

Lesson

FOUR



LESSON FOUR: THE POWER OF REMEMBRANCE

LESSON OBJECTIVE

To explore the powerful influence that commemoration has on the way we view history by looking at how the people, places, and events of the American Revolution have been remembered and honored.

SUMMARY OF ACTIVITIES AND THEIR OBJECTIVES

ACTIVITY ONE: Architecture and Artifacts

- Summary: Students examine the restoration of the exterior and interior of Independence Hall.
- Objective: To help students understand why the restoration of historical places is important as a means of preserving history.

ACTIVITY TWO: Lafayette Remembers Yorktown

- Summary: Students look at a cannon from the Siege of Yorktown
- Objective: To understand how an artifact can generate memory and engender nostalgic sentiments.

ACTIVITY THREE: Remembering Valley Forge

- Summary: Students look at three commemorative objects—a souvenir medal, a memorial arch, and a statue.
- Objective: To understand the significance of commemoration while exploring how historical myths and legends can be perpetuated through this means.

ACTIVITY FOUR: The Power of Remembrance for Longfellow

- Summary: Students compare a Longfellow poem with a letter written by his daughter, each expressing feelings about George Washington's occupation of the Longfellow House.
- Objective: To explore how the American Revolution affected an influential poet of the 19th century and his family.

NATIONAL STANDARDS

Social Studies: II d, e; IV b, g, h.



Marie Joseph Paul Yves Roch Gilbert Motier, Marquis de Lafayette after Charles Willson Peale, 1779–1780.

INDEPENDENCE NATIONAL HISTORICAL PARK

BACKGROUND

For more than 200 years, generations of Americans have looked back with nostalgia to the American Revolution. The people, places, and events associated with the Revolution have been honored in literature, art, music, and in the preservation and restoration of artifacts and sites. Our national identity as a free and democratic country has been nurtured through this powerful influence of remembering the Revolution through commemoration. Our society has chosen to preserve certain memories while collective amnesia clouds other chapters, perhaps more painful or less heroic, of our past. Besides allowing us to create and maintain a distinct American culture, the power of remembrance (and forgetfulness) has also played an essential part in influencing the work of individuals like Abraham Lincoln, Martin Luther King Jr. (see Lesson 5), and the poet Henry Wadsworth Longfellow (see below).

Independence Hall National Historical Park,
Pennsylvania
www.nps.gov/inde

The desire to preserve our country's early history began with the restoration of the building in Philadelphia that we now call Independence Hall, where both the Declaration of Independence and the United States Constitution were signed.

In the years following the American Revolution, the Pennsylvania State House (as Independence Hall was then called) served many uses. The yard around it provided an important place for civic celebrations, such as Independence Day and George Washington's birthday. The building itself contained government offices and a courtroom on the first floor and Charles Willson Peale's Philadelphia Museum on the second floor. Early in the 19th century, the Pennsylvania state legislature decided to sell the whole block and all its buildings in order to redevelop the area. Philadelphia city officials voted to purchase the block in order to keep the square there as a "healthful" open space and a convenient area for election day polls. In 1818, the square, the Pennsylvania State House (including its bell, later renamed the Liberty Bell), and its immediate neighbors became the property of the City of Philadelphia.

The history of the Pennsylvania State House was generally ignored until nearly 50 years after the American Revolution. The generation of Americans who had fought the Revolution was dying out, and most of what everyone else remembered of that era was leadership by people like George Washington. In 1824, however, the aged Marquis de Lafayette conducted his first visit to the United States



Aerial of Yorktown
COLONIAL NATIONAL HISTORICAL PARK

since fighting as a very young man alongside George Washington in the Revolutionary army. Lafayette was greeted in Philadelphia with a grand celebration at the Pennsylvania State House. His status as a beloved war hero motivated Philadelphians to commemorate the room where the Declaration had been signed. Lafayette himself referred to the room as the “Birthplace of Independence” and “this hallowed Hall.” Soon, people adopted the name “Independence Hall” for the entire building.

In the decades that followed, interest in Independence Hall as an historic place increased. In 1876, the City of Philadelphia worked with local society women to furnish the first floor rooms as the “National Museum.” This museum commemorated the Revolution and the early years of the new nation, while the building’s second floor remained government offices. In 1899, the city and the Daughters of the American Revolution restored the entire building to the structure’s supposed appearance at the time of the American Revolution. And, in 1942, local citizens formed the Independence Hall Association to promote a national park around Independence Hall. Congress created Independence National Historical

Park in 1948, and the National Park Service has managed Independence Hall and other nearby buildings ever since.

Colonial National Historical Park (Yorktown Battlefield), Virginia
www.nps.gov/colo

As part of his 1824 visit to America, Lafayette also went to the U. S. arsenal in Watervliet, New York. In honor of his visit, a number of cannon posted at the arsenal fired a salute. One of the guns fired was a British 12-pounder that was surrendered by General Charles Lord Cornwallis at Yorktown 43 years earlier (1781). According to tradition, Lafayette remembered the gun as one of more than 200 surrendered at Yorktown by the British.

Yorktown, Virginia, was the site of the last major battle of the Revolutionary War. In August 1781, a British army, led by General Charles Lord Cornwallis, began fortifying Yorktown and Gloucester Point, located across the York River from Yorktown, to establish a naval base in Virginia. In nearby Williamsburg, Lafayette and a small army of Continental troops and Virginia militia kept a watchful eye on Cornwallis. At the end of August, a French fleet commanded



Washington's Headquarters
VALLEY FORGE NATIONAL HISTORICAL PARK

by Admiral Francois De Grasse surprised Cornwallis, blockaded the Chesapeake Bay and the York River, and prevented Cornwallis from escaping or being reinforced by sea. At the same time, Washington began moving his allied American and French forces from New York to Virginia. By the end of September, Washington's army of 17,600 had surrounded Cornwallis's 8,300 troops and laid siege to Yorktown, leading to the surrender of Cornwallis on October 19, 1781. The American victory at Yorktown effectively ended the war.

Upon seeing the surrendered cannon in Watervliet 43 years later, Lafayette was able to identify it by a distinctive dent caused by an allied cannon ball during the siege. When he saw this gun again, it is said that he became sentimental and embraced the barrel. While the story of Lafayette and the British cannon at Watervliet is based on tradition, we do know that during the Siege of Yorktown Lafayette commented on the fire of the American guns during the battle. Lafayette stated to Major Samuel Shaw of the Continental Artillery "...Sir you fire better than the French... the progress of your artillery is regarded by everyone as one of the wonders of the Revolution." Perhaps, when seeing the gun

so many years later, Lafayette was thinking back to the role that American artillery played in winning American independence at Yorktown.

Valley Forge National Historical Park, Pennsylvania
www.nps.gov/vafo

Valley Forge has become recognized as a place of honor for the harsher realities of warfare. The name Valley Forge comes from the iron forge built along the Valley Creek in the 1740s. By the time of the Revolution, the area also included a sawmill and gristmill. The British had destroyed both mills and the forge by the time George Washington moved into his Valley Forge headquarters (December 1777 to May 1778).

It is a common misconception that the American army at Valley Forge was an amateur assembly of ill-equipped men lacking self-assurance and bordering on despair. Far from being a ragged group of farmer-soldiers, Washington's troops were actually skilled and well trained, and their experiences in battle prior to camping for the winter served to strengthen their faith in themselves. One anonymous visitor to the camp in December 1777 wrote in the *New Jersey Gazette* that



National Memorial Arch
VALLEY FORGE NATIONAL HISTORICAL PARK

he “could discover nothing like a sigh of discontent at their situation ... On the contrary, my ears were agreeably struck every evening, in riding through the camp, with a variety of military and patriotic songs and every countenance I saw, wore the appearance of cheerfulness or satisfaction.” When the Prussian officer Friedrich Wilhelm Baron von Steuben arrived at the camp in February 1778, the soldiers underwent additional professional training that sharpened their skills and bolstered their confidence in their fighting abilities.

During the winter encampment at Valley Forge, with few provisions available, the soldiers took action to help themselves. They secured timber and built log cabins for shelter, they foraged for food and cooked subsistence meals, and they made makeshift clothing and gear. While food was scarce and the winter cold, disease—influenza, typhus, typhoid, and dysentery—caused over 1,000 deaths at Valley Forge, nearly two-thirds of all the fatalities that occurred during the spring of 1778. Camp sanitation regulations and smallpox inoculation administered by doctors and nurses at the camp helped limit the number of deaths.

To most modern Americans, Valley Forge is a symbol of endurance and sacrifice as characterized by Washington and his Continental Army. While the soldiers did endure hardship at Valley Forge, their experiences there were not so different from the usual privations suffered by the army throughout the war. The accomplishments of the soldiers at this site are often overshadowed by our perceptions of the harsh conditions under which they were living. This focus on the misery of the encampment is a result of an early, romanticized version of the events used as a parable to teach Americans about the strength and perseverance of our national character.

Longfellow National Historic Site, Massachusetts
www.nps.gov/long

George Washington’s first headquarters, after he assumed his role as commander-in-chief of the American army, was a home in Cambridge, Massachusetts. Longfellow National Historic Site, named after the 19th-century poet Henry Wadsworth Longfellow, also is the site of Washington’s headquarters; Longfellow chose to live in this particular home because Washington once resided there.



Longfellow's House once served as Headquarters for General Washington.
LONGFELLOW NATIONAL HISTORIC SITE



The room rented by Longfellow prior to acquiring the house.
LONGFELLOW NATIONAL HISTORIC SITE

The Longfellow House was built in 1759 by Major John Vassall, who lived there with his family until 1774. Out of fear for their lives, John Vassall Jr. and other Cambridge loyalists abandoned their homes and fled to Boston. The house was used as a temporary hospital for wounded American soldiers after the Battle of Lexington and Concord and the Battle of Bunker Hill. For a few weeks afterwards, John Glover and his Marblehead sailors used the house as a barracks until the middle of July 1775 when George Washington, newly commissioned commander of the Continental Army, moved into the house. For the next 10 months it remained his headquarters while the British forces occupied nearby Boston. Martha Washington joined him there, as she did at all his winter headquarters, and on January 6, 1776, they celebrated their wedding anniversary in the house. At headquarters in Cambridge, Washington received Phillis Wheatley's poem (see Lesson 2) of encouragement to "proceed great chieftain with virtue at your side, let your every action the goddess guide." Washington, in turn, invited Wheatley to pay him a visit at headquarters where he "would be happy to meet someone so gifted by the muses," and to whom "nature has been so liberal and beneficent in its dispensations."

On March 17, the British evacuated Boston as a result of the American fortification of Dorchester Heights (see Lesson 3), and in April Washington left Cambridge. His success in forcing King George's army to abandon Boston helped motivate the colonies to declare their independence less than four months later.

After Washington's departure, the house had two other owners before being sold in 1790 to Andrew Craigie, Washington's apothecary general during the Revolutionary War. After Craigie's death his widow rented rooms to lodgers including Longfellow, in 1837 a newly appointed professor of Modern Languages at Harvard University. Longfellow spent the remaining 45 years of his life there. He married Fanny Appleton in 1843, and Fanny's father Nathan Appleton bought the house as a gift for the couple.

Longfellow was enamored with the history of the house and its role as Washington's headquarters. His own grandfather, Captain (later General) Peleg Wadsworth, had played an important role in the Revolution, so young Henry had grown up hearing stories of the war. Longfellow's appreciation of the history associated with the house and his interest in the American Revolution had a great influence on his work, as evidenced by the well know



Henry Wadsworth Longfellow
LONGFELLOW NATIONAL HISTORIC SITE

poem *Paul Revere's Ride*. Although Longfellow wrote other pieces that expressed his fascination with the Revolution, it was *Paul Revere's Ride*, published on the eve of the Civil War, that captured the country's imagination and shaped the national interest of its past. In Longfellow's time, as today, the house was a compelling reminder of the past. In our century, however, it stands not only as a place of remembrance for George Washington and the American Revolution, but also for the life of a poet who, along with his contemporaries, helped shape the nation's identity.

ACTIVITY ONE

Architecture
and Artifacts

RESOURCES NEEDED

Source #23, Photo of Independence Hall today

Source #24, Drawing of the interior of Independence Hall, 1856

Source #25, Photo of the Assembly Room in Independence Hall today

Source #26, “Rising Sun Chair”

Source #26a, Portrait of George Washington, James Peale

Student Worksheet: Independence Hall

ABOUT THE SOURCES

These images show Independence Hall as it looked in 1856 (Source #24) and today (Sources #23 and #25). Inside Independence Hall, the Assembly Room was where the Declaration of Independence and the U. S. Constitution were signed. In 1824, Philadelphians first began to treat the Assembly Room as a historic place. In later years, the refurbished Assembly Room included historic objects from the Revolutionary War period. The 1856 print shows that the room included portraits (like the full length ones of William Penn on the left and the Marquis de Lafayette on the right plus smaller ones of various signers of the Declaration of Independence) as well as a life-sized sculpture of George Washington. The room also included the Liberty Bell on a pedestal and several pieces of historic furniture. These were added to the room to create a patriotic display for the public.

In 1856, Americans faced serious national issues—slavery, industrialization, and increasing immigration. During the early 1850s, the City of Philadelphia’s mayor and the majority of its City Council members belonged to the Native American Party (or nativists), a political group that feared immigrants (especially Catholics) would take over the United States. The nativists looked for role models in America’s historic past and focused on the leaders of the Revolution as American-born heroes (like George Washington) devoted to their country.

In the historic Assembly Room, famous Americans from the Revolutionary War era were and are represented by objects from their time period. In 1849, the room included a portrait of a uniformed George Washington at the battle of Yorktown (Source #26A). James Peale had painted the portrait many years earlier. In his painting, Peale included himself and his brother, Charles Willson Peale, standing behind General Washington. In addition to the many copies that the Peale brothers made of this Washington portrait, the image also was available as an inexpensive engraving.

By 1876, the Assembly Room also included a chair called the Rising Sun Chair (Source #26). Made during the Revolution, this chair belonged to the Pennsylvania Assembly and was used by the assembly speaker. The chair’s maker, John Folwell, was a member of the Freemasons, a social organization for men who believed in liberty. Folwell may have based his carvings for the Rising Sun Chair on symbols (like the sun and the cornucopia or “horn of plenty”) that

ACTIVITY ONE

were popular with the Freemasons. In 1787, the Constitutional Convention used the Assembly Room for their debates, and convention president George Washington sat in the Rising Sun Chair. The chair captured convention member Benjamin Franklin's attention. At the end of the convention, Franklin referred to Washington's chair and its half sun decoration when he said that "I have often ...looked at that behind the president without being able to tell whether it was rising or setting. But now at length I have the happiness to know that it is a rising and not a setting sun."

PROCEDURE

- ① With students discuss the importance of Independence Hall and why Philadelphians felt it was important to preserve.
- ② Distribute photocopies of Source #23 (Photo of Independence Hall), Source #24 (Drawing of interior of Independence Hall, 1856), Source #25 (Photo of Assembly Room at Independence Hall), Source #26 (Rising Sun Chair), Source 26a, (Portrait of George Washington) and the student worksheet "Independence Hall."
- ③ Have students use the sources to answer the questions on the sheet. After the students have completed the worksheet, discuss their findings.

STUDENT WORKSHEET

Independence Hall

Source #23 is a 2006 photo of Independence Hall. Describe the building.

Does it remind you of any kind of building in your neighborhood? If so, which kind?

Why was the building preserved? What is important about what happened in the building?

Source #24 shows what the inside of one of the rooms of Independence Hall looked like in 1856. Look carefully at the details of the room. What do you think is the most important object in the room and why?

There are portraits of many leaders from the American Revolution as well as a statue. Who does the statue represent?

The room contains many symbols of American liberty and freedom. What are they?

Source #25 is a 2006 photograph of the room in Independence Hall where the Declaration of Independence was signed. The room is restored to look as it might have in 1776 and 1787. Compare how this room looks with the way the interior of Independence Hall looked in 1856. How is it different and/or the same?

STUDENT WORKSHEET

How would you describe the 1856 room?

How would you describe the current room?

Why do you think the room's appearance has changed?

Look at Source #26. This chair was used by George Washington when he led the Constitutional Convention that met at the Pennsylvania State House, Independence Hall's original name.

Locate the chair in the 2006 photo of Independence Hall. What about this chair's appearance suggests that it was special?

What is carved at the top of the chair?

Benjamin Franklin said of this image that it was a rising sun rather than a setting sun. He was saying something about the newly formed United States. In your own words, explain what he meant.

Do you agree with Franklin's observation? Why or why not?

If you were to create a chair with symbols of power and bounty, what would your symbols be and why?

STUDENT WORKSHEET

The Rising Sun Chair was placed on exhibit in Independence Hall around 1876. What about this date is significant? Why do you think this significant date might have influenced people's view of the Rising Sun Chair as important?

What recent events have objects associated with them that many people might find significant?

Look at Source #26a. This portrait of George Washington at the Battle of Yorktown was painted around 1790.

In the painting, what things represent George Washington's importance as a military commander?

Why was it important to hang a portrait of Washington in the Assembly Room of Independence Hall when the room became known as a historic place?

Why do you think that the artist included himself and his brother in this portrait of George Washington? How does the artist represent his relationship to Washington in this painting?

What are some ways that people today show their admiration for a famous person?

ACTIVITY TWO

Lafayette
Remembers
Yorktown

RESOURCES NEEDED

Source #27, Lafayette Cannon

ABOUT THE SOURCE

This 12-pounder brass gun, cast in 1759, is 6 feet 11 inches and weighs 2,404 pounds. The gun is mounted on a field carriage so it can be moved easily. The gun fired a 12-pound solid shot ball (hence the name 12-pounder) and had a maximum range of about 4,000 yards (just over 2 miles) and an effective range of about 1,500 yards (just under 1 mile). The number of men needed to operate the gun in the field was 19, however the number needed to directly serve (loading and firing) the gun was six.

The British army had four guns of this type at Yorktown in 1781. The National Park Service acquired the Lafayette Cannon in 1938.

PROCEDURE

- ① Have a class discussion about the significance of objects that trigger a particular memory or have a special meaning for an individual. Do the students have an object in their family that represents an event in their family history? Why would such an object be important to them or members of their family? Make the connection between this type of personal object having meaning to them and the importance of historic objects having meaning to a nation or other group of people over time.
- ② Distribute photocopies of Source #27 (Lafayette Cannon). Explain the story of Lafayette and his reaction to seeing it so many years after the Siege at Yorktown. Then, have students write a poem or short story from Lafayette's point of view describing why he was feeling so moved when he saw the gun again. The students should justify their proposed sentiments by including factual information about the Siege at Yorktown.

ACTIVITY THREE

Remembering
Valley Forge

RESOURCES NEEDED

Source #28, Souvenir medal showing Washington praying in the snow

Source #29, Memorial Arch at Valley Forge

Source #30, Statue of Washington as Cincinnatus from Valley Forge

ABOUT THE SOURCES

The collections at Valley Forge National Historical Park contain many examples of commemorative pieces created in the 19th century and onward. These pieces show a romanticized version of the Revolution in general, and Valley Forge in particular. They look back from a later point in time with nostalgia and patriotic pride.

Parson Weems, in his 1807 book *The Life of Washington*, first told a story about Washington praying in the snow over the desperate situation of his soldiers at Valley Forge. This view of Washington as a pious man, relying on religious devotion to help him overcome obstacles, fit well with 19th-century concepts of individual virtue. Although there is no factual evidence to support the story, it became popular in the 1830s and 1840s, and the image of Washington praying in the snow was reproduced en masse in paintings and on commemorative pieces like the medal struck in 1907.

The National Memorial Arch is another type of commemorative piece, dedicated to the soldiers at Valley Forge and now standing as a dominant feature of the park. The arch was designed by Paul Philippe Cret, a University of Pennsylvania professor, and is built in a style similar to the Arch of Titus in Rome. It faces the road over which the army marched into and out of Valley Forge in the winter of 1777–78. The arch was authorized by the secretary of war and erected by an act of Congress. A dedication ceremony took place on June 19, 1917, the 139th anniversary of the day the Continental Army evacuated the Valley Forge encampment, and only three months after the United States entered World War I as an ally of France.

Just as later generations looked back favorably on the 18th century as a time of ideals and valor, the people of the 18th century looked back to even earlier times—to the Roman Republic—for inspiration. Sculptors depicting the heroes of the American Revolution often portrayed their subjects wearing the robes and sandals of the ancient Romans. Washington often was compared to the ancient Roman General Cincinnatus, a farmer and retired member of the Roman Senate. When the City of Rome was threatened by an enemy force in 458 BCE, the Senate gave Cincinnatus the baton of a Roman dictator. He defeated the enemy, handed the baton back to the Senate, and returned to his fields and plow. This action by Cincinnatus signifies a selfless act for the good and benefit of the whole community. In the 18th century, this was referred to as “disinterestedness.”

ACTIVITY THREE

In 1788, the sculptor Jean-Antoine Houdon depicted George Washington as an American Cincinnatus. Like Cincinnatus, Washington was a farmer who had left his Virginia plantation to take command of the American forces. And like Cincinnatus, he afterwards refused the great political power offered to him after victory, choosing instead to return to his plantation.

Houdon's statue has Washington's hand resting on a fasces, a Roman symbol of unity. The fasces is a bundle of reeds bound together, and in this statue it represents the unity of the colonies as a newly formed nation. A plow, like the one Cincinnatus left behind when a messenger summoned him to come to the aid of Rome, is at Washington's feet. He is shown taking off his combat sword and placing it on the Roman fasces, symbolizing the fact that he has returned his military power to Congress. He holds a civilian walking stick in its place.

PROCEDURE

Part A

- ① Talk to students about Valley Forge in 1777, and the significance of the site as a place of commemoration. Explain how the events at Valley Forge are sometimes remembered in a romanticized way, and how this kind of commemoration can sometimes distort what really happened in history and encourage stereotypes. As an example, read the following excerpt from Parson Weems to the class and then discuss.

In the winter of '77, while Washington, with the American army, lay encamped at Valley Forge, a certain good old friend, of the respectable family and name of Potts, if I mistake not, had occasion to pass through the woods near headquarters. Treading in his way along the venerable grove, suddenly he heard the sound of a human voice, which, as he advanced, increased on his ear; and at length became like the voice of one speaking much in earnest. As he approached the spot with a cautious step, whom should he behold, in a dark natural bower of ancient oaks, but the commander in chief of the American armies on his knees at prayer. Motionless with surprise, friend Potts continued on the place till the general, having ended his devotions, arose; and, with a countenance of angelic serenity, retired to headquarters. Friend Potts then went home, and on entering his parlour called out to his wife, "Sarah! my dear Sarah ! all's well ! all's well! George Washington will yet prevail!"

- What is going on in this story?
- Who did Potts come across in the woods?
- What was this person doing?
- What motivated Weems to write this story?
- What is Weem's overall message?

ACTIVITY THREE

- ② Distribute photocopies of Source #28 (Souvenir medal showing Washington praying in the snow). Explain that this is an object from Valley Forge National Historical Park and discuss:
 - Describe the image on the medal.
 - What famous symbol is on it? Why do they think this symbol was included?
 - How does this relate to Valley Forge?
- ③ After examining the medal, talk about why and how stories become embellished and turn into myths or legends. Why do the students think the story of Washington praying in the snow developed? Invite students to tell about other stories they have heard that have later been proven false or only partially true. Why do they think this happened?
- ④ Have students identify a favorite family story told during their lifetime. Has the story changed over time as different people tell it? Is there some lesson that can be learned from the story? Why is the story popular within their family? Is there a document or other object that relates to this story? If so, what is the connection?

Part B

- ① Distribute photocopies of Source #29 (Memorial Arch at Valley Forge). Discuss the importance of the arch as a commemorative feature of the park.
 - Why build an arch at Valley Forge?
 - Why was the arch built in its specific location within Valley Forge?
 - Why does it have a design reminiscent of the Arch of Titus?
 - What kind of carving is on the arch?
 - What does the inscription say? Who is the inscription quoting and when was this said?
- ② Using the chart below, explain to students that the arch has other inscriptions on it as well. Have them choose one column and do research about it, then describe the significance of the quote or information on their column.

North Elevation

*To the officers and private soldiers
of the Continental Army
December 19, 1777
June 19, 1778*

*Erected by the authority of the 61st
Act of Congress June 25, 1910*

South Elevation

*"Naked and starving as they are
we cannot enough admire
incomparable patience and fidelity
of the soldiery"
Washington at Valley Forge
February 16, 1778*

*"They shall hunger no more neither
thirst anymore"
Revelations*

ACTIVITY THREE

Inside East

*And here
in this place
of sacrifice
in this vale of humiliation
in this valley of the shadow
of that death out of which
the life of America rose
regenerate and free
let us believe
with an abiding Faith
that to them
Union will seem as dear
and liberty as sweet
and progress as glorious
as they were to our fathers
and are to you and me
and that the institutions
which have made us happy
preserved by the
virtue of our children
shall bless
the remotest generation
of the time to come.*

Henry Armitt Brown

Inside West

Commander in Chief
George Washington

Major Generals

<i>DeKalb</i>	<i>Mifflin</i>
<i>Greene</i>	<i>Steuben</i>
<i>Lafayette</i>	<i>Stirling</i>
<i>Lee</i>	<i>Sullivan</i>

Brigadier Generals

<i>Armstrong</i>	<i>Patterson</i>
<i>DuPortail</i>	<i>Poor</i>
<i>Glover</i>	<i>Scott</i>
<i>Huntington</i>	<i>Smallwood</i>
<i>Knox</i>	<i>Varnum</i>
<i>Learned</i>	<i>Wayne</i>
<i>McIntosh</i>	<i>Weedon</i>
<i>Maxwell</i>	<i>Woodford</i>
<i>Muhlenberg</i>	<i>Pulaski</i>

Part C:

- ① Distribute photocopies of Source #30 (Statue of Washington as Cincinnatus from Valley Forge). Ask students what words they would use to describe how Washington looks in this statue. Is he heroic? Powerful? In command? Explain the connection between the Roman leader Cincinnatus and the American leader George Washington. Ask students to locate the plow, sword, walking stick, and fasces.
- ② Have students choose a person they greatly admire and would nominate as a hero for our time. What characteristics does their hero possess? Does their hero exhibit any of the values portrayed by Washington in the Houdon statue? Have the students describe how their hero would be portrayed in a sculpture. What type of icons would they use to characterize and honor their hero?

ACTIVITY FOUR

The Power of Remembrance for Longfellow

RESOURCES NEEDED

Source #31a–f, Letter from Edith Longfellow to her sister Alice Longfellow, August 14, 1875

ABOUT THE SOURCE

On August 14, 1875, 22-year-old Edith Longfellow, daughter of Henry Wadsworth Longfellow, wrote a letter to her 25-year-old sister Alice from the Longfellow House, the building that George Washington used as his home and headquarters during the Siege of Boston (1775–1776).

PROCEDURE

As a homework assignment prior to this activity, ask students to research Longfellow in order to learn something about his life and career.

- ① Go over the historical importance of Longfellow’s home in class, explaining how the history of the house influenced his work.
- ② Read aloud the following lines from Longfellow’s poem “To a Child,” and then discuss with the class.

*Once, ah, once, within these walls,
One whom memory oft recalls,
The Father of his Country, dwelt.
And yonder meadows broad and damp
The fires of the besieging camp
Encircled with a burning belt.
Up and down these echoing stairs,
Heavy with the weight of cares,
Sounded his majestic tread;
Yes, within this very room
Sat he in those hours of gloom,
Weary both in heart and head.*

- What is Longfellow describing in these lines?
 - How does he imagine Washington felt while he was using the house as his headquarters?
 - Based on this poem, how would the students describe how Longfellow felt about his house?
 - How did the American Revolution affect Longfellow?
- ③ Distribute photocopies of Source #31a–f (Letter from Edith Longfellow to her sister Alice Longfellow, August 14, 1875). Ask students to read the letter and write down a few words describing what impression they think the house had on Longfellow’s daughter Edith.

ACTIVITY FOUR

- ④ Discuss how the tone and content of this letter compare to the poem “To a Child” written by Edith’s father. Is Edith as in awe of the house as her father was? How does she express her feelings as compared to how her father expressed them in his poem? What does she imagine was going on during Washington’s day in the very room where she was sitting when she wrote the letter?
- ⑤ Ask students to imagine that they received this letter from Edith. Have them write a response letter back to her expressing their reaction to her feelings and asking any questions they might have about the house.

TYING IT TOGETHER

- ① Ask students to choose a place that has commemorative significance for them. It could be a place they have visited, or one that has special meaning in the history of their family. Have them write an essay describing this place and explaining why it is important to them. They can illustrate their essays with drawings or photos they might have.
- ② Create a class exhibit of important events in the students' lives. Ask each student to choose one event that has special significance for them and bring to class an object or set of objects that represents that event for them. Students can write labels for their objects telling what the objects are and why they chose them. Discuss how they chose what they hope others will remember or know as a result.

VOCABULARY

commemorate: to do something (perform a ceremony, create an object, etc.) that honors an important event or person.

fasces: an ancient Roman symbol of unity in the form of a bundle of reeds tied together.

idealized: when something is made to seem better than it really is.

preservation: keeping an object or building from decaying or being destroyed.

restoration: making an object or building look like it did at an earlier time.

romanticized: when the facts of a story are changed so that the story is more pleasing.

Source #23 Photo of Independence Hall Today

Independence Hall, exterior. South façade. Photo by Robin Miller, 2001

INDEPENDENCE NATIONAL HISTORICAL PARK



Source #24 Drawing of the Interior of Independence Hall, 1856

Max Rosenthal, Interior View of Independence Hall, 1856.

INDEPENDENCE NATIONAL HISTORICAL PARK



Source #25 Photo of the Assembly Room in Independence Hall Today

Independence Hall, interior. Assembly Room, today. Photo by Robin Miller, 2001

INDEPENDENCE NATIONAL HISTORICAL PARK



Source #26 Rising Sun Chair

Rising Sun Armchair made by John Folwell, 1779. George Washington used this chair for nearly three months of the Federal Convention's continuous sessions.

INDEPENDENCE NATIONAL HISTORICAL PARK



Source #26a Portrait of George Washington, James Peale

George Washington by James Peale, 1790.

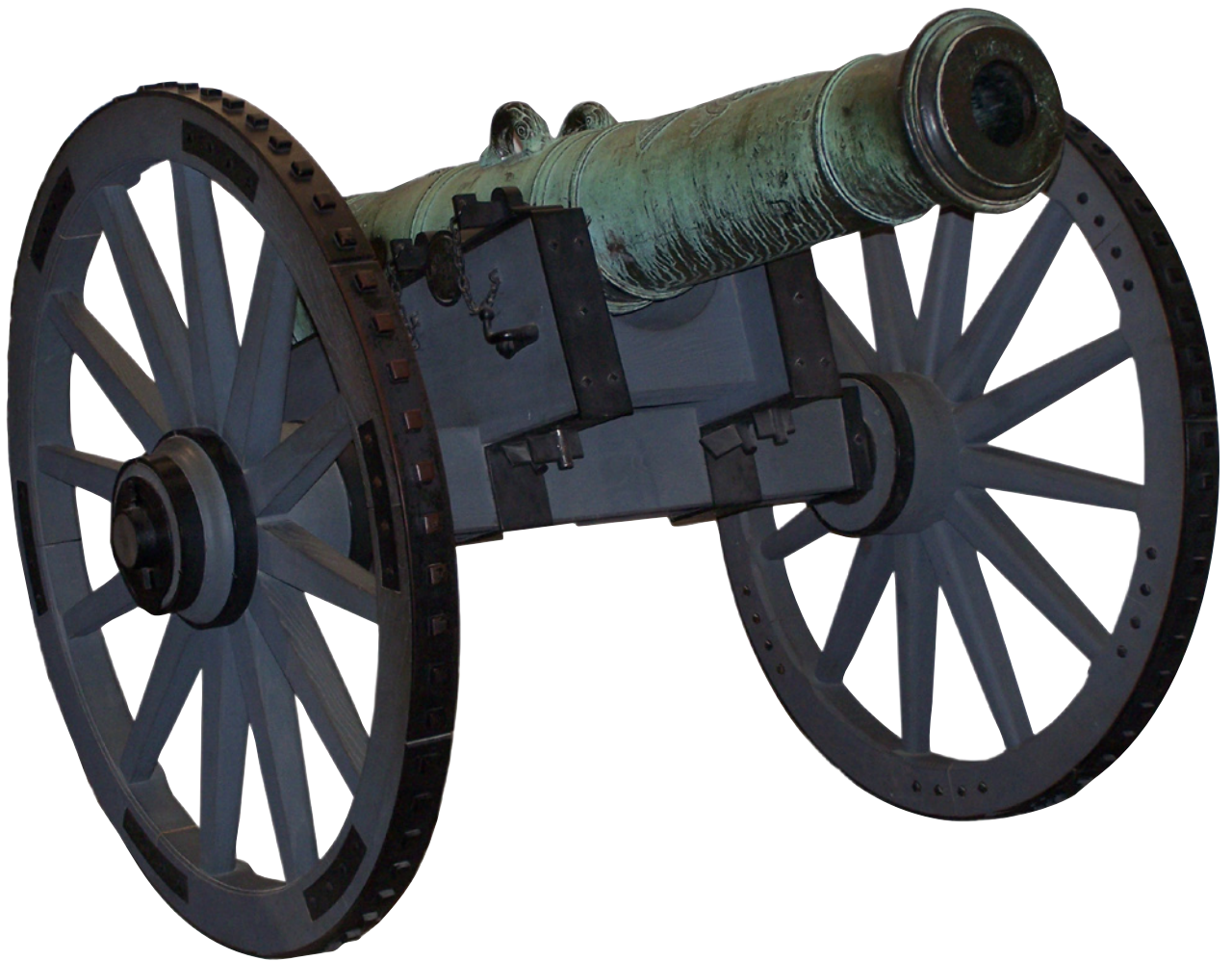
INDEPENDENCE NATIONAL HISTORICAL PARK



Source #27 Lafayette Cannon

Lafayette Cannon

COLONIAL NATIONAL HISTORICAL PARK



Source #28 Souvenir Medal Showing Washington Praying in the Snow

Souvenir medal for the 60th Anniversary of the Patriotic Order Sons of America depicts Washington praying in the snow.

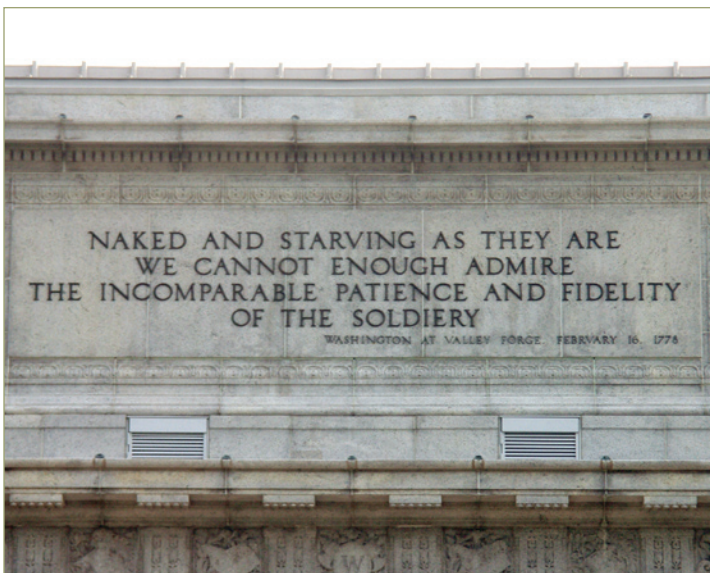
VALLEY FORGE NATIONAL HISTORICAL PARK



Source #29 Memorial Arch at Valley Forge

National Memorial Arch and detail.

VALLEY FORGE NATIONAL HISTORICAL PARK



Source #30 Statue of Washington as Cincinnatus from Valley Forge

Jean-Antoine Houdon, Washington as Cincinnatus.

VALLEY FORGE NATIONAL HISTORICAL PARK

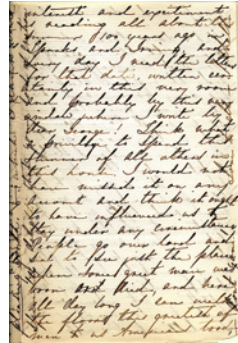
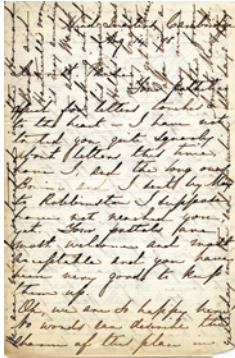


Source #31a-f Letter from Edith Longfellow to her sister Alice Longfellow

Letter from Edith Longfellow to her sister Alice Longfellow, August 14, 1875.

Image of Longfellow sisters, from left to right, Edith, Alice, and Annie Longfellow.

LONGFELLOW NATIONAL HISTORIC SITE



Edith Longfellow letter to her sister, Alice Longfellow August 14, 1875

“...My interest and excitement in reading all about this summer 100 years ago in Sparks and Irving, and everyday I read the letters for that date written certainly in this room and probably by this very window where I write by dear George! Think what a privilege to spend a summer of all others in this house. I would not have missed it on any account and think it ought to have influenced us to stay under any circumstances. People go over land and sea to see just the place where some great man was born and died, and here all day long I can walk the floors this greatest of men to us Americans trod, go up and down the stairs... ‘Up and down these echoing stairs Heavy with the weight of cares Sounded his majestic tread’ [her father’s poem “To A Child,” 1845]...It is grand to feel the presence of so great a man and lifts me up quite out of the present life...when you come back I will read you his letter to his wife when he received his command and you will say it is full of manly, tenderness most inspiring...”

