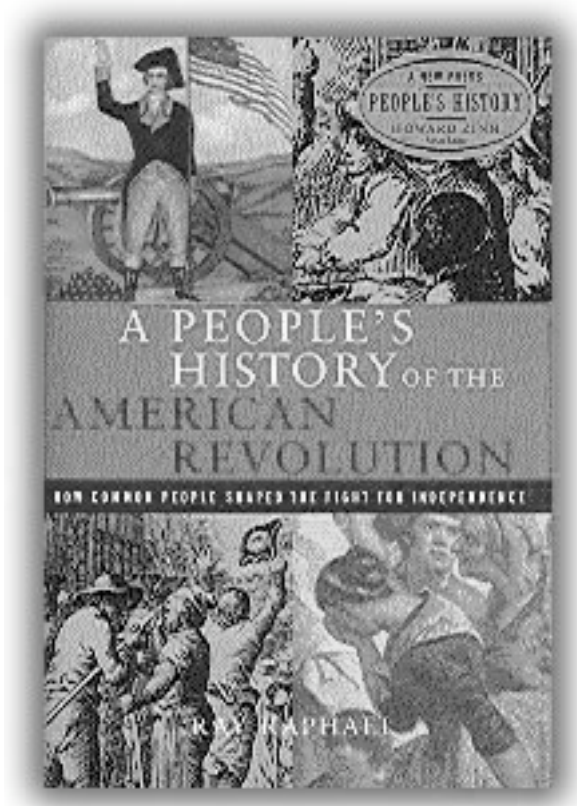


A People's History of the American Revolution:



A Guide for Teaching and Readers' Groups

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CHAPTER 4: LOYALISTS AND PACIFISTS

CHOOSING SIDES

Review:

1. (a) According to John Adams, cited in many history texts, what fraction of Americans were loyalists? (b) How is this citation erroneous? (c) According to Paul Smith, what percent of Americans were loyalists?
2. (a) Give the simple definition of “loyalist” presented in the text. (b) Why is this definition misleading?
3. (a) In rural Massachusetts loyalists came predominantly from which socio-economic class? (b) In New York City, according to Countryman, loyalists came from which class? (Try to categorize the class on the basis of his list.) (c) In the Hudson Valley, loyalists came from which class?
4. What were the complaints of loyalists in Delaware and Maryland?
5. (a) Why did the Scotch Highlanders of the Mohawk Valley become loyalists? (b) Why did several non-English speaking groups remain loyal to the Crown?
6. Explain Justus Sherwood's decision to become a loyalist.
7. Why was Mary Gould Almy emotionally torn?

Historical Reasoning/ Discussion

1. Explain and evaluate Paul Smith's method for determining the number of loyalists (see footnote #2).
2. Explain and evaluate the techniques used by Hancock and Hoffman for determining the class of loyalists in Delaware and Maryland. (In addition to the text, consult footnotes #4 and #14.)
3. Many poor people and ethnic or linguistic minorities became loyalists. (a) How does this affect the popular view that the Revolution pitted ordinary Americans against aristocratic rulers from Great Britain? (b) How does this affect the popular view that the Revolution was fought over the principle of “liberty”? (c) How does this affect the argument used by patriots that the revolutionaries acted on behalf of “the body of the people”?
4. Discuss Pencak's hypothesis with respect to age and political affiliation. His study was limited to loyalist and patriot leaders in one colony; can you think of evidence that might confirm or refute his hypothesis for other locations, or for people other than leaders?
5. Discuss the logic of “choosing sides.” What factors figured in the decision of each group or individual? Which of these factors, in your opinion, were most significant?

THE DOGS OF CIVIL WAR

Review:

1. What happened in the Ninety Six district of South Carolina when patriots asked militiamen to pledge their allegiance to the Revolution?

2. What response did Drayton and Tennent receive when they tried to convince Fletchall and his friends to become patriots?

3. (a) According to historian Robert Lambert, what was the one characteristic which backcountry loyalists had in common? (b) Why would this characteristic tend to make people become loyalists?

4. Personal vendettas might have accounted for some men becoming loyalists. State the grievances of: (a) Robert Cunningham and Moses Kirkland (b) William Cunningham (c) Daniel McGirt (d) David Fanning (e) Thomas Brown.

5. Summarize the battles of the 1775 civil war in South Carolina.

6. (a) How many times did David Fanning break loose from confinement? (b) Describe Fanning's lifestyle between 1776 and 1780. (c) What happened in 1780 that turned Fanning from a hunted man into a hunter? (d) Referring to specific actions which Fanning describes in his narrative, explain why you would or would not consider him a "terrorist." (e) What happened to Fanning once the British had surrendered?

7. What group or groups, other than white farmers, joined loyalist bands in the southern backcountry?

Historical Reasoning/ Discussion:

1. (a) "This was a conflict of interests and personalities, not ideologies." Discuss how interests and personalities affected political alignments. (b) Discuss how republican ideology was evidenced by loyalists as well as patriots. (Consult footnote #30 and cite examples from the text.)

2. What was Rachel Klein's explanation for political alignments? Explain why you find this explanation useful or not.

3. David Fanning wanted to "have satisfaction" for his buddies who were killed. What did he do? Compare his response to that of Moses Hall and William Gipson described in chapter 2, "Beasts of Prey."

4. How do you react emotionally to Fanning's narrative?

5. When Fanning was accused of "deliberate and wilful murder, robbery, rape or housebreaking," he responded, "their Never was a man thats Been In Arms on Either Side But what Is guilty of Some of the Above Mentioned Crimes." Explain why you agree or disagree with his statement.

TESTS OF FAITH

Review:

1. (a) What fraction of free Americans belonged to pacifistic religious communities? (b) Which was the largest group? (c) What language did many of the smaller groups speak?

2. Could Mennonites ever make good revolutionaries? Explain.

3. When pacifists were exempted from military service, were they totally off the hook? Explain.

4. Tell what happened to: (a) George Kriebel (b) eleven farmers who refused to take the oath (c) Stephen Howell (d) Mother Ann (e) Moravians at Bethlehem (f) Andrew Giering. Then state what these experiences have in common.

5. In 1777 General Sullivan pushed for a crackdown on Quakers. (a) What evidence did he have? (b) Do you think that evidence was sound? Explain.
6. Within each sect individuals argued over the appropriate response to the Revolutionary War. Describe the internal divisions within: (a) Dunkers (b) Quakers (c) Moravians.
7. (a) How did the Moravian community respond to the Test Act? (b) In the end, did they win or lose their fight against taking oaths?

Historical Reasoning/ Discussion:

1. "A movement dependent upon popular support cannot accept 'no' for an answer, and the American patriots, experienced in matters of coercion, brought the full force of the Revolution to bear on the Mennonites and other sects who would not join in their cause." Are repressions on behalf of a revolution, an uprising of common people, different in any way from repressions of a monarchy or dictatorship?
2. Imagine you are a neighbor of a pacifistic sect. How would you feel about granting their young men exemption from the draft? (Keep in mind that each county or town had a draft quota to meet.) How would you weigh your own self-interest against their right to religious freedom?
3. (a) Compare and contrast the responses of Stephen Howell and Andrew Giering to being jailed. (b) If you were Giering, what would you have done? (c) What do you think of John Ettwein's advice to Giering?
4. Discuss the difference between Quaker and Moravian responses towards individual members within their communities who gave in to revolutionary demands.
5. Perhaps the American rebels had good reason to suspect that pacifists were closet loyalists. (a) Cite a quotation from the text which seems particularly suspicious. (b) Do you think the quotation you chose reflects religious or political beliefs? Explain. (c) Do the other quotations within this section reflect religious or political beliefs? How do we draw the line between religion and politics?
6. Do you think religious pacifists posed a real threat to revolutionary governments? Do you think they made it more difficult to raise an army? Discuss their repression in light of your responses.

A ROCK AND A HARD PLACE

Review:

1. (a) How did 101 of 105 suspected loyalists in Morristown avoid execution? (b) What happened to the other four?
2. In the parody of Hamlet's "to be or not to be" soliloquy, what are the options open to loyalists, and what are the consequences of each?
3. According to Tom Paine, what was the practical definition of "Tory"?
4. Who was the real "Judge Lynch," and what did he do?
5. How much respect did patriots give to the civil liberties of loyalists? In your answer, cite statements by two different patriots.
6. How did Joseph Hodgkins feel about Tories?
7. What did it mean to be "drawn and quartered"?

8. (a) How did most people of Queens county feel about the British when they first came? (b) How did they feel about the British three years later? (c) What do you think accounted for this change?

9. What happened to the population of colonial cities under British occupation?

10. What was Samuel Townsend's big mistake?

Historical Reasoning/ Discussion:

1. George Washington asked rhetorically: "Why should persons who are preying upon the vitals of their Country be suffered to stalk at large, while we know they will do us every mischief in their power?" Treat this as a real question and try to respond to it.

2. (a) Compare and contrast the "lynchings" in Bedford County during the Revolutionary War to latter-day lynchings. (b) Do you think the use of Lynch's name to describe later events can be attributed to supporters or opponents of lynchings? (c) On the basis of your response to (b), try to explain why his name came to be used as it did. (You might want to consult the sources noted in footnote #82.)

3. A key rhetorical tool lies in the framing of a question. Consider: "[W]hich is better — to be ruled by one tyrant three thousand miles away, or by three thousand tyrants not a mile away?" (a) Treat this question seriously and try to respond to it. (b) Compare this question to the one asked by George Washington in question #1. How does the posing of each question make it difficult to argue against the position held by the speaker? (c) Analyze the passage from the *Pennsylvania Packet* in terms of rhetorical questioning.

4. People who "bend with the wind," like David Bruce or William Greene, are often cast in a disparaging light. Try to give a sympathetic explanation for the actions of the three thousand people from New Jersey who signed contradictory loyalty oaths. Make specific references to the pressures they faced from both sides during the American Revolution.

A LOST CAUSE

Review:

1. The Treaty of Paris urged a "spirit of reconciliation." (a) What did Article V say? (b) What did Article VI say? (c) Why didn't these provisions work?

2. How did Stephen Jarvis deal with the "mob" that came to get him?

3. In what cities did loyalist refugees congregate?

4. (a) There were approximately 2,500,000 free Americans during the time of the Revolutionary War. What percentage became political refugees? (b) There are approximately 250,000,000 inhabitants of the United States today. If the same percentage were forced to leave the country for political reasons, how many people would that be?

5. (a) List the various destinations of loyalist refugees at the end of the war. (b) Approximately how many went to each? (You won't have actual numbers for all destinations.) (c) What class of people went to each?

6. Summarize the conditions faced by refugees in Nova Scotia.

7. On the basis of the examples cited in this section, how would you characterize mob actions towards loyalists after the war was over?

8. Why did some communities welcome loyalists?

9. In South Carolina, what happened when Judge Burke tried to conduct a fair trial?

10. (a) Did all refugees remain out of the country? (b) If not, when did they return?

Historical Reasoning/ Discussion:

1. History is often told with abstract generalizations, but “loyalists” and “patriots” were flesh-and-blood people. Discuss the interplay between immediate personal relationships and impersonal politics as revealed in Stephen Jarvis’s story.

2. (a) Compare and contrast the experiences of the Schurman’s and the Dibblees. (b) Based only on these two stories, what conclusions can you draw about loyalist refugees in Canada? (c) What kind of statistical evidence might you consult to determine whether the Schurmans of the Dibblees were more representative of the overall population of loyalist refugees in Canada?

3. Aedanus Burke said he was “shocked at the very idea of trying & condemning to death after so singular, so complicated & so suspicious a Revolution.” David Fanning, in a different tone, expressed a similar view: “their Never was a man thats Been In Arms on Either Side But what Is guilty of Some of the Above Mentioned Crimes.” Does this imply there can be no “war crimes”?

4. On April 24, 1783, a writer in Boston’s *Independent Chronicle* held forth: “Do not your spirits rise with indignation, your very blood curdle in your veins, at the idea of those wretches whose hands are still smoking with the blood of your slaughtered countrymen, brothers and fathers, return to live among you... I beseech, I implore, I obtest you, by the names of your slaughtered friends! by the cries of your defloured virgins! and abused matrons! by the flames of your houses! your temples! and villages! by the calamities you have endured in a seven years war! that you ... combine as one man to deprecate, and by proper measures, to prevent miseries more direful than even war itself.”

(a) If you were alive at the time, and if you entertained notions of Christian forgiveness, how would you counter this call for vengeance? Write a “letter to the editor” of the *Independent Chronicle*. (b) How do you think your letter would have been received by the public?

CLASS ACTIVITIES FOR CHAPTER 4: LOYALISTS AND PACIFISTS

1. Stage a simulation of tenant farmers revolting against their patriot landlord. Characters include: several farmers who revolt, the landlord, a family whom the landlord has placed in the house of evicted rebel tenants, some militiamen who are supposed to suppress the revolt.

2. Conduct a trial of a man accused of dodging the draft. Create a specific character with an understandable reason for avoiding military service.

3. Write a dramatic script covering the exploits of David Fanning, then perform it as “readers’ theater.”

4. Prepare a TV news broadcast covering the crackdown on Quakers which followed the discovery of the “Spanktown” papers.

5. Simulate a radio talk show. The topic: should religious pacifists be required to take the oath?
6. Write two letters to the editor, dated sometime in 1783. In the first, argue for harsh measures towards loyalists; in the second, respond to the first and argue for milder measures.
7. Prepare a petition from a loyalist protesting the seizure of his land.
8. Create a character who is a loyalist. Be specific as to age, gender, marital status, location, class, occupation, etc. Then write a diary/journal in which your character observes some of the events of the war. Be sure to make the observations appropriate for the particular character you have created.
9. Conduct an in-depth interview with one of the pacifists featured in this chapter.
10. Draw a political cartoon depicting David Fanning from a patriot's perspective. Draw another depicting him from a loyalist's perspective.
11. Draw a poster encouraging all good Americans to take the oath.
12. Write a letter from a refugee in Nova Scotia to relatives back in the United States.
13. Draft a chapter for a 5th grade textbook telling the story of the Revolutionary War from the perspective of the Quakers. Make your text understandable for elementary students, but try to give enough sense of the complexities so as not to constitute an oversimplification of history.

UNIT PROJECTS FOR CHAPTER 4: LOYALISTS AND PACIFISTS

1. The classic two-volume reference work concerning specific loyalists is Lorenzo Sabine, *Biographical Sketches of Loyalists of the American Revolution*, originally published in 1864. Look it over. Do you think this constitutes a representative sample of loyalists? If you think the sample is biased, who is over-represented and who is under-represented? What are the consequences for researchers like Paul Smith (see footnote #2) who use Sabine's biographies as a basis for their own work?
2. Read *The Narrative of Col. David Fanning*. Whom did he write this for? How might an eye to his audience have affected the content or tone of his narrative? Do you think he exaggerated? As you read the book, note specific instances that might be confirmed or refuted by additional evidence.
3. Compare the experiences of pacifists of other wars with the experiences of pacifists in the American Revolution. What common threads can you find? Does the repression of pacifism conform to a pattern? Are pacifists more tolerated in some wars than in others?
4. If the Bill of Rights had been in effect during the American Revolution, which ones would have been violated? List specific examples from this chapter, and state which amendment was violated in each case.