



Our Revolutionary Mothers' Voices

NATIONAL COUNCIL
for HISTORY EDUCATION

March 17, 2022

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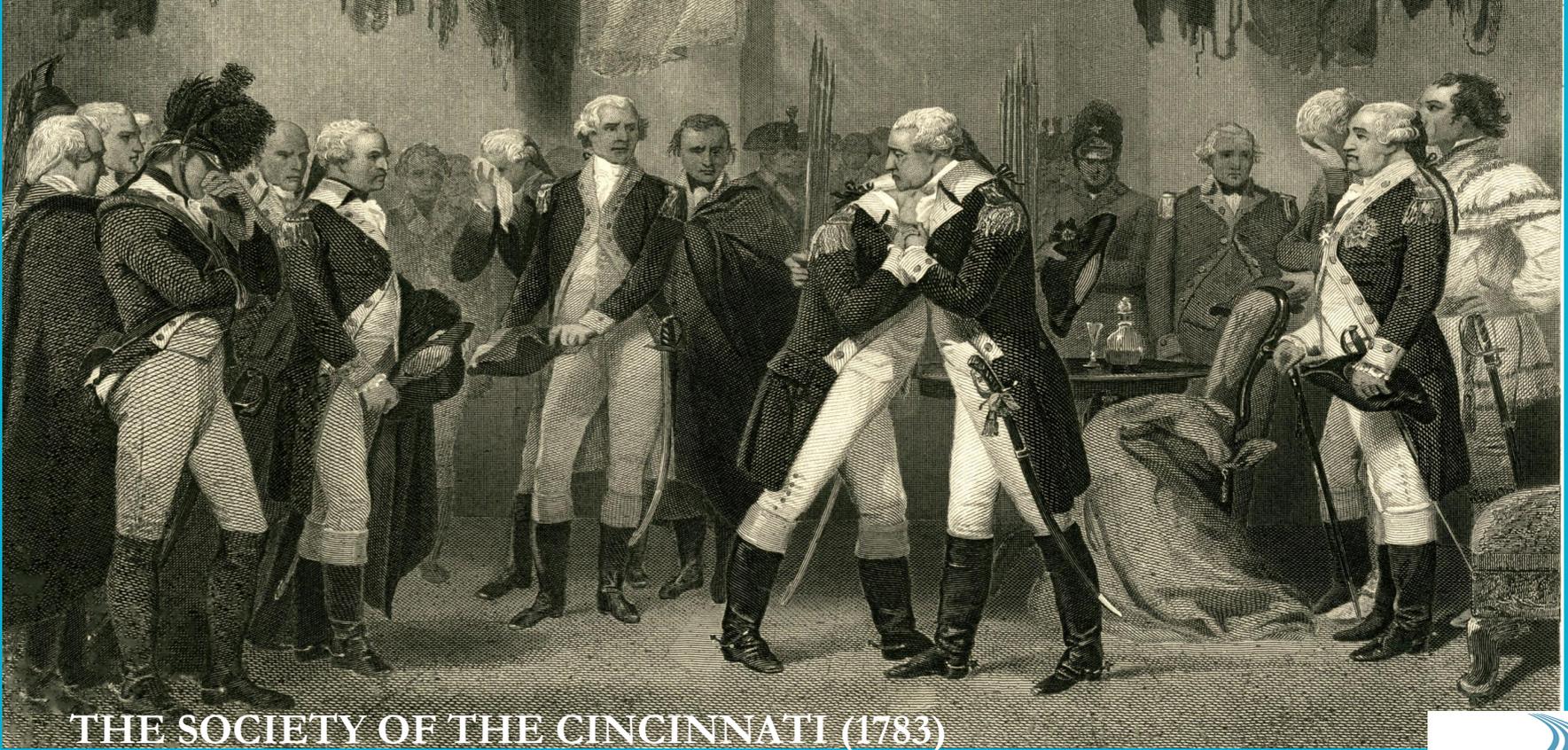
American Revolution Institute, Washington, DC

americanrevolutioninstitute.org

Kim Greer, Nevada Middle School, Nevada MO,

kgreer@nevada.k12.mo.us





THE SOCIETY OF THE CINCINNATI (1783)

to perpetuate:

- ★ *the memory of the achievement of American independence, and*
- ★ *the fellowship of the officers—and advocate for veteran officers*



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

NUMBER 24

Character-Culture-Citizenship Guides

FEBRUARY

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

THE
AMERICAN
REVOLUTION
INSTITUTE
of The Society of the Cincinnati

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EXPLORE THE AMERICAN REVOLUTION

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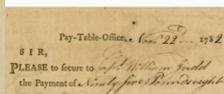
VOX AFRICANURUM



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 unflinching 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

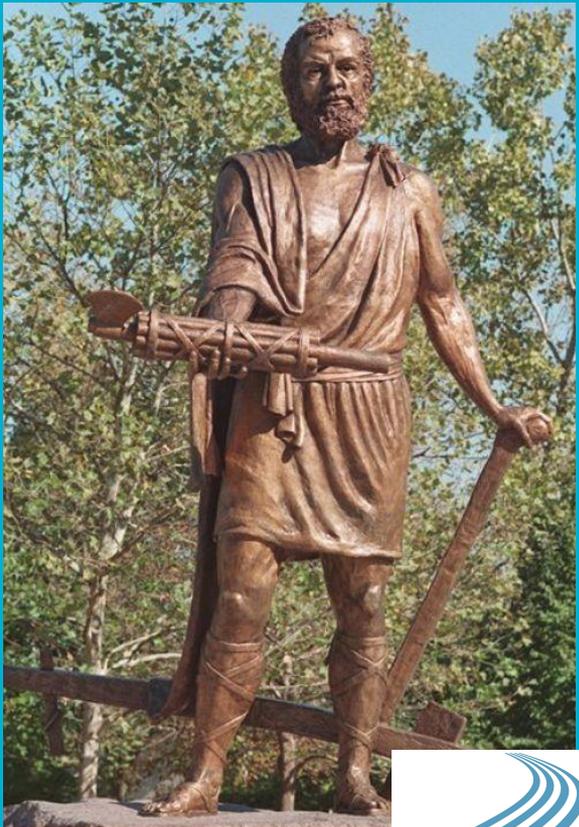


The Diary of William Judd

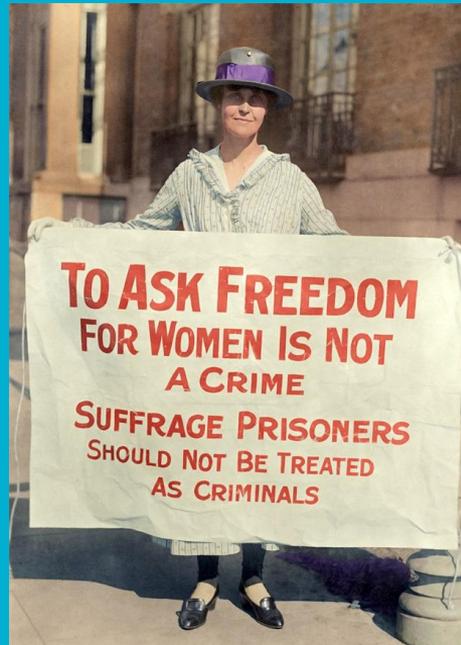
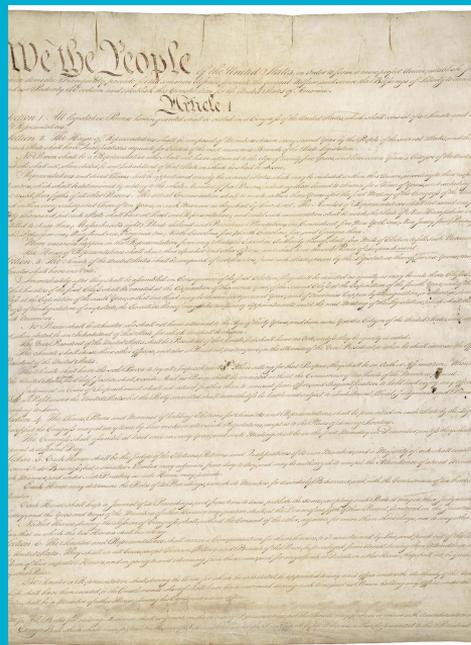
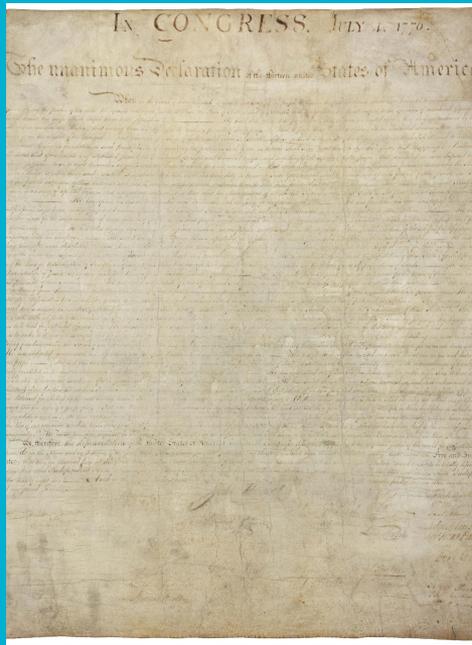
William Judd served as a captain in the Connecticut Continental Line during the Revolutionary War. In the months before he joined



THE
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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.





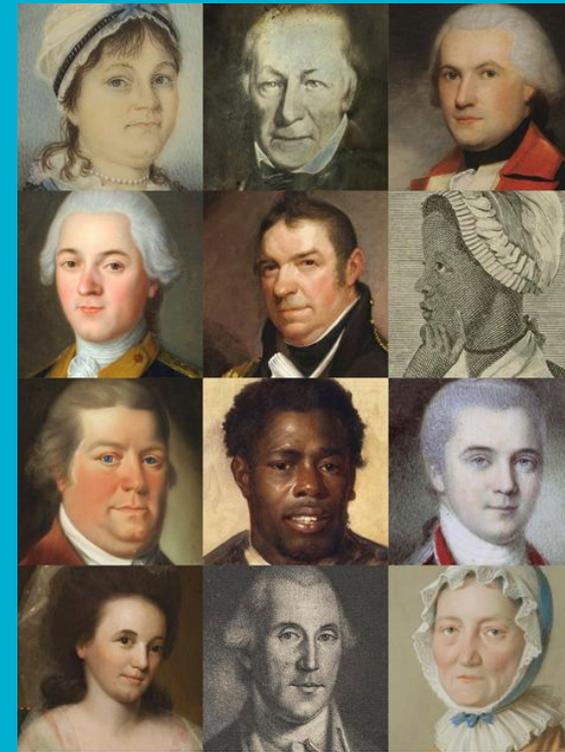


American Revolution Institute

<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



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

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A VIEW FROM THE FRONT LINES



THE INFLUENCE OF WOMEN DURING THE AMERICAN REV

Students will explore the various ways that women supported or resisted militarily.

WOMEN IN THE REVOLUTION



KOSCIUSZKO, SON OF LIBERTY

Upon hearing “the shot heard around the world,” the rebellion of the American colonies, Poland’s Thaddeus Kosciuszko was eager to test his military skills in America, serving the ideals of freedom that inspired the Revolution. When he left America, Kosciuszko di-

The Influence of Women during the American Revolution

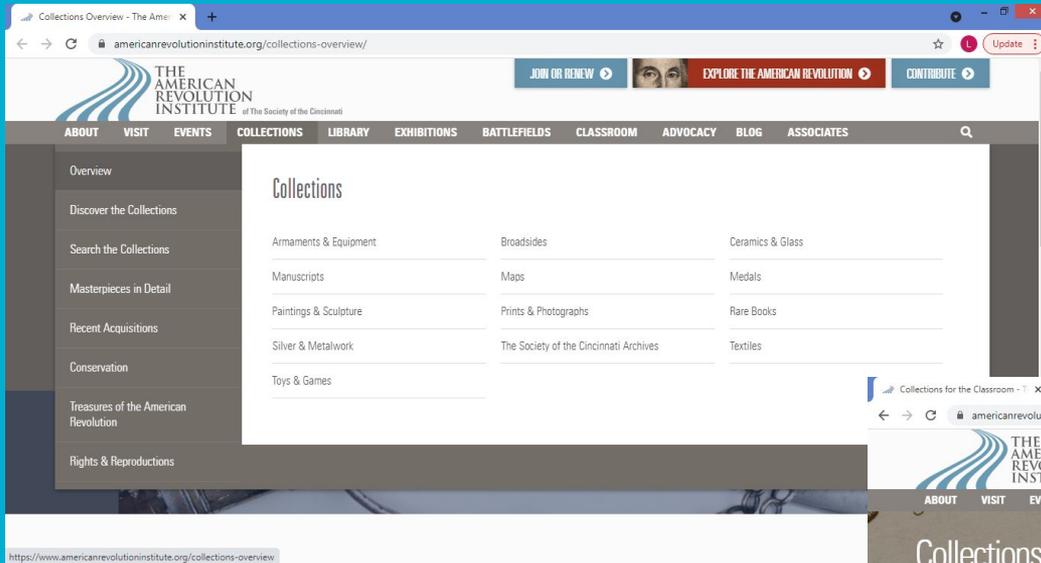
HOME / MASTER TEACHER LESSON PLANS / THE REVOLUTIONARY WAR / THE INFLUENCE OF WOMEN DURING THE AMERICAN REVOLUTION

Kim Greer, Nevada Middle School, Nevada, Missouri

DESIGN LEVEL: Middle School-High School

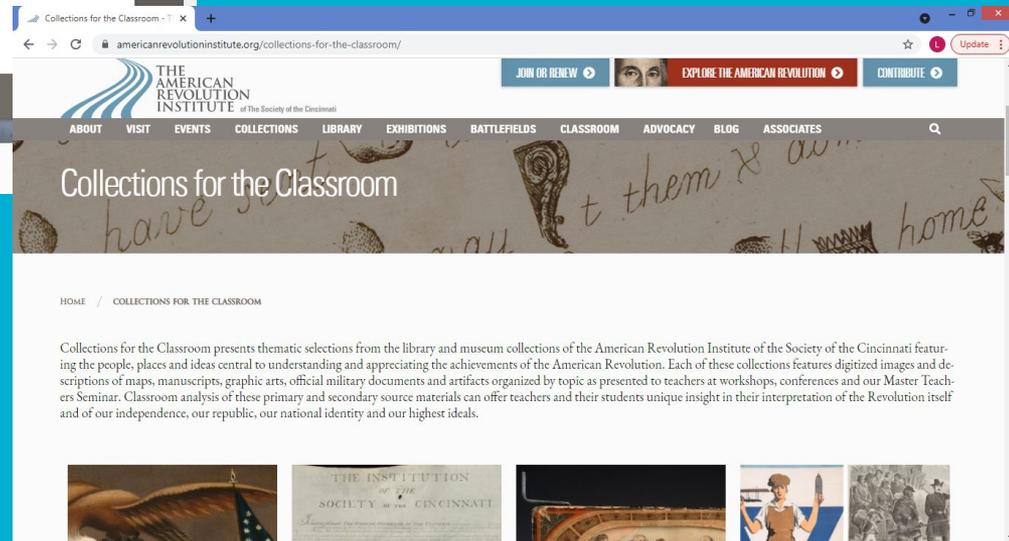


What led to the creation of this lesson plan?



Student interest in the contributions of women regarding the Revolutionary War

Exposure to ARI resources while applying to/attending the Master Teachers Seminar



What Led to This Lesson Plan Idea: Master Teachers Seminar

- I teach Early American history, where textbooks are often lacking information about contributions of women
- I often use primary sources for student exploration

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
- 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

Materials

- *Women as Major Participants in the Revolutionary War*, Carol Berkin, YouTube video
- *Deborah Sampson and Other Women Who Fought*, Carol Berkin, YouTube video
- *Esther Sewall, Grace Galloway and other Loyalist Women*, Carol Berkin, YouTube video
- *Lunch Bite – The Female Review: or Memoirs of an American Young Lady*, Rachel Nellis, YouTube video
- *The Female Review: or, Memoirs of an American Young Lady*, “A Citizen of Massachusetts” [Herman Mann], Dedham, Mass.: Nathaniel and Benjamin Heaton, for the Author, 1797, The Society of the Cincinnati, The Robert Charles Lawrence Fergusson Collection [see gallery below]
- *Nancy Hart*, Felix Darley, artist, Charles Regnier, engraver New York: Groupil & Co., 1853 The Society of the Cincinnati, The Robert Charles Lawrence Fergusson Collection
- Abigail Adams to John Adams, March 31, 1776, Massachusetts Historical Society
- *Margaret Corbin, Revolutionary*, American Revolution Institute
- Biography of Mary Ludwig Hays (1754-1832), National Women’s History Museum
- *Moll Pitcher at the Battle of Monmouth*, John Rogers, engraver; after D.M. Carter, artist, New York, 1856, The Society of the Cincinnati [see gallery below]
- *Recollections of a Georgia loyalist* / Johnston, Elizabeth Lichtenstein, 1764-1848.; Eaton, Arthur Wentworth Hamilton, 1849-1937, ed. — New York ; London :: M.F. Mansfield & Co., 1901 [excerpt]
- [Ms. Greer’s Two Voice Poem Template](#)

Primary and Secondary resources available on the American Revolution Institute website. For this specific lesson, the variety of women to study provides multiple perspectives and choice for students.

Form divided into four sections

Students will be instructed to review all of the resources, paying particular attention to the benefit of both primary and secondary sources. They will be asked to take notes over all four categories of involvement, then discuss in small groups.

Two Voice Poem
Revolutionary War Women

Which woman, or fictional woman, do you represent?

I am _____ (Name of woman researched)

I am _____ (Name of woman researched)

We both _____.

Type of Region where you live-

I live in the _____.

I live in the _____.

We both live _____.

Daily Responsibilities (Most of my time each day is spent)-

My daily responsibilities include _____.

My daily responsibilities include _____.

We both _____.

What are your views on the Revolutionary War?

I feel _____.

I feel _____.

We both feel _____.

What does society say you CANNOT do as a woman, or as a member of your social class, or resident of a specific region?

I can **not** _____ because I _____.

(ex. As a woman, wealthy person, southerner, etc.)

I can **not** _____ because I _____.

(ex. As a woman, wealthy person, southerner, etc.)

We both could **not** _____.

What does society say you CAN do as a woman, or as a member of your social class, or resident of a specific region?

I can _____ because I _____.

(ex. As a woman, wealthy person, southerner, etc.)

I can _____ because I _____.
(ex. As a woman, wealthy person, southerner, etc.)

We both CAN _____.

When I Think About the Future-

I think of _____.

I think of _____.

We both think of _____.

Which woman, or fictional woman, do you represent?

I am _____ (Name of woman researched)

I am _____ (Name of woman researched)

We both _____ (different than previous line) _____.

Following research of the Revolutionary War era women, students will partner to create a poem that compares or contrasts their efforts.

Library of
Congress



Supporting Question 1: What were Martha's thoughts regarding the war?

Source A

George Washington's letter written from the Second Continental Congress June 18, 1775-- for the formative performance task, students will draft a response as Martha. What would this have meant for her? What might she have known about the danger and consequences of the situation?

<https://www.mountvernon.org/education/primary-sources-2/article/george-washington-to-martha-washington-june-18-1775/>

Source B

<https://www.youtube.com/watch?v=10EXGTSUswM&t=6s>

Martha's Thoughts on the War, Mount Vernon website

Source C

Worthy Partner p. 177

<https://docs.google.com/document/d/0BzrA-p9T73njREVHbjhkRzJzeFBJbWdPdXQtNV8zX1BGX2k4/edit#heading=h.1h1h>

Supporting Question 2: How did Martha Washington support the war effort?

Source A

The General's 'Right Hand Man'

Martha Washington during the Revolutionary War

By Lynn Price

<https://millercenter.org/president/washington/washington-papers/generals-right-hand-man>

George Washington clearly benefited from the comfort of Martha's presence at the winter camps. Maj. Gen. Nathanael Greene wrote to his wife Caty on April 8, 1777, "Mrs. Washington and Mrs. Bland from Virginia are at Camp, happy with their better halves. Mrs. Washington is excessive fond of the General and he of her. They are very happy in each other." Martha Bland wrote to her sister from the Morristown camp on May 12 of that year that George's "Worthy Lady seems to be in perfect felicity while she is by the side of her Old Man as she calls him."

Martha's activities during the Revolutionary War extended far beyond conveying comfort. She served as a secretary, when needed, by copying letters for the General; she acted as a liaison between her busy husband and local officials; she entertained guests, including Elizabeth Drinker and several other Quaker women in 1778; and she kept close watch on the conditions of the Mount Vernon household from afar. In addition, the future First Lady participated in a successful campaign that encouraged American women to donate money and make clothes for the Continental Army.

Source B

<http://marthawashington.us/items/show/410> Letter to Burwell Bassett “if he sends for me”

Source C

<https://marthawashington.us/items/show/127.html> Martha Jefferson’s letter about Martha Washington’s letter to her regarding efforts by the ladies of Virginia to support the war.



Freedomsfoundation.org

For the formative performance task, students would receive a copy of a causal chain graphic organizer to take notes over these featured sources.

Supporting Question 3: How did Society view the role of women in Colonial America?

Source A

Revolutionary Mothers p. 67-68

By Carol Berkin

Of course, neither Martha Washington nor any American general's wife trudged behind the supply wagons or earned a few pennies a day washing the dirty linens of the soldiers. They would never sleep in a tent or in a hastily constructed hut, scavenge for food, or tear boots off a dying soldier. Instead, the generals' wives would spend their time at the winter encampments in the most comfortable housing the army could provide, and there they would serve as hostesses at dinner parties for the officers and attend social events planned by other generals' wives and daughters. Their value to the army was symbolic rather than practical. A general's wife lifted the morale of her husband, his officers, and his troops. She represented the prosperous and genteel life that officers were fighting to defend--and that many soldiers hoped would be theirs if America won its independence. Her presence, even under privileged conditions, was a declaration that everyone, even wealthy wives and mothers, was willing to make sacrifices for the Revolution.

Source B

<https://csac.history.wisc.edu/multimedia/founders-on-the-founders/martha-washington/>

Martha Washington Biography

Source C

https://docs.google.com/document/d/1OQjjU-yE1sbT9ftJuw5N1NQ4ULuLUwd_UmBcuikDGvA/edit

Background.doc file of Colonial women from Mount Vernon Lesson Plans

The Formative Performance task for this question would be a venn diagram comparing Martha Washington with other women of the era.

Following their research, students will participate in a debate to answer the original question regarding Martha Washington's influence on the progress or outcome of the Revolutionary War.

Military



Deborah Champion



Lydia Darragh



Sybil
Ludington

Margaret
Corbin



Many other women played a part in the story of the Revolutionary War.



FEMALE PATRIOTISM—MRS. STEELE & GEN. GREEN.

"Take it, you will need it; and I can do without the money."

From the original picture by Alonzo Chapple.

MARTIN, JOHNSON & CO. PUBLISHERS.

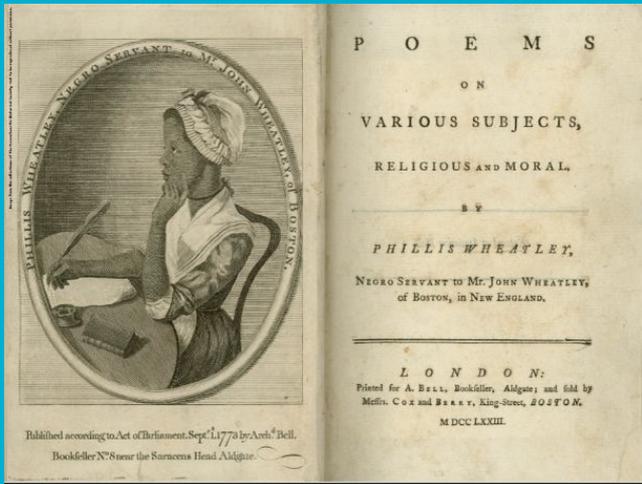
J. B. HALL, ENGRAVER.

Title	Female patriotism--Mrs. Steele & Gen. Green [sic] [engraving]
Responsibility	from the original picture by Alonzo Chapple [sic]; H.B. Hall, engraver
Creator	Chappel, Alonzo, 1828-1887, art. Hall, Henry Bryan, 1808-1884, egr.
Corp Author	Society of the Cincinnati
Place	N. York
Publisher	Martin, Johnson & Co
Date	c1856
Subject(s)	Greene, Nathanael, 1742-1786 - Pictorial works Steele, Mrs. - Pictorial works United States - History - Revolution, 1775-1783 - Pictorial works
Phys Desc	1 hand colored print ; on sheet 21 x 28 cm.
Notes	Gen. Greene, in uniform, sits at the kitchen table looking dispondant. Mrs. Steele is standing behind him holding a money bag. A dog lies near fireplace where a kettle hangs over the fire. Under the title is the caption: "Take it, you will need it, and I can do without the money." This is similar to the black and white illustration in Spancer's, Histroy of the United States, Vol. 2, between pages 120 and 121. This copy has no reference to engraver H.B.Hall and is copyrighted by Johnson, Fry & Co. in 1856.
Call Number	P8E L1982.1.257m
Exhibition	North Carolina in the American Revolution
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Female Patriotism—Mrs. Steele and Gen. Greene

Politically

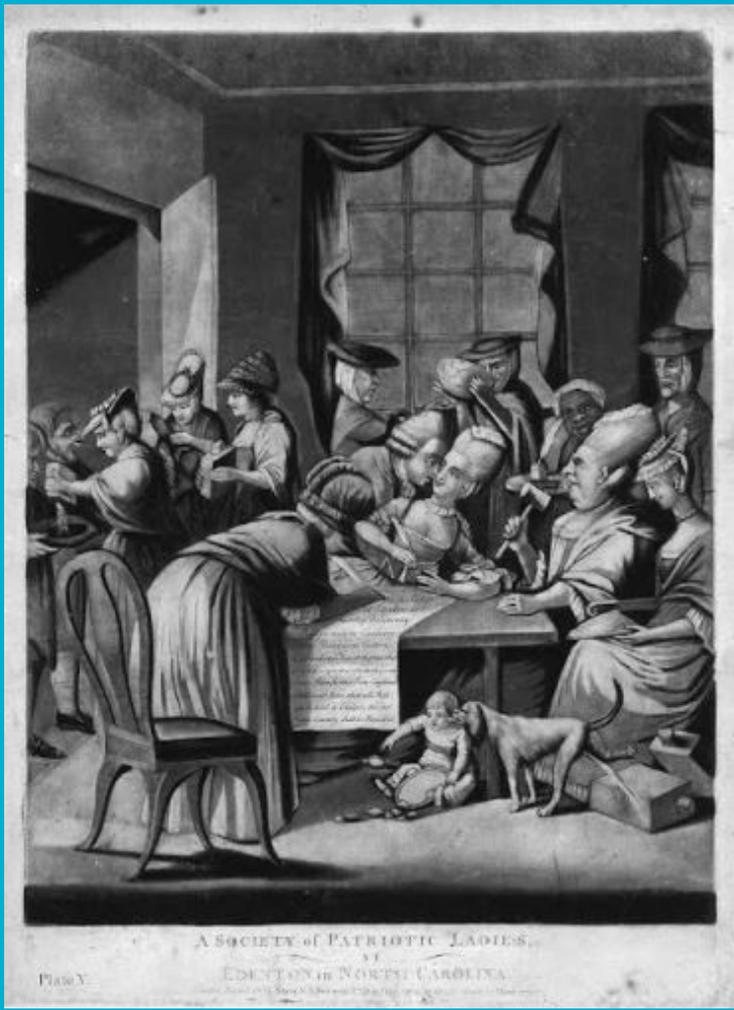
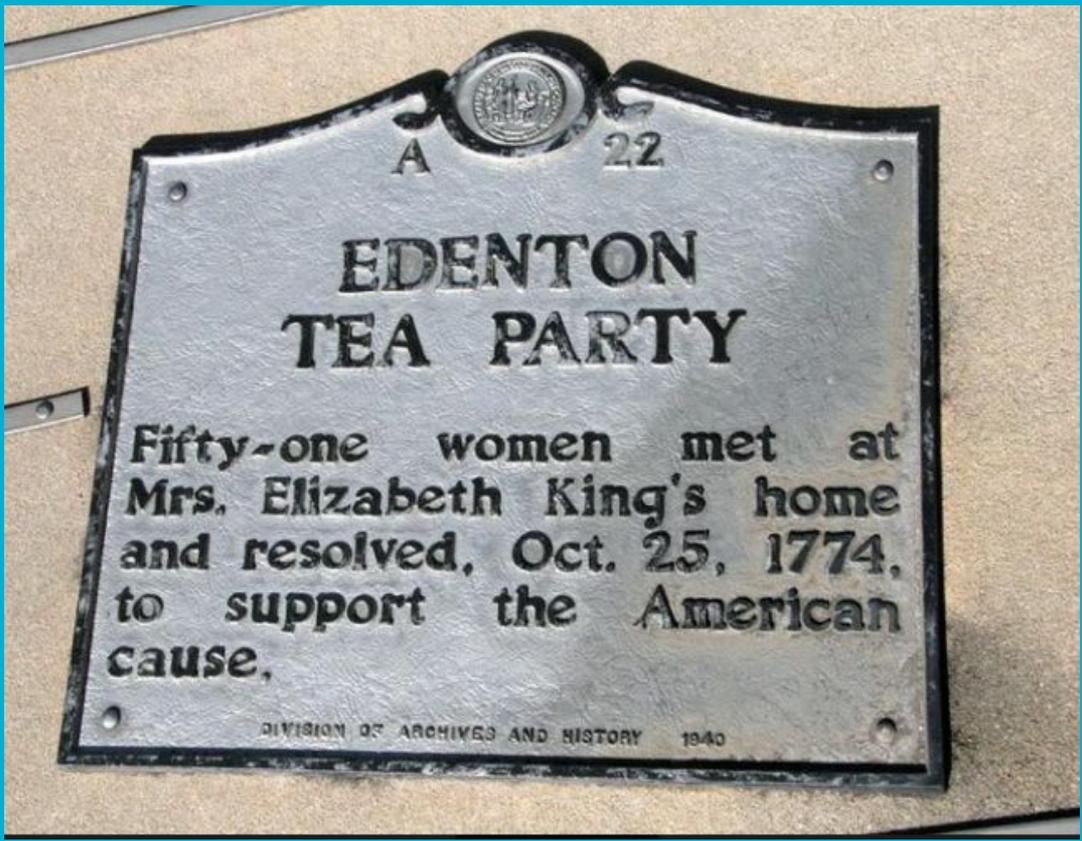
Phillis Wheatley



Abigail Adams



Mercy Otis
Warren



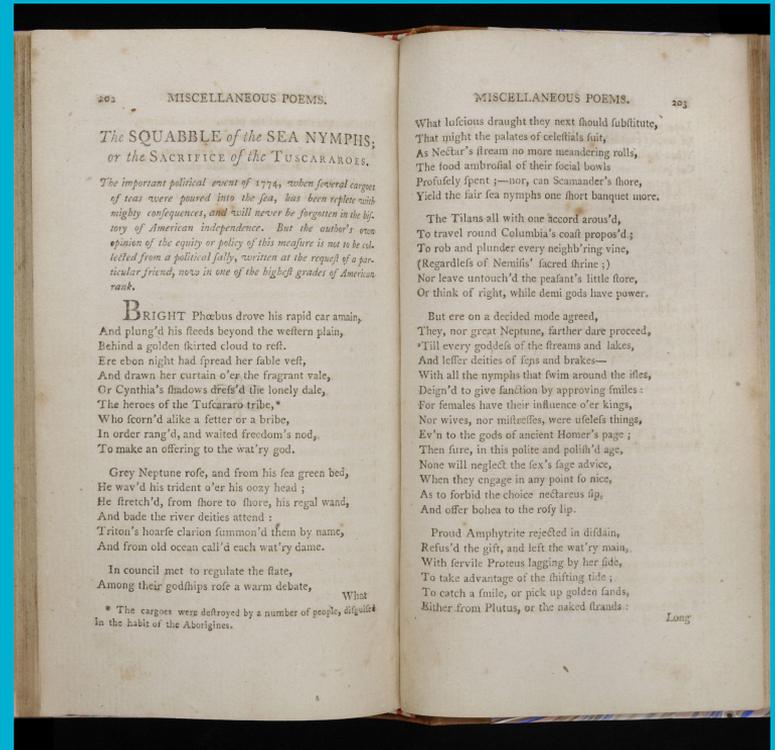
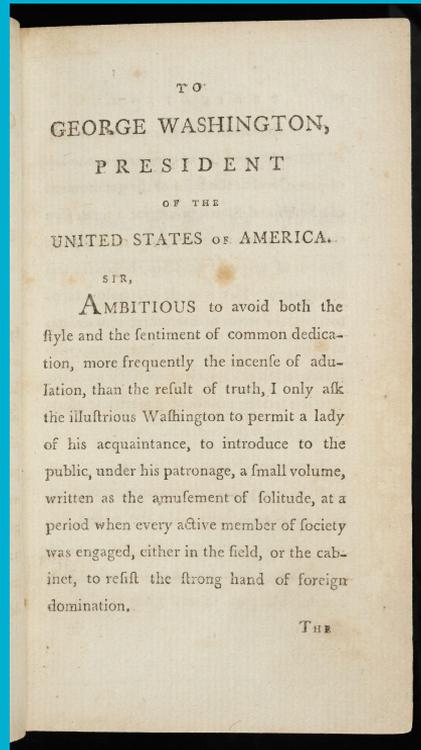
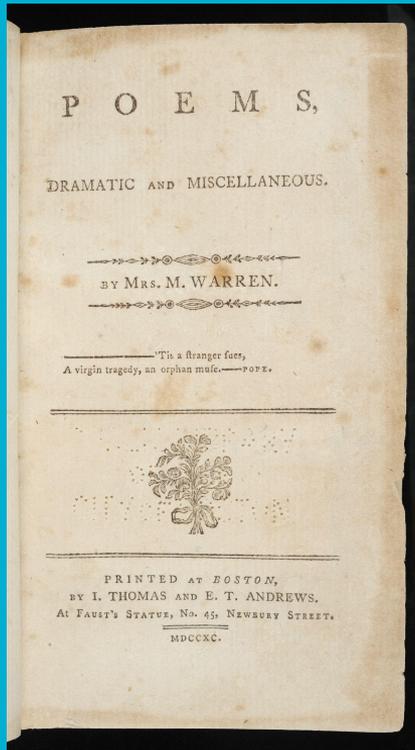
These women in North Carolina signed and published their intention to boycott British goods.

Mercy Otis Warren

- ★ Born in Barnstable, MA, September 1728
- ★ Surrounded by politics since childhood
- ★ Tutored by her brothers' teacher, her uncle Rev. Jonathan Russell, and learned to read and write, and studied classical literature, ancient and modern history, and English authors
- ★ Married James Warren in 1754, moved to Plymouth, and had 5 children
- ★ Hosted political “salons” with Boston patriots to advance the Revolutionary cause
- ★ Frequent correspondent with leading patriots John Adams, Abigail Adams, Elbridge Gerry, Thomas Jefferson, George Washington, etc.
- ★ Began publishing satirical plays and poetry, anonymously, in 1772 with *The Adulateur*.
- ★ Published the pamphlet *Observations on the New Constitution* in 1788, in opposition to the ratification of the Constitution

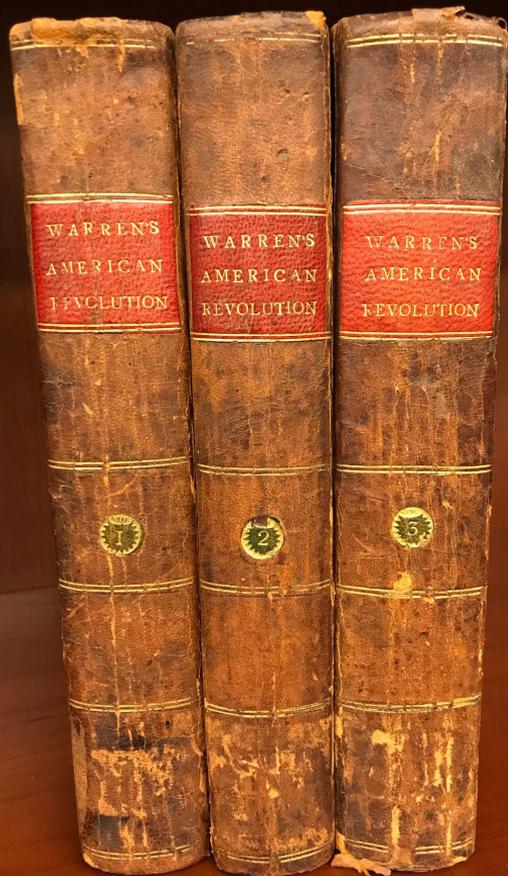


Mercy Otis Warren: *Poems, Dramatic and Miscellaneous*



- ★ Published *Poems, Dramatic and Miscellaneous* in 1790, becoming the third American woman after Anne Bradstreet and Phillis Wheatley to publish a book of poems under her own name
- ★ Features two plays, 18 poems, and a dedication to George Washington
- ★ The plays and poems all examine liberty, freedom, and virtue

Mercy Otis Warren: History of the American Revolution



- ★ Published *History of the Rise, Progress and Termination of the American Revolution* in 1805
- ★ Regarded as her magnum opus
- ★ Considered one of the first nonfiction works published by an American woman

Mercy Otis Warren on our Digital Library

<https://cdm16923.contentdm.oclc.org/digital/>



Mercy Otis Warren



Advanced Search

Collections

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Maps

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Manuscripts

Bound Manuscripts

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Subject(s)

Member author (Hamilton, Alexander) (1)

Member author (Washington, George) (1)

Poetry - Early works to 1800 (1)

Warren, Mercy Otis, 1728-1814 (1)

Warren, Mercy Otis, 1728-1814 - Correspondence (1)

Washington, George, 1732-1799 - Correspondence (1)

Creator

Warren, Charles, 1868-1954, donor (2)

Warren, Mercy Otis, 1728-1814 (2)

Hamilton, Alexander, 1757-1804 (1)

Washington, George, 1732-1799 (1)

Searching items in:
Manuscripts

Sort by: Relevance



Results per page: 10

Search Terms:

Mercy Otis W... x

Records 1-2 of 2



Alexander Hamilton A.L.S. Philadelphia, July 1, 1791 : to Mrs. Warren

Poetry - Early works to 1800; Warren, Mercy Otis, 1728-1814; Member author (Hamilton, Alexander)

Apologizes for his delay in acknowledging her gift book of poetry [Poems, Dramatic and Miscellaneous (Boston 1790); not present]. He comments specifically on one of the dramatic works in the book, "The Ladies of Castille": "It is certain that ...the sex will find a new occasion of triumph." He adds that "... in the career of dramatic composition at least, female genius in the... Manuscripts



George Washington, A.L.S. New York June 4th, 1790 : to Mrs. Mercy Warren, Plymouth

Washington, George, 1732-1799 - Correspondence; Warren, Mercy Otis, 1728-1814 - Correspondence; Member author (Washington, George)

Accepts dedication in her book Poems, dramatic and miscellaneous (Boston, 1790) and wishes Warren well. Signature clipped & supplied in facsimile Watermark: GR with portion of armorial design torn away. Gift of Charles Warren, 1947 (see case file 80, formerly 328) Manuscripts

Records 1-2 of 2



New York June 4th 1790.

Madam,

I did not receive before the last Mail the Letter wherewith you favored me with a copy of the Dedication, which you propose affixing to a Work preparing for publication. — Although I have ever wished to avoid being drawn into public view more than was essentially necessary for public purposes; yet, on the present occasion, duly sensible of the merits of the respectable & amiable writer, I shall not hesitate to accept the intended honor.

With only leisure to thank you for your indulgent sentiments, and to wish that your Work may meet with the encouragement which I have no doubt it deserves; I hasten to present the Compliments of M^{rs} Washington, and to subscribe myself, with great esteem & regard,

Madam,

Your Most Obedient and
Very Humble Serv^t

G^o Washington

Signature cut by
penn unknown

M^{rs} Warren

Philadelphia July 1. 1791

Madam

In making ^{you} thus late, my acknowledgments for the honor you did me, by presenting me with a volume of your poems, I dare not attempt an apology for the delay. I can only throw myself upon your clemency for a pardon.

I have not however been equally delinquent towards the work itself, which I have read more than once, with great interest. It is certain, that in the Ladies of Castle, the fog will find a new occasion of triumph. Not being a poet myself, I am in the less danger of feeling mortification at it; yet, female genius in the United States has outstripped the Male —

With great confidence & often
I have the honor to be
Your most obed^t & humble
servant

A Hamilton

M^{rs} Warren



The American Revolution Institute library collects, preserves, and makes available for research printed and manuscript materials relating to the military history of the eighteenth century, with a particular concentration on the people and events of the American Revolution. The Robert Charles Lavrence Fergusson Collection specializes in works relating to the art of war in the period, providing context for the achievement of the American forces and their French allies in securing the independence of the United States.

Complementing the library's extensive rare book collection are historical manuscripts, maps, graphic arts, and the archives of the Society of the Cincinnati. The library also houses books, manuscripts, photographs, and other documentary materials relating to Larz and Isabel Anderson whose Gilded Age mansion, Anderson House, is now the headquarters of the Society of the Cincinnati.

For further information about the American Revolution Institute and on-site access to our collections, please visit our website: www.americanrevolutioninstitute.org

The images provided on this digital collections site represent only a small portion of the library's total holdings, explore the library catalog for more. Images are for research and educational use and may be downloaded for free, but please cite images as property of the Society of the Cincinnati. Requests for publication or commercial use should be directed to the library: library@societyofthecincinnati.org.



Maps

Maps and battle plans depicting the places and events of the era of the American Revolution.



Prints and Engravings

Works of art on paper featuring engravings of Revolutionary War battle scenes, allegorical and commemorative prints, and portraits of original members of the Society of the Cincinnati.



Manuscripts

Loose manuscript items documenting the experience of the Americans, the British, and the French during the Revolutionary era. Highlights include: correspondence, both official and personal; muster rolls and other troop registers; supply inventories; and military commissions.



Bound Manuscripts

Bound volumes of manuscripts such as personal diaries, ships' logs, and drafts of works to be published.



Broadsidies

Single sheet printed works such as recruiting notices, government proclamations, songs, recipes, and other popular handbills related to the Revolutionary era.



Rare Books

Early printed works on military art and naval science known to the American, British, and European officers of the 18th century, including treatises on fortification, tactics, drill manuals, medical texts and military histories.



Society of the Cincinnati Archives

Records of the Society of the Cincinnati from its founding in 1783 to the present. The early records, generally covering the period from 1783 through the early 1930s, have a finding aid available and are fully open to research.



Photographs

Primarily early twentieth-century photographs relating to the history of Anderson House and the Society of the Cincinnati, such as personal photographs of Larz and Isabel Anderson, construction and architectural photographs of Anderson House, and photographs of Society of the Cincinnati members and events.



Finding Aids

Finding aids for manuscript and archival collections such as the early records of the Society of the Cincinnati archives, Anderson family collections, and personal research paper collections.



Newspapers

Eighteenth- and nineteenth-century newspapers that include reports and articles about the people and events of the Revolutionary War era.

THE
PATRIOT'S
MONITOR,

FOR

NEW-HAMPSHIRE :

DESIGNED TO IMPRESS AND PERPETUATE THE
FIRST PRINCIPLES OF THE REVOLUTION
ON THE MINDS OF YOUTH ;

TOGETHER WITH SOME

PIECES IMPORTANT AND INTERESTING.

ADAPTED FOR THE USE OF SCHOOLS.

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PIECES IMPORTANT AND INTERESTING.

ADAPTED FOR THE USE OF SCHOOLS.

BY IGNATIUS THOMSON.

Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life. And ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up.

MOSES

RANDOLPH, VER.
PRINTED BY SERENO WRIGHT.

1810:

C O N T E N T S.

.....		
DECLARATION of independence, - - -	5	
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MRS. WASHINGTON'S LETTER.

MOUNT VERNON, *December 31, 1799.*

1. SIR—While I feel with keenest anguish, the late dispensations of Divine Providence, I cannot be insensible to the mournful tributes of respect and veneration, which are paid to the memory of my dear deceased husband ; and, as his best services and most anxious wishes, were always devoted to the welfare and happiness of his country, to know that they were truly appreciated, and gratefully remembered, affords no inconsiderable consolation.

2. Taught by the great example, which I have so long had before me, never to oppose my private wishes to the public will, I must consent to the request made by congress, which you have had the goodness to transmit me ; and in doing this I need not, I cannot say, what a sacrifice of individual feeling I make to a sense of public duty.

3. With grateful acknowledgments and unfeigned thanks for the personal respect and evidences of condolence expressed by congress and yourself ; I remain very respectfully, sir, your most obedient and humble servant,

MARTHA WASHINGTON.

The president of the United States.

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Why the American Revolution Matters

Posted February 18, 2019 / Basic Principles, History Education, The Legacy of the Revolution



The American Revolution was shaped by high principles and low ones, by imperial politics, dynastic rivalries, ambition, greed, personal loyalties, patriotism, demographic growth, social and economic changes, cultural developments, British intransigence, and American anxieties. It was shaped by conflicting interests between Britain and America,

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.

[The Mysterious Hero's Return](#)

[The People's Constitution](#)

[Richard Henry Lee: Gentleman Revolutionary](#)

[El General Washington](#)

[Lessons from the Boston](#)