of the battle created within weeks of the battle.



Imagining the Battle of Bunker Hill

This lesson invites students to consider the meaning of contemporary Americans attached to John Trumbull's depiction of the first major battle of the Revolutionary War by comparing it to an image of the battle created within weeks of the battle.



THE
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JOIN OR RENEW
EXPLORE THE AMERICAN REVOLUTION
CONTRIBUTE

ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM BLOG ASSOCIATES

Collections for the Classroom: Preserving the Memory of George Washington and The Property of the Nation

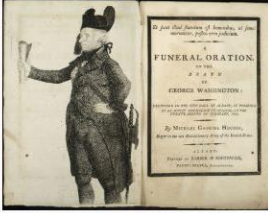
HOME / COLLECTIONS FOR THE CLASSROOM: PRESERVING THE MEMORY OF GEORGE WASHINGTON AND THE PROPERTY OF THE NATION

American Revolution Institute Educator Book Club

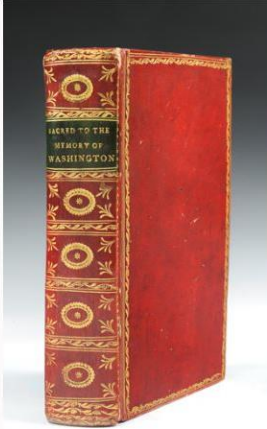
Washington, D.C., Fall 2019



Sacred to the memory of the truly illustrious George Washington
John Coles (ca. 1776-1854)
1800
The Robert Charles Lawrence Fergusson Collection
Image of a monument to George Washington with allegorical figures of Minerva, and Fame, whose trumpet hangs a banner inscribed: "Trenton, Bunker Hill, Monmouth, Yorktown, & Newburgh."




A Funeral Oration, on the Death of George Washington: Delivered in the City Hall of Albany, in Presence of an August Assemblage of Citizens, on the Twenty-second of February, 1800
Michael Gabriel Houdin
Albany: Printed by Barber & Southwick
The Robert Charles Lawrence Fergusson Collection
Michel Gabriel Houdin, born in France, served in the Massachusetts Continental Line and became an original member of the Massachusetts Society of the Cincinnati. Among the hundreds of eulogies published on Washington's death, Houdin's pamphlet has the distinction of featuring as the frontispiece an engraved portrait of the author rather than of Washington.



Sacred to the Memory of Washington
1800
The Robert Charles Lawrence Fergusson Collection
The bound volume contains 25 eulogies on the death of Washington.



Daguerreotypes of portraits of George and Martha Washington
John L. Grubb, Alexandria, Va.
Mid-19th century
Gift of Henry Irvine Keyser II, 1960
This pair of daguerreotypes reproduces well-known portraits of George and Martha Washington both originally painted around 1796—James Sharples' profile portrait of General Washington and Gilbert Stuart's Athenaeum portrait of the general's wife. These keepsakes are enclosed in a hinged leather-covered case.



Statue of George Washington
The Robert Charles Lawrence Fergusson Collection
The statue is a full-length equestrian statue of George Washington, standing on a pedestal. It is made of bronze and is located in the grounds of the White House.

Digital Teaching Resources and Lessons

What to Do

Take a Tour

Plan Your Visit

The Revolutionary War

Master Teacher Lesson Plans



HOME / THE REVOLUTIONARY WAR

Yorktown Perspectives: Comparing and Contrasting French and American Views of the Siege a

Becky Stoltzfus, Kokomo School District, Kokomo, Indiana



The Critical Time After Yorktown

William M. Fowler, Jr.

Professor of History, Northeastern University

April 5, 2013

00:43:39

Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to pay the army, rumors of mutiny roiled through the ranks, culminating in George Washington's legendary address to his officers in Newburgh, New York, on March 15, 1783. Professor Fowler chronicles the events of the last two years of the war and discusses how Washington saved the republic.

[Part 1 of 8: The Revolutionary War After Yorktown \(6:51\)](#)

[Part 2 of 8: War on the Hudson: The Continental Army in Newburgh \(8:46\)](#)

[Part 3 of 8: Alexander Hamilton and the Nationalists of Congress \(5:29\)](#)

[Part 4 of 8: How Congress Tried to Corrupt Revolutionary War Generals \(5:39\)](#)

[Part 5 of 8: The Newburgh Conspiracy: Revolt During the Revolution \(5:14\)](#)

[Part 6 of 8: George Washington's Newburgh Address \(5:54\)](#)

[Part 7 of 8: The Newburgh Address: Washington's Sight and the Speech \(4:11\)](#)

[Part 8 of 8: Retreating to Mount Vernon and the Treaty of Paris \(3:31\)](#)

Digital Teaching Resources and Lessons

Revolutionary CHOICES

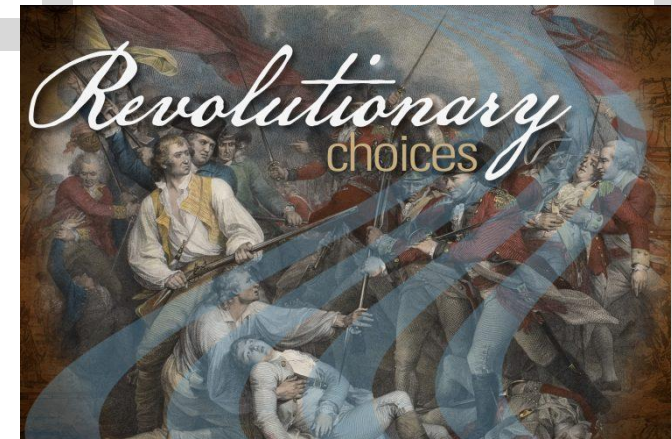
February 2019 Field Testing

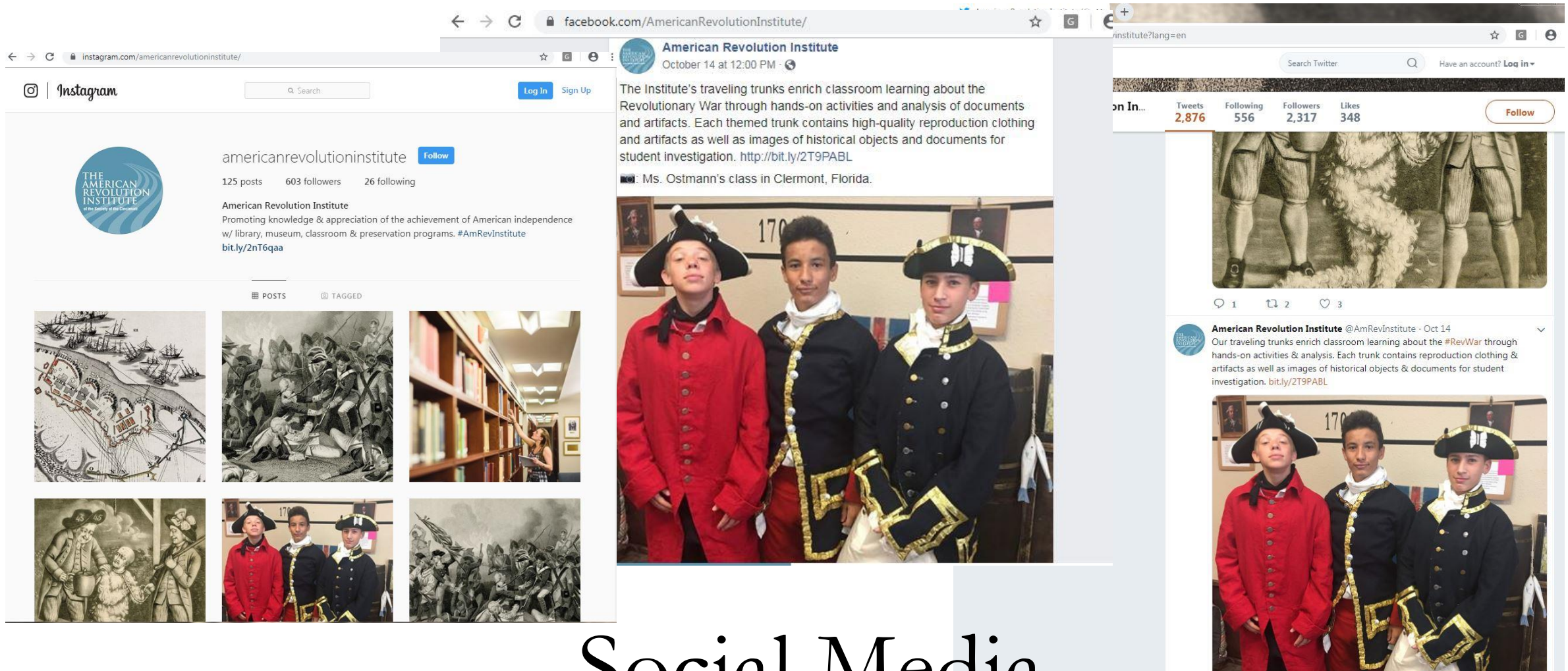
Alice Deal Middle School

Washington, DC

The American Revolutionaries won their independence while nurturing liberty and unity, creating a continental republic of free citizens. Doing as well is the challenge of *Revolutionary Choices*, the American Revolution Institute's new educational video game.

Players face the dilemmas confronted by the revolutionaries as they struggle to recruit and supply troops, win French support, suppress loyalists and defeat the British without trampling on rights or fracturing the union.

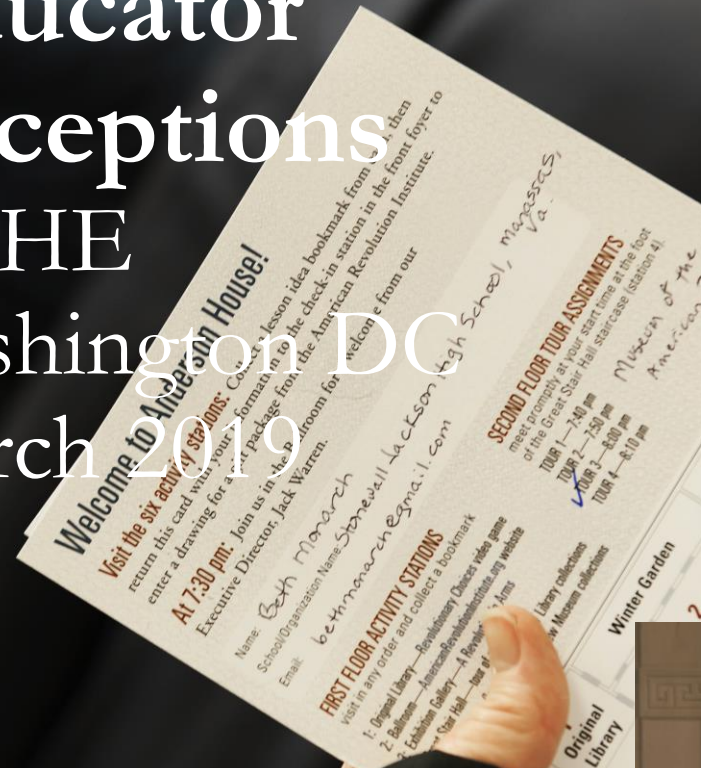




Social Media



Educator Receptions NCHE Washington DC March 2019





Student Programs at Anderson House



“Alexander Hamilton” January 2019
Washington DC Public Schools

www.AmericanRevolutionInstitute.org

American Revolution Institute

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STACIA SMITH

Director of Education

ssmith@societyofthecincinnati.org

202.785.2040 x416

EVAN PHIFER

History and Education Associate

ephifer@societyofthecincinnati.org

202.785.2040 x420

www.AmericanRevolutionInstitute.org



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