



George Washington at War: From Soldier to Commander in Chief AMERICAN REVOLUTION INSTITUTE June 23, 2022

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www.americanrevolutioninstitute.org

WI-FI AT ANDERSON HOUSE:
SOTC Guest password **GeorgeW1783!**





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?

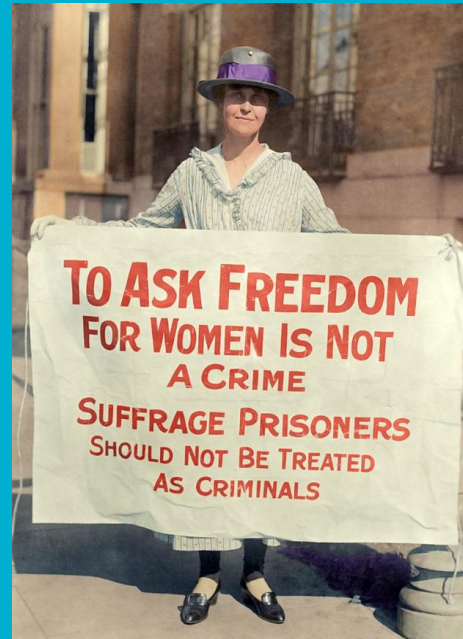
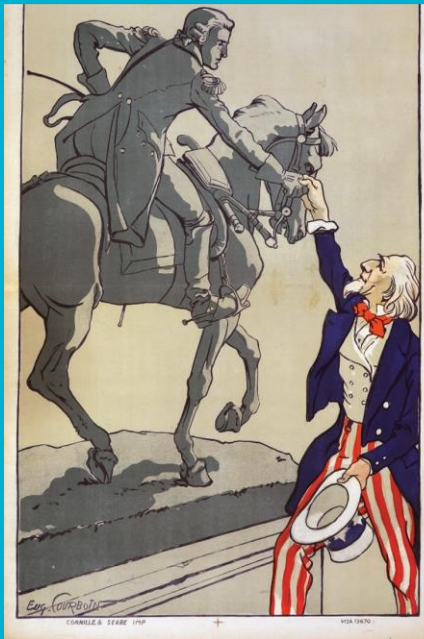
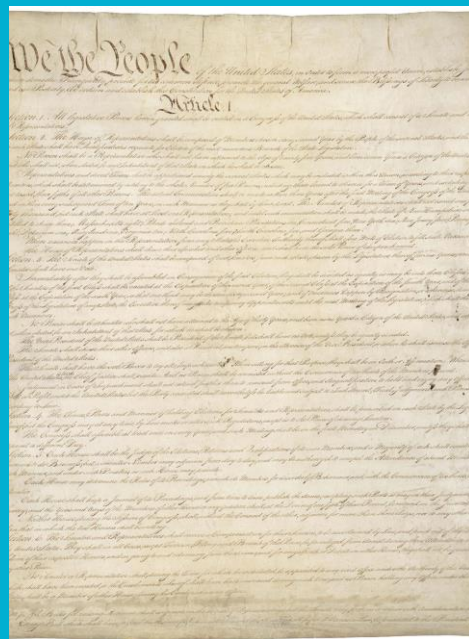
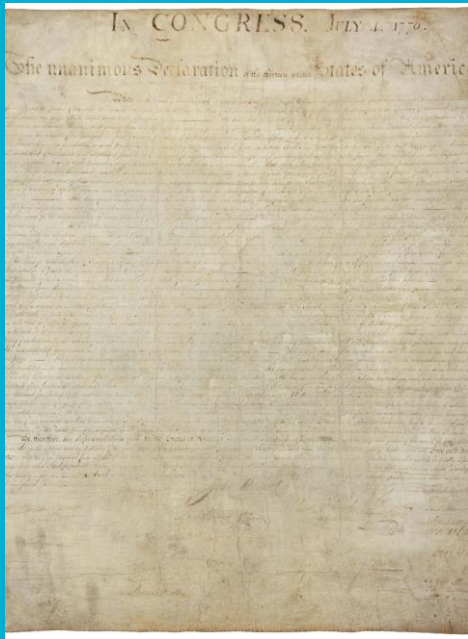
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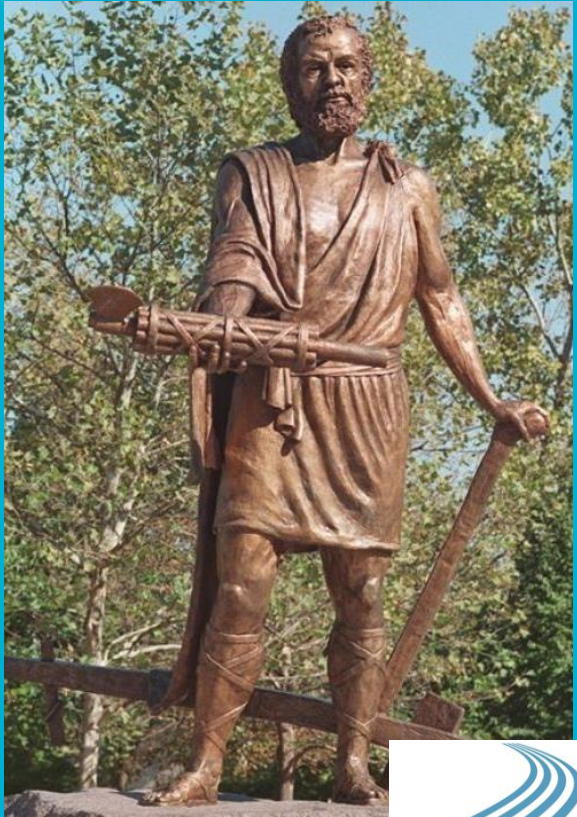
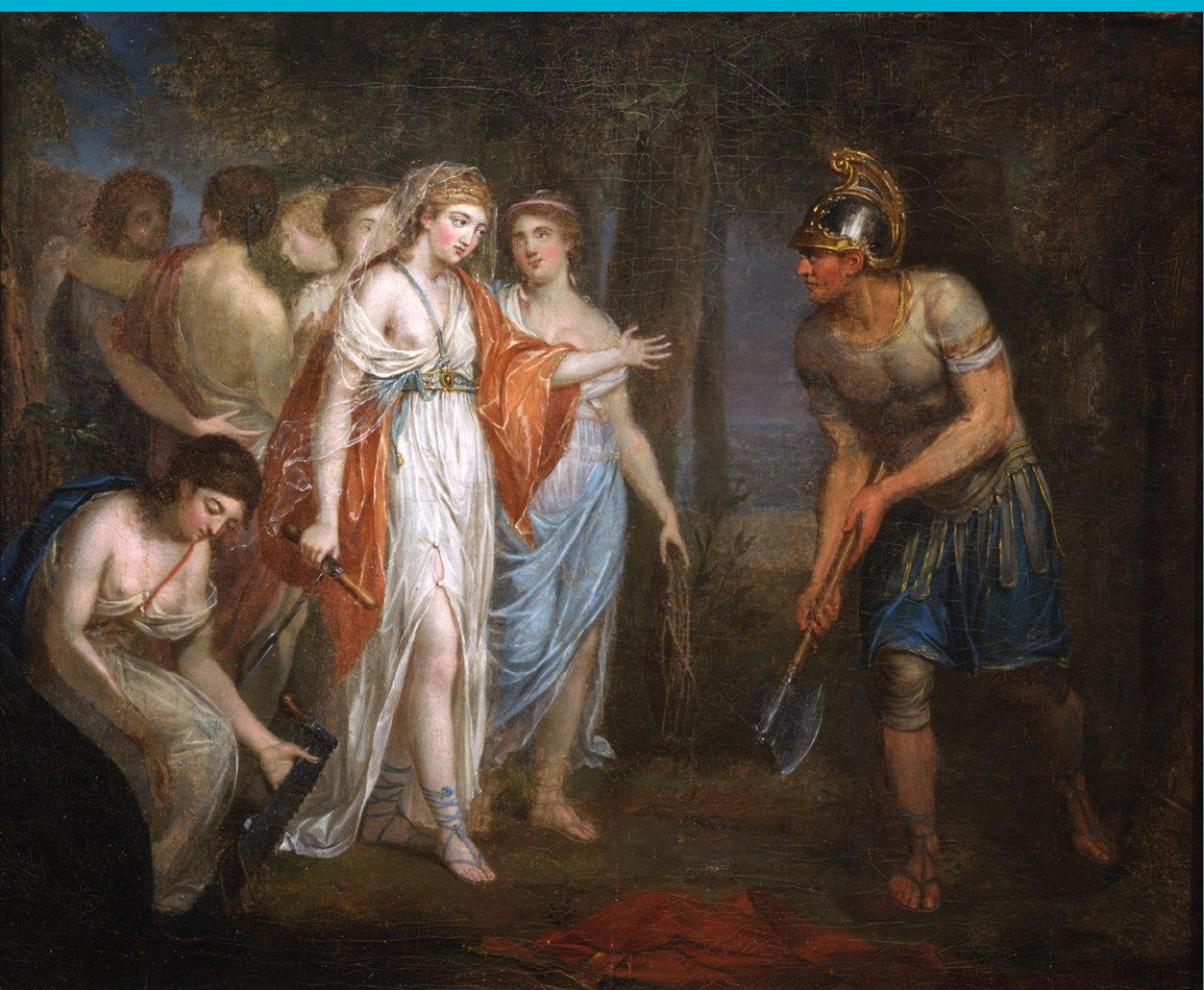
THE SOCIETY OF THE CINCINNATI (1783)

“To perpetuate therefore, as well the rememberence of this vast event, as the mutual friendships which have been formed under the pressure of common danger, and in many instances cemented by the blood of the parties...”



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.











MILITARY DECORATION: BADGE OF MILITARY MERIT

“PURPLE HEART”



The American Independence Museum, located in Exeter, New Hampshire, holds one of the only remaining Purple Hearts from George Washington's era.

Essential Questions

What is the Badge of Military Merit?

Why did George Washington create the Badge of Military Merit?

Who was eligible to receive the Badge of Military Merit and how was this a departure from tradition?

Teacher Background

<https://www.americanrevolutioninstitute.org/wp-content/uploads/2020/01/Purple-Heart-lesson-for-trunk-.pdf>



George Washington's Vision for the United States

During their winter encampment two years after the storied American victory at Yorktown, General Washington's officers found their patience with Congress wearing dangerously thin. By the ides of March, as they awaited a formal end to the War and for financial promises to the military to be honored, their frustration threatened to overtake their allegiance to America's new civilian government. Their passions were heroically reined in by George Washington wielding two unexpected weapons—his unfailing integrity and his new reading glasses. This lesson explores the events at Newburgh and how George Washington's vision for the United States and the ideals of republican sacrifice and civic virtue triumphed during a crisis that could have fundamentally altered the American experiment.

GEORGE WASHINGTON'S VISION

<https://www.americanrevolutioninstitute.org/lesson-plans/revolution-on-paper/george-washingtons-vision-for-the-united-states/>



**"I HAVE GROWN GREY, AND NOW
FIND MYSELF GOING BLIND"**

NUMBER 24

Character-Culture-Citizenship Guides

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T. G. Nichols Co., Inc., Kansas City

FEBRUARY

“let me entreat you, Gentlemen, on your part, **not to take any measures, which, viewed in the calm light of reason, will lessen the dignity, & sully the glory you have hitherto maintained**—let me request you to rely on the plighted faith of your Country, and place a full confidence in the purity of the intentions of Congress; . . . And let me conjure you, in the name of our common Country—as **you value your own sacred honor—as you respect the rights of humanity; & as you regard the Military & National character of America, to express your utmost horror & detestation of the Man who wishes, under any specious pretences, to overturn the liberties of our Country, & who wickedly attempts to open the flood Gates of Civil discord, & deluge our rising Empire in Blood.—”**

George Washington

Newburgh Address, March 15, 1783



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/>



CIVIC VIRTUE AND AMERICA'S CINCINNATUS, GEORGE WASHINGTON

In creating our Constitution, the founders believed civic virtue would be essential to ensure the success of our new republic. This lesson plan explores the historic foundations of civic virtue in the United States by closely examining the role George Washington played as a role model of civic virtue. The goal is for students to realize that civic virtue remains a necessity if a lasting republic is to succeed.

AMERICA'S CINCINNATUS



FIG AND VINE: THE INFLUENCE OF ROLE MODELS ON REVOLUTIONARY LEADERS

This lesson asks students to analyze visual and written primary sources to understand the influence of classical history on the men and women who created our republic and the unique role of America's Cincinnatus, George Washington.

FIG AND VINE

<https://www.americanrevolutioninstitute.org/master-teacher-lesson-plans/lesson-plans-revolutionary-republic/>

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

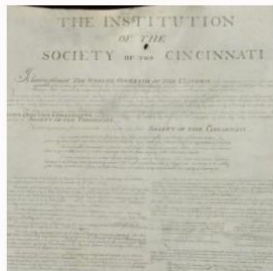


JOIN OR RENEW



EXPLORE THE AMERICAN REVOLUTION

ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM
BLOG ASSOCIATES



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



JOIN OR RENEW



EXPLORE THE AMERICAN REVOLUTION

CONTRIBUTE

ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM ADVOCACY
BLOG ASSOCIATES

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.





The Critical Time After Yorktown

William M. Fowler, Jr.

Professor of History, Northeastern University

April 5, 2013

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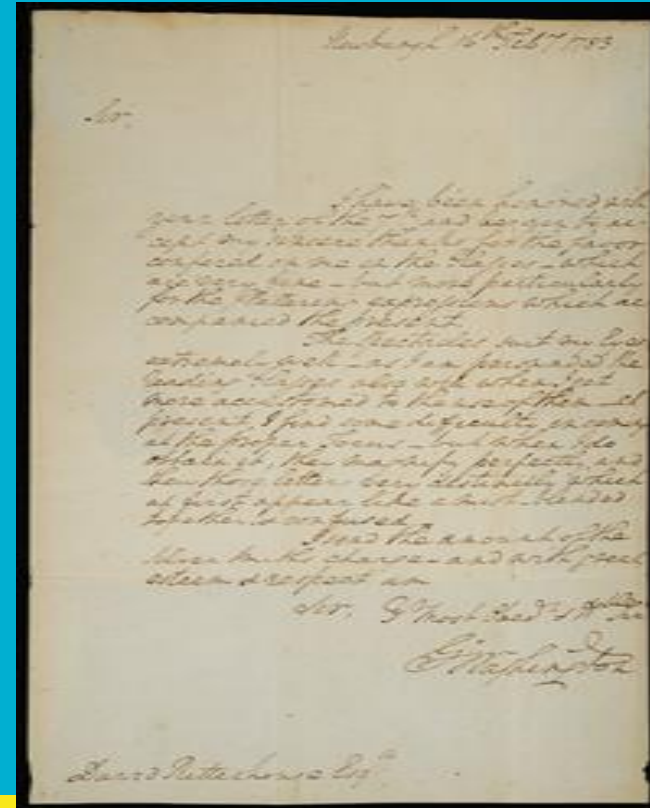
Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to 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 \(8:46\)](#)

America in Revolution and Lectures in Liberty Classroom Videos

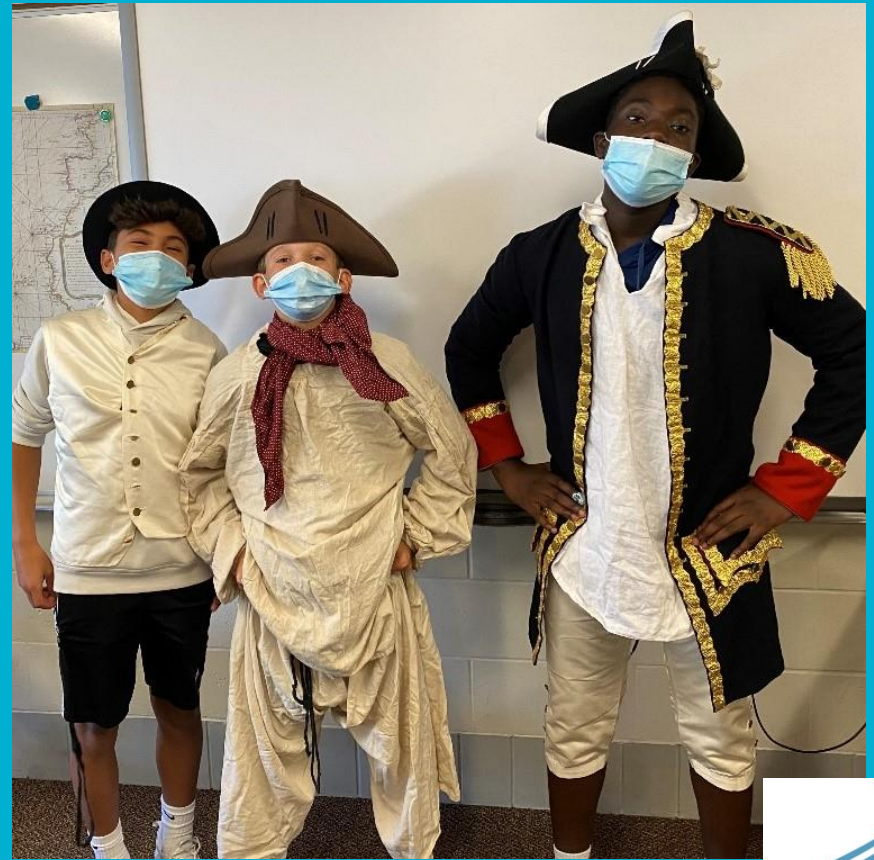
<https://www.americanrevolutioninstitute.org/classroom-videos/>



Revolutionary Choices Online Strategy Game

<https://www.americanrevolutioninstitute.org/revolutionary-choices-game/>





Continental Army & Revolutionary War at Sea Traveling Trunks

<https://www.americanrevolutioninstitute.org/traveling-trunks/>

Teacher Programs

<https://www.americanrevolutioninstitute.org/professional-development/>

George Washington Teacher Institute—WDC (June)
James Madison Fellows—WDC (June)
Master Teachers Seminar—WDC (July)
Pinellas County History PD—Palm Harbor, FL (August)
VA and NC Teacher Workshop—Danville, VA (October)
National Council for the Social Studies Conference—
Philadelphia PA (December)
National Council for History Education Conference—
Salt Lake City UT (March)



Student Programs



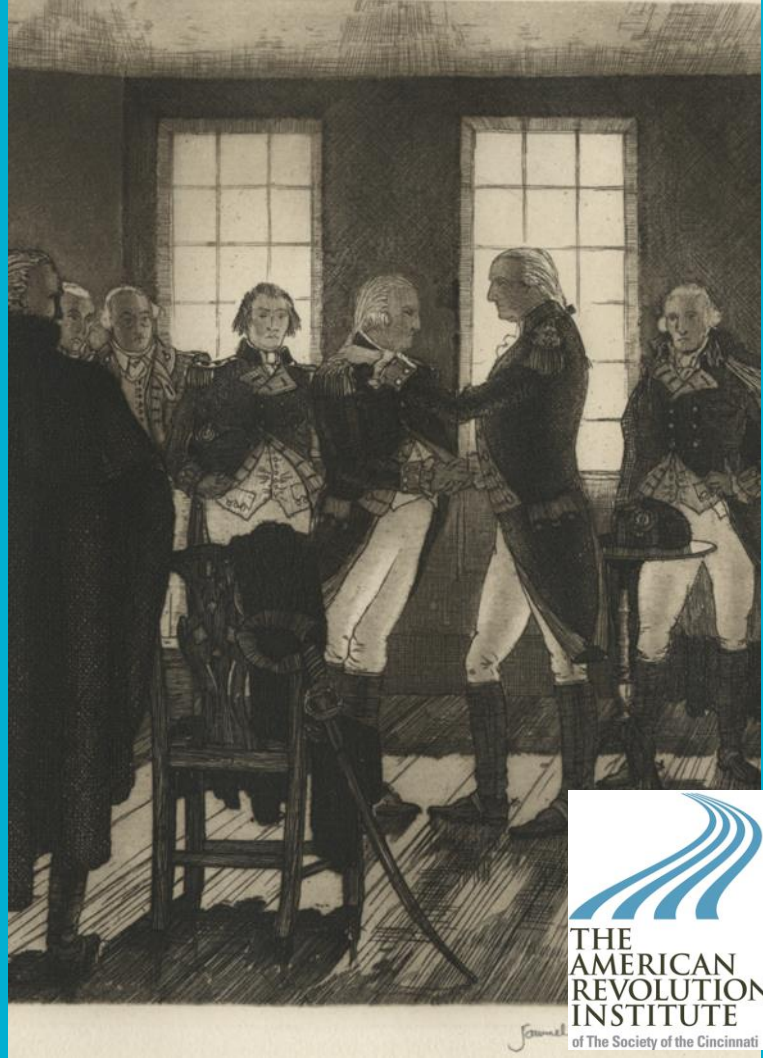
OTHER FREE RESOURCES

Why America Is Free Digital Textbook

<https://www.americanrevolutioninstitute.org/why-america-is-free/>

Teaching Associates Program

<https://www.americanrevolutioninstitute.org/teaching-associates/>



“The revolutionary generation did not complete the work of creating a truly free society, which requires overcoming layers of social injustice, exploitation, and other forms of institutionalized oppression that have accumulated over many centuries, as well as eliminating the ignorance, bigotry, and greed that support them. One of the fundamental challenges of a political order based on principles of universal right is that it empowers ignorant, bigoted, callous, selfish, and greedy people in the same way it empowers the wise and virtuous. For this reason, political progress in free societies can be painfully, frustratingly slow, with periods of energetic change interspersed with periods of inaction or even retreat. The wisest of our Revolutionaries understood this, and anticipated that creating a truly free society would take many generations. The flaw lies not in our Revolutionary beginnings or our Revolutionary ideals, but in human nature. Perseverance alone is the answer.”

—*Why the American Revolution Matters*



THEY WON OUR INDEPENDENCE.
DESIGNED OUR REPUBLIC.
CREATED OUR NATIONAL IDENTITY
AND EXPRESSED OUR HIGHEST IDEALS.
WE SHARE THEIR SPACES.
www.AmericanRevolutionInstitute.org