



**NATIONAL COUNCIL for the SOCIAL STUDIES**  
**Annual Conference**

November 30, December 1 & 2, 2023  
Nashville, TN

*“Discord, Harmony & the American Republic”*  
*He Did It His Way: How George Washington*  
*Shaped the American Presidency*

Stacia Smith, Director of Education,  
American Revolution Institute, Washington, DC  
[ssmith@societyofthecincinnati](mailto:ssmith@societyofthecincinnati)

Will Kelley, Kirby High School,  
Memphis-Shelby County Schools, Memphis, TN  
[willkelley901@gmail.com](mailto:willkelley901@gmail.com)



# *Fête Lafayette!*

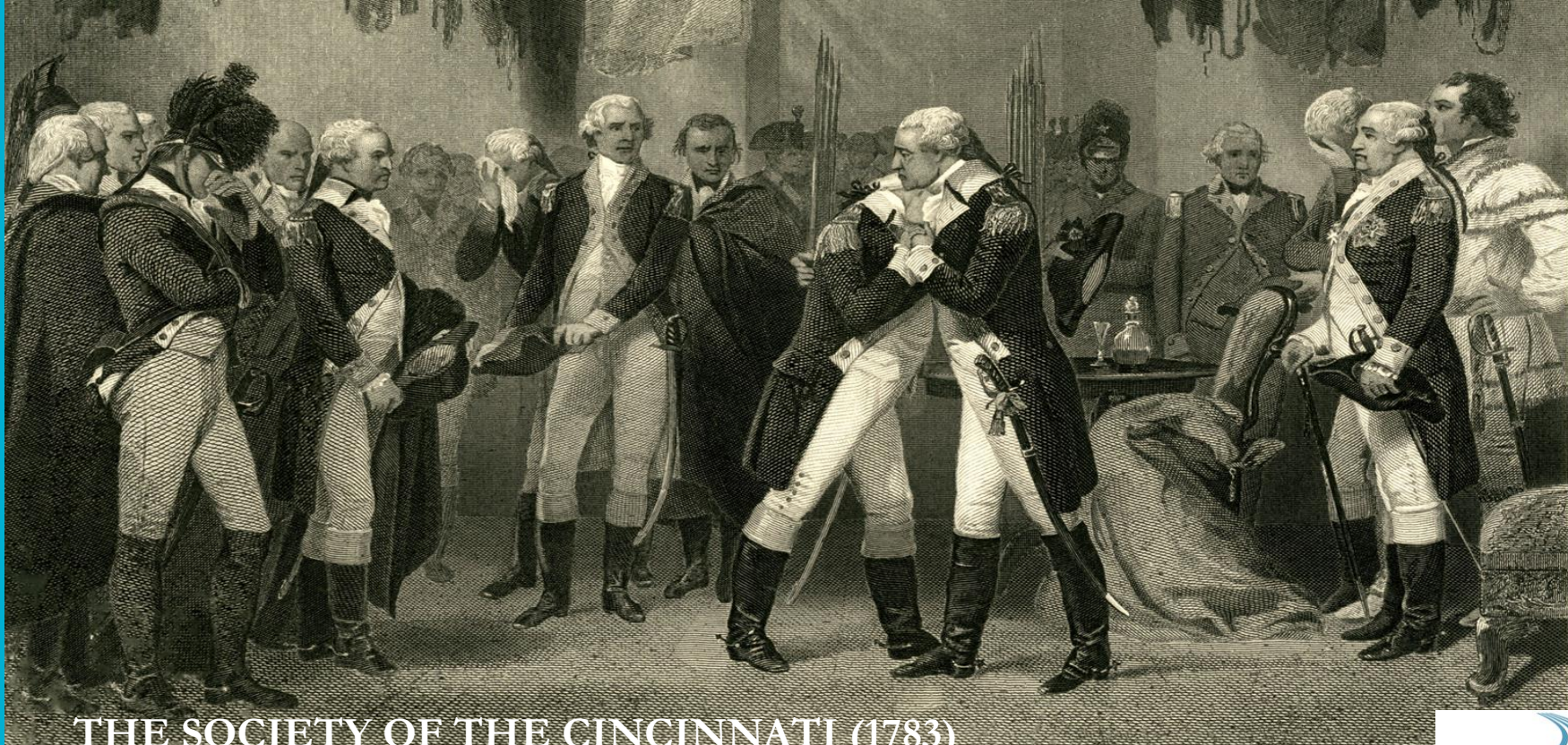
## *A French Hero's Tour of the American Republic*

**March 2, 2024 - December 31, 2024**  
American Revolution Institute,  
Anderson House, Washington DC

Fête Lafayette will explore Lafayette's farewell tour of the United States in 1824-1825 and its role in highlighting the country's revolutionary ideals for a new era.



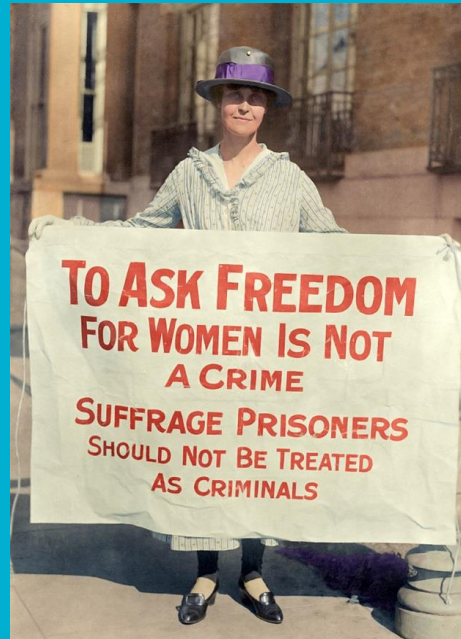
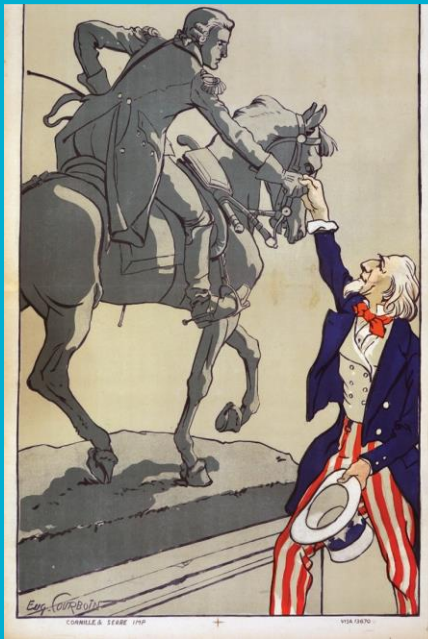
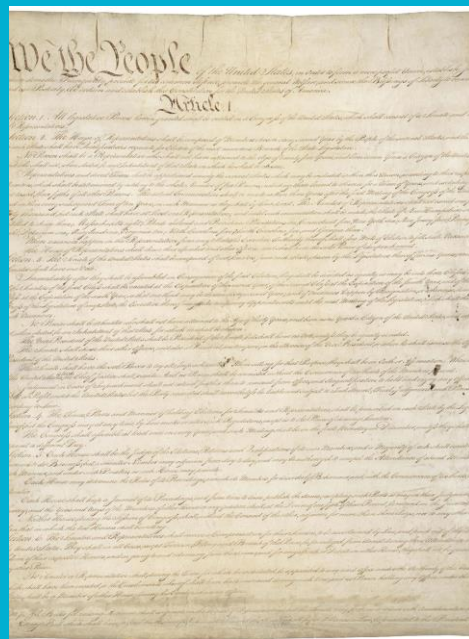
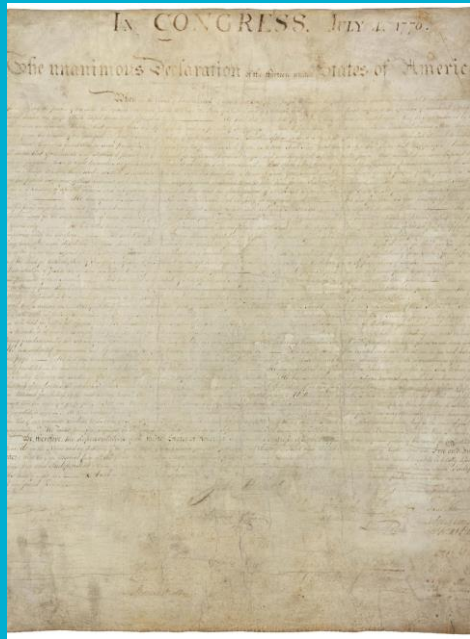




## THE SOCIETY OF THE CINCINNATI (1783)

*“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.









A  
Circular Letter,  
FROM  
HIS EXCELLENCY  
*George Washington,*  
COMMANDER IN CHIEF  
OF THE  
ARMIES OF THE  
UNITED STATES  
OF  
*AMERICA;*

Addressed to the GOVERNORS of  
the several STATES, on his  
resigning the Command of the  
Army, and retiring from pub-  
lic Business.

---

PHILADELPHIA:  
Printed by Robert Smith, jun.  
back of the Fountain Inn, be-  
tween Second and Third streets.

1783



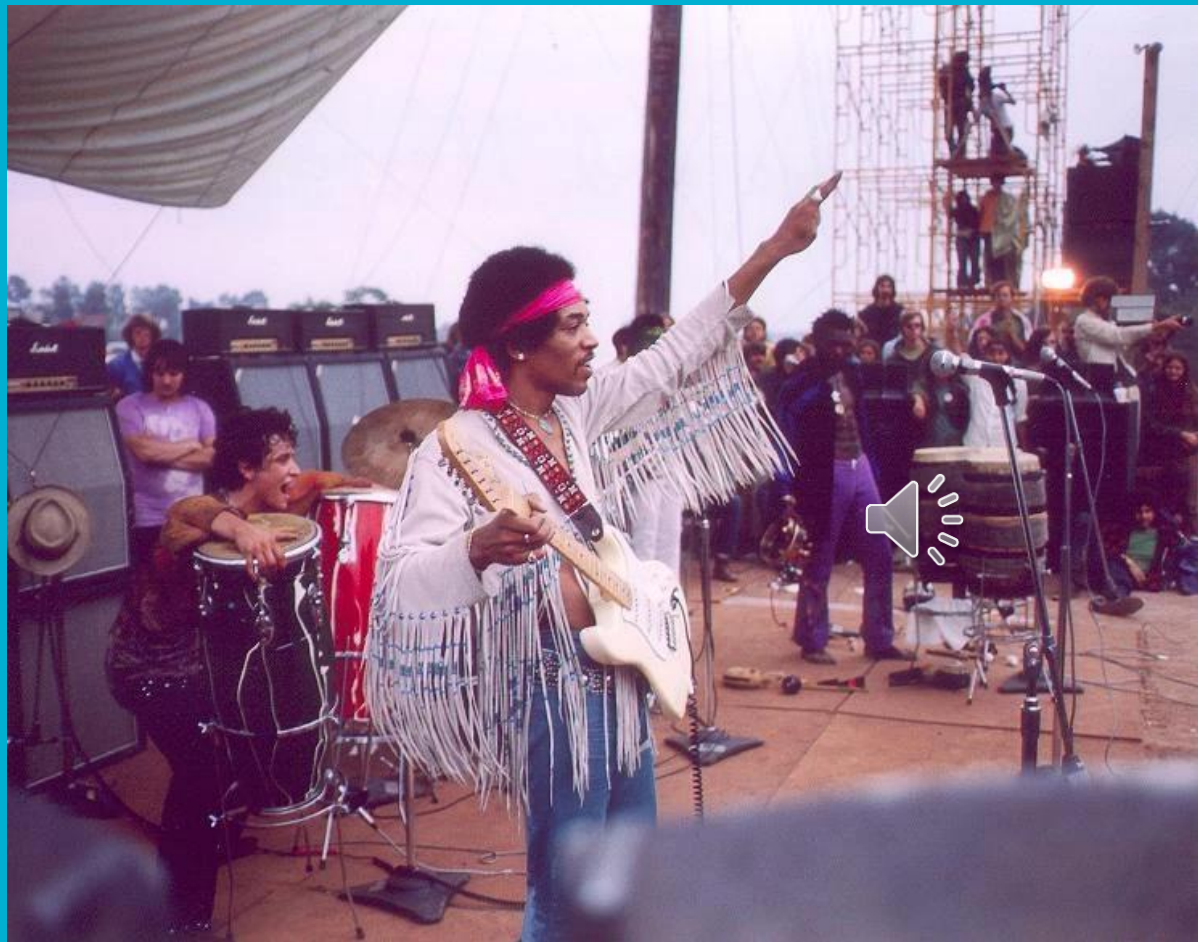
find evidence...

DISCORD : HARMONY

June 8, 1783







Jimi Hendrix, *Star Spangled Banner*, Woodstock, 1969

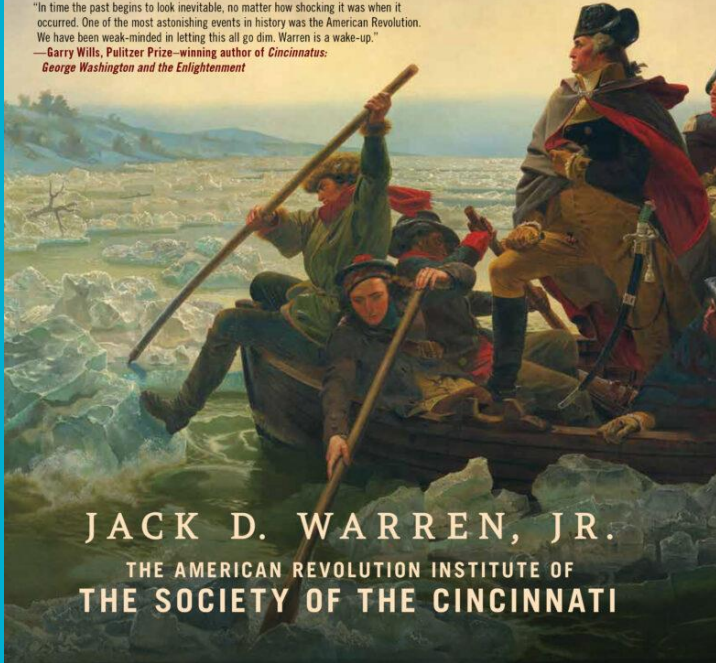


# FREEDOM

THE ENDURING IMPORTANCE OF THE  
AMERICAN REVOLUTION

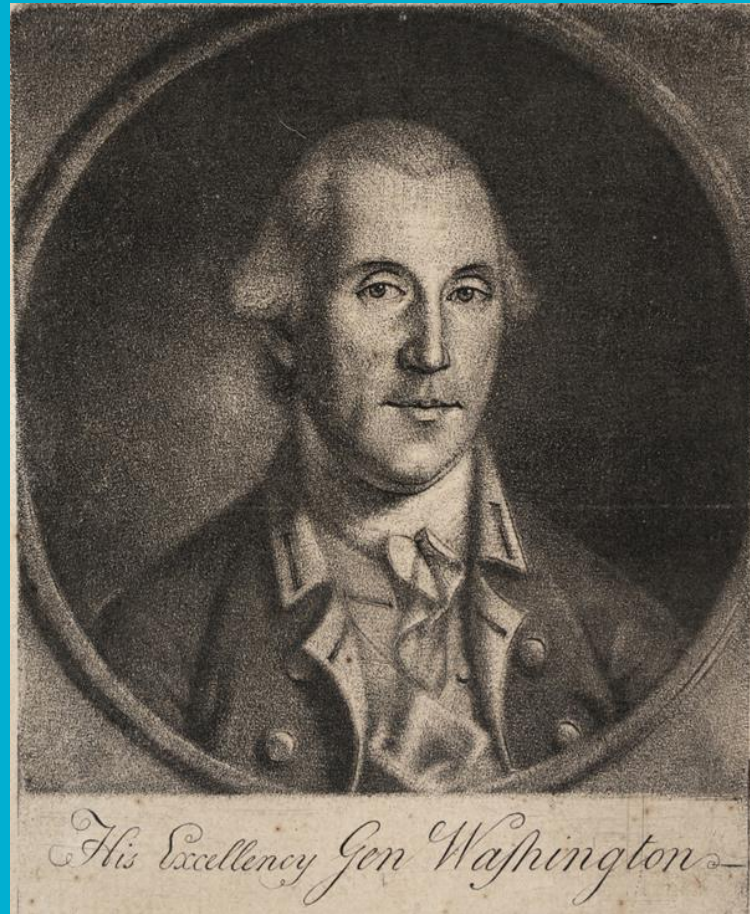
"In time the past begins to look inevitable, no matter how shocking it was when it occurred. One of the most astonishing events in history was the American Revolution. We have been weak-minded in letting this all go dim. Warren is a wake-up."

—Garry Wills, Pulitzer Prize-winning author of *Cincinnatus: George Washington and the Enlightenment*



JACK D. WARREN, JR.

THE AMERICAN REVOLUTION INSTITUTE OF  
THE SOCIETY OF THE CINCIANNATI



Freedom: The Enduring Importance of the American Revolution

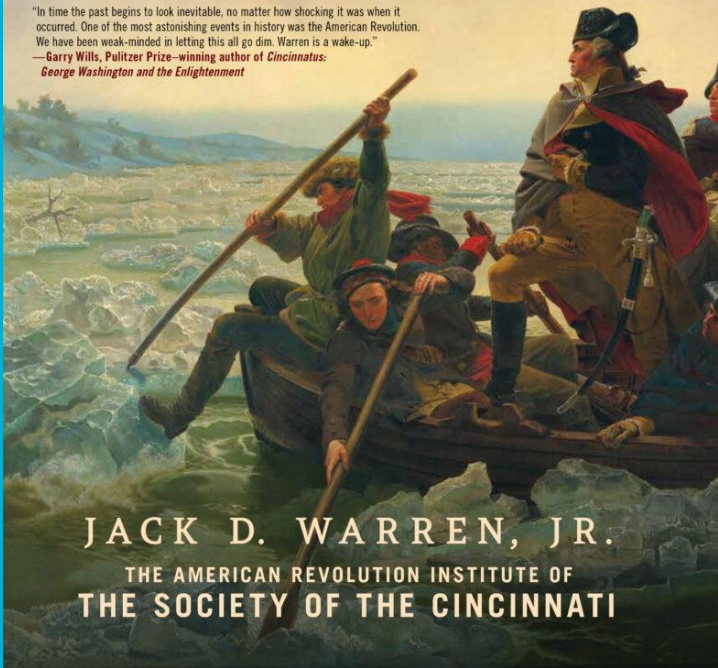


# FREEDOM

THE ENDURING IMPORTANCE OF THE  
AMERICAN REVOLUTION

"In time the past begins to look inevitable, no matter how shocking it was when it occurred. One of the most astonishing events in history was the American Revolution. We have been weak-minded in letting this all go dim. Warren is a wake-up."

—Garry Wills, Pulitzer Prize-winning author of *Cincinnatus: George Washington and the Enlightenment*



JACK D. WARREN, JR.

THE AMERICAN REVOLUTION INSTITUTE OF  
THE SOCIETY OF THE CINцинATI



THE  
AMERICAN  
REVOLUTION  
INSTITUTE  
of The Society of the Cincinnati

[Freedom: The Enduring Importance of the American Revolution](#)



# He Did It His Way: How George Washington Shaped the American Presidency

HOME / MASTER TEACHER LESSON PLANS / LESSON PLANS ON THE REVOLUTIONARY REPUBLIC BY MASTER TEACHERS /  
HE DID IT HIS WAY: HOW GEORGE WASHINGTON SHAPED THE AMERICAN PRESIDENCY

Will Kelley, Kirby High School (Memphis-Shelby County Schools), Memphis, Tennessee

DESIGN LEVEL: Middle School-High School

## Overview

American ideas about executive power evolved during the Revolution. This lesson plan asks students to examine primary and secondary sources related to George Washington during and after the Revolutionary War to consider how the idealization of Washington's words and deeds set the stage for the creation of the office of the American presidency—with Washington in mind to become the inaugural office holder. The goals of this lesson are for students to understand: how Washington was perceived to embody the ideas and ideals of executive power; how Washington's words and actions were lionized into myths; and how the framers struggled with the concept of monarchy.

## Objectives

Students will:

- learn how the American people struggled to differentiate themselves from England and move away from a monarchy,
- understand how George Washington's actions during and after the Revolution came to embody the standard for executive power in the American republic, and
- how the idealization of Washington made him the embodiment of the American presidency.

## Materials

- George Washington, Farewell Address, September 19, 1796.
- George Washington to David Rittenhouse, February 16, 1783.
- George Washington to Mercy Otis Warren, June 4, 1790.





JOIN OR RENEW EXPLORE



JOIN OR RENEW EXPLORE THE AMERICAN REVOLUTION CONTRIBUTE

ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM ADVOCACY



### OBJECTS OF REVOLUTION

#### Teaching Students to Interpret Artifacts as Primary Sources

The aim of *Objects of Revolution* lesson plans is to teach students how to interpret such artifacts in the contexts in which they were made and used. The things people made and used are part of the documentary and visual record and offer insights about life in the Revolution.

OBJECTS OF REVOLUTION



### MASTER TEACHER LESSONS

#### Primary Source-Based Content featuring our Museum and Library Collections

A movement to ensure that all Americans understand and appreciate the American Revolution by having master teachers sharing the constructive achievements of the Revolution with their students. Master teachers in the nation for a week-long seminar to discuss the most important themes to teach about the Revolution using the Institute's rich collection of primary source materials associated with the Revolution—our independence, our republic, our national identity and the high ideals of the American people.

MASTER TEACHER LESSONS



### REVOLUTIONARY EXHIBITIONS

#### Lessons featuring our Library and Museum Collections on Exhibition at Anderson House

The Institute's temporary exhibitions at our Anderson House headquarters offer intimate and compelling looks at the history of the Revolution through authentic works of art, artifacts and documents. Exploring themes related to the cause for American independence, the people and events of the war and the Society of the Cincinnati, these exhibitions—and the lessons they inspire—contribute to our understanding and appreciation of the Revolution and its legacy.

REVOLUTIONARY EXHIBITIONS



Our Mission in Education

- Our Mission in Education
- Lesson Plans
- Classroom Videos
- Collections for the Classroom
- Traveling Trunks
- Professional Development
- Revolutionary Choices Video Game
- Join the Teaching Associates

https://www.americanrevolutioninstitute.org

# Lesson Plans

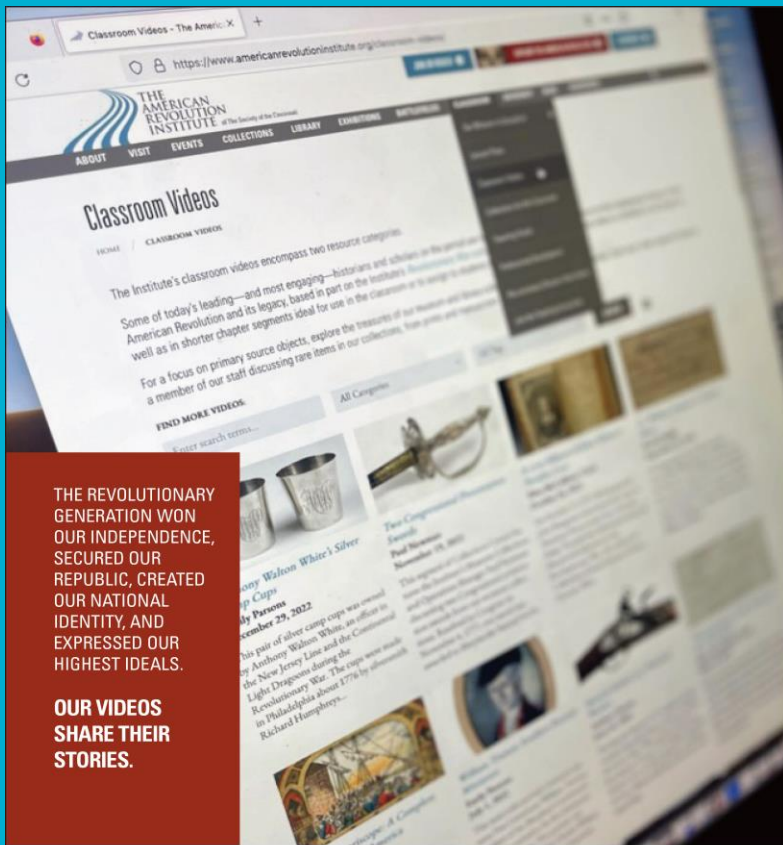
<https://www.americanrevolutioninstitute.org/lesson-plans/>





# Classroom Videos

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



THE REVOLUTIONARY GENERATION WON OUR INDEPENDENCE, SECURED OUR REPUBLIC, CREATED OUR NATIONAL IDENTITY, AND EXPRESSED OUR HIGHEST IDEALS.

OUR VIDEOS SHARE THEIR STORIES.

[www.AmericanRevolutionInstitute.org](http://www.AmericanRevolutionInstitute.org)



**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 \(8:46\)](#)





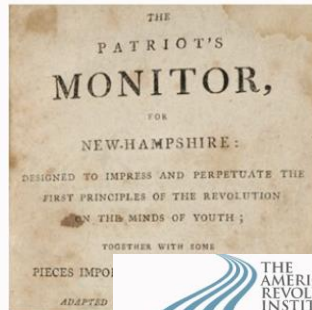
## "A Republic, If You Can Keep It"

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 A Matters

Memphis Sch  
Professional E  
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.

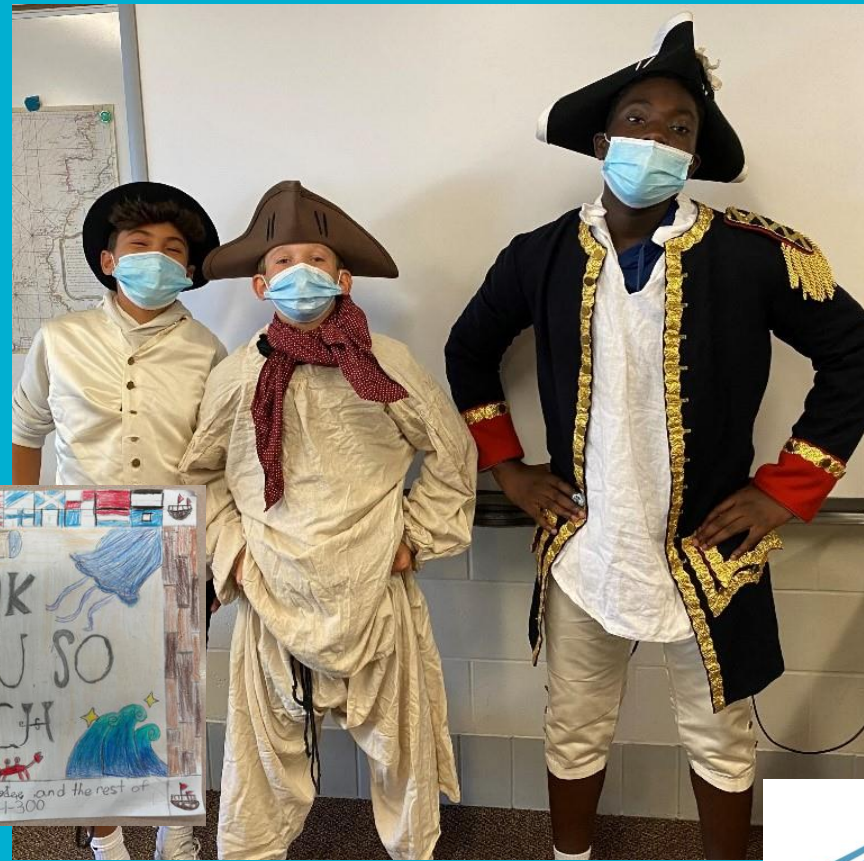
These collection items were selected for a workshop with teachers participating in the first virtual George Washington Teacher Ins "George Washington: From Soldier to Commander in Chief" with scholar Sarah Purcell.



Collections for the Classroom

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





*Continental Army & Revolutionary War at Sea Traveling Trunks*

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



# Revolutionary Choices Online Strategy Game

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





# Teaching Associates Program

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



# Student Programs





# Professional Development

November 30, December 1 & 2 – National Council for the  
Social Studies Conference, TN *“Discord, Harmony, and the American Republic”*

February 3 – Virginia Teachers Workshop, VA *“Revolutionary Voices: Lesser-Known Testimonies from America’s War for Independence”*

March 1, 2 & 3 – Virginia Council for the Social Studies Conference, VA *“Hard History and the Revolutionary Generation”*

March 7, 8 & 9 – National Council for History Education, OH *“The American Revolution: Crossroads of Power and Representation”*



July 7 – 13  
MASTER TEACHERS  
SEMINAR  
Washington, DC





John Lennon, Chuck Berry and Yoko Ono, *Memphis Tennessee, The Mike Douglas Show, 1972*



# Kahoot!

- Home
- Discover
- Library
- Reports
- Groups
- Marketplace



## The Society of the Cincinnati

39 plays · 351 players



Start

Assign

Play solo

Do you know the history of the Society of the Cincinnati?

What's new?

*KAHOOT!*  
*The Society of the Cincinnati*

[KAHOOT! The Society of the Cincinnati](#)



## 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*