



**THE SOCIETY OF THE CINCINNATI**  
**in the State of Virginia present**

*“Revolutionary Voices”*  
*Lesser-Known Testimonies*  
*from America’s War for Independence*

**February 3, 2024**  
**GEORGE MASON’S GUNSTON HALL**

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





*“Don’t you know...  
They’re talkin’ ‘bout a revolution...  
It sounds like a whisper”*

TRACY CHAPMAN

TALKIN’ ‘BOUT A REVOLUTION

# PLAN OF THE DAY

- ✓ 8:30-9:00 continental breakfast
- ✓ 9:00-9:15 welcome...Connecticut Fourth Regiment & George Mason—*Stacia Smith, Dr. Jay Hayes & Dr. John Chinn*
- ✓ 9:15-10:15 The Critical Role of Spain—*Dr. Larrie Ferreiro*
- ✓ 10:15-10:25 break
- ✓ 10:25-10:55 Southern Heroines—*Rachel Nellis*
- ✓ 11:00-11:40 The Oneida—*Anne Walker*
- ✓ 11:45-12:25 Impact of War on the Quakers—*Andrew Outten*
- ✓ 12:30-1:15 lunch
- ✓ 1:15-3:00? invitation to tour Gunston Manor





## THE SOCIETY OF THE CINCINNATI (1783)

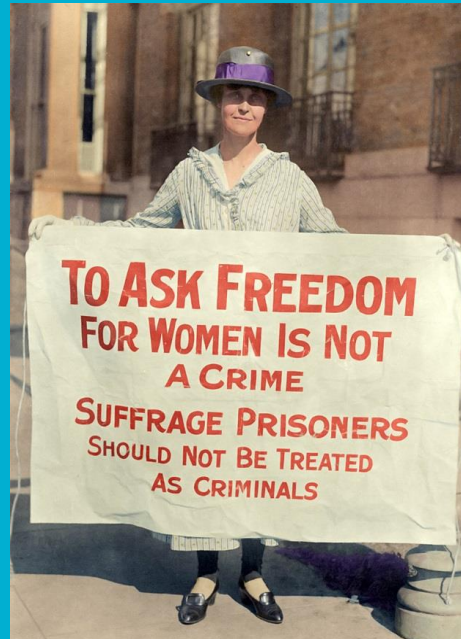
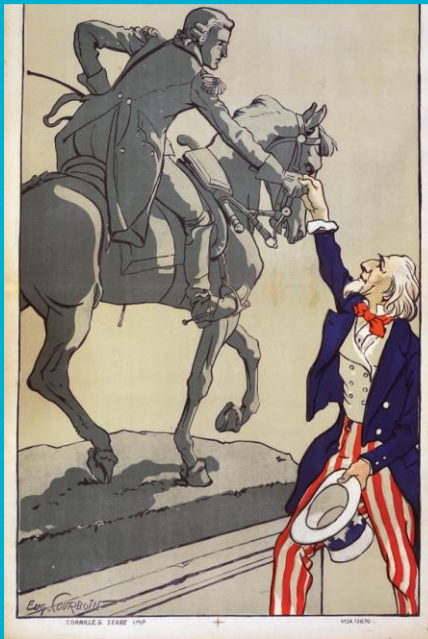
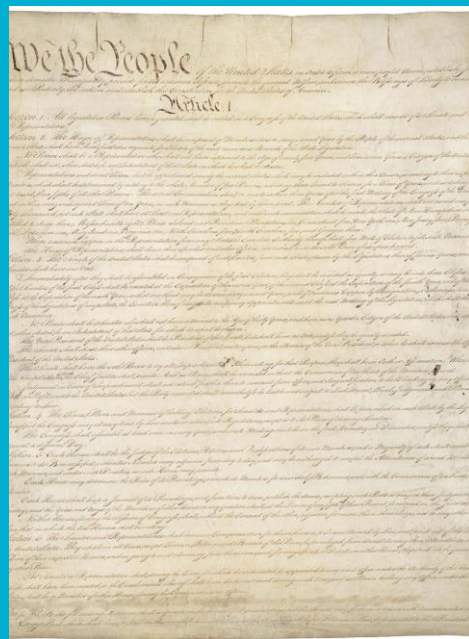
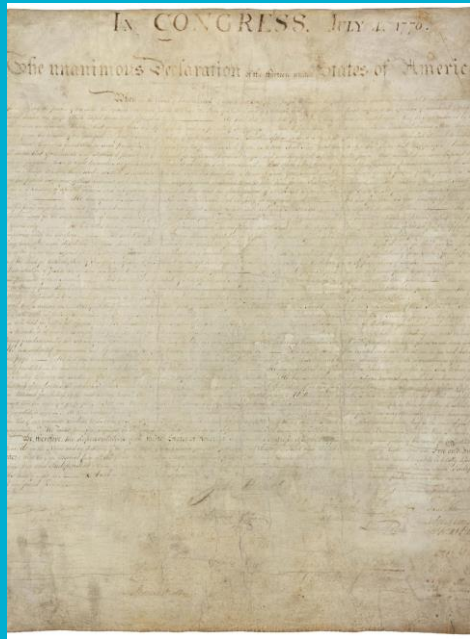
*“To perpetuate therefore, as well the remembrance of this vast event, as the mutual friendships which have been formed under the pressure of common danger, and in many instances cemented by the blood of the parties...”*











# The American Revolution...

- ★ secured our national independence,
- ★ established our republic,
- ★ created our national identity,
- ★ and articulated our highest ideals—  
**freedom, liberty**, equality, civic responsibility,  
and natural and civil rights.



Hartford, June 1<sup>th</sup> 1782.

RECEIVED, of Pay-Table-Committee, their Order  
on the Treasurer, of this State, to secure the Payment

of *Thirty two pounds ten shillings & two pence*  
it being the Balances due to *Dick Freedom* on the first Day of January 1780

~~last~~, as stated by the Committees of the State and of the  
Army. *in behalf of Dick Freedom*

L32, 10, 2

*J. C. Liberty*

*Receipt of Pay for Dick Freedom  
Hartford:*

Committee of the Pay Table,  
Connecticut Treasury Department  
June 7, 1782

The Robert Charles Lawrence  
Fergusson Collection,  
The American Revolution Institute of  
the Society of the Cincinnati

<https://cdm16923.contentdm.oclc.org/digital/collection/p16923coll3/id/1721>





## FOURTH CONNECTICUT REGIMENT

Dick Freedom (Wallingford) 1778-83

Cuff Liberty (Middletown) 1777-83

- *Battle of Germantown (1777)*
- *Battle of Brandywine (1777)*
- *Valley Forge encampment (1777-78)*
- *Battle of Monmouth (1778)*
- *all-Black Second Company formed (1781)*
- *deployed w/First Rhode Island Regiment (1781-82)*
- *Siege of Yorktown (1781)*



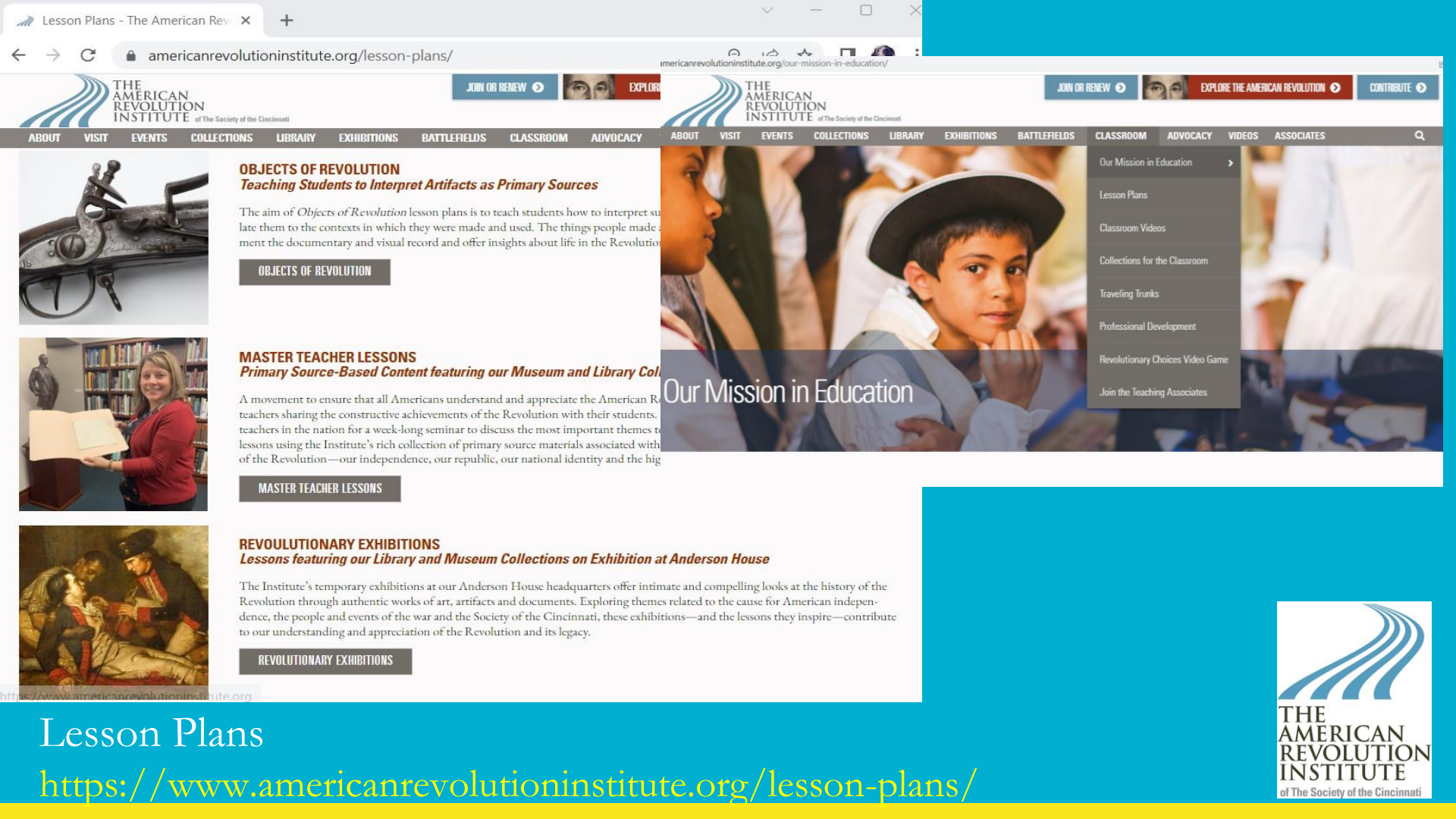
*Black Revolutionary War Patriots Memorial preliminary figure, Ed Dwight, 1992*

The American Revolution Institute of the Society of the Cincinnati

<https://cdm16923.contentdm.oclc.org/digital/collection/p16923coll3/id/1721>







## 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 and relate them to 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, we have master teachers sharing the constructive achievements of the Revolution with their students. Each year, master teachers in the nation for a week-long seminar to discuss the most important themes to 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

Lesson Plans

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





# America's First Allies: The Oneida Indian Nation

HOME / AMERICAS FIRST ALLIES: THE ONEIDA INDIAN NATION

Anne Walker, Thomas A. Edison High School (Fairfax County Public Schools), Alexandria, Virginia

DESIGN LEVEL: Middle-High School

## Overview

Students will explore why the American colonies' greatest Native American supporter, the Oneida Indian Nation, declared neutrality at the onset of the Revolution.

## Objectives

Students will:

1. Analyze a published speech given by Native American leaders to their colonial counterparts.
2. Compare maps from 1763 and 1776 and identify similarities and differences.
3. Identify aspects of the Proclamation of 1763 that Native Americans would have supported.
4. Identify flaws of the Proclamation of 1763 that prevented its success.
5. Infer reasons the Oneidas initially declared neutrality.

## Materials

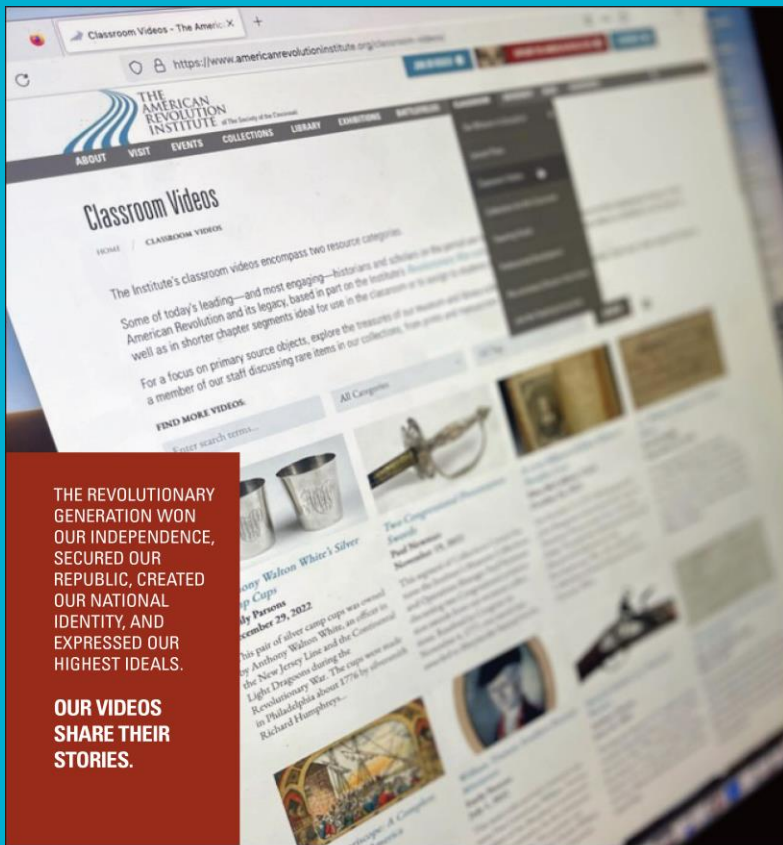
- *The supplement to the Pennsylvania Magazine, for the year, 1775*, Thomas Paine. Philadelphia: R. Aitken, 1775. The Society of the Cincinnati.
- Royal Proclamation, King George III of England. Issued October 7, 1763. Broadside. [transcript by Gilder Lehrman Collection]
- *A new map of North America from the latest discoveries, 1763*. London. The New York Public Library Digital Collections.
- *The provinces of New York and New Jersey, with part of Pensilvania, and the province of Quebec*, Thomas Pownall and Samuel Holland. London, 1776. Cincinnati, The Robert Charles Lawrence Fergusson Collection.





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





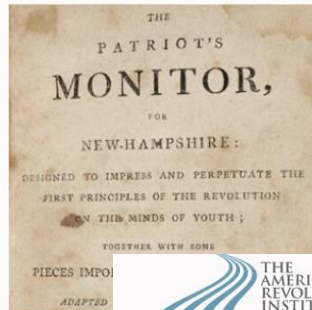
## "A Republic, If You Can Keep It"

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.

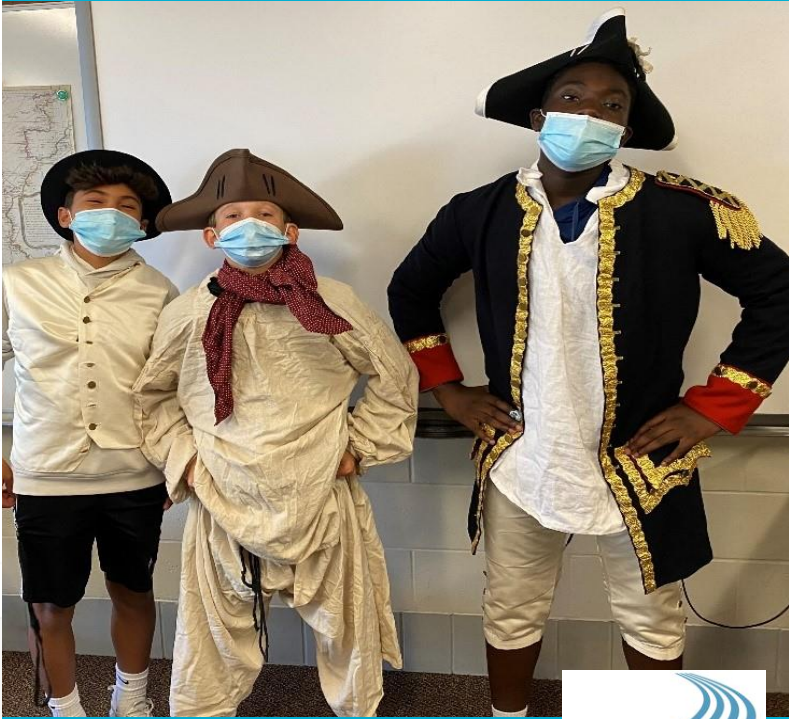
These collection items were selected for a workshop with teachers participating in the first virtual George Washington Teacher Ins "George Washington: From Soldier to Commander in Chief" with scholar Sarah Purcell.



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



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





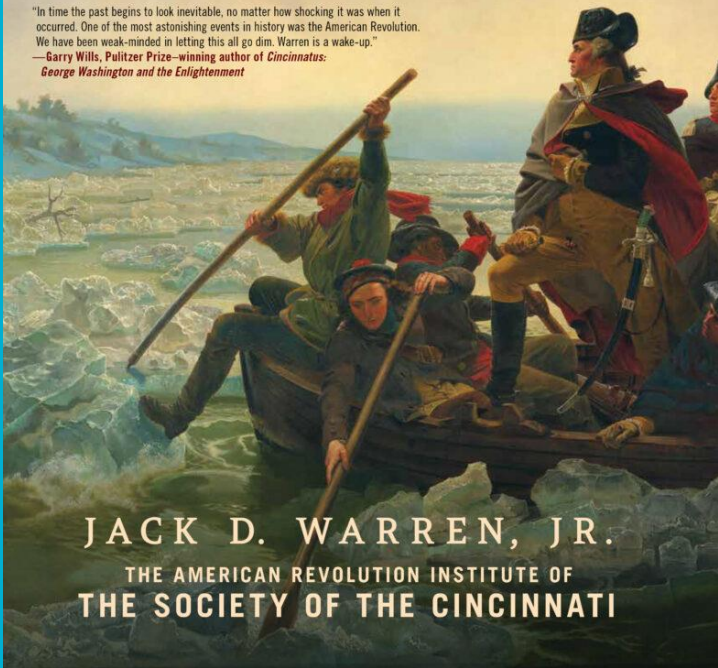


# FREEDOM

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 CINCINNATI



THE  
AMERICAN  
REVOLUTION  
INSTITUTE  
of The Society of the Cincinnati

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

## 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*





## *George Mason*

by Dominic Boudet, after John Hesselius [1811]

Board of Regents, Gunston Hall

<https://gunstonhall.org/learn/george-mason/mason-slavery/george-masons-views-regarding-slavery/>

letter to Colo. Geo. Fairfax & Colo. Geo. Washington,  
23 December 1765

*“The Policy of encouraging the Importation of free People... has never been duly considered in this Colony... the ill Effect such a Practice has upon the Morals & Manners of our People: one of the first Signs of the Decay, & perhaps the primary Cause of the Destruction... an Evil very pathetically described by the Roman Historians”*

Fairfax Resolves, 8 July 1774\*

*“17. RESOLVED that... no Slaves ought to be imported into any of the British Colonies on this Continent... a wicked cruel and unnatural Trade.”*

Virginia Declaration of Rights, 12 June 1776

*“All men are born equally free and independent, and have certain inherent natural rights... among which are the enjoyment of life and liberty”*

Federal (Constitutional) Convention, 22 August 1787

*“Every master of slaves is born a petty tyrant... They bring the judgement of heaven on a Country... providence punishes national sins, by national calamities.”*



# Kahoot!

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## 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](#)

