



Why the American Revolution Matters

PINELLAS COUNTY SCHOOLS

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Stacia Smith, Director of Education
American Revolution Institute, Washington, DC
ssmith@societyofthecincinnati.org

Anne Hester
East Lee County High School, Lehigh Acres, FL
aehester@msn.com

FL BENCHMARKS, UNIT STANDARDS AND TOPICS

HS: 3.5 *The American Revolution,*
 3.6 *The Influence of Revolutionary Ideals, and*
 3.11 *Developing an American Identity*

MS: 3B *The Declaration of Independence, and*
 3C *The Revolutionary War*





The Society of the Cincinnati

[Play](#)[Challenge](#)

A private kahoot

Do you know the history of the Society of the Cincinnati

What is

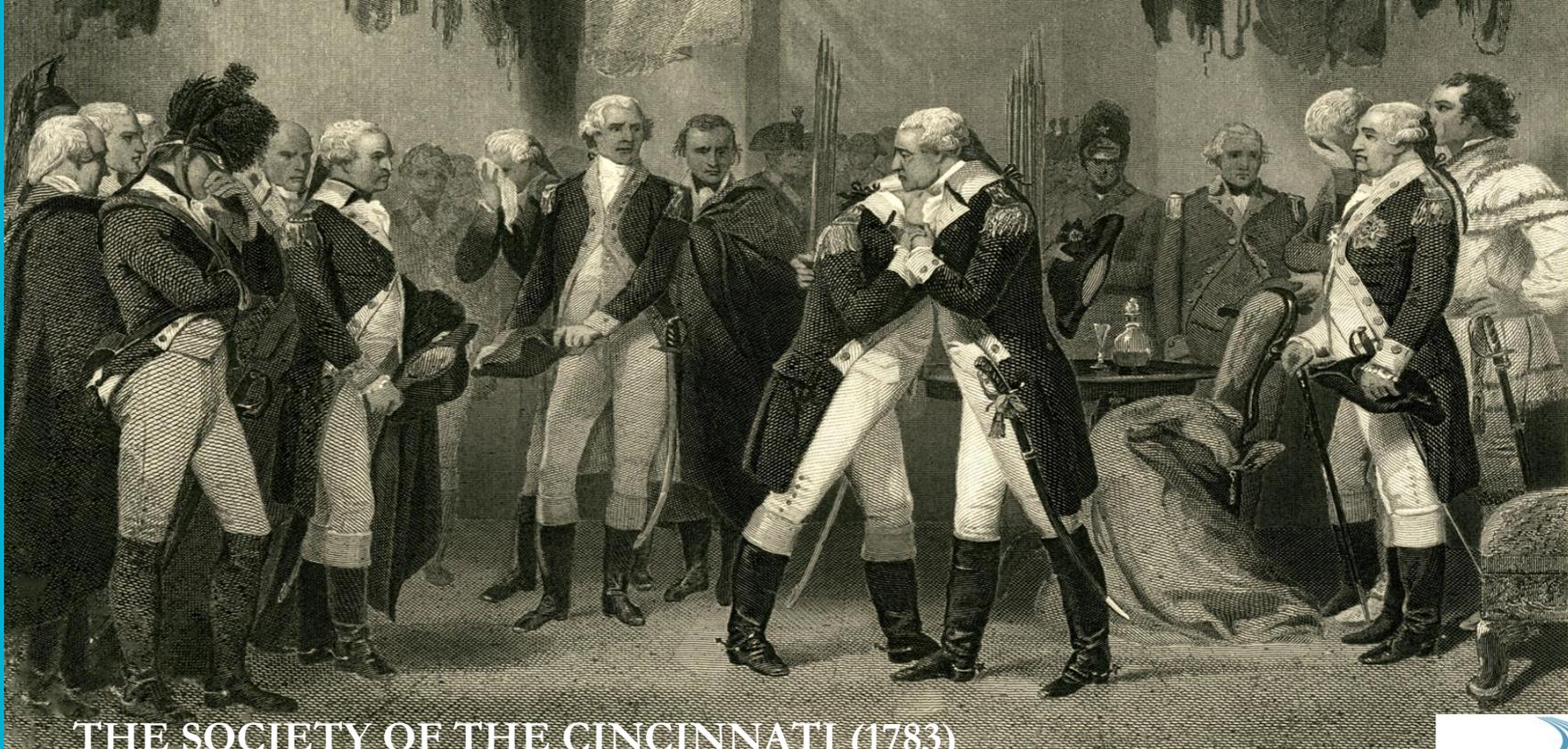
The Society of the Cincinnati?

<https://create.kahoot.it/login>

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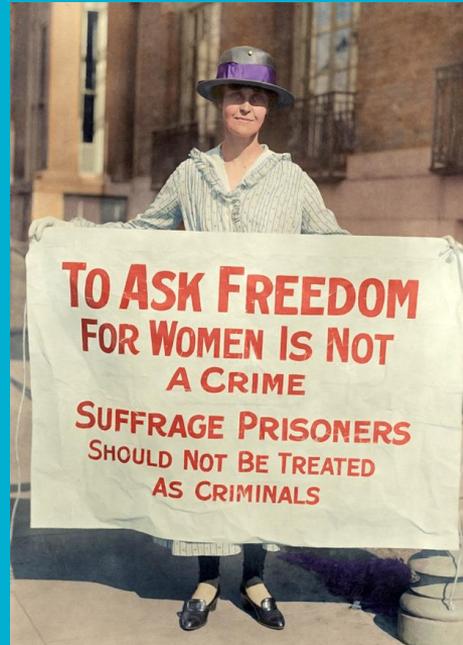
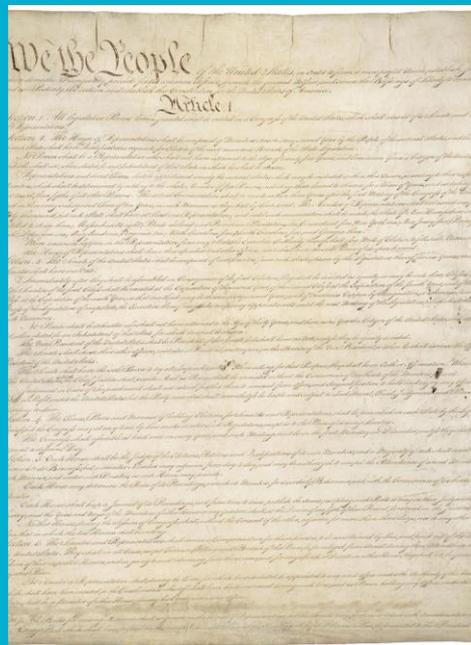
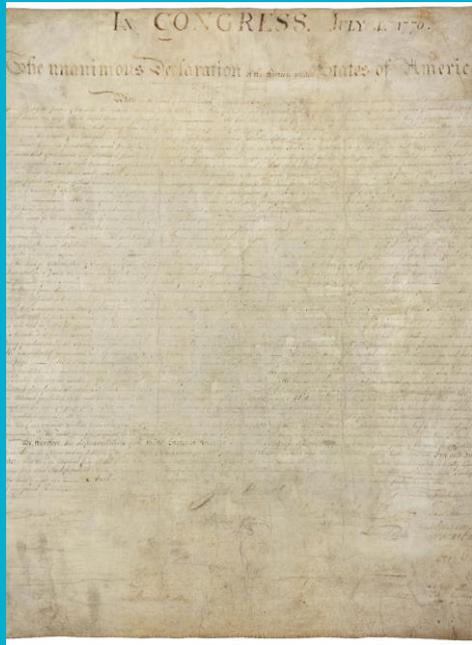


THE
AMERICAN
REVOLUTION
INSTITUTE
of The Society of the Cincinnati



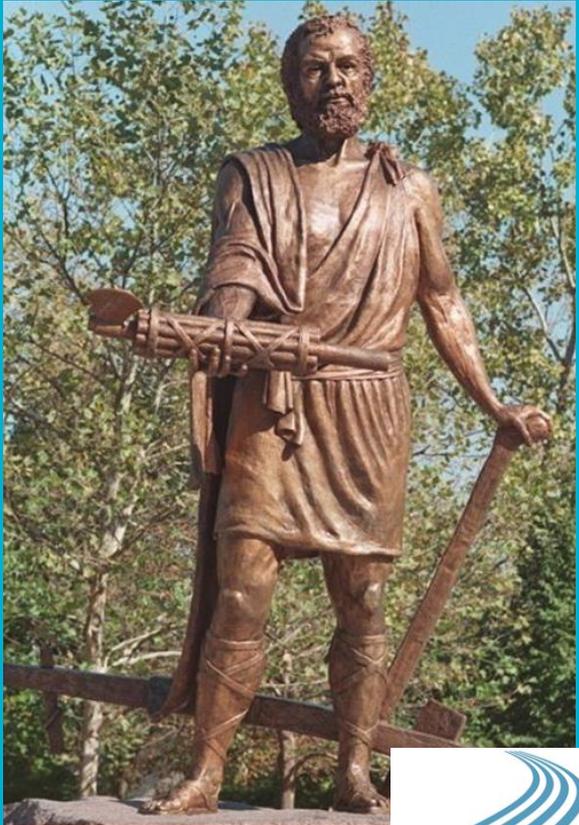
THE SOCIETY OF THE CINCINNATI (1783)

“To perpetuate therefore, as well the remembrance 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.

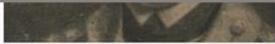












THE LEGACY OF CRISPUS ATTUCKS

The road to American independence was paved by many heroes. In this lesson, we 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



and sabterfages; The People I say presuming on their Numbers, and habituated
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

“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 . . .”

*John Gunning, A.L.S. Camp on the Heights Charlestown 17th July 1775: to Alexander Dick
Prestonfield, Edinburgh*



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



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The Great Seal of the United States

HOME / LESSON PLANS / OBJECTS OF REVOLUTION / THE GREAT SEAL OF THE UNITED STATES

“Dr. F. proposes a Device for a Seal. Moses lifting up his Wand, and dividing the Red Sea, and Pharaoh, in his Chariot overwhelmed with the Waters. —This Motto. Rebellion to Tyrants is Obedience to God.”

John Adams to Abigail Adams, August 14, 1776

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







“Others object to the bald eagle . . . For my own part I wish the bald eagle had not been chosen as the representative of our country. He is a bird of bad moral character. . . He is therefore **by no means a proper emblem for the brave and honest Cincinnati of America, who have driven all the king birds from our country, . . . in truth, the turkey is in comparison a much more respectable bird, and withal a true original native of America.**”

Benjamin Franklin to Sarah Bache, January 26, 1784



The Legacy of America's First Veterans

This lesson invites students to examine and interpret primary sources documenting the lives of Revolutionary War veterans and illustrating the public debate over veterans' pension between 1818 and 1832, which resulted in the adoption of the first pensions awarded for military service without regard to disability or financial need. The development of military pensions as an expression of gratitude for service rather than a form of poor relief reflected and shaped the emergence of democratic culture, focused on the interests of ordinary people and honoring them for service to the nation.

AMERICA'S FIRST VETERANS



The Legacy of the American Revolution for Women's Rights

This lesson invites students to explore the contributions of women to the fight for American independence and the importance of the high ideals articulated by the revolutionaries—especially universal equality and natural and civil rights, for the long struggle for women's suffrage—which culminated in the ratification of the Nineteenth Amendment to the Federal Constitution in 1920.

WOMEN'S RIGHTS

<https://www.americanrevolutioninstitute.org/lesson-plans/legacies-of-the-revolution/womens-rights-and-the-legacy-of-the-revolution/>

Why has she not claimed all those rights, long ago guaranteed by our own declaration to all the citizens of this Republic? . . . 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 disenfranchised 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 . . .

Elizabeth Cady Stanton, Address to Judiciary Committee of the New York State Legislature, January 1, 1860



*Le tableau moral
raisonné des Symboles
de la République*

International Political and Social Reform and the American Revolution



HOME / LESSON PLANS / THE REVOLUTIONARY WORLD / 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

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



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



*Fondateurs
de la Liberté.*



*Martyrs
de la Liberté.*



N. 1.

Joh. Andreä Endterische Handlung in Nürnberg.

*La Tableau Moral Raisonné
des Symboles de la
République, Nürnberg: Joh.
Andreä Endterische
Handlung, ca. 1794*

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

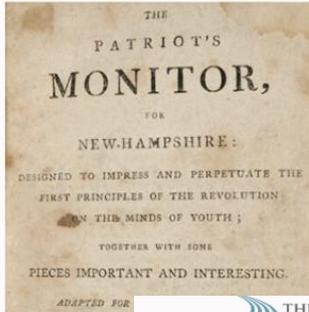




*Le tableau moral
raisonné des Symboles
de la République.*



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



“A Republic, If You Can Keep It”

James Madison Fellows Workshop,
American Revolution Institute
Washington, D.C.
June 2022

George Washington at War: From Soldier to Commander in Chief

George Washington Teacher Workshop,
American Revolution Institute
Washington, D.C.
June 2022

Why the American Revolution Matters

Memphis School
Professional Development
virtual
January 2022

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

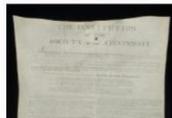
HOME / COLLECTIONS FOR THE CLASSROOM / COLLECTIONS FOR THE CLASSROOM: GEORGE WASHINGTON: FROM SOLDIER TO COMMANDER IN CHIEF

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 Ins “George Washington: From Soldier to Commander in Chief” with scholar Sarah Purcell.





Watch on YouTube

The Critical Time After Yorktown
 William M. Fowler, Jr.
 Professor of History, Northeastern University
 April 5, 2013
 00:43:39

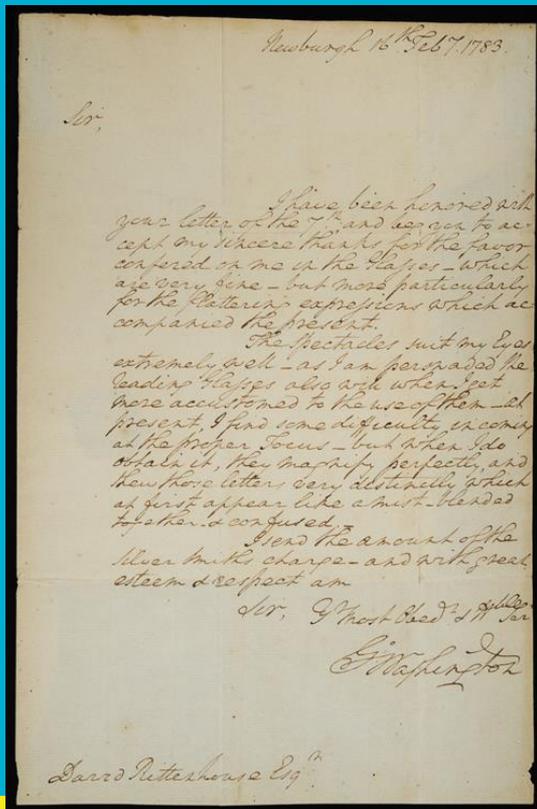
Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to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

America in Revolution and Lectures in Liberty Classroom Videos

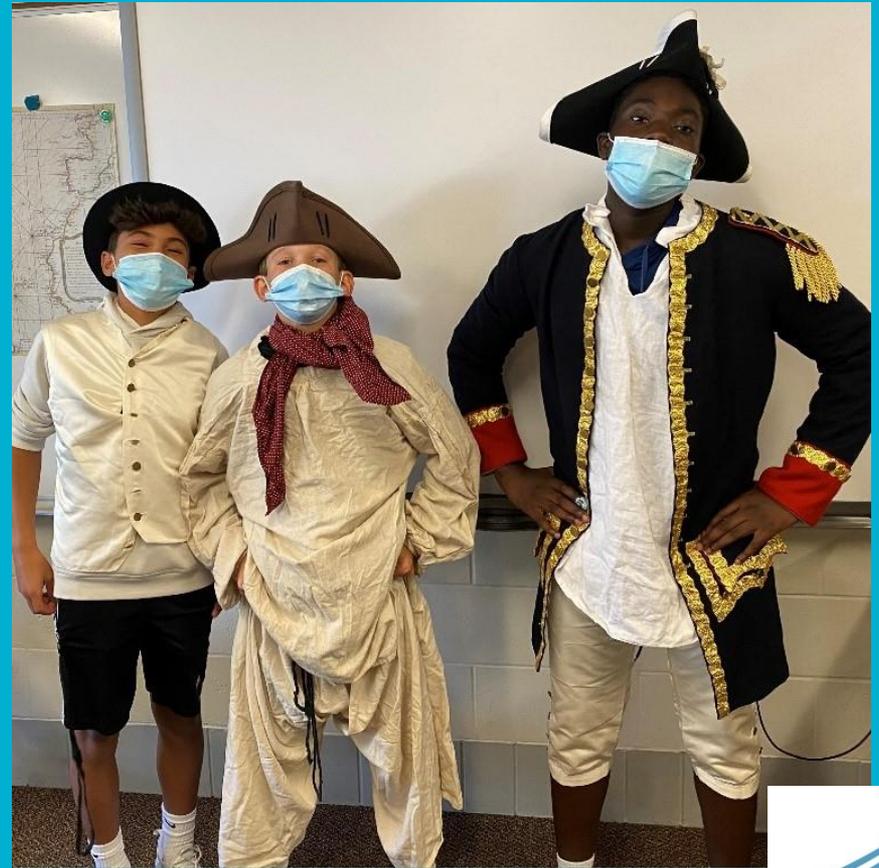
<https://www.americanrevolutioninstitute.org/classroom-videos/>



Revolutionary Choices Online Strategy Game

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





Continental Army & Revolutionary War at Sea Traveling Trunks

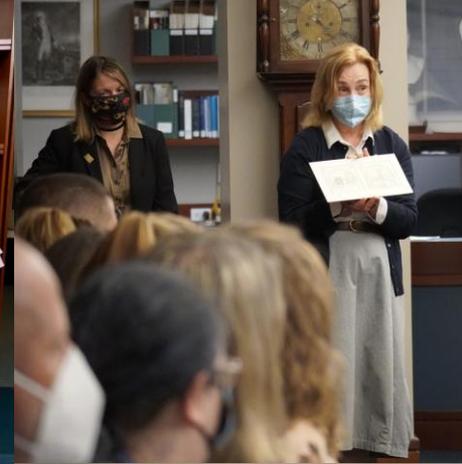
<https://www.americanrevolutioninstitute.org/traveling-trunks/>



Teacher Programs

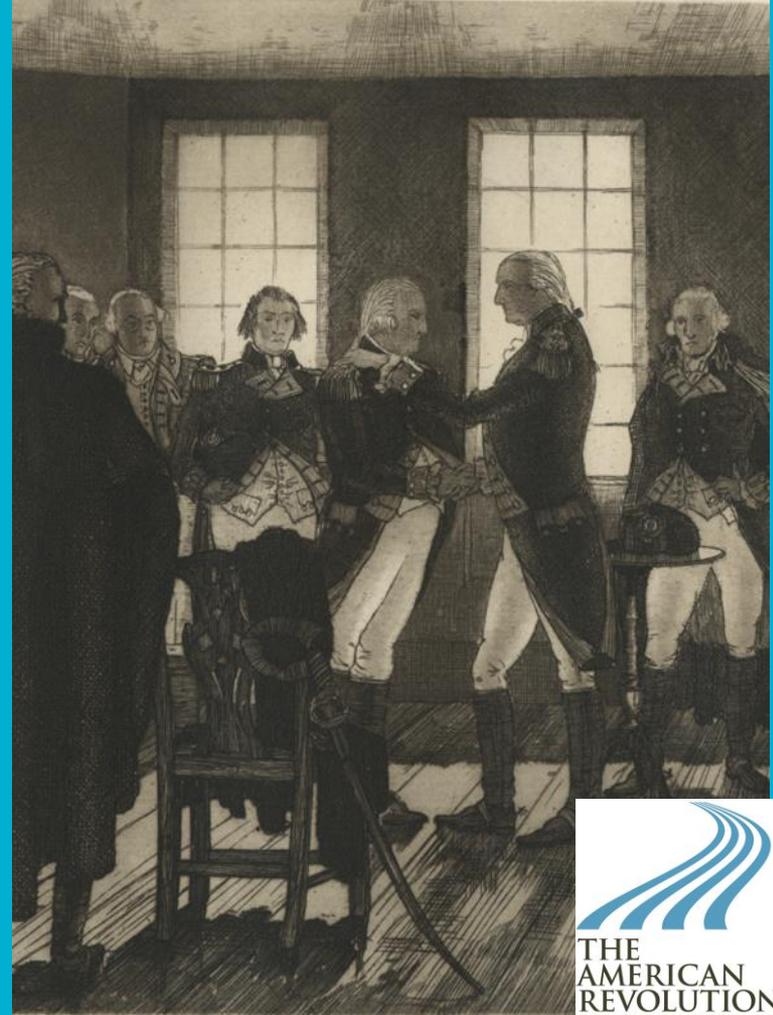
<https://www.americanrevolutioninstitute.org/professional-development/>

- ★ George Washington Teacher Institute—WDC (June)
- ★ James Madison Fellows—WDC (June)
- ★ Master Teachers Seminar—WDC (July)
- ★ Pinellas County K-8 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)



TEACHING ASSOCIATES PROGRAM

[https://www.americanrevolutioninstitute.org/
teaching-associates/](https://www.americanrevolutioninstitute.org/teaching-associates/)



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Journal

Student Programs



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, between regions within America, between families and

<https://www.americanrevolutioninstitute.org/why-the-american-revolution-matters/>

“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*

Would a landing page that provides teachers with a one-stop search function for classroom resources about the history of America's founding (to include lesson plans, free classroom materials, in-person and virtual field trips, traveling trunks, online educational games, content-specific videos, professional development opportunities, and scholarships and awards for teachers and students) be of value?

What other resources would be of value to include on such a page?

What other support from organizations like ours is on your wish list?



THEY WON OUR INDEPENDENCE.
FOUNDED OUR REPUBLIC.
CREATED OUR NATIONAL IDENTITY
AND EXPANDED OUR HIGHEST IDEALS.
WE SHARE THEIR SPIRITS.
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