



## WELCOME ALABAMA EDUCATORS

### 2021 Spring Virtual Learning Day

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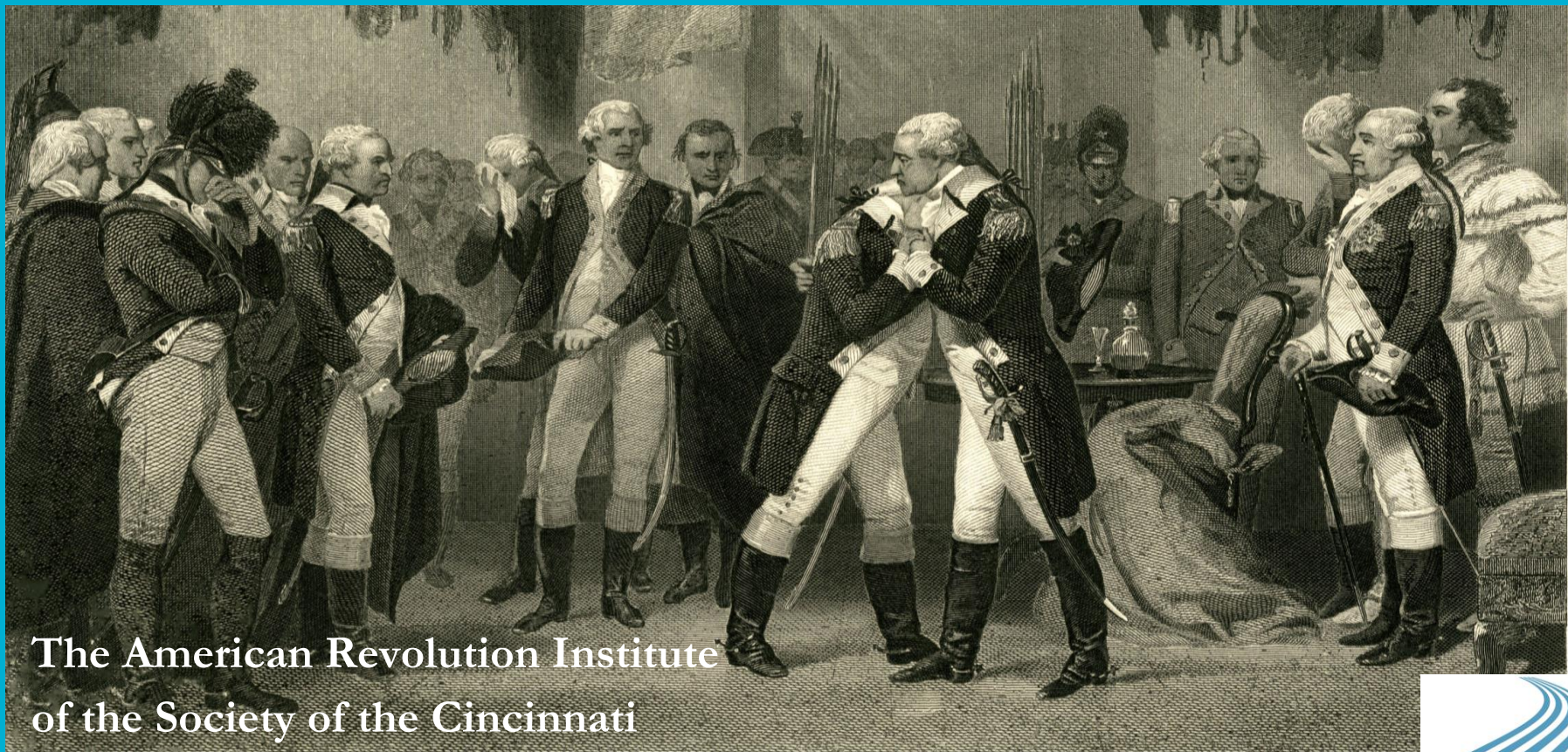
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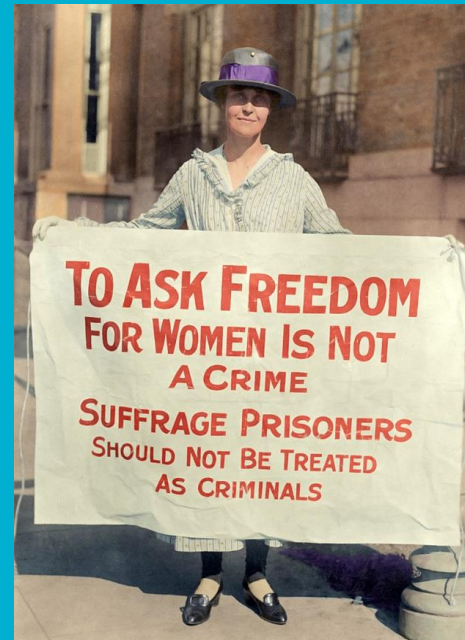
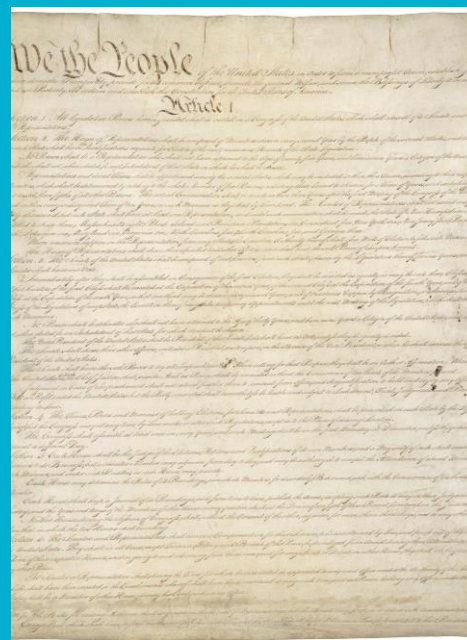
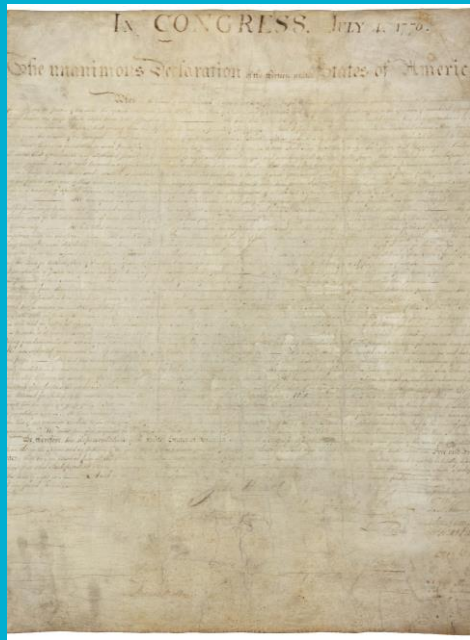






## The American Revolution Institute of the Society of the Cincinnati

The Society of the Cincinnati created the American Revolution Institute in 2012 to renew appreciation for the history and ideals of our revolutionary generation and to promote and support effective education on the American Revolution and its legacy.



# 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) [smith@societyofthecincinnati.org](mailto:smith@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](http://www.AmericanRevolutionInstitute.org)

 THE  
AMERICAN  
REVOLUTION  
INSTITUTE  
of The Society of the Cincinnati

## *America's Favorite Fighting Frenchman*

The Marquis de Lafayette and the American Revolution

**Essential Question:** How did the Marquis de Lafayette's participation in the American Revolution contribute to the American defeat of the British and forever establish him as America's favorite fighting Frenchman?

**Descriptive Subtitle:** With the recent success of the hit Broadway musical, *Hamilton: An American Musical*, the Marquis de Lafayette has become affectionately known to many as "America's favorite fighting Frenchman."<sup>1</sup>

But Lafayette's contribution to the American Revolution was much more than that of a volunteer soldier and friend to Alexander Hamilton, as many now see him. Many young Americans are unaware that America's love for the French nobleman is centuries old. Through the use of a variety of primary and secondary sources from the collections of the Society of the Cincinnati, this lesson will help students better understand why a young, French aristocrat became involved in the American Revolution and the various roles he played in the conflict including that of a mediator, diplomat and major general. Most importantly, students will have a greater appreciation of why Americans, past and present, love the Marquis de Lafayette.



<sup>1</sup> Lin-Manuel Miranda, *Guns and Ships*, 2015, Atlantic Records, Track 18 on *Hamilton: An American Musical* (Original Broadway Cast), 2015, Digital.

Camp near Rufin's Ferry August 25<sup>th</sup> 1781

My Dear General

Your letter by Mr. Wood has just come to hand.  
I am truly happy to hear of the success of your late battle  
near Cloudland - it is very surprising to think that our  
Comrades is so slight. The time of their only the  
day of battle to that one of our troops in a few  
Days to wit by an officer going to the Southward -  
in the Month of May I can make myself  
happy in

I should you will find two letters from my father  
and a return of Cannon left at Portsmouth - the  
said Cannon and two have been in great loss - the Cannon  
did not appear to me worth a few shillings - I did  
never of course on the occasion was very happy - however  
as I have had to compose a letter which I have sold off  
me

General Washington's march on the Cloud and at Cloudland... I have just received your letter... I am truly happy to hear of the success of your late battle near Cloudland... it is very surprising to think that our Comrades is so slight.

The Regulations of the Army being very strict - the  
Write Commissions with great forward supplies -  
Come them from long quarters and perhaps with the  
Love in some

The Maryland troops long the British being  
inspired I have too Washington - he has promised the  
troops shall be paid in three days - you will find the  
Reasons sent to command - unless you have the  
of being the Marylanders - the British have been  
in that your opinion of them they are not  
to be despised - I would think you are  
to be despised from them - One that the Country is so  
poor as the Regt one to a June letter which I will  
as I have some papers of tell you is that I have this  
for kind

Mr. Washington writes me that Adrian Reun's are  
arrived at Newport - other intelligence and they are now  
worked by 5 ships of the line under Boscawen with the  
Royal Artillery - I wish the late the young prince will  
lead as the father's advice through the day's  
in going along I find I have been more than I intended

as after all you must be opposed and our friends with hope  
come before the Regt the Regt being your business all the more  
me

Marquis de Lafayette  
Aug 25<sup>th</sup> 1781

Marquis de Lafayette,  
A.L.S., camp near Rufin's  
Ferry, 25 Aug 1781 : to  
[General Nathaniel  
Greene],  
The Society of the  
Cincinnati

<https://cdm16923.contentdm.org/digital/collection/p16923coll6/id/809/rec/2>



**Title: Primary Source Analysis: Lafayette's Tumultuous Road to Yorktown****Name:** Marcee Hinds**School District:** Mobile County Public Schools**Town/State:** Mobile, Alabama**Grade Level:** Middle and High School

**Overview:** As the summer of 1781 came to a close, General Nathanael Greene and Major General Lafayette were on British General Charles Cornwallis's heels as he and his troops progressed through Virginia. In August 1781, Cornwallis settled his troops on the Yorktown peninsula with hopes of establishing a naval base and coordinate an exodus from Virginia with his forces to rejoin General Howe in New York, where the British hoped to end the war. By the end of August, Lafayette was urging the American commander George Washington to head southward, along with French forces, to cut off Cornwallis and his troops on the Yorktown peninsula through a combined land and naval attack. Unfortunately, conditions had deteriorated among Lafayette's troops during their pursuit of Cornwallis through the southern states.

To better understand Lafayette and his troops' plight and his continued commitment to the American cause, students will read and evaluate Lafayette's letter to General Nathanael Greene in late August 1781, just two months before the American victory on the Yorktown peninsula.

**Objectives:****Students will...**

- Use critical thinking skills to source and analyze a primary source document written by Major General Lafayette to General Greene
- Gain a better understanding of the plight of the Continental Army leading to the Yorktown campaign
- Be able to define Lafayette's role as Major General in the Continental Army

**Materials:**

- Letter to General Nathanael Greene from Major General Lafayette
- National Archives: [Document Analysis Sheet](#)
- Google Maps (if applicable)

**Standards:**

Students will trace the chronology of events leading to the American Revolution, including the French and Indian War, the passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.

- Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
- Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
- Comparing perspectives of different groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians

**Recommended Time:** 25 to 30 Minutes**Activity/Procedure:**

*Before engaging students in primary source analysis, use the following information to enlighten students on Lafayette's role in the southern campaign that leads to the Battle of Yorktown.*

**Step 1:**

Open the lesson by explaining to students that by the time he returned to the United States in 1780 after a brief diplomatic mission to France, Lafayette was a respected and favored officer of Washington's. As a result, the Marquis was placed as a commander of the Continental forces in Virginia.

Share that by the summer of 1781, Major General Lafayette was on the heels of British General Lord Cornwallis and his forces. Cornwallis had settled at Yorktown, a small town strategically situated on the York River with easy access to the Chesapeake Bay. Cornwallis anticipated British ships' arrival to transport him and his troops to New York to join General Howe and his forces.

Note to students that though the siege of Yorktown became the last major battle of the American Revolution, General Washington believed the war would end with an American victory at New York. Remind students that New York had been under British occupation since they forced Washington and the Continental Army out in 1776.

As commander of the Continental forces in Virginia, Lafayette's job was to coordinate troop movements and prevent Cornwallis's forces from retreating through North Carolina, which Lafayette would be successful. Lafayette succeeded in containing Cornwallis at Yorktown, Virginia, which sits on a peninsula. This position allowed for the strategic siege of the town by French and American forces in October 1781. The British were encamped in a perfect place for land attack from the west and south by Lafayette and Washington's forces. It was equally perfect for a naval attack from the east by the French.

Lafayette's containment of General Cornwallis and his forces at Yorktown encouraged Washington and the French commander, the Comte de Rochambeau, to join his troops in Virginia to carry out an attack on the British. With the arrival of Washington and Rochambeau in the fall of 1781, French and American forces laid siege to Yorktown for three weeks and forced General Cornwallis to surrender.

Explain to students that being a Major General in the Continental Army was much more than just leading troops into battle. Many logistical matters had to be handled to secure your troops' safety and well-being to ensure they would be ready when called to duty on the battlefield.

Tell students they will read an excerpt from Lafayette's letter to General Nathanael Greene in late August 1781. Note to the students the importance of Lafayette's location. He was writing from Ruffins Ferry, Virginia, less than 50 miles northwest of Cornwallis' position at Yorktown as he awaited Washington and forces from New York. To put this into perspective for your students, it might be useful to locate Ruffins Ferry using Google Maps to show its exact proximity to Yorktown.

#### Step 2:

After sharing the background information, distribute Lafayette's letter to Greene and the Document Analysis sheet. Instruct students to read through the document to gain a basic understanding of its contents.

#### Step 3:

After students have completed the initial document analysis of the letter, ask students to identify within the contents of the letter what Lafayette informs General Greene on the following topics.

(Note: These topics are listed on the student handout for their reference as they analyze the document)

1. Troop movements
2. Containment of Cornwallis
3. Rations/Supplies
4. State of his troops
5. Needs from General Washington

#### Step 4 Assessment:

Use the following questions to lead a class discussion on Lafayette's letter to Greene. Instruct students they should use direct evidence from the document to support their answers.

- What does this information illustrate concerning the importance of Lafayette's role as Major General in the Continental Army?
- What does this information tell us concerning the plight of the Continental Army leading into the Yorktown campaign?
- From the information Lafayette relayed to Greene, were the American's in a strong enough position to launch an attack on Cornwallis and his forces? Why or why not?
- How does this letter convey his importance as America's Favorite Fighting Frenchman?

### Letter from Lafayette to General Nathanael Greene

**Background:** Lafayette wrote this letter to General Greene as he prepared for General Washington's arrival and his forces from the north just weeks before the siege of Yorktown.

While reading the letter, make notes concerning the following issues discussed by Lafayette:

1. Troop movements
2. Containment of Cornwallis
3. Rations/Supplies
4. State of his troops
5. Needs from General Washington

August 25, 1781

Ruffins Ferry, Virginia

...The first destination is against His Lordship [i.e., Cornwallis].... The General directs that I should prevent the enemy from escaping through North Carolina.

General Waine whom Genl. Washington directs me to keep until further orders is gone to Westover under the idea of joining you.... Our vanguard has thrown the enemy's cavalry and part of the troops on the Gloster side...

Militia, arms, ammunition, accoutrements, and corn provisions are wanting to a degree which from the measures adopted and the stores provided I had no reason to expect. Our men are naked and barefooted....My dear General, We are totally Unprovided. Of this I Have Apprised His Excellency [i.e., Washington] and Have frankly told him that with His Reinforcement He Must Bring Every thing. But Water transportation will Greatly forward Supplies. I Expect them from Every Quarter and Perhaps will they Come in time.

Genl Washington writes me that Hessian recruits are arrived at New York. Other intelligences add that they are 2000 escorted by 5 ships of the line....

In Going along I find I Have Been more free than I intended. But after all you Must Be Apprized and our friends will I Hope arrive Before this Reaches the tory Country. Most Respectfully and affectionately Your obedient Hbl. Servant

Lafayette



# The Marquis de Lafayette and Celebrity Culture

HOME / MASTER TEACHER LESSON PLANS / THE LEGACY OF THE REVOLUTION / THE MARQUIS DE LAFAYETTE AND CELEBRITY CULTURE

Harrow Strickland, Auburn City Schools, Auburn, Alabama

DESIGN LEVEL: Elementary-Middle School



<https://www.americanrevolutioninstitute.org/master-teacher-lesson-plans/the-legacy-of-the-revolution/the-marquis-de-lafayette-and-celebrity-culture/>

# The Marquis de Lafayette and Celebrity Culture

This suite of lessons is designed to provide continued practice analyzing primary sources to engage in critical thinking about how and why Americans celebrate the contributions of individuals from both the past and today's culture. This lesson would ideally be conducted after a study of the American Revolution and the adoption of the Constitution, and in conjunction with the study of the United States in the decades leading to the Civil War. Prior to beginning to this lesson, students should be able to identify the marquis de Lafayette and his contributions to American independence.

**Think about how these objects were used and what they represent.**

**Are any 21st century objects that represent similar concepts?**

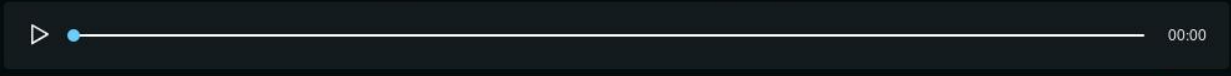
**Do these 21st century items represent ideals such as “independence” or “liberty.” Why or why not.**



**Think about how these objects were used and what they represent.**

**Are any 21st century objects that represent similar concepts?**

**Do these 21st century items represent ideals such as “independence” or “liberty.” Why or why not.**



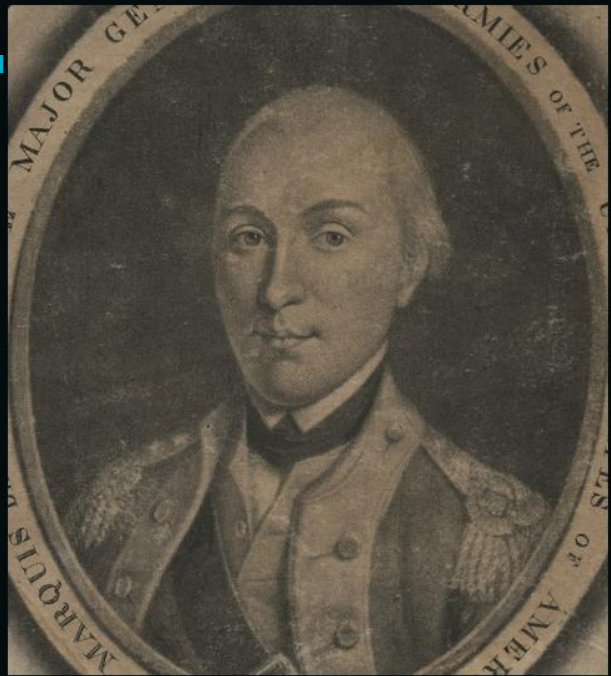
**Think about how these objects were used and what they represent.**

**Are any 21st century objects that represent similar concepts?**

**Do these 21st century items represent ideals such as “independence” or “liberty.” Why or why not.**



**Reflect on the differences of the two portraits of the same man made more than thirty years apart and share what you notice on the next slide.**





## Conclusion de la campagne de 1781 en Virginie : le Marquis de la Fayette, Marechal de Camp des Armees du Roi, et Commandant de la Garde Nationale Parisienne.



Look at this image. This print shows Marquis de Lafayette standing, facing front, wearing a uniform and holding two swords in his left hand while directing American troops during the battle at Yorktown; a black soldier holds his horse behind him on the right.

While not named in this print, could it be imagined that this is James Armistead Lafayette?

## Final Project

### Using primary sources, choose one and upload to Assignment file in Schoology

1. Create a 21st century object that celebrates the contribution of the marquis de Lafayette or James Armistead Lafayette to American independence. Take a picture.
2. Write a song, poem, or a list of 10 toasts to the marquis de Lafayette or James Armistead Lafayette that honors their contribution to American independence. .
3. If you live in one of the first 24 states, research Lafayette's visit to your state, locate a primary source from this event, and create a program of events to celebrate his contribution to American independence. If you don't live in one of the first 24 states, pick one to research his visit.
4. Create a shoebox float for a parade honoring the marquis de Lafayette or James Armistead Lafayette's contribution to American Independence. Take a picture
5. Using an iPad/tablet camera, film your version of a YouTube video explaining why we should or should not celebrate celebrities in general or anyone in particular you feel should or should not be celebrated and explain why.