



NATIONAL COUNCIL for the SOCIAL STUDIES

2021 Annual Conference

American Identity and the Legacy of the American Revolution

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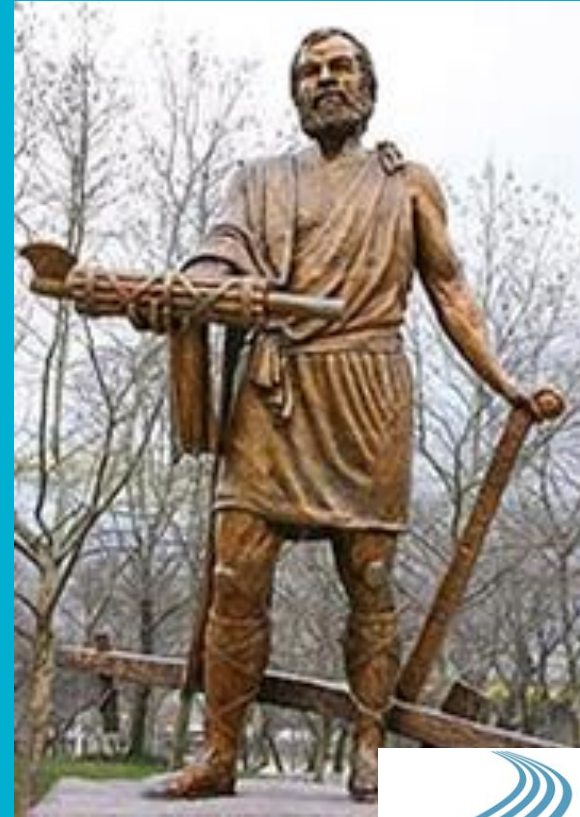
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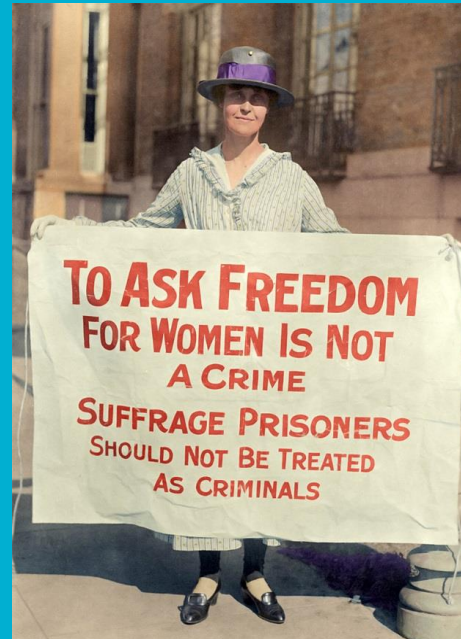
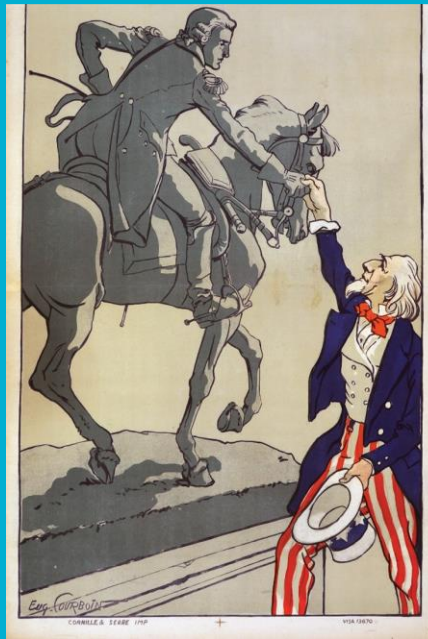
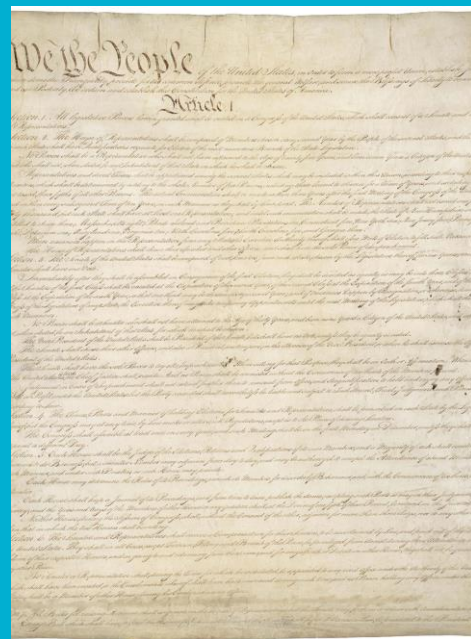
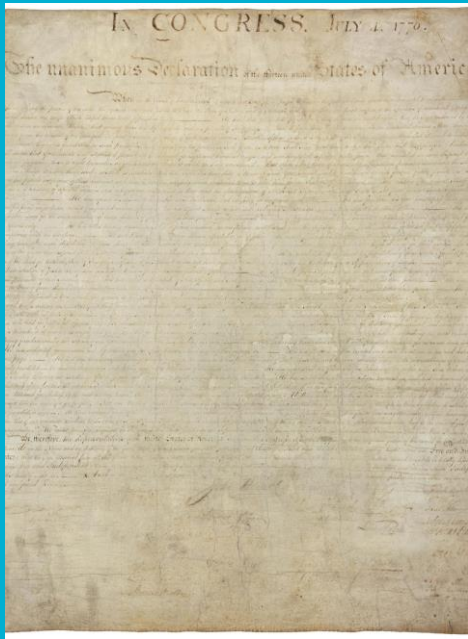
The Society of the Cincinnati (1783)

- ★ *to perpetuate the memory of the achievement of American independence*
- ★ *to perpetuate the fellowship of the officers*









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.











Be it known that *Matthew Gregory late Lieutenant in the third Connecticut Regiment*
is a Member of the Society of the **Cincinnati**, instituted by the Officers of the American Army, at the Period of its Dissolution, as well
to commemorate the great Event which gave Independence to *North America*, as for the laudable Purpose of inculcating the Duty
of laying down in Peace Arms assumed for public Defence, and of uniting in Acts of brotherly Affection, and Bonds of perpetual Friendship—
the Members constituting the same.

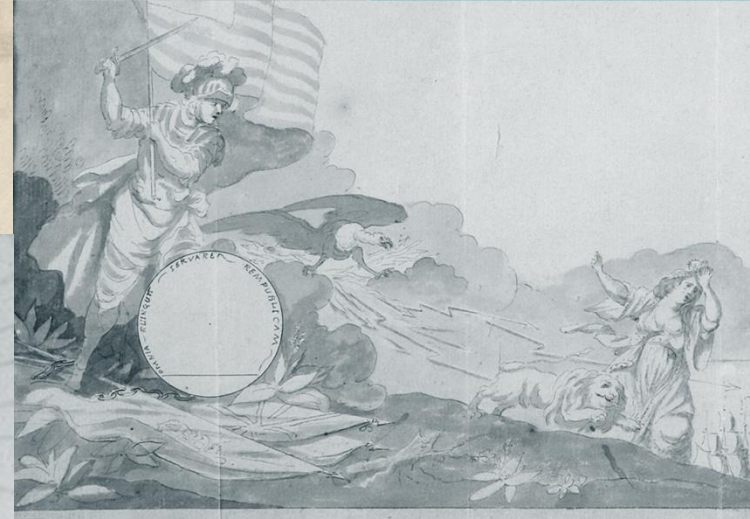
IN TESTIMONY whereof I, the President of the said Society, have hereunto set my Hand at *Philadelphia*
in the State of *Pennsylvania* this *first* Day of *September* in the
Year of our Lord One thousand seven Hundred and *Eighty nine* and in the
Year of the Independence of the United States *fourteenth*


By order:

Wm. Secretary

Wm. President







The Great Seal of the United States

[HOME](#) / [LESSON PLANS](#) / [OBJECTS OF REVOLUTION](#) / [THE GREAT SEAL OF THE UNITED STATES](#)

<https://www.americanrevolutioninstitute.org/lesson-plans/objects-of-revolution/the-great-seal-of-the-united-states/>



*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>



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





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



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



*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.*



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/>



Imagining George Washington

HOME / LESSON PLANS / IMAGINING THE REVOLUTION / IMAGINING GEORGE WASHINGTON

Introduction

Prior to the formal creation of the United States the spirit of that union lived in a man whom Americans had rallied around for more than a generation. He instilled stability amid revolution, and after independence was achieved, he embodied America's potential to become a nation founded on civic virtue and republican ideals. This lesson in the *Imagining the Revolution* series asks students to consider how eighteenth-century artists portrayed America's champion, George Washington.

Key images to be considered are:

- Charles Willson Peale's 1778 mezzotint, *His Excellency Gen Washington*, the first published engraving of Washington executed by an artist who had seen Washington;
- Charles Willson Peale's 1779 full-length portrait, *George Washington at the Battle of Princeton*; and
- Gilbert Stuart's 1796 full-length portrait of Washington as president painted for the marquis of Lansdowne, since known as the *Lansdowne* portrait.

<https://www.americanrevolutioninstitute.org/lesson-plans/imagining-the-revolution/imagining-george-washington/>



THE LEGACY OF CRISPUS ATTUCKS

The road to American independence was paved by many heroes. In this lesson, students explore the themes of independence and legacy through a case study

CRISPUS ATTUCKS



AMERICAN "NOTIONS OF INDEPENDENCE"

The Enlightenment ideals expressed in the *Declaration of Independence* directly influenced the actions of the citizens and soldiers of colonial America. In this lesson students analyze primary sources to discover how the *Declaration of Independence's* argument for liberty and independence was articulated and reflected throughout the newly independent states, and how those ideals continue to shape our nation today.

AMERICAN NOTIONS OF INDEPENDENCE

American "Notions of Independence"

HOME / MASTER TEACHER LESSON PLANS / THE LEGACY OF THE REVOLUTION / AMERICAN "NOTIONS OF INDEPENDENCE"

Rob Schulte, Neptune Township School District, New Jersey

DESIGN LEVEL: Middle School-High School

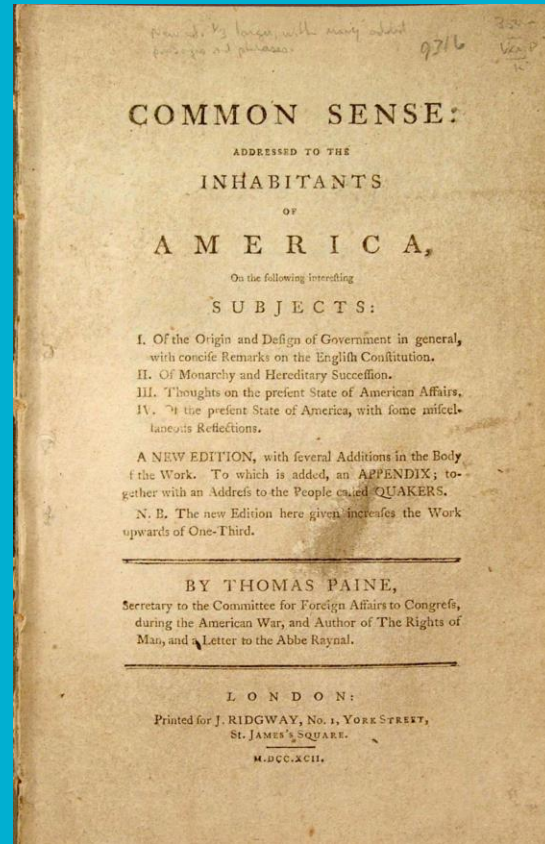
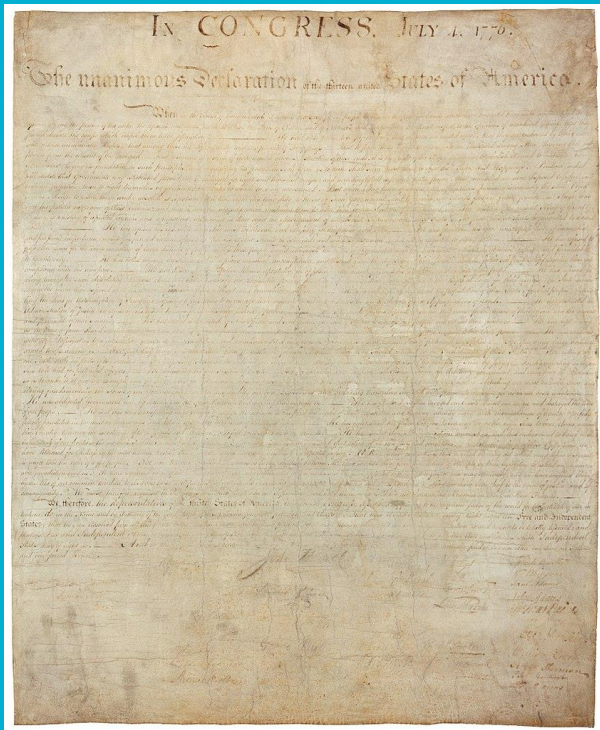


"habituated by notions of independence ... the same spirit shews itself from Nova Scotia to the Carolinas; burning with the fiercest flame in Philadelphia, New York and New England. The people indolent in all but mischief, base, treacherous and cunning ..."

and Subterfuges; The People I say presuming on their Numbers, and actuated by Notions of Independence, are and have been determined for some years

few, Experiences however convinces us that the same Spirit shews itself from Nova Scotia to the Carolinas; Burning with the Fiercest flame in Philadelphia, New York and New England. The People indolent in all but mischief, base, Treacherous and Cunning, whose behaviour in the field of Battle bears the same resemblance

Where did the colonists get these “notions of independence?”



How did they respond?



Pieces of the statue were later melted down into more than 42,000 musket balls – referred to as “melted majesty” by some – and used to fight the British during the Revolutionary War.

<https://www.amrevmuseum.org/press-releases/melted-majesty-musket-ball-discovered-at-monmouth-battlefield-to-be-displayed-at-museum-for-july-9-anniversary>

Letters home from Capt. Jonathan Birge, August – October 1776

To Isaac Birge
my son Isaac after fatherly affections to you these are to
inform you that I am well as I hope you are I received
your letter dated Sept^r 24th in which you informed me that
you was well and that you got along with Biface very
well for which I was very glad to remember my son to be
obediant to you mother and do as well as you ^{can} and ^{there} should
be prepared well this season I hope if my ^{life} is spared to return
home this winter and have no more call to arms to separate
parents from children & children from parents any more
write to me as often as you can and let me know ^{with} how business
goes on and whether you are well thus I conclude this admonition
that you remember your Creator while young
my love to Priscilla, Jonathan Ruth Simeon and Jonth Birge
anore

JONATHAN TRUMBULL, Esquire;
Captain-General and Commander in Chief of His
Majesty's Colony of *Connecticut* in *New-England*.

To *Jonathan Burge* Gent. GREETING.

YOU being by the General Assembly of this Colony, accepted to be *Captain*
of the *first Company* or *Troop* in the *Town of Bolton* in the *18th Regiment* in this Colony.

Reposing special Trust and Confidence in your Loyalty, Courage and good Conduct, I do, by Virtue of the Letters Patent from the Crown of *England* to this Corporation, Me thereunto enabling, appoint and empower You to take the *Company* into your Care and Charge, as their *Captain* carefully and diligently to discharge that Trust; exercising your inferior Officers and *Soldiers* in the Use of their Arms, according to the Discipline of War: Keeping them in good Order and Government, and commanding them to obey you as their *Captain* for his Majesty's Service. And you are to observe all such Orders and Directions as from Time to Time you shall receive either from me or from other your superior Officer, pursuant to the Trust hereby reposed in you. Given under my Hand and the Seal of this Colony, in *New-Haven* the *3^d* Day of *March* in the *15th* Year of the Reign of Our Sovereign Lord GEORGE the Third, KING of Great-Britain, &c. *Annoque Domini, 1775*

By His Honor's Command,

George Diller SECR^y.

Jon. Trumbull

JONATHAN TRUMBULL, Esq;

Captain-General and Commander in Chief of the English Colony of *Connecticut*,
in *New-England*, in *America*,

To *Jonathan Burge* Greeting.

YOU being by the General Assembly of this Colony, appointed to be *Captain* of a *Company* now ordered to be raised in this Colony, and to join the *Continental Army*, reposing especial Trust and Confidence in your Fidelity, Courage and good Conduct, I do, by Virtue of the Laws of this Colony, me thereunto enabling, appoint and empower you, the said *Jonathan Burge* to be *Captain* of said *Company* you are therefore, carefully and diligently to discharge the Duty of a *Captain* in leading, ordering and exercising said *Company* in Arms, both inferior Officers and *Soldiers*, in the Service aforesaid, and to keep them in good Order and Discipline, hereby commanding them to obey you as their *Captain* and yourself to observe and follow such Orders and Instructions, as you shall from Time to Time receive from me, or the Commander in Chief of said Colony, for the Time being, or other your superior Officer, according to the Rules and Discipline of War, ordained and established by the *Continental Congress*, pursuant to the Trust hereby reposed in you.

Given under my Hand, and the public Seal of said Colony, at *Hartford* the *20th* Day of *June* *Anno Domini, 1775*,

By His Honor's Command,

George Diller SECR^y.

Jon. Trumbull

Day 2:

Activity 4:

Share the *letters by Capt. Jonathan Birge and officers of his unit, New York, 15 August-October 20, 1776 : to Priscilla Birge, Bolton, Conn.* and their transcripts with students.

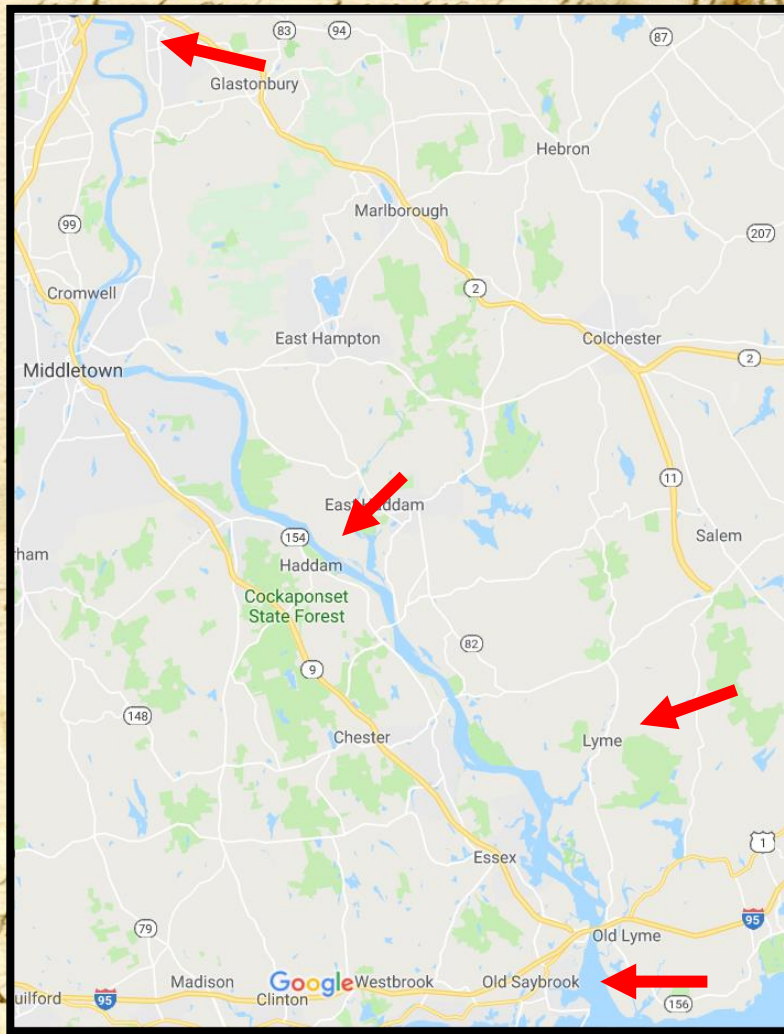
Divide students into five groups, asking each group to read and discuss one letter, then present their analysis of it to the class.

After all five groups have shared their letters, ask every student to read the final letter discussing Birge's death, then answer the following prompts and questions:

- Summarize the story of Captain Jonathan Birge.
- What were conditions like for the soldiers?
- Did they have the supplies they needed?
- Why do you think Jonathan Birge signed up to fight? Use one direct quote from the reading to support your answer.
- What did people have to do to support the ideals written in the *Declaration of Independence*?
- Why were these men willing to sacrifice their lives to become revolutionaries?



- Summarize the story of Captain Jonathan Birge.
- What were conditions like for the soldiers?
- Did they have the supplies they needed?
- Why do you think Jonathan Birge signed up to fight? Use one direct quote from the reading to support your answer.



“I will give you an ajournal of our voiage from weathers
-field where we embarked on thirsday evening. We set
saled on Friday morning & sailed as far as the upper part
of middle Haddam and by a anchor that Night, Saturday
we arrived at the upper part of Lyme with a very low wind,
& Sunday beet down to Seabrook with a conterary wind
but very high, we got out into the sounds about twelve
oclock & then the wind was fare for Newyork & we best
that day & that Night – within Sight of Norwalk islands
which is about eighty miles from Seabrook, Monday we
Lay by at anchor almost all day by Reason of a calm,
Tuesday we arrive as far as City Island which is about
thirty miles from New York, & on Wednesday we arrived
at Newyork about 3 oclock in the after noon...”

ing an intrest in your prayers att
r me and the army & the Cause of
nd
Jonathan Birge

Camps at New York August 18th 1776

After due respects to you & duty to my mother, I would inform that we are all in tolerable health but Timothy Ayle, who is not in a very good state of health but not down sick.

I will give you an account of our voyage from waters-
-field where we embarked on this day evening, left Salton
Friday morning & sailed as far as the upper part of middle
Hudson and by a tender that night, Saturday we arrived
at the upper part of Lyne with a very low wind, & Sun-
day beat down to New York with a contrary wind but
very high, we got out into the Sound about twelve
o'clock & then the wind was fair for New York & we beat
that day & that night within sight of New York Harbor

which is about thirty miles
long by at anchor almost a
week, we arrived as far as
thirty miles from New York,
at New York about 3 o'clock
we had arrived the news we
to be attacked that night
(Greenstamps or Dutchess),
strong at South & troops from
8c but it being a very late
without being alarmed.

I find things in a comfortable
have a good hope towards
the town: we hear that General
Southward with 10 thousand
it generally is generally believed
on New York very soon, as for
so I subscribe my self desiring an
the throne of grace for me and the army & the Cause of
Liberty, your loyal Husband

“I Subscribe my self desiring an
intrest in your prayers att the throne
of grace for me and the army & the
Cause of Liberty.”

I find things in a comfortable situation for soldiers, we
have a good hope towards the upper part of
the town: we hear that General Lee is coming from the
Southward with 10 thousand troops to reinforce our army:
it generally is generally believed that ^{the} enemy will make an attack
on New York very soon, as for news I have no more at present
so I subscribe my self desiring an intrest in your prayers att
the throne of grace for me and the army & the Cause of
Liberty, your loyal Husband
Jonathan Binge

New York Sept 12 1776

after we began to you & dear to my Honoured mother and
 love to my Children I would inform you that I am well
 except something of the Camp Disorder which makes
 me feel something feeble but not so ill. There about
 we have been in a very unfitted State ever since I came
 here, at our first arrival we stayed in Brook about
 a week & then our Regiments was orderd into Governor's
 Island which is about a mile from Brook to the South
 we tarried there about 5 or 6 days & when the Regulars
 got Report of the escape we abandond Governor's Isle
 & we had to sail in ~~the~~ boats in pairs that of the
 Regulars ~~run~~ from the escape for about 3 quarters of
 mile he shot through our ranks among the boats but
 never struck any boat or hurt any man but one till
 we had all got over, the man that was wounded happened
 to belong to my Company whose arm was shot off
 & he to his body by a shot from the shipping before he
 got into the boat his name is Abel Hackens of Tol-
 son he is not alive in consequence of a wound full way
 to get well.

I have lost one man of my Company namely Ephraim
 Most our people are very much complaining of the
 quick steps
 we seem to be in something of a broken State at
 his place but we hope to be got into a more settled
 State soon as to writing any thing about the State
 of the army or what it is like to be.

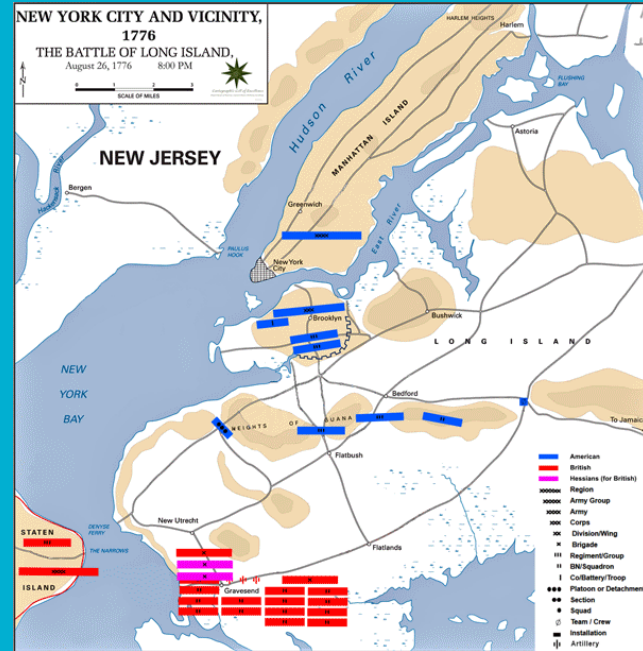
John Jones is well & lives with me as a waiter
 it is generally supposed that the town will soon be abandond
 or burnt. I have a letter in town as you can read it.
 we know how you all do.

I have been brother Tucker & brother Grant they are or was
 well the day before yesterday

thus I conclude with a desire of your Prayers for us & the
 Success of our armes against our cruel & malicious enemy
 here. That Capt Bissel is taken Ebenezer & site is wounded in
 his leg & taken you will have in the particulars of the
 affair on Long Island is thus I conclude.

Yours George

“I conclude with a desire of your Prayers for us
 & the success of our armes against our cruel
 and malituous enemy....”



<http://giftrunk.com/gif/the-battle-of-long-island-1776>

Feb.	8	Son of Ichabod Warner—Elijah.
"	6	Son of Jacob Lyman—Jacob.
Apl.	3	D ^r of Levi Loomis—Martha.
"	3	D ^r of Andrew Loomis—Beulah.
May	8	D ^r of Charles Loomis—Lidia.
"	"	D ^r of Ezra Waterman—Carolina.
"	"	D ^r of Ezra Waterman—Clarissa.
"	15	D ^r of Asa Bingham—Elisabeth.
June	12	Son of Zachariah Cone—Zachariah.
"	19	Son of Jonathan Skinner—Levi.
July	10	D ^r of Thomas White—Ruth.
August	28	D ^r of Seth Talcott—Deborah.
Sep ^r	25	Son of John Cone—John.
October	9	Son of Hezekiah Wellis—Levi.
"	30	D ^r of Thomas W. Pitkin—Rhoda.
Nov ^r	6	Son of Thomas Webster—Aaron.
"	"	Son of John Tucker—Jonathan Smith.
"	27	D ^r of David Webster—Ruah.
1775 Jan ^r	13	Son of Benjamin Mann—Benjamin.
March	26	Son of George Griswold—Calvin.
April	23	D ^r of Elisha Bissell—Clarissa.
"	"	Son of Elijah White—Henry.
"	"	Son of John Bissell—Aaron.
May	14	D ^r of Richard Pitkin—Anna.
"	"	Son of Zacheus, Negro—Zacheus.
"	21	D ^r of Ichabod Warner—Sally.
June	11	Son of John Howard—Salmon.
"	25	Son of William Haskins—Elijah.
July	9	Son of Asahel Skinner—Sylvester.
"	23	Son of Elias Skinner—Elijah.
Aug.	20	Son of John Carver—Phineas.
Sep ^r	10	Son of Levi Loomis—Levi.
Oct ^r	8	Son of Samuel Bishop—Isaac.
"	15	Son of John Coleman—George Smith.
"	"	Son of Judah Strong—Joseph Church.
"	22	D ^r of Jonathan Birge—Anna.
Dec ^r	10	Sons of Nathaniel Hammond, Alvin & Calvin.
1776 Jan ^r	6	Son of Benjamin Buel—Samuel.
"	7	Son of John Talcott—John.
"	14	Son of Elijah Olmstead—Joseph.
Feb.	4	Son of John Jones—Erastus.
March	10	Son of Jonah Strickland—Simeon.
"	25	Son of Perez Swift—Jesse.
April	14	Son of Joseph Tucker—Josiah.
"	28	D ^r of Thomas White—Mille.
May	1	Son of Aaron Strong—Samuel.
"	21	D ^r of John Cone—Esther.
June	9	D ^r of Benjamin Blush—Phebe. [Bliah ?]
July	7	D ^r of Benjamin Mann—Elizabeth.
"	28	Son of Elisha Tucker—Daniel.
"	28	D ^r of Zachariah Cone—Molly.
Aug ^t	4	Son of Charles Loomis—Charles.
"	4	Son of Andrew Loomis—David.



“John Jones is sick & gone out to our hospital at New Rochel he is prity low with the camp Distemper & Lenord Rogers is very poorly with the scurvey, & I have heard that Thos Taylor is Dead”

Camp at Harlem 10 miles above New York Oct 6th 1776
Kind & Dear Wife: you must not think that Distance
& long Absence has weaned in the least Degree my
Affections from you & my family altho I have wrote
but seldom to you and what I have wrote has had a
tendency to make you trouble but it was real necessity
made me send for those articles for which I sent & I
determin to send home some money which we are in
Dayley expectation of Drawing very soon, altho
my Expenses are & have been very large through the
Extra vagant price which has been on every thing
that I have bought

I Can Inform you that at Present I am in good
health at Present through Divine goodness which
I esteem the Greatest worldly Blessing & especially in
our Camp for I never saw a worse place to be sick in
for we have not one doctor to our whole Brigade
in Camp for they are all gone out to take care of
sick in the hospitals in the Country
our People are some what sick in Camp yet but they
generally recover when we send them into the Country and
but few dies Compared with the Number of sick
As to our Circumstances of living we are better provided
than when I wrote to you last for we have a tent and
some straw to lie on to keep us from the ground & we
have considerably lik hogs but I desire not to complain
for I am alive & why should a living man complain
It is not all the Commissions or pay I receive that makes
me ware it for the Cause of freedom & love to posterity
that could hire me to undergo the fatigue of such
a Campaign as this but I hope we shall fare better
soon, so you may conclude that I shall Return as soon
as may be for I want to hear from you & my family
& much more to see you, but I would not think that
I am uneasy with my Circumstances for I am in health
I thank kind Providence & I am the only Capt in the
Regiment that is well & ~~but~~ ^{one} only besides my self
that Pretends to so any duty in Cam which makes
my Duty some what hard but I hope to be carried through
but I am afraid that as the weather grows cold I shall be

Exposed to get cold but I intend to keep as comfortable as I can for I have bought one blanket
since I sent you the last letter but if you send me another I shall not have two much
bed Cloathing for winter we hear that the french fleet is near the mouth of Delaware River & we
hope that they will play a time for the Regulars to Dance as they have for us but things
look frowning on us as yet but we must know that god will Right and we must wait for
his Salvation

My Duty to my Honoured mother if she be yet alive & likewise to Father & mother Ham-
mond with a desire of their Prayers for me & the army in general so I conclude with sub-
-scribing my self your true & loyal Husband

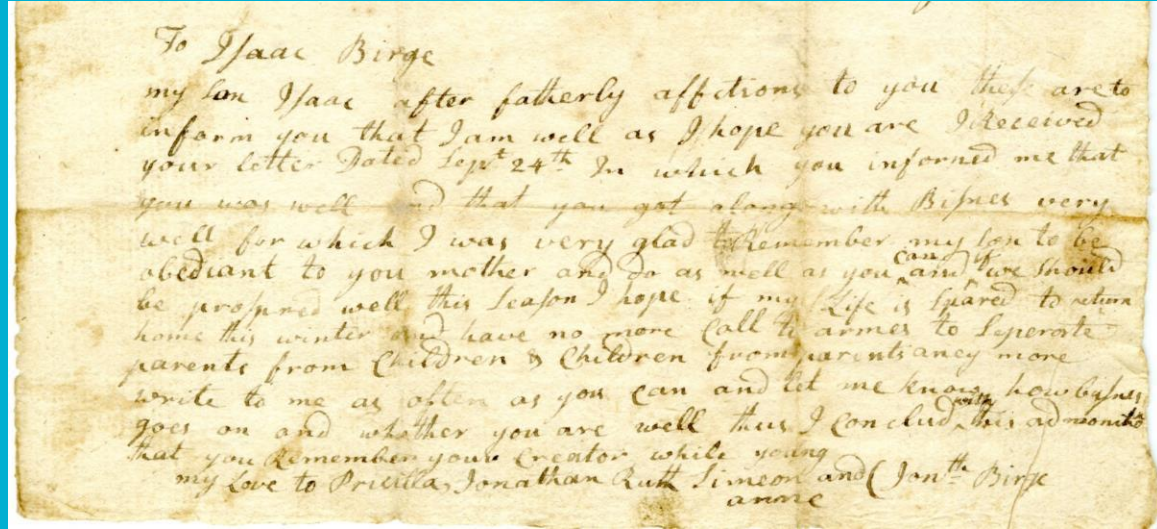
John Bierge

John Jones is sick & gone out to our hospital at New Rochel he is pretty so with the Corp
Dysentery & Lenord Rogers is very poorly with the same, & I have heard that Tid Taylor is Dead
but we have not heard certain of the truth of it the news came not very direct for he
was sick & went out into the Country but I never knew where ^{in my company} I was in hopes his uncle
would find him & be able to help him: we have but 26 men fit for duty out of about
sixty: I have not heard that but four or five have Died

“I hope if my life is spared to Return to my family at the end of the campaign, my mind is much at intervals on my family and home affairs but I keep them as much from Preplexing me as posible for it is the countryes cause I am Ingaged in and must pay attention to it...”

To Isaac Birge

My son Isaac after fatherly affections to you these are to Inform you that I am well as I hope you are I received your letter Dated Sept 24th in which you informed that you was well and that you got along with [illegible] very well for which I was very glad to remember my son to be obedient to you mother and do as well as you can and if we should be prospered well this season I hope if my life is spared to return home this winter and have no more call to armes to separate parents from children & children from parents aney more write to me as often as you can let me know how [illegible] goes on and whether you are well this I conclude with this admonition that you Remember your creator while young my love to Pricilla, Jonathan Ruth Simeon and Annie



To Isaac Birge
my son Isaac after fatherly affections to you these are to
inform you that I am well as I hope you are I received
your letter Dated Sept^r 24th in which you informed me that
you was well and that you got along with Bipes very
well for which I was very glad to remember my son to be
obediant to you mother and do as well as you ^{can} and if we should
be prospered well this season I hope if my life is spared to return
home this winter and have no more call to armes to separate
parents from children & children from parents aney more
write to me as often as you can and let me know how ^{your} Bipes
goes on and whether you are well thus I conclude ^{with} this admonition
that you Remember your creator while young
my love to Pricilla, Jonathan Ruth Simeon and (Jenth Birge
anore

Philips Patent Nov 17th 1776.

Dear Madam

We think ourselves bound by the ties of peculiar acquaintance and God regard to a Deceased Friend, to write you the melancholy and Disagreeable News of Loss of your Dear Husband whose untimely fall is most sensibly felt by us & regretted, and we doubt not but lamented by all his acquaintances. And as you are the bereaved Relict of our Deceased Friend we now condole your great and lamentable Loss, sympathizing in your Afflictions, praying that the Loss may be sanctified to you and the Tender Offspring, and that you may be supported by Divine Grace under your heavy Trial and that we may all follow his good Example, strive Equally to Excel in Virtue, and render ourselves Useful to our Country - that we may see the Cause of all afflictions. View the Divine Right of Dismissing of all Events, reverence the hands that give the blow, Refrain from Murmuring or Complaining, and acknowledge that it is God has done it who cannot do Injustice, but order Everything in Infinite Wisdom. Perhaps such Reflections on the Divine Dispensation may administer consolation to an afflicted Mind, and render those kind of tender Loss bearable. The Circumstances of your late Deceaseds Death are easier told by word than writ, we can only tell you that he received a wound in his Left Shoulder by the muzzle of a gun being struck off by a Cannon Ball, the wound at first appeared near frivolous and trifling but being searched by the Doctors was found much worse than our apprehensions. He was moved up to Stamford and after about ten Days illness Expired which was disagreeable and unexpected news to us as also it will be to you. I will be to you Madam with respect we subscribe your

Cordial Friends & wellwishers

Edward Rine
Nathaniel West
George Hubbard

P.S. The Articles you sent by Mr. Coff we have taken and given him our Receipt and paid him his Trouble of bringing, and will pay you for them at our return. Mr. Coff will bring your husbands Cloaths and other things and I desire the papers may be kept entirely safe as it will be difficult settling accounts with the Company without them.
Yours with respect Nathaniel West

“the circumstances of your husbands death are easier told by word than write, we can only tell you that he received a wound in his left shoulder by the muzzle of a gun being struck off by a cannon ball, the wound at first appeared near frivolous and trifling but being searched by the doctor was found much worse than our apprehensions. He was moved up to Stamford and after about ten days illness Expired which was disagreeable and unexpected news to us as also it will be to you...”

Day 2:

Activity 4:

Share the letters by Capt. Jonathan Birge and officers of his unit, New York, 15 August-October 20, 1776 : to Priscilla Birge, Bolton, Conn. and their transcripts with students.

Divide students into five groups, asking each group to read and discuss one letter, then present their analysis of it to the class.

After all five groups have shared their letters, ask every student to read the final letter discussing Birge's death, then answer the following prompts and questions:

- Summarize the story of Captain Jonathan Birge.
- What were conditions like for the soldiers?
- Did they have the supplies they needed?
- Why do you think Jonathan Birge signed up to fight? Use one direct quote from the reading to support your answer.
- What did people have to do to support the ideals written in the *Declaration of Independence*?
- Why were these men willing to sacrifice their lives to become revolutionaries?



- What did people have to do to support the ideals written in the *Declaration of Independence*?
- Why were these men willing to sacrifice their lives to become revolutionaries?



FIG AND VINE: THE INFLUENCE OF ROLE MODELS

This lesson asks students to analyze visual and written portraits of women who created our republic and the unique role of America.

FIG AND VINE



WHAT DEFINED AMERICANS AFTER THE REVOLUTION

What did being an American mean following the Revolution—politically, socially, culturally and economically? Who were America's heroes and what were their core values? In this lesson, students will analyze the evolution of what it meant to be an American during the early republic.

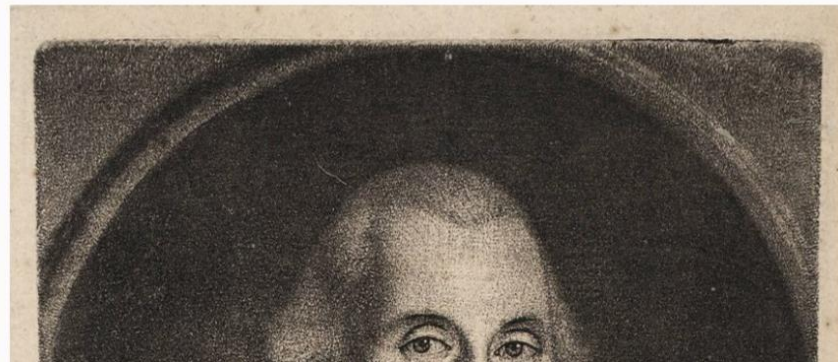
WHAT DEFINED AMERICANS?

What Defined Americans After the Revolutionary War?

HOME / MASTER TEACHER LESSON PLANS / LESSON PLANS ON THE REVOLUTIONARY REPUBLIC BY MASTER TEACHERS
/ WHAT DEFINED AMERICANS AFTER THE REVOLUTIONARY WAR?

Laura James, Bridgewater-Raritan Regional High School, Bridgewater, New Jersey

DESIGN LEVEL: High School





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What Defined Americans After the Revolutionary War?

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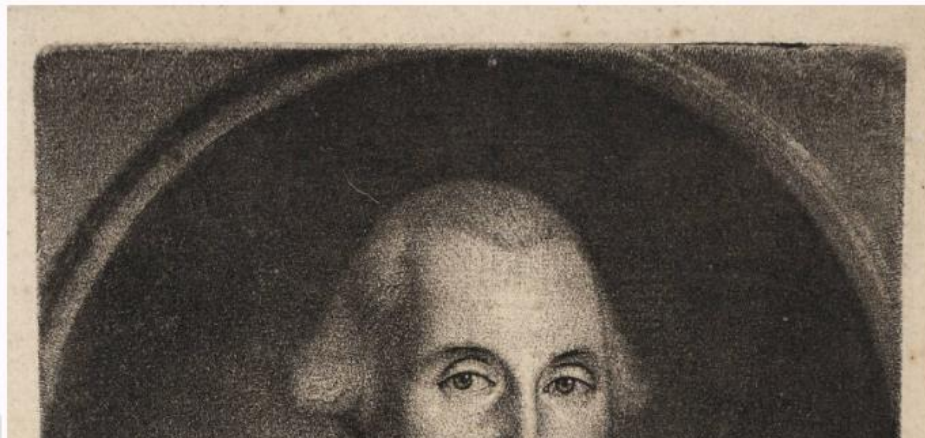
DESIGN LEVEL: High School

Overview

What did being an American mean following the Revolution—politically, socially, culturally and economically? Who were America's heroes and what were their core values? In this lesson, students will analyze the evolution of what it meant to be an American during the early republic.

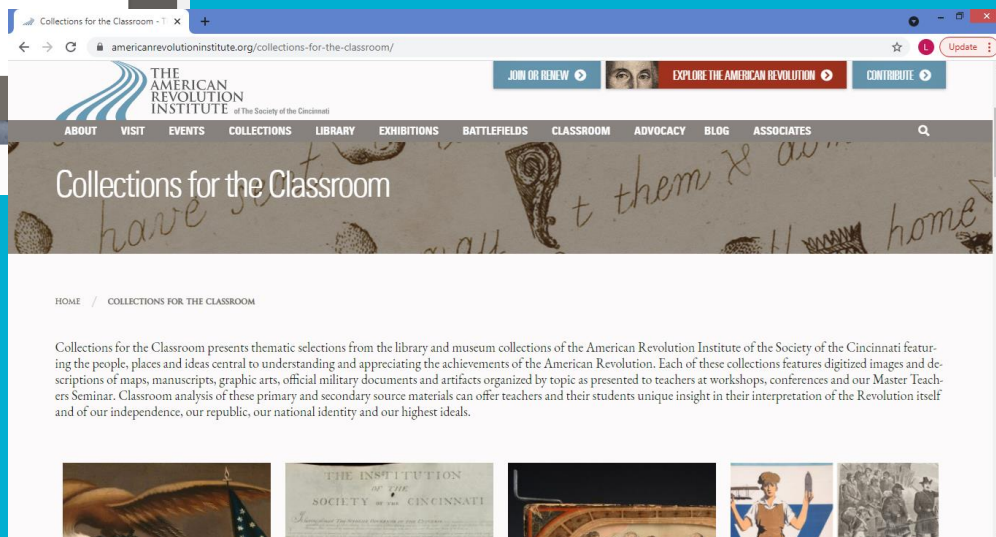
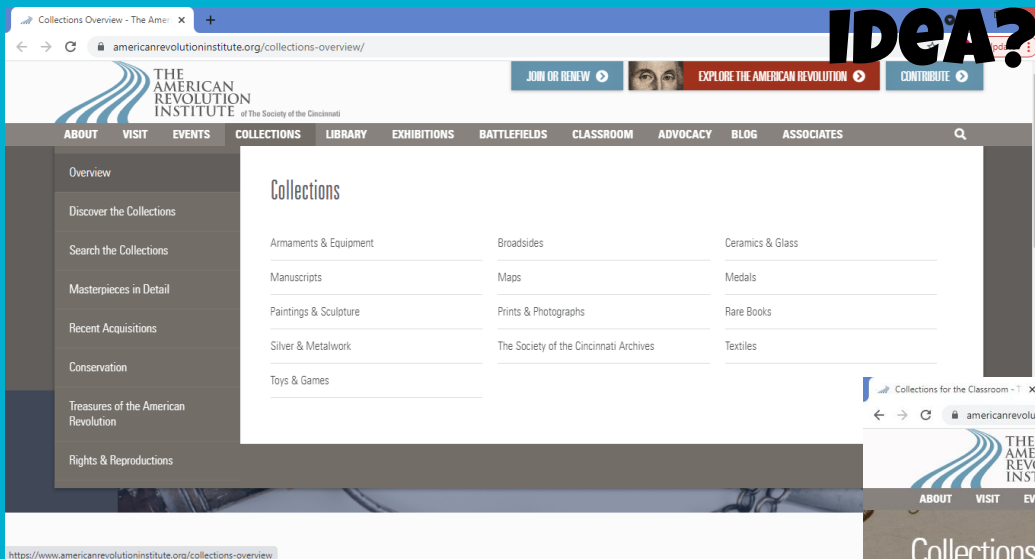
Objectives

Students will . . .



WHAT LED TO THIS LESSON PLAN

IDEA?



WHAT LED TO THIS LESSON PLAN IDEA: MASTER TEACHERS SEMINAR

- US I Academic in my school: 1580s-1914, so good to ground new time periods with the overall question: Who are Americans?
- Major focus for my classes: proving a claim / argument with supporting evidence from primary sources

Variety of resources available through the American Revolution Institute

- Different types of primary sources
- Primary sources to suit different learning styles
- Primary sources to suit a variety of levels of learners
- Easily modify documents for different levels by including or leaving out the description or vocabulary list

Ways I've Used the Primary Source Documents in My Classroom:

- Individual Documents with DBQ analysis questions
- Create DBQ essay assignments with multiple documents
- At the bell activities with individual documents that relate to the topic for those lessons
- Individual documents embedded in notes lectures to serve as an example
- Bonus content posted to Google Classroom for interested students
- As prompts to practice questioning techniques

What Defined Americans After 1776

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DOCUMENT AND OBJECT SETS REFLECTING SIX CATEGORIES OF STUDY:

Admired and Valued Ideals and Personal Character Traits

- Powder horn owned by David Allen, ca. 1776, The Society of the Cincinnati. [also see gallery below]
- General Lafayette at the Anniversary of the Battle of York Town, Oct. 19, 1824, ca. 1824-1834, The Society of the Cincinnati.
- Original Institution of the Society of the Cincinnati, 1783. [also see gallery below]
- John Quincy Adams' Declaration of Independence Engraved in Copperplate, 1823, U.S. Department of State, Diplomatic Reception Rooms: John Quincy Adams Drawing Room
- Badge of Military Merit, ca. 1782-1783, Collection of the American Independence Museum, Exeter, NH and the Society of the Cincinnati in the State of New Hampshire. [see gallery below]
- Discharge of Private John Hall, 1783, The Society of the Cincinnati. [see gallery below]
- "The Liberty Song," 1768, Dickinson Archives and Special Collections.
- John Dickinson's Hit Single: *Liberty Song*
- George Washington to the Delegates of the State Societies of the Cincinnati, May 1790. [also see gallery below]
- George Washington, *Newburgh Address*, March 15, 1783.
- Newburgh Address* Article, Mary Stockwell, The Fred W. Smith National Library for the Study of George Washington at Mount Vernon, Digital Encyclopedia.
- George Washington and the Newburgh Conspiracy*, 1783, Gilder-Lehrman History Resources.
- From George Washington to United States Congress, December 23, 1783.
- General George Washington Resigning His Commission to Congress As Commander in Chief of the Army at Annapolis, Maryland, December 23d, 1783*, John Trumbull, oil on canvas, Commissioned 1817; purchased 1824. Image courtesy of Architect of the Capitol.

His Excellency Gen Washington

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Critical Contemporary Events

- 13 A.L.L.S by Lieutenant William Barton : from Jermintown (i.e. Germantown), Whitmarsh, Valley Forge, Elizabethtown, Tioga, and elsewhere] July 1777 – 3 Oct. 1779, The Society of the Cincinnati. [see gallery below]
- Plan of the Investment of York and Gloucester, Sebastian Bauman Map, 1782, The Society of the Cincinnati. [see gallery below]
- Four Revolutionary War Scenes: Battle of Bunker Hill, Death of General Wolfe, Camp at Valley Forge, and Surrender of Cornwallis* (engravings from an unknown book), The Society of the Cincinnati.
- Washington at Princeton*, Charles Willson Peale, 1779.
- "He Comes, The Hero Comes!" Recording by David and Ginger Hildebrand, *George Washington: Music for the First President*, 1999. [see gallery below]
- "The President's March" Audio recording by David and Ginger Hildebrand, *George Washington: Music for the First President*, 1999. [see gallery below]

Admired Individuals and Heroes

- His Excellency Gen. Washington*, Charles Willson Peale, 1778, The Society of the Cincinnati. [see gallery below]
- "General Washington" Audio recording by David and Ginger Hildebrand, *George Washington: Music for the First President*, 1999. [see gallery below]
- "A Toast" Audio recording by David and Ginger Hildebrand, *George Washington: Music for the First President*, 1999. [see gallery below]
- Enclosure: Poem by Phillis Wheatley, 26 October 1775.
- George Washington to Phillis Wheatley, 28 February 1776.
- Portrait: *Henry Knox (1780-1806)* Painted by Peter Roos (1850-1910), after Gilbert Stuart (1755-1828) (late 19th, early 20th century), The Society of the Cincinnati. [see gallery below]
- Abigail Adams to John Adams, 16 July 1775 (descriptions of Washington and Lee).
- Alexander Hamilton, Major General of the armies of the United States of America, Secretary of the Treasury, &c. &c. (engraving) William Rollinson, 1804, The Society of the Cincinnati.
- Portrait of John Hancock, copy of John Singleton Copley 1765 by Edward Savage 1785, U.S. Department of State Diplomatic Reception Rooms: Gallery. [see gallery below]

What Defined Americans After 1776

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Skills/Industries/Designs Unique to Eighteenth Century Craftsmen Artists and Artisans

- Lighthouse Clock, Simon Willard 1822-1830, U.S. Department of State Diplomatic Reception Rooms: Jefferson Reception Room.
- Tail Case Clock, William Clagett, U.S. Department of State Diplomatic Reception Rooms: Jefferson Reception Room.
- Tankard, Myer Myers 1785, U.S. Department of State Diplomatic Reception Rooms: John Quincy Adams Drawing Room.
- Teapot, Philip Syng, Jr. 1755, U.S. Department of State Diplomatic Reception Rooms: John Quincy Adams Drawing Room.
- Linen Press, Michael Allison 1800-1810, U.S. Department of State Diplomatic Reception Rooms: James Monroe Reception Room.
- Chest of Drawers, Thomas Sherburne 1770-1785, U.S. Department of State Diplomatic Reception Rooms: Gallery.
- Slant Front Desk, John Townsend 1765, U.S. Department of State Diplomatic Reception Rooms: Gallery.

Participation in Government and Civic Society

- Collection of 14 letters & documents relating to William Russell's experiences as a prisoner-of-war during the Revolutionary War, 1778-1783, Society of the Cincinnati. [see gallery below]
- Jonathan Birge to Priscilla Birge, 20 October 1776, Society of the Cincinnati. [see gallery below]
- Desk & Bookcase, Benjamin Frothingham 1753, U.S. Department of State Diplomatic Reception Rooms: Entrance Hall.
- Portrait of Thomas Jefferson, Thomas Sully, 1821, U.S. Department of State Diplomatic Reception Rooms: John Quincy Adams Drawing Room.
- An Authentic Narrative of the Life of Joshua Slocum*, 1844, The Society of the Cincinnati. [see gallery below]
- Additional suggested documents: selections from *The Federalist Papers*, pre-Revolution resolutions from colonial assemblies and legislatures that discuss the right to participate in government or the denial of participation in government.

1 Innumerable Treasures
https://www.flickr.com/photos/diplomaticreceptionrooms/42132433961/in/photolist-27d6JK/

What Defined Americans After 1776

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Unresolved Issues

- A Pensioner of the Revolution*, John Neagle, 1830, The Society of the Cincinnati. [see gallery below]
- A plea for the poor soldiers, or An essay, to demonstrate that the soldiers and other public creditors: who really and actually supported the burden of the late war, have not been paid! Ought to be paid! Can be paid! And must be paid!*, Pataiah Webster, 1790, The Society of the Cincinnati. [also see gallery below]
- Abigail Adams to John Adams, 31 March 1776.
- Henry Knox to John Hancock, 20 October 1782, The Society of the Cincinnati.
- Moll Pitcher at the Battle of Monmouth*, Painted by D.M. Carter, engraved by John Rogers, 1856, The Society of the Cincinnati. [see gallery below]
- Anti-Slavery Medallion, Am I Not A Man and A Brother, Henry Webster, artist, struck in Great Britain, 1787, U.S. Department of State Diplomatic Reception Rooms.
- Lafayette's Testimonial to James Armistead Lafayette, 21 November 1784.
- Receipt of Pay-Table Committee, Hartford, 7 June 1782 (signed for Dick Freedom by Cuf Liberty), The Society of the Cincinnati. [see gallery below]

Recommended Time

Two 40-minute class periods for document and object analysis, with the "I Am" poem assigned as the assessment for homework.

Activity

After receiving an introduction of the lesson, students will complete the *You: Present Day* bell ringer activity, then share their answers in a small group.

Introduce the "I Am" poem assignment by sharing Ms. James' template and online example at *Writing an "I Am" Poem*.

Students will investigate three objects or documents from each of the six categories and record their thoughts on the source analysis notes sheets.

You: Present Day

Instructions: *In order to discuss the evolution of how Americans saw themselves in the time periods we'll be learning about this year, it's important to think about how you would answer the same questions. In bullet point format, record your thoughts as you consider the following questions.*

1. What character traits do you value in yourself?
2. What character traits do you value in others, especially those in elected positions?
3. What is one important experience that you've had that has helped to shape you as a person?
4. Who would you identify as national heroes (any time period) and why?
5. Who would you identify as your personal heroes (any time period) and why?
6. What is a special or unique skill that you have? What is something that you're especially good at?
7. In what ways are you a part of your community (this can include the school community)?
8. What is an issue within the US that you feel that the nation needs to solve?

This intro worksheet can be a whole discussion by itself

Can modify this lesson to just be this worksheet and a modified version of this worksheet from the perspective of an American in the post-Revolutionary period

Another modification can be a discussion that compares the students' answers on this worksheet to their answers on the document analysis worksheet

Meet the students where they are in terms of skills, interest, and ability to keep primary source work challenging enough to be engaging and interesting

Source Analysis Notes

1. Ideals/personal character traits that were valued or admired

Source 1 Title:

Details/Notes/Thoughts:

Source 2 Title:

Details/Notes/Thoughts:

Source 3 Title:

Details/Notes/Thoughts:

Questions can be modified to be more specific (& less abstract)

Categories can be broken down:

- Details:
- Notes:
- Thoughts:
- Questions:
- Valued Character Traits / Ideals:

Analysis of documents in this lesson was meant to be more about student discussion of documents that interested them

Class discussion of student document analysis is very important! It gives value to student interpretations, questions, thoughts, connections, and independent work (also the best part of the lesson!)

"I AM" Poem Template

I AM

I Celebrate

I Hear

I See

I AM

I Value

I Respect

I Feel

I Touch

I AM

I Question

I Cry

I Say

I Understand

I AM

Change "I Am" verbs to suit:
AP, Honors, College Prep, Standard level

Focus or Time Period of Unit

Single Poem or 2 Poem
Perspective Comparison

Higher Thinking/Analysis:

I Value

I Create

I Question

I Believe

I Feel

I Hope

I Respect

Basic Analysis:

I Touch

I See

I Hear

I Work

I Learn

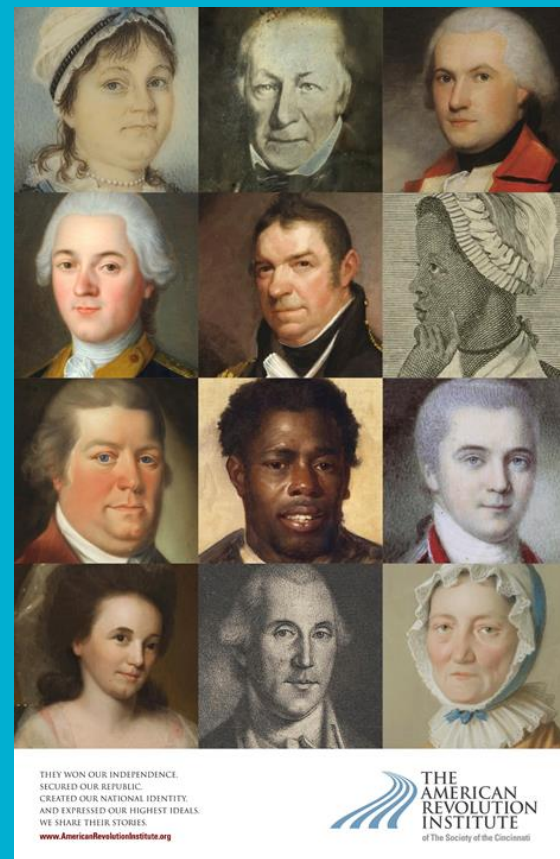


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- ★ *Collections for the Classroom* Database
<https://www.americanrevolutioninstitute.org/collections-for-the-classroom/>
- ★ *Continental Army & Revolutionary War at Sea* Traveling Trunks
<https://www.americanrevolutioninstitute.org/traveling-trunks/>
- ★ *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



<https://www.americanrevolutioninstitute.org/collections-for-the-classroom/>

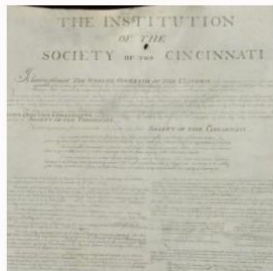


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EXPLORE THE AMERICAN REVOLUTION

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George Washington: From Soldier to Commander in Chief

George Washington Teacher
Workshop,
American Revolution Institute
virtual
July 2021



Why the Revolution Matters

Alabama Council for the Social
Studies Annual Conference
virtual
April 2021



The Historiscope of the American Revolution

31st Annual National Confer-
ence for History Education Con-
ference
virtual
April 2021



Media and Visual Culture: Imagery and National Identity over Two Centuries

Cultural Organizations Dedi-
cated to Educators Workshop
virtual
March 2021



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Collections for the Classroom: George Washington: From Soldier to Commander in Chief

HOME / COLLECTIONS FOR THE CLASSROOM / COLLECTIONS FOR THE CLASSROOM: GEORGE WASHINGTON: FROM SOLDIER TO COMMANDER IN CHIEF

George Washington Teacher Workshop, American Revolution Institute

virtual

July 8, 2021

George Washington subscribed (literally and figuratively) to the aims of the Society of the Cincinnati as they were outlined in its Institution, and he was president general from its inception until his death. Those aims, which were Washington's aims as well as the aims of the Society, included perpetuating the fellowship of the officers of the Continental Army and Navy, perpetuating the memory of the achievement of American independence, and advocating for justice to be done for veteran officers.

These collection items were selected for a workshop with teachers participating in the first virtual George Washington Teacher Institute studying "George Washington: From Soldier to Commander in Chief" with scholar Sarah Purcell.

