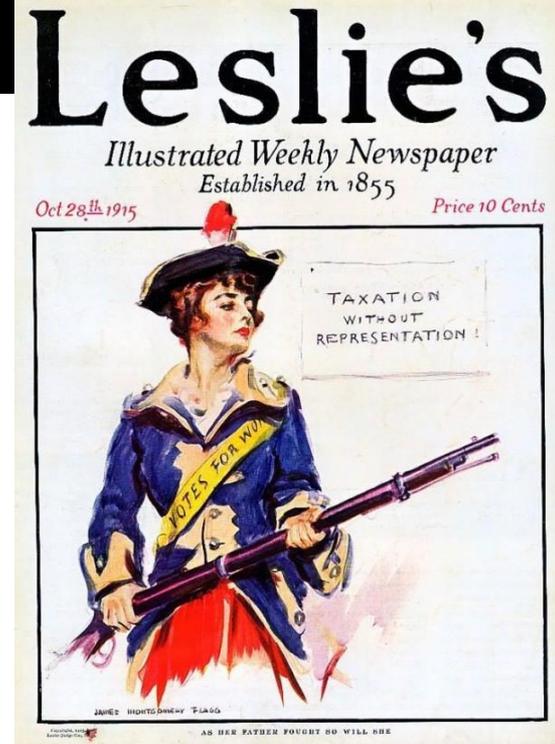


Social Movements and the Legacy of the American Revolution



100th NCSS
Annual Conference
ADVANCING SOCIAL
JUSTICE

Sunday December 6, 2020



STACIA SMITH

Director of Education

ssmith@societyofthecincinnati.org

202.785.2040 x416

EVAN PHIFER

History and Education Associate

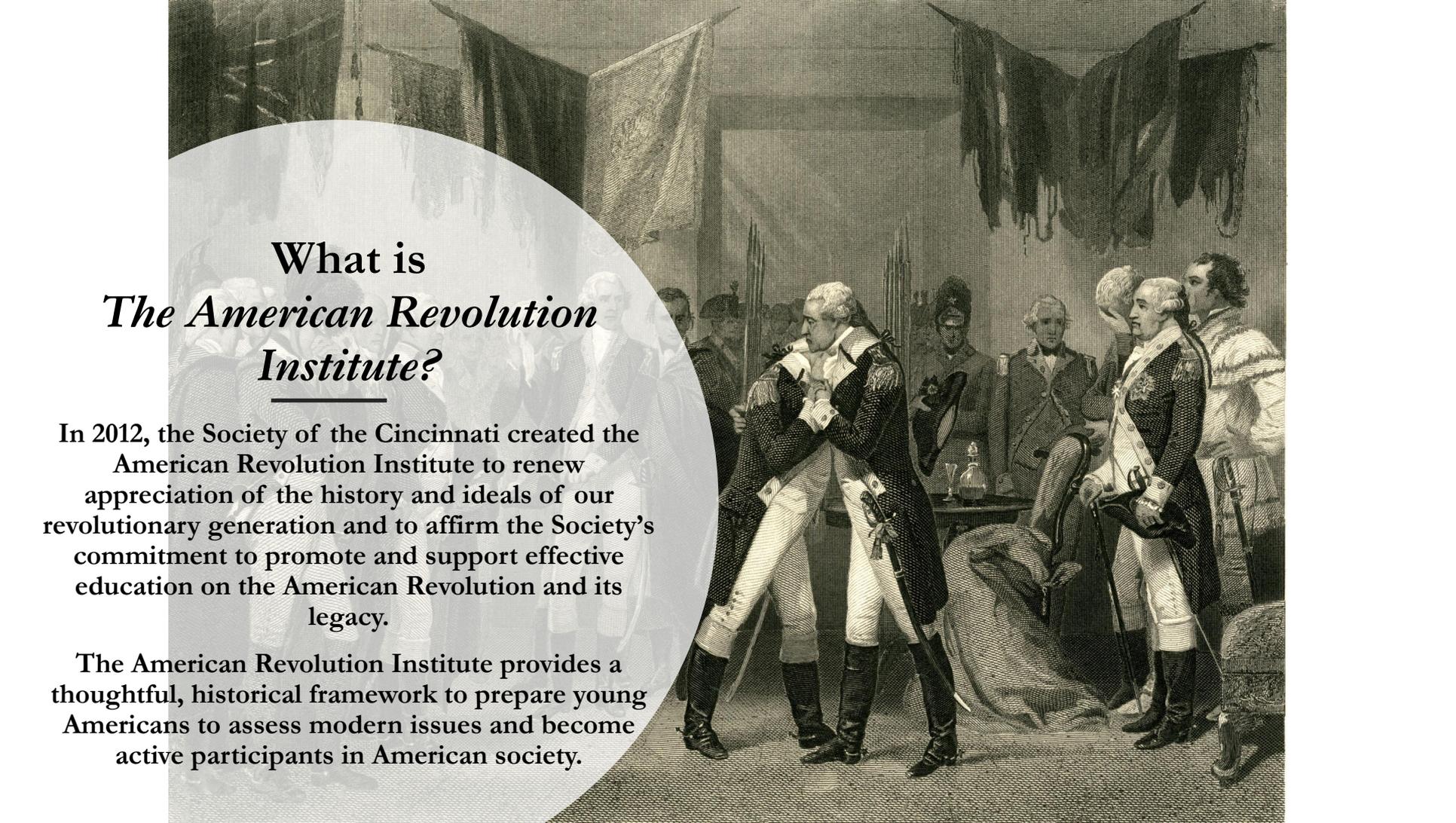
ephifer@societyofthecincinnati.org

202.785.2040 x420



THEY WON OUR INDEPENDENCE.
SECURED OUR REPUBLIC.
CREATED OUR NATIONAL IDENTITY,
AND EXPRESSED OUR HIGHEST IDEALS.
WE SHARE THEIR STORIES.
www.AmericanRevolutionInstitute.org

 **THE AMERICAN
REVOLUTION
INSTITUTE**
of The Society of the Cincinnati



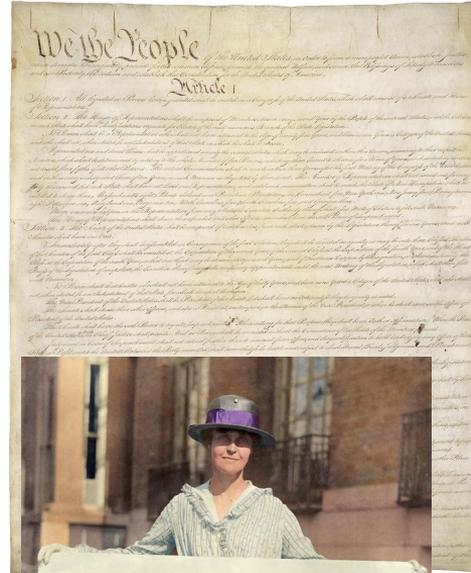
What is *The American Revolution Institute?*

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.

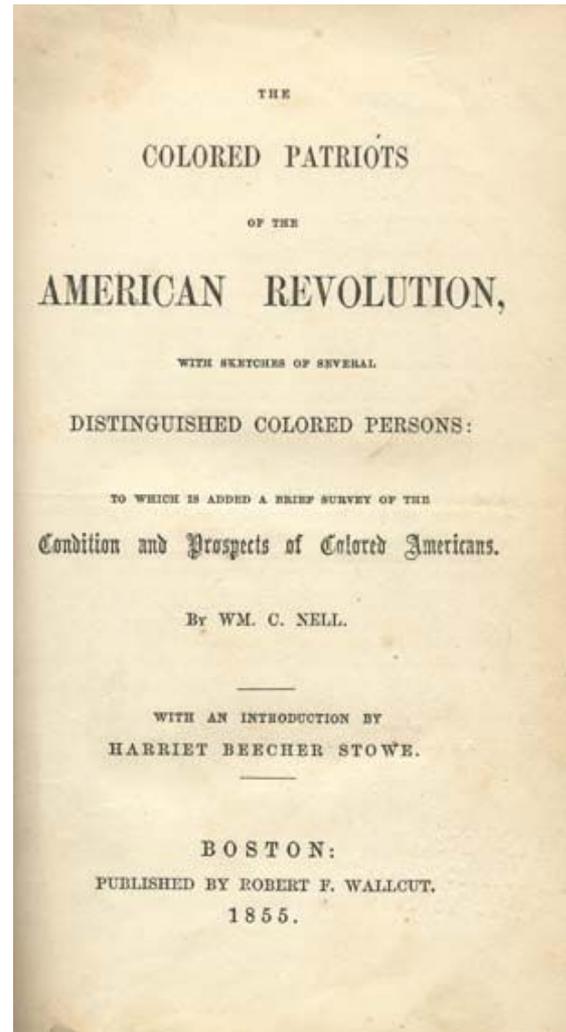
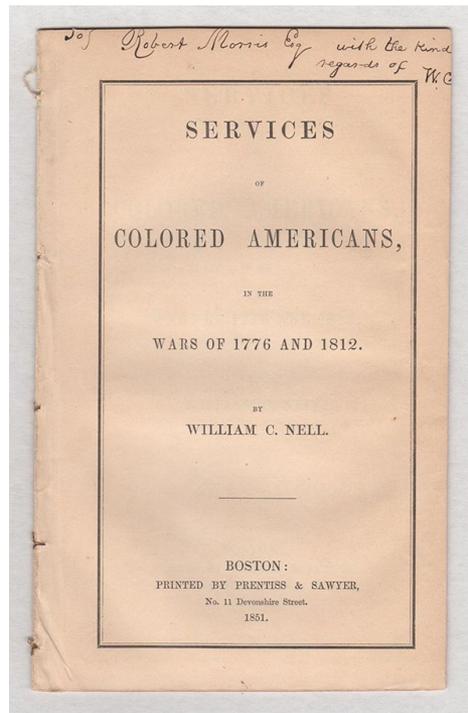
The American Revolution...

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

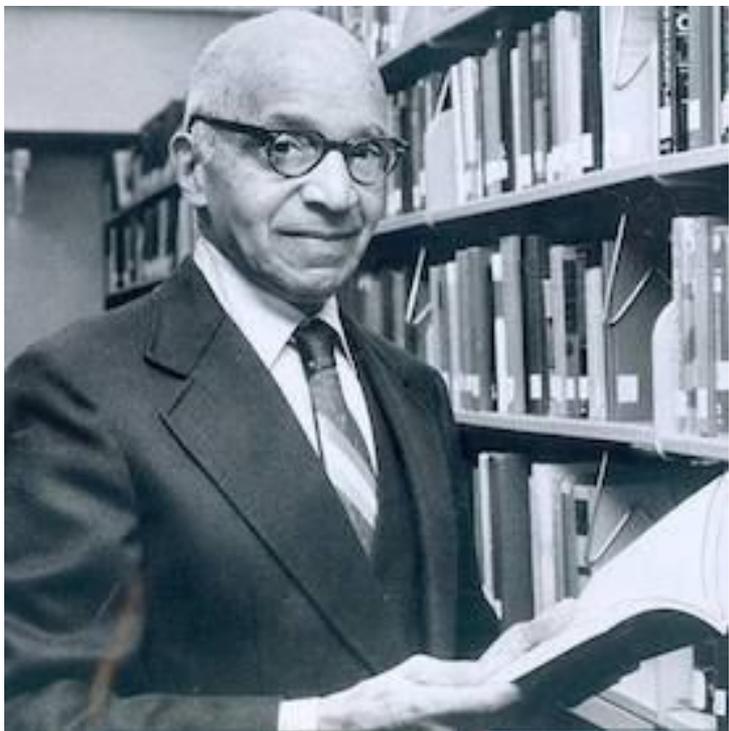


African American Participation in the American Revolution and the Fight for Freedom and Civil Rights

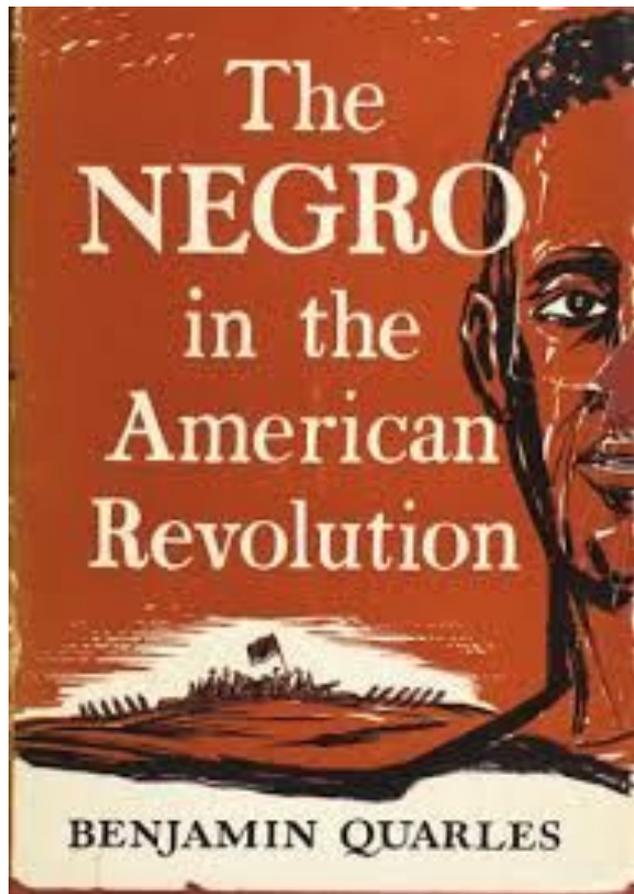




William Cooper Nell



Benjamin Quarles





Bronze sculpture of a preliminary figure for the proposed Black Revolutionary War Patriots Memorial in Washington, D.C.
Ed Dwight, 1992
Society of the Cincinnati

Hartford, *June 1th* — 1782.

RECEIVED, of Pay-Table-Committee, their Order
on the Treasurer, of this State, to secure the Payment

of *Thirty two pounds ten shillings & two pence*
it being the Balances due to ~~me~~ *Dick Freedom* on the first Day of January 1780
~~left~~, as stated by the Committees of the State and of the

Army. *in behalf of Dick Freedom*

L. 32. 10. 2

J. C. Cuff Liberty

Partially printed D.S., Hartford, June 7th 1782: receipt of
Pay-Table-Committee
Cuff Liberty, Dick Freedom, Committee of the Pay
Table; Connecticut. Treasury Dept.
1782

The Nineteenth Amendment and the Legacy of the American Revolution





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/>



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
Della Mathews
Catherine G. 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
Azariah 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/>

Teacher Programs

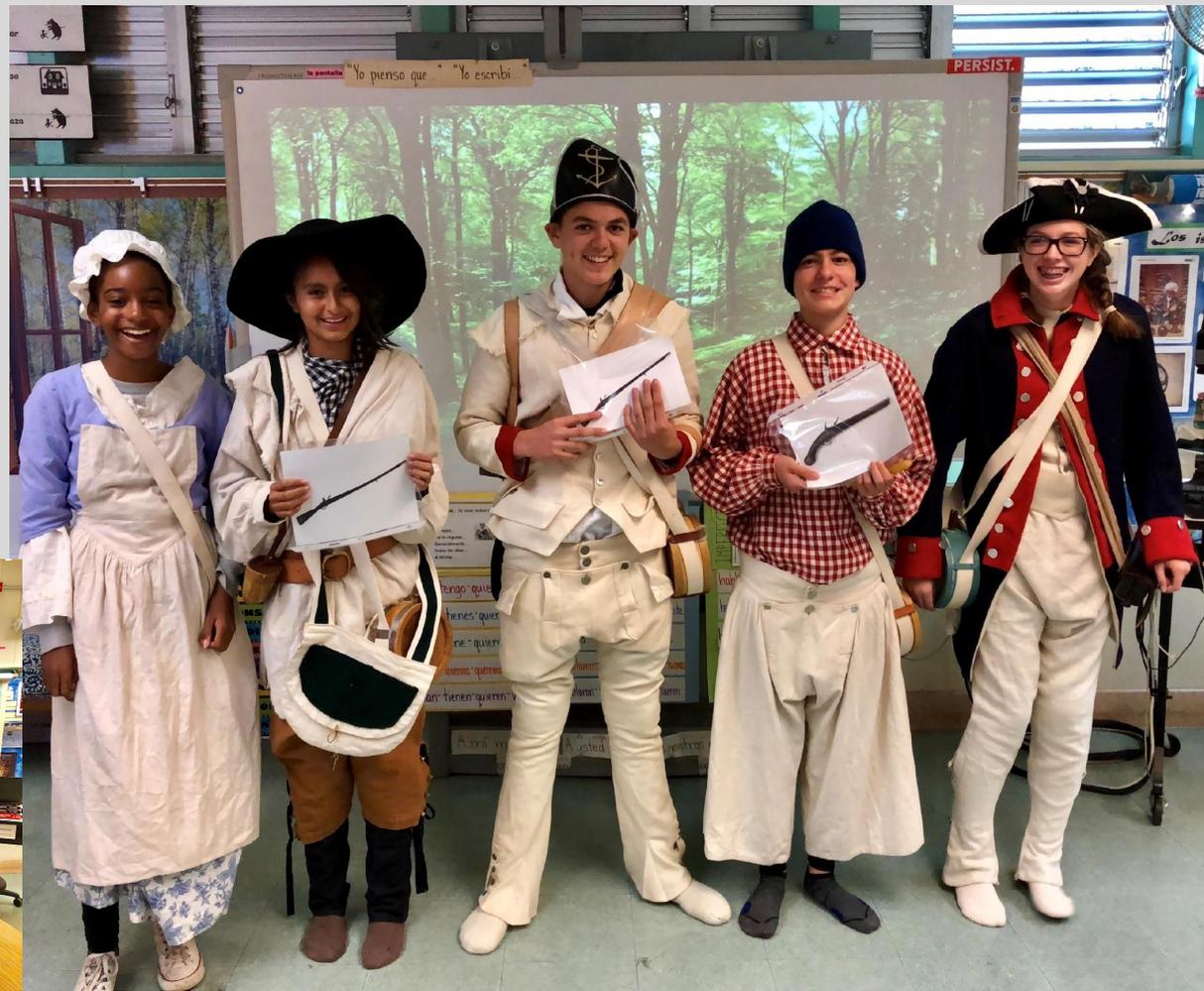
- MASTER TEACHERS SEMINAR
Washington DC, July 2021
- TEACHER DEVELOPMENT WORKSHOPS
Connecticut, Florida, New Hampshire, South
Carolina, Virginia, Washington DC, NCSS, NCHE



TRAVELING TRUNKS:

Continental Army and Revolutionary War at Sea

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



A central premise of *Imagining the Revolution* is that the American Revolution created our national identity. That identity is reflected in the images of the Revolution. Some of those images, like John Trumbull's depiction of the Battle of Bunker Hill and Emanuel Leutze's *Delaware*, 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 event.



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 contemporary Americans attached to John Trumbull's depiction of the first major battle of the Revolutionary War by comparing it to an imagine of the battle created within weeks of the event.



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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

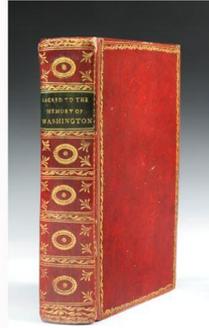
Washington, D.C., Fall 2019



Sacred to the memory of the truly illustrious George Washington
John Cole's (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, 19th Decemr. 1776. Washington * A Hero's Feast"



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
Michel Gabriel Houdouin
Albany: Printed by Barker & Soutwick
The Robert Charles Lawrence Fergusson Collection
Michel Gabriel Houdouin, 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, Houdouin'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 75 eulogies on the death



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.



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 and

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 \(5:32\)](#)

[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: Reasoning as Mount Vernon and the Treaty of Paris \(7:31\)](#)

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.



instagram.com/americanrevolutioninstitute/

Instagram

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125 posts 603 followers 26 following

American Revolution Institute
Promoting knowledge & appreciation of the achievement of American independence w/ library, museum, classroom & preservation programs. #AmRevInstitute
bit.ly/2nT6qaa

POSTS TAGGED

facebook.com/AmericanRevolutionInstitute/

American Revolution Institute
October 14 at 12:00 PM · 🌐

The Institute's traveling trunks enrich classroom learning about the Revolutionary War through hands-on activities and analysis of documents and artifacts. Each themed trunk contains high-quality reproduction clothing and artifacts as well as images of historical objects and documents for student investigation. <http://bit.ly/2T9PABL>

📍 Ms. Ostmann's class in Clermont, Florida.

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American Revolution Institute @AmRevInstitute · Oct 14

Our traveling trunks enrich classroom learning about the #RevWar through hands-on activities & analysis. Each trunk contains reproduction clothing & artifacts as well as images of historical objects & documents for student investigation. bit.ly/2T9PABL

Social Media



An Invitation to Join the Teaching Associates

[HOME](#) / [JOIN THE TEACHING ASSOCIATES](#)

The American Revolution Institute invites teachers and school administrators involved with American history, civics and social studies who have an interest in the American Revolution to join the Teaching Associates of the American Revolution Institute of the Society of the Cincinnati.

Teaching Associates receive:

- regular updates about educational products and programs from the Institute;
- invitations to online and in-person teacher workshops and seminars (offered for professional development credit); and
- Institute materials for their classrooms, including many resources offered free of charge to Teaching Associates.

Joining the Teaching Associates of the American Revolution Institute is free. There are no fees and no dues.

Teachers are important to us. We appreciate your service, respect your dedication and want to do all we can to support you in teaching your students about the achievements of the American Revolution. We understand the pressures many of you face—diminishing time to focus on American history and limited resources to communicate with your students about our shared past.

The American Revolution Institute is committed to the idea that the American Revolution was the central event in American history, separating our colonial past from our national experience and committing the new nation to ideals of liberty, equality, natural and civil rights and responsible citizenship that have defined our past and will shape our future. We believe all Americans should understand the achievements of the American Revolution, and that all American citizens should work to fulfill its high ideals. If these ideas interest you, then join us!

Complete the enrollment form to join the Teaching Associates of the American Revolution Institute.

[ENROLL NOW](#)