



NATIONAL COUNCIL FOR HISTORY EDUCATION

2021 Annual Conference

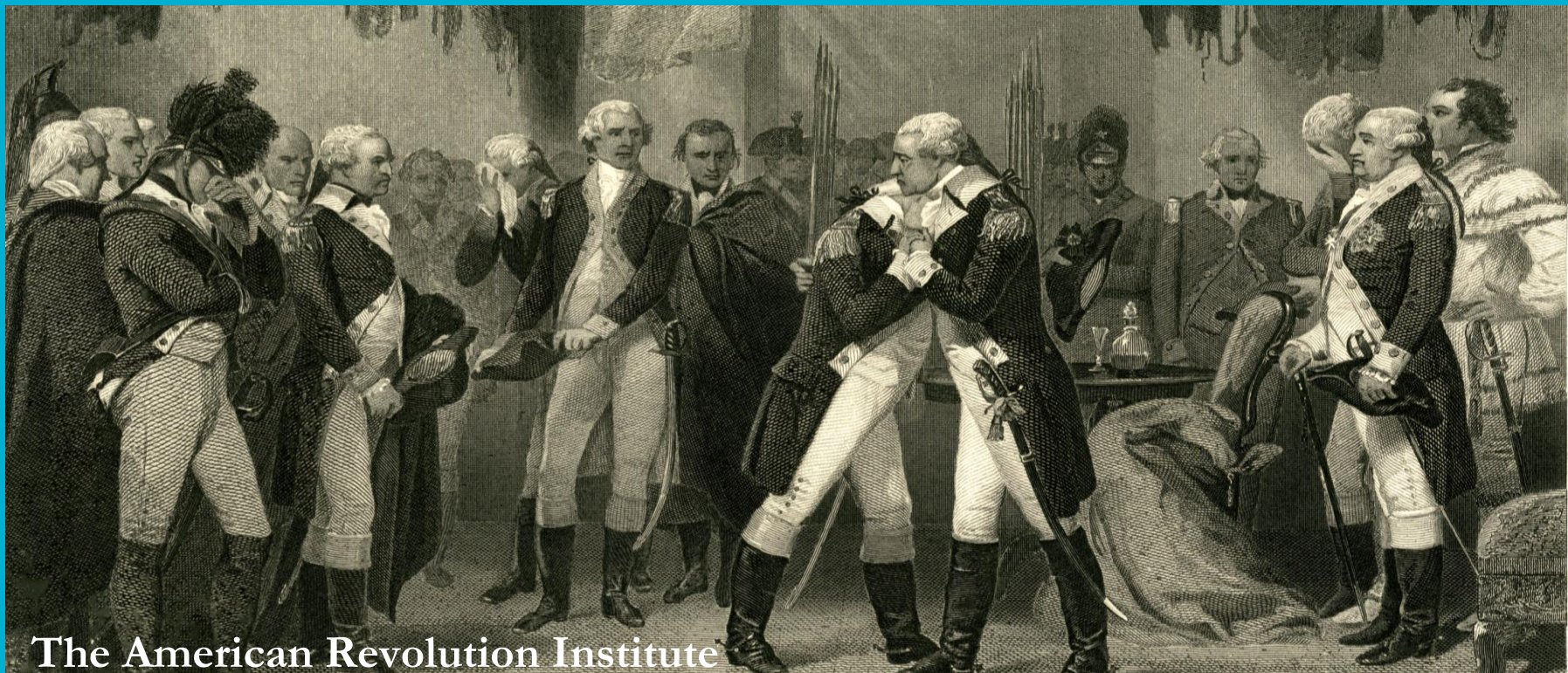
The HISTORISCOPE:

**What a Nineteenth Century Toy Can Teach
Us about Place, Time and Historical Memory**

Stacia Smith, Director of Education,
American Revolution Institute of the Society of the Cincinnati,
Washington, DC

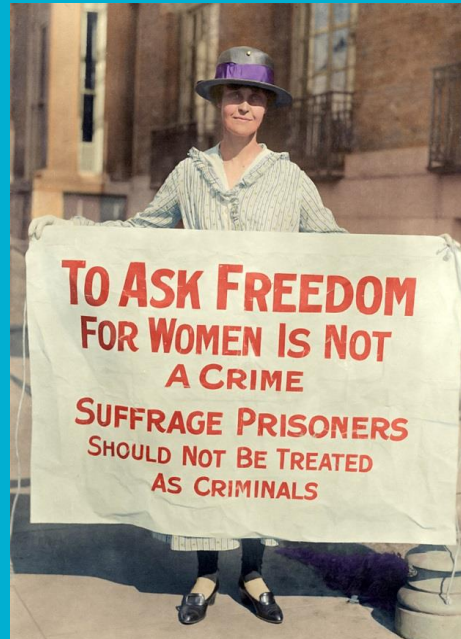
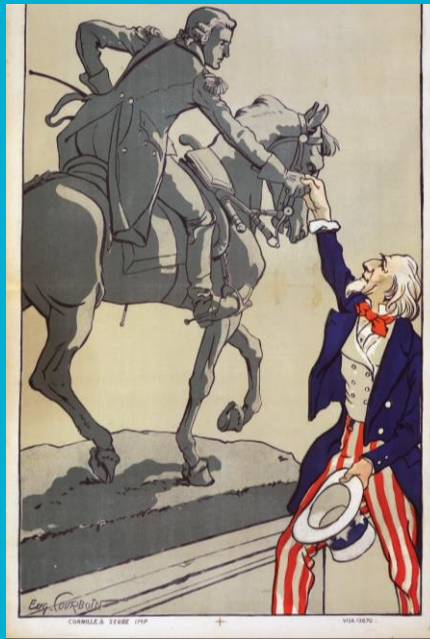
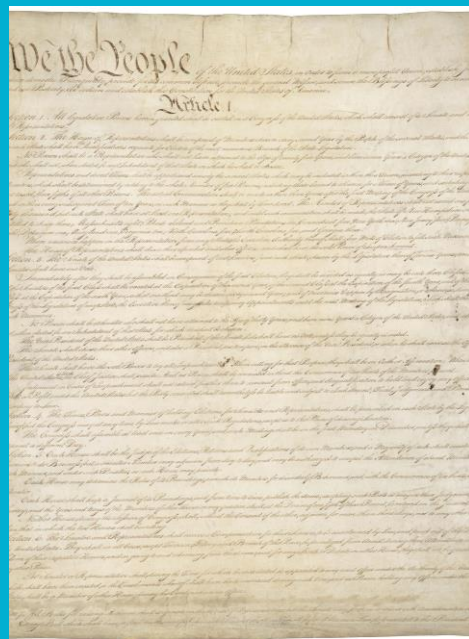
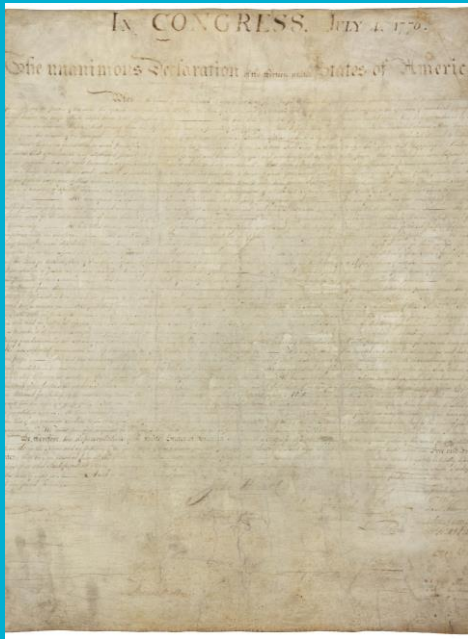
Rikki Davenport, South Carolina Master Teacher,
Moultrie Middle School, Charleston County School District, Mount
Pleasant, SC





The American Revolution Institute of the Society of the Cincinnati

The Society of the Cincinnati created the American Revolution Institute in 2012
to renew appreciation for the history and ideals of our revolutionary generation and
to promote and support effective education on the American Revolution and its legacy.



The American Revolution...

- secured our national independence,
- established our republic,
- created our national identity,
- and articulated our highest ideals—liberty, equality, civic responsibility and natural and civil rights.



Unhappy Boston! see thy Sons deplore,
Thy hallow'd Walks be near'd with guiltless Gore.
While faithless P—n and his savage Bands,
With murderous Rancour stretch their bloody Hands,
Like fierce Barbarians gaining o'er their Prey,
Approve the Carnage and enjoy the Day.

If scalding drops from Rage from Anguish wring, But know Extermination to that awful Goal.
If speechless Sorrows lab'ring for a Tongue, Where Justice strips the Mind'er of his Soul.
Or if a weeping World can ought appease, Should venal C—ts the scandal of the Land,
The plaintive Ghosts of Victims such as these, Snatch the relentless Villain from her Hand,
The Patriot's copious Tears for each are shed, Keen Execrations on this Plate inscrib'd,
A glorious Tribute which embalms the Dead, Shall reach a JUDGE who never can be brib'd.

The unhappy Sufferers were *Miss* SAM^l GRAY SAM^l MAVERICK, JAM^s CALDWELL, CRISPUS ATTUCKS & PAT^l CARR
Killed. Six wounded, two of them (CHRIST^l MONK & JOHN CLARK). Mortally

*The Bloody Massacre perpetrated
in King Street Boston on March 5th 1770
by a party of the 29th Regt,
engraved and sold by Paul Revere,
1770, Boston,
Massachusetts Historical Society*



Imagining the Boston Massacre

[HOME](#) / [LESSON PLANS](#) / [IMAGINING THE REVOLUTION](#) / [IMAGINING THE BOSTON MASSACRE](#)

Imagining the Boston Massacre asks students to consider images of the one of the most important and controversial events of the Revolutionary era. This lesson invites students to examine and interpret depictions of the Boston Massacre—the deadly confrontation between Bostonians and British troops on the evening of March 5, 1770—by examining contemporary engravings of the event by Henry Pelham and Paul Revere of Boston and Jonathan Mulliken of Newburyport, Massachusetts, as well as later versions of the same image. The goals of the lesson are for students to understand the importance contemporaries attached to the event, how the event reflected and shaped colonial resistance to British authority, and how powerful images can focus popular attention and shape political views.

Like the other lessons in this series, Imagining the Boston Massacre asks students to go beyond obvious questions about the literal accuracy of images to consider them as valuable sources for understanding how artists and their audiences understood the events depicted.

<https://www.americanrevolutioninstitute.org/lesson-plans/imagining-the-revolution/imagining-the-boston-massacre/>



Washington and American Independence [sic],
The Apotheosis of Franklin,
ca. 1785, England,
The Society of the Cincinnati

<https://americanrevolutioninstitute.pastperfectonline.com/webobject/997DEF0A-DE0E-450C-894A-041735939093>



Cotton Bed Hangings (1974.0135)
and Quilt (1960.0166),
“Apotheosis” Pattern, Winterthur Museum



Detail, “Apotheosis” Bed Curtain,
Dumbarton House/
The National Society
of The Colonial Dames of America



Detail, “Apotheosis”
Bed Curtain,
Dumbarton House/
NSCDA



General Washington,
Valentine Green,
1781, England,
after John Trumbull,
National Portrait Gallery,
Smithsonian Institution



Detail, “Apotheosis” Bed Curtain,
The Society of the Cincinnati



Portrait Medallion of Benjamin Franklin,
Jean Baptiste Nini/Thomas Walpole,
1777, France,
Benjamin Franklin Cabinet



Detail, “Apotheosis” Bed Curtain,
Dumbarton House/
The National Society
of The Colonial Dames of America

Oak and Pine
Trees

America with
Caduceus

"Liberty
Tree" and
Stamp
Act

Fame at
Temple

Thirteen Stars

Map of
America

Battle of
Bunker Hill

Union Flag

"Unite or Die" Flag

Beaver

Minerva

Liberty with
Liberty Pole
and Cap





*Le tableau moral
raisonné des Symboles
de la République.*



*Fondateurs
de la Liberté.*



*Martyrs
de la Liberté.*



N. 11.

Joh. Andrea Endterische Handlung in Nürnberg.

*La Tableau Moral Raisonné
des Symboles de la
République,
Nürnberg: Joh. Andrea
Endterische Handlung,
ca. 1794, France,
The Society of the
Cincinnati*

<https://cdm16923.contentdm.oclc.org/digital/collection/p16923coll5/id/293/rec/1>



*Le tableau moral
raisonné des Symboles
de la République.*



Brutus.

Cincinnatus.

Demosthenes.



THE
AMERICAN
REVOLUTION
INSTITUTE
of The Society of the Cincinnati

*Le tableau moral
raisonné des symboles
de la République*

International Political and Social Reform and the American Revolution



[HOME](#) / [INTERNATIONAL POLITICAL AND SOCIAL REFORM AND THE AMERICAN REVOLUTION](#)

In 1789, America was still putting the finishing touches on its new republic when contemporaries in France called for their own revolution, evoking many of the republican ideals, Classical heroes and Enlightenment thinkers admired by America's revolutionary generation. *Le tableau moral raisonné des symboles de la république : fondateurs de la liberté : martyrs de la liberté*, an engraving created in 1794 as a visual guide to educate "children of freedom" about France's path to republican government, includes a nod to American "founders of liberty" George Washington and Benjamin Franklin—underscoring the kindred nature of the French and American struggles to free their nations from the bonds of European monarchy. This lesson explores how late eighteenth century America's newly enshrined ideals, heroes and influences—and the American Revolution itself—have inspired political and social reform movements around the world for over two hundred years.

Suggested Grade Level

Middle and High School

Recommended Time Frame

<https://www.americanrevolutioninstitute.org/international-political-and-social-reform-and-the-american-revolution/>

ART SACRIFICED TO THE PUBLIC!

THE HISTORISCOPE!



OPEN EVERY DAY AND EVENING
—AT—
FIRESIDE HALL!

This magnificent Panorama is painted entirely from the most vivid imaginations of the OLD MASTERS. Every portion of the Painting is warranted to be true in nature, and the manager will present a plot of Wilmington Penna to any person, who participated in the scenes here depicted, that will point out, during the exhibition, any inaccuracies in any of the Historical representations. No such person has as yet been able to do so.

The exhibition is rendered highly instructive as well as interesting, by the

HISTORICAL LECTURE

Given at Each Performance by Prof. EASELPALETT.

Tickets for sale at the Door. Reserved Seats sold one year in advance.

SATISFACTION GUARANTEED, OR MONEY REFUNDED.

Unless the Proprietor requires the Stamps to meet his Personal Expenses.

Children under six months of age not admitted, except accompanied by Parents or Guardians.

TWISTED DOUGHNUTS AND CHEESE

PASSED ROUND AFTER THE BATTLE OF BUNKER HILL.

DEAD-HEAD LIST.—Poodle Dogs in Arms; Orphan Children of Revolutionary Soldiers, accompanied by their Parents; Conductors, Editors, and Hotel Clerks.

BOYS WITH TIN WHISTLES ARE REQUESTED TO DEPOSIT THEM IN THE SAFE.

BARNUM, BOWLER & COMPANY, FRANKLIN, SPRINGFIELD, MASS.



The Historiscope: A Panorama
& History of America,
Milton Bradley & Co.,
ca. 1860-1890, Springfield, MA,
The Society of the Cincinnati

<https://americanrevolutioninstitute.e.pastperfectonline.com/webobject/7AA5F958-A86D-4D87-830D-202146973131>





The Siege of Charleston

[HOME](#) / [MASTER TEACHER LESSON PLANS](#) / [THE REVOLUTIONARY WAR](#) / [THE SIEGE OF CHARLESTON](#)

Rikki Davenport, Charleston County School District, Mount Pleasant, South Carolina

DESIGN LEVEL: Middle School-High School

Overview

The events surrounding the American Revolution transformed British colonists into American citizens. This lesson will help students understand South Carolina's pivotal role in this process.

Objectives

Students will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation. Students will summarize the role of South Carolinians in the course of the American



<https://www.americanrevolutioninstitute.org/master-teacher-lesson-plans/the-revolutionary-war/siege-of-charleston-1780/>

War in South Carolina

- More battles and skirmishes were fought in SC than in any other colony.
- Had a major victory over the British prior to the Declaration of Independence.
- The single largest Patriot defeat was the loss of Charles Town.
- The last battle in SC, Dills Bluff on James Island, happened after the surrender at Yorktown.
- December 14, 1782 the last British troops left Charles Town.
- 1783- Charles Town becomes Charleston.



*Sketch of the Operations
before Charleston the
Capital of South Carolina,
1780, Abernethie
Charleston [or
Trenton]: [Isaac
Collins?, 1785],
The Society of the
Cincinnati, The Robert
Charles Lawrence
Ferguson Collection*

[https://cdm16923.con
tentdm.oclc.org/digital
/collection/p16923coll
1/id/33](https://cdm16923.con
tentdm.oclc.org/digital
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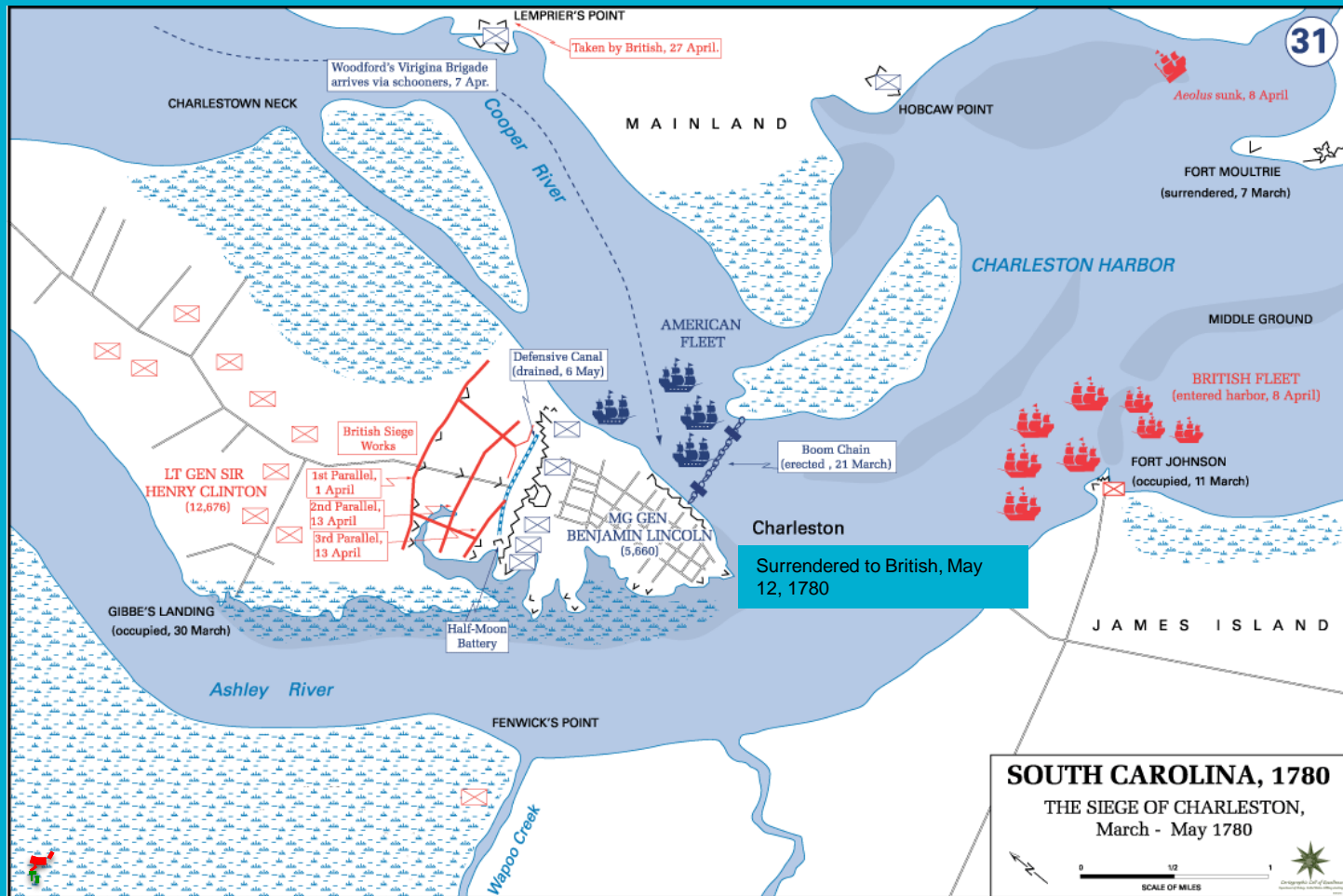
Spring of 1780, Charles Town
is under siege.

As a Patriot Army, what is
your plan to defend the city?

As a British Army, what is
your plan to take the city?

Use the map to illustrate your
plans. Use red for the British
plans, use blue for the Patriot
plans.

Siege of Charles Town



Key Conflicts in South Carolina

- Siege of Charles Town
- Battle of Camden
- Battle of Cowpens
- Battle of Kings Mountain

Assignment

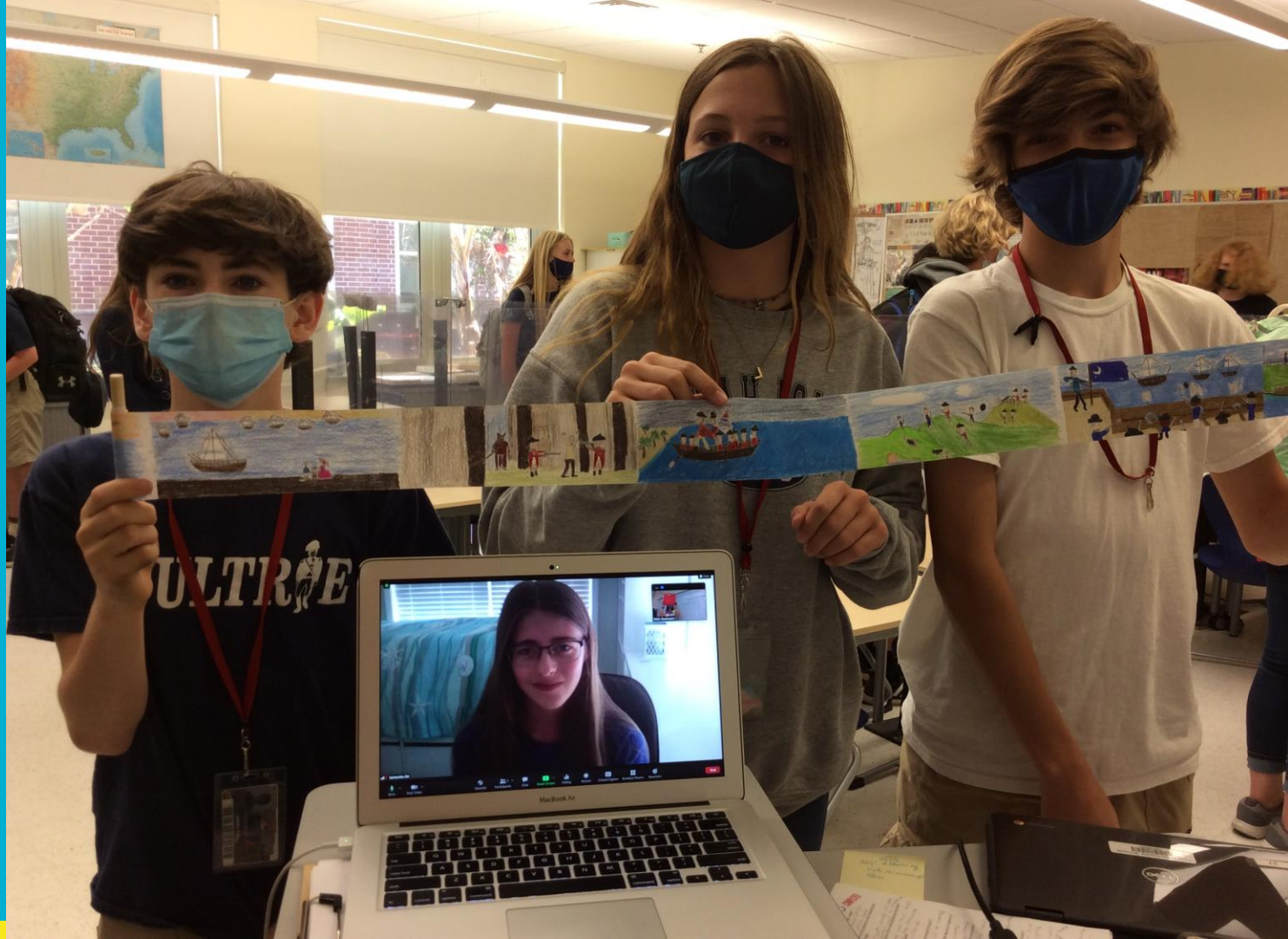
- Research an assigned SC battle.
 - cause, key people, location, date, main events, result, impact on the war
- Create a script and at least six illustrations.
- Use the paper stripe to draw your images in the order of your script. Be neat, use color, be accurate to the history and script.
- Build a historiscope.
- Make a 1-2 minute video of your historiscope with narration.





Siege of Charles Town, 1780







American Revolution Institute

<https://www.americanrevolutioninstitute.org/>

FREE Classroom Resources

- ★ Professional Development
<https://www.americanrevolutioninstitute.org/professional-development/>
- ★ Lesson Plan Series <https://www.americanrevolutioninstitute.org/lesson-plans/>
- ★ *Collections for the Classroom* Database
<https://www.americanrevolutioninstitute.org/collections-for-the-classroom/>
- ★ *Continental Army & Revolutionary War at Sea* Traveling Trunks
<https://www.americanrevolutioninstitute.org/traveling-trunks/>
- ★ *America in Revolution* and *Lectures in Liberty* Classroom Videos
<https://www.americanrevolutioninstitute.org/classroom-videos/>
- ★ *Why America Is Free* Digital Textbook
<https://www.americanrevolutioninstitute.org/why-america-is-free/>
- ★ *Revolutionary Choices* Online Strategy Game
<https://www.americanrevolutioninstitute.org/revolutionary-choices-game/>
- ★ *Teaching Associates* Program <https://www.americanrevolutioninstitute.org/teaching-associates/>
- ★ Request *We Share Their Stories* Poster (top right) ssmith@societyofthecincinnati.org

