CHAPTER 6

A Revolution, Indeed, 1774–1783

LEARNING OBJECTIVES

After you have studied Chapter 6 in your textbook and worked through this study guide chapter, you should be able to:

1. Explain the debate at the First Continental Congress concerning the constitutional relationship between the colonies and England, and indicate the outcome of that debate.
2. Examine the process and methods by which the resistance movement was transformed into a coalition in favor of independence.
3. Discuss the reaction of backcountry settlers, Native Americans, Nova Scotia and Britain’s Caribbean possessions, loyalists, and African Americans to the Revolutionary War, and explain the factors that limited the potential threat of these groups to the revolution.
4. Discuss the impact of the Revolutionary War on Native Americans, loyalists, and African Americans.
5. Examine the strengths and weaknesses of the combatants in the Revolutionary War, and explain why the Americans were victorious.
6. Examine British strategy during the course of the Revolutionary War, and, through an examination of the northern and southern campaigns, explain how well it worked.
7. Examine American strategy during the course of the Revolutionary War, and, through an examination of the northern and southern campaigns, explain how well it worked.
8. Explain the process by which Americans gained international recognition, and assess the significance of that accomplishment.
9. Discuss the characteristics of soldiers fighting for the patriot cause, and explain the impact of the Revolutionary War on soldiers and on the American civilian population.
10. Discuss the negotiations that led to the Treaty of Paris, and explain the significance of the treaty’s provisions.

THEMATIC GUIDE

In Chapter 6, we consider the tasks the American patriots had to accomplish in order to achieve victory in the Revolutionary War. The first section, “Government by Congress and Committee,” concerns the ideological and political task of transforming the resistance movement into a coalition supporting independence. Several factors made achievement of this task possible.

1. The process by which delegates were elected to the First Continental Congress
2. The presence of respected political figures at the Congress
3. The ability of the Congress to allow debate among divergent interest groups in the formulation of a compromise policy
4. The election of committees of observation and inspection at the local level as a means by which to enforce the Continental Association

5. The emergence of popularly elected provincial congresses to take over the reins of colonial government

The interaction of these factors leads to the conclusion that “independence was being won at the local level.” Such an occurrence made American victory not only possible but likely.

However, as noted in “Contest in the Backcountry,” settlers pouring into the region of Kentucky came into conflict with Indians in that area just as the Revolutionary War began.

Transforming the resistance movement into a coalition supporting independence also involved defeating potential internal enemies. Congress, recognizing that settlers pouring into the region of Kentucky would likely support the side that best served their interests, acted to protect those settlers from Native Americans. Although Congress recognized the potential threat of Native Americans to the patriot cause and, as a result, sought Indian neutrality, in the end a lack of unity prevented the Native American threat from materializing. Patriot policies, built on a broad popular base, were also effective in isolating the loyalist minority and in defusing them as a potential threat. Moreover, although slaves were drawn to the British side as the side that could offer them freedom, African Americans never became a real threat because (1) blacks did not rally to the British side as much as expected and (2) southern patriots were successful in manipulating white fears concerning a slave conspiracy.

In the section “War and Independence,” we see how the political and ideological tasks confronting the patriots converged. The British frame of reference toward the war becomes clear through the context of the early skirmishes at Lexington and Concord. At this time, the Second Continental Congress assumed responsibility for organizing the American war effort and selected George Washington as commander of the Continental Army. The discussion of Washington’s background, beliefs, and war strategy suggests that his selection was an additional reason for eventual American victory.

As both sides prepared to deal with the military tasks of the war, the ideological war continued to rage. Decisive American victory in this realm was largely due to the efforts of Thomas Paine and Thomas Jefferson. These men so eloquently defined the American cause that they established principles that aided the war effort and served as a solid base on which the new republic was founded.

In the last three sections of the chapter, the military task of defeating the British takes center stage. The discussion of the northern and southern campaigns shows the importance of these factors in the patriot victory.

1. The false assumptions on which the British based their strategy
2. The battlefield errors of the British
3. Washington’s strategy of avoiding decisive losses
4. The almost unlimited reservoir of man and woman power available to the American side
5. The commitment to the patriot cause that developed among the officers in the Continental Army
6. American perseverance and resourcefulness
7. American policies that effectively swayed the populace to the patriots’ side
8. the Franco-American alliance of 1778

The chapter ends with a discussion of the Battle of Yorktown, the final skirmishes of the war, the impact of the war on the Indians, and the Treaty of Paris.
BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 6. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

Definitions

ambiguity _________________________________________________________________________
amenable _________________________________________________________________________
avert _____________________________________________________________________________
melee _____________________________________________________________________________
consensus _________________________________________________________________________
extralegal _________________________________________________________________________
explicit __________________________________________________________________________
de facto __________________________________________________________________________
virtuous __________________________________________________________________________
dissipation ________________________________________________________________________
recant ____________________________________________________________________________
divergent _________________________________________________________________________
heinous __________________________________________________________________________
foment __________________________________________________________________________
formidable _________________________________________________________________________
vanguard _________________________________________________________________________
contingent _________________________________________________________________________
mercenary _________________________________________________________________________
unimpeachable _____________________________________________________________________
atone _____________________________________________________________________________
inexorably ________________________________________________________________________
strident __________________________________________________________________________
exploit ___________________________________________________________________________
audacious _________________________________________________________________________
rendezvous
avenge
metaphor
forage
augment
endemic
privateer
guerrilla
adept
disparate
entity

Difficult-to-Spell Names and Terms from Reading and Lecture

IDENTIFICATION AND SIGNIFICANCE
After studying Chapter 6 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who, what, where, and when*.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*
1. Daniel Boone
   a. Identification
   b. Significance

2. the First Continental Congress
   a. Identification
   b. Significance

3. Joseph Galloway
   a. Identification
   b. Significance

4. the Declaration of Rights and Grievances
   a. Identification
   b. Significance

5. the Continental Association
   a. Identification
   b. Significance
6. committees of observation and inspection
   a. Identification
   
   b. Significance

7. provincial conventions
   a. Identification
   
   b. Significance

8. Lord Dunmore’s war
   a. Identification
   
   b. Significance

9. Chief Dragging Canoe
   a. Identification
   
   b. Significance

10. the resistance movement in Nova Scotia and Britain’s Caribbean colonies
    a. Identification
    
    b. Significance
11. loyalists
   a. Identification
   b. Significance

12. Thomas Jeremiah
   a. Identification
   b. Significance

13. Lord Dunmore’s proclamation
   a. Identification
   b. Significance

14. William Dawes, Paul Revere, and Dr. Samuel Prescott
   a. Identification
   b. Significance

15. the battles of Lexington and Concord
   a. Identification
   b. Significance
16. the Battle of Breed’s (Bunker) Hill
   a. Identification
   b. Significance

17. Lord North and Lord George Germain
   a. Identification
   b. Significance

18. the Second Continental Congress
   a. Identification
   b. Significance

19. George Washington
   a. Identification
   b. Significance

20. Sir William Howe
   a. Identification
   b. Significance
21. *Common Sense*
   a. Identification

   b. Significance

22. Thomas Jefferson
   a. Identification

   b. Significance

23. the Declaration of Independence
   a. Identification

   b. Significance

24. the New York campaign
   a. Identification

   b. Significance

25. the New Jersey campaign
   a. Identification

   b. Significance
26. *The Crisis*
   a. Identification

   b. Significance

27. the battles of Trenton and Princeton
   a. Identification

   b. Significance

28. Howe’s Philadelphia campaign
   a. Identification

   b. Significance

29. Burgoyne’s New York campaign
   a. Identification

   b. Significance

30. the Battle of Saratoga
   a. Identification

   b. Significance
31. the Battle of Oriskany
   a. Identification
   b. Significance

32. Joseph and Mary Brant
   a. Identification
   b. Significance

33. the retaliatory expedition of General John Sullivan
   a. Identification
   b. Significance

34. Benjamin Franklin
   a. Identification
   b. Significance

35. the Franco-American alliance
   a. Identification
   b. Significance
36. camp followers
   a. Identification

   b. Significance

37. esprit de corps among officers of the Continental Army
   a. Identification

   b. Significance

38. endemic diseases in the Continental Army
   a. Identification

   b. Significance

39. Sir Henry Clinton
   a. Identification

   b. Significance

40. the fall of Charleston
   a. Identification

   b. Significance
41. the Battle of Camden
   a. Identification

   b. Significance

42. General Nathanael Greene
   a. Identification

   b. Significance

43. the battles of King’s Mountain, Cowpens, and Guilford Court House
   a. Identification

   b. Significance

44. the Battle of Yorktown
   a. Identification

   b. Significance

45. the Newburgh Conspiracy
   a. Identification

   b. Significance
46. the Treaty of Paris
   a. Identification

   b. Significance
## Organizing, Reviewing, and Using Information

Chart A

<table>
<thead>
<tr>
<th>Revolutionary War Battles/Campaigns</th>
<th>Battle</th>
<th>Date</th>
<th>Special Features</th>
<th>Victor (American, British, Draw)</th>
<th>Consequences</th>
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<tbody>
<tr>
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<td>Lexington</td>
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<td>Massachusetts</td>
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<td>Patriots’ Canadian</td>
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<td>Washington’s New</td>
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<td>Trenton</td>
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<td>Princeton</td>
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<td>Germantown</td>
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<td>Pennsylvania</td>
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<td>Battle</td>
<td>Date</td>
<td>Special Features</td>
<td>Victor (American, British, Draw)</td>
<td>Consequences</td>
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<td>Burgoyne’s Northern Campaign</td>
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<td>South Carolina</td>
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<td>Guilford Court House</td>
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<td>North Carolina</td>
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<td>Yorktown</td>
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</table>
### Chart B

**Major Pamphlets of the American Resistance Movement, 1763–1774 (cont’d from Chapter 5)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Author, Title</th>
<th>British Action Opposed</th>
<th>Key Points in Pamphlet</th>
<th>Sticking Point (drawback to argument, problem inadequately addressed)</th>
<th>Parliament’s Counter Arguments (more or less radical, attitude toward independence)</th>
<th>Public’s Response, Aftermath</th>
</tr>
</thead>
<tbody>
<tr>
<td>1770–1776</td>
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</tr>
</tbody>
</table>
| 1776 | Thomas Paine  
*Common Sense*  
January 9, 1776 | | | | | |
## Chart C

**Major Legislative Resolutions of the American Resistance Movement, 1763–1774 (cont’d from Chapter 5)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Author, title, Date Adopted</th>
<th>British Action Opposed</th>
<th>Ideas Presented (incl. means of enforcement)</th>
<th>Any Pamphlet Serving as Inspiration</th>
<th>Parliament’s Opposing Arguments</th>
<th>How Reported (spread, handling in newspapers, etc.)</th>
</tr>
</thead>
</table>
| 1776 | Thomas Jefferson  
*The Declaration of Independence*  
July 4, 1776 | | | | | |
## Chart C

<table>
<thead>
<tr>
<th>Year</th>
<th>Author, title, Date Adopted</th>
<th>British Action Opposed</th>
<th>Ideas Presented (incl. means of enforcement)</th>
<th>Any Pamphlet Serving as Inspiration</th>
<th>Parliament’s Opposing Arguments</th>
<th>How Reported (spread, handling in newspapers, etc)</th>
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<td>Original</td>
<td>Retained</td>
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<td>1774</td>
<td>First Continental Congress</td>
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<td></td>
<td><em>The Declaration of Rights and Grievances</em></td>
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<td>October 1774</td>
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<td>1774</td>
<td>First Continental Congress</td>
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<td><em>The Continental Associations</em></td>
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<td>October 20, 1774</td>
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</table>
Chain of Argument in the Declaration of Independence

**Section 1: “When in the course . . . to the separation.”**

<table>
<thead>
<tr>
<th>Author’s Assertions</th>
<th>Function of Section 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation necessitating such a document</td>
<td></td>
</tr>
<tr>
<td>Document’s topic (implied)</td>
<td></td>
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<tr>
<td>Document’s audience (implied)</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2: “We hold these truths . . . for their future security.”**

<table>
<thead>
<tr>
<th>Author’s Assertions</th>
<th>Function of Section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic individual rights</td>
<td></td>
</tr>
<tr>
<td>Any government’s function</td>
<td></td>
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<tr>
<td>Source of a government’s power</td>
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<tr>
<td>The people’s role when a government does not fulfill its function or abuses its power</td>
<td></td>
</tr>
</tbody>
</table>

**Section 3: “Such has been . . . ages, sexes, and conditions.”**

<table>
<thead>
<tr>
<th>Author’s Assertions</th>
<th>Function of Section 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which party to the relationship has failed to fulfill its role?</td>
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<tr>
<td>Who represents that party?</td>
<td></td>
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<tr>
<td>How has that party failed to fulfill its role? (types of failures/abuses)</td>
<td></td>
</tr>
</tbody>
</table>
### Chain of Argument in the Declaration of Independence

**Section 4: “In every state . . . in peace friends.”**

<table>
<thead>
<tr>
<th>Means the colonists have used to prod the government to correct its failures</th>
<th>Author’s Assertions</th>
<th>Function of Section 4</th>
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</thead>
<tbody>
<tr>
<td>First way</td>
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<tr>
<td>Government’s response</td>
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<td>Second way</td>
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<tr>
<td>Government’s response</td>
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</tbody>
</table>

**Section 5: “We, therefore, . . . our sacred honor.”**

<table>
<thead>
<tr>
<th>The People’s (i.e., Americans’) logical next step</th>
<th>Author’s Assertions</th>
<th>Function of Section 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How far the People are willing to go to accomplish the logical next step</td>
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</tbody>
</table>
IDEAS AND DETAILS

Objective 7
1. As commander-in-chief of the Continental Army, George Washington’s primary goal was to
   a. avoid decisive military losses.
   b. win a quick and decisive military victory against British forces.
   c. gain control of the urban areas.
   d. secure financial aid from foreign sources.

Objectives 1 and 2
2. Measures adopted by the First Continental Congress met with widespread support because
   a. the congressional delegates took no action without first polling the populace.
   b. many colonists, through widespread open meetings, had already pledged to support the
      Congress’s decisions.
   c. most colonists favored military action in the face of British tyranny.
   d. the measures were ambiguous and indecisive.

Objective 2
3. The process by which members of the committees of observation and inspection were chosen
   a. guaranteed that the committees would have a broad popular base of support.
   b. guaranteed the election of experienced politicians.
   c. demonstrated a commitment to mass democracy.
   d. revealed divisions that could undermine the resistance movement.

Objectives 3 and 4
4. The question most slaves faced during the Revolutionary War was:
   a. How can we best serve our masters?
   b. How can we best serve the patriot cause?
   c. Which side is morally right?
   d. Which side offers us the best chance of becoming free?

Objectives 3 and 5
5. Virginia was more likely to support the revolution than was Georgia because
   a. Virginia had a much higher percentage of tenant farmers than did Georgia.
   b. Anglican clergymen had far more influence in Virginia than in Georgia.
   c. whites constituted a majority of the Virginia population while in Georgia slaves were in the
      majority.
   d. there were many more Scotch-Irish in Virginia than in Georgia.
Objectives 3 and 5
6. Occasionally frontier militiamen refused to report for duty on the seaboard because they
   a. did not have adequate supplies of guns and ammunition.
   b. were reluctant to embark on such a long and treacherous journey.
   c. had no means of transportation.
   d. were afraid their absence would invite an Indian attack.

Objectives 5 and 6
7. With regard to the Revolutionary War, the British assumed that they could
   a. win the conflict by concentrating their forces in the rural areas.
   b. use the same strategy that they used in European wars.
   c. win with a small expeditionary force.
   d. wear the American forces down through a long, protracted struggle.

Objective 2
8. The pamphlet *Common Sense*
   a. argued that America would be stronger if freed from British control.
   b. argued that the colonists owed allegiance to George III.
   c. restated traditional ideas about government.
   d. was a reasoned argument in favor of reconciliation with Great Britain.

Objective 2
9. The long-term significance of the Declaration of Independence lies in its
   a. charge that the king was responsible for slavery in the colonies.
   b. charge that Parliament used excessive force in the colonies.
   c. statements of principle.
   d. commitment to strong central government.

Objectives 6 and 7
10. Which of the following is true concerning the battle for New York City?
    a. The British forces were defeated because of inadequate supplies.
    b. Washington had time to move his troops from Boston to New York because Sir William
        Howe delayed his attack of the city.
    c. Washington’s defense was in accordance with the basic rules of military strategy.
    d. Washington’s defense of the city was masterful.

Objectives 4 and 5
11. The Battle of Oriskany was important because it
    a. demonstrated that loyalists were a serious threat to the American cause.
    b. resulted in British control of the Mohawk River valley.
    c. split the Iroquois Confederacy into pro-British and pro-American factions.
    d. was the first decisive American victory in the war.
Objective 8
12. France decided to actively enter the American Revolution on the American side for which of the following reasons?
   a. The establishment of a strong and independent United States was in France’s best interests.
   b. France wanted to defend its Canadian colonies.
   c. The French government fully supported the republican ideals on which the American Revolution was based.
   d. The French wanted to avenge their defeat in the Seven Years War.

Objectives 5 and 9
13. Which of the following was true of the officers of the Continental Army?
   a. Most refused to serve for more than six months.
   b. Their primary sense of devotion was to their respective states.
   c. There was little sense of camaraderie among them.
   d. They developed an intense commitment to the patriot cause.

Objectives 5 and 7
14. General Nathanael Greene’s policies in South Carolina and Georgia included
   a. an offer of pardons to those who had fought for the British if they would join the patriot militia.
   b. destabilization of civilian governments.
   c. retaliatory strikes against the southern Indians.
   d. the seizure of loyalist property.

Objective 10
15. In the negotiations that led to the Treaty of Paris, American negotiators
   a. demonstrated that they were naive and unskilled in the art of diplomacy.
   b. relied on the French in formulating their diplomatic strategy.
   c. were so weary of the conflict that they settled for much less than they could have gotten.
   d. wisely chose to bargain separately with the British.

ESSAY QUESTIONS

Objectives 1 and 2
1. Discuss the decisions made by the First Continental Congress concerning the Galloway Plan, the Declaration of Rights and Grievances, and the Continental Association. In what way were these decisions important? What did these decisions imply about the relationship between the colonies and England?

Objective 3
2. Assess the nature and seriousness of the threat posed by loyalists, African Americans, and Indians to the patriot war effort.
Objective 2
3. What ideas were expressed by Thomas Paine in *Common Sense* and by Thomas Jefferson in the Declaration of Independence? Assess the importance of these ideas to the patriot resistance movement.

Objectives 5 and 7
4. Explain the importance of the strategies employed by General Nathanael Green.

Objectives 5 and 8
5. Evaluate the role of the French in the Revolutionary War.

Objectives 5, 6, 7, and 8
6. Discuss the factors that led to American victory in the Revolutionary War.
ANSWERS

Multiple-Choice Questions

1. a. Correct. Washington realized that a prolonged conflict would be to the advantage of the American forces because in such a conflict the British could be worn down. Therefore, the American army’s survival to fight another battle was more important than decisively winning individual battles. See page 142.

b. No. In light of the fact that the British had a well-trained, well-equipped, and well-disciplined army, Washington realized that a quick and decisive military victory against the British was practically impossible to achieve. See page 142.

c. No. Washington realized that since the vast majority of the American people lived in the countryside, not in urban areas, the loss of urban areas would not seriously damage the American cause. See page 142.

d. No. Although Washington realized that shortage of funds was a serious American weakness, the task of financing the war was largely left to the Second Continental Congress. See page 142.

2. b. Correct. During the summer of 1774, people throughout the colonies had participated in open meetings in which they pledged to support decisions made at the First Continental Congress. See page 143.

a. No. Although members of the First Continental Congress tried to represent their constituents, this was not an age in which polls were taken to judge the mood and desires of the electorate. See page 143.

c. No. Although many colonists labeled parliamentary actions as tyrannical, most colonists wanted reconciliation with the mother country. These sentiments were reflected among the delegates to the First Continental Congress. See page 143.

d. No. The measures adopted by the First Continental Congress were decisive. Therefore, widespread support for these measures was not due to their ambiguity. See page 143.

3. a. Correct. The First Continental Congress stipulated that members of the committees of observation and inspection were to be chosen by all people qualified to vote for delegates to the lower houses of the colonial assemblies. This stipulation was extremely important because it guaranteed the committees a broad popular base. See page 144.

b. No. The process by which members of the committees were chosen did, in some instances, lead to the election of experienced local officeholders, but the process also led to the election of many people who had never before held public office. See page 144.

c. No. Members of these committees were to be chosen by all people qualified to vote for delegates to the lower houses of the colonial assemblies—that is, adult males, twenty-one years of age or older, who met certain property qualifications. This was not “mass democracy.” See page 144.

d. No. The process by which members of these committees were chosen was the same process used to elect delegates to the lower houses of the colonial assemblies. Although there were divisions in the resistance movement, this process did not, in and of itself, reveal those divisions. See page 144.
4.  
   d. Correct. Since slaves wanted freedom, deciding which side offered the best chance of achieving that goal was the dilemma faced by most slaves during the Revolution. This question transcends the moral question concerning the combatants, just as it transcends how best slaves could serve their masters or the patriot cause. See page 148.

   a. No. In normal times, how they could best serve their masters was not the primary question on the minds of slaves. These were not normal times, and this particular question was even less important. See page 148.

   b. No. In the eyes of many slaves, the patriot cause was a cause associated with white Americans. Although some slaves decided to join that cause, they, along with other slaves, had to deal with another question before choosing sides. See page 148.

   c. No. Deciding the moral rightness of the comb atants was not the question faced by most slaves during the Revolutionary War. See page 148.

5.  
   c. Correct. In colonies such as Georgia and South Carolina, where slaves constituted over 50 percent of the population, whites were afraid that involvement in the resistance movement would increase the likelihood of (1) a slave revolt and (2) the British use of slaves against patriot masters. By contrast, those concerns were not as great among white Virginians because whites constituted a majority of the Virginia population. See page 148.

   a. No. There is no evidence provided that suggests that Virginia had a higher percentage of tenant farmers than did Georgia. In addition, tenant farmers, especially those whose landlords were patriots, tended to be loyalists. See page 148.

   b. No. Although Anglican clergymen probably did have more influence in Virginia than in Georgia, this does not explain why Virginia was more likely to support the revolution than was Georgia because Anglican clergymen in all colonies tended to be loyalists. See pages 147–148.

   d. No. Although people of Scotch-Irish descent constituted a larger percentage of the Virginia population, especially in the backcountry, this does not explain why Virginia was more likely to support the revolution than was Georgia because Scotch-Irish settlers often remained neutral in the conflict. See pages 147–148. See also page 145.

6.  
   d. Correct. The Indian threat seldom seriously hampered the patriot cause, but occasionally frontier militia refused to turn out for duty on the seaboard because they feared Indians would attack in their absence. See pages 148 and 150.

   a. No. Life in the colonial frontier was such that muskets were considered a necessity by frontier dwellers and were not usually in short supply. See pages 148 and 150.

   b. No. American militiamen, including those on the frontier, were not eager to travel far from home to fight, but when their homes were threatened they would rally to the cause. See pages 148 and 150.

   c. No. The occasional refusal of frontier militiamen to report for duty on the seaboard was not due to the length of the journey, and such a journey was generally not considered treacherous. See pages 148 and 150.
7. b. Correct. This was one of the three major assumptions about the war made by the British. The other two were that (1) patriot forces could not withstand the assaults of British troops and (2) the allegiance of the colonies could be retained by a military victory. All three assumptions proved to be false. See page 150.

a. No. Rather than concentrating their forces in the countryside, the British concentrated on capturing major American cities. See page 150.

c. No. In the belief that overwhelming military force would guarantee a swift victory, Great Britain sent to the colonies the largest single force it had ever assembled anywhere. See page 150.

d. No. The British assumed that they could win a quick, decisive military victory. See page 150.

8. a. Correct. One of the beliefs challenged by Paine in his pamphlet was the belief that an independent America would be weak. See page 153.

b. No. The fact that Paine called for the establishment of a republic indicates that he rejected the idea that Americans owed allegiance to the English king. See page 153.

c. No. Paine questioned traditional ideas about government and even called for the establishment of a republic. See page 153.

d. No. Notice that the words “strident” and “stirring” are used to describe Paine’s pamphlet. These are not descriptive of a “reasoned” presentation. In addition, Paine was not attempting to bring about a reconciliation between England and the colonies. See page 153.

9. c. Correct. At the time it was adopted, the document was important because it identified George III as the villain. However, its list of grievances against the king was, in the long run, less important than its statements of principle. See page 154.

a. No. Thomas Jefferson originally included this charge in his list of grievances against the king. However, the charge was deleted from the document before its acceptance by Congress because of objections from southern delegates. In addition, the grievances against the king would not prove to be that significant in the long run. See page 154.

b. No. Since Americans no longer saw themselves as subjects of Parliament, the document did not mention their specific grievances against Parliament’s actions. See page 154.

d. No. The Declaration of Independence did not provide an outline for a central government and did not support the idea of strong central government. Instead, it contended that government exists for the limited purpose of protecting the rights of the people. See page 154.

10. b. Correct. Sir William Howe’s troops landed on Long Island on July 2, 1776, but Howe waited until August to begin his attack against New York City. This delay gave Washington time to move his troops from Boston to New York. See pages 154–155.

a. No. Sir William Howe did not suffer defeat at the hands of Washington’s forces, and the British forces were not inadequately supplied. See pages 154–155.

c. No. In his defense of New York City, Washington divided his force in the face of a superior enemy. In so doing, he broke a basic rule of military strategy. See pages 154–155.

d. No. Since Washington divided his force in the face of a superior enemy and exposed his army to the danger of entrapment, his defense cannot be described as masterful. See pages 154–155.
11. c. Correct. The Battle of Oriskany was the most important battle of the northern campaign for the Indians. During this battle, tribes that had belonged to the Iroquois Confederacy fought against each other, ending a league of friendship that had lasted for three hundred years. See page 156.
   a. No. Although the British force at the Battle of Oriskany was composed of a loyalist contingent, the battle did not indicate that loyalists posed a serious threat to the American cause. See page 156.
   b. No. Although the British claimed victory at the battle, in fact they broke off the engagement at Oriskany, and Col. Barry St. Leger abandoned his siege of Fort Stanwix, returning to Niagara. See page 156.
   d. No. The Battle of Trenton (December 26, 1776) was the first American victory in the Revolutionary War. See page 156.

12. d. Correct. France wanted revenge against the British because of the French defeat in 1763. Convinced by the Battle of Saratoga that American victory was possible, France hoped that a formal alliance with the United States would hasten Britain’s defeat and make that defeat more embarrassing. See page 156.
   a. No. France did not foresee or desire the creation of a “strong and independent” United States. See page 156.
   b. No. In the Treaty of Alliance in 1778, France abandoned all its claims to Canada. See page 156.
   c. No. France was, in many respects, the center of the intellectual movement known as the Enlightenment. As a result, many people in France found the American Revolution attractive because of the principles expressed in the Declaration of Independence. But this was not true of the French government. See page 156.

13. d. Correct. Those officers in the Continental Army who fought together for a long period of time developed a sense of pride and commitment to the revolutionary cause. See page 158.
   a. No. Enlistments in the Continental Army were for periods ranging from one year to the duration of the war. By way of contrast, most enlistments in state militias were usually for three-, six-, or nine-month periods. See page 158.
   b. No. The officers in the Continental Army developed a tremendous sense of devotion to the revolutionary cause. See page 158.
   c. No. Due to their shared experiences and hardships, a sense of comradeship did develop among the officers of the Continental Army. See page 158.

14. a. Correct. In an effort to restore some semblance of stability in a South devastated by years of guerrilla warfare, Nathanael Greene adopted a policy of conciliation toward loyalists in that region. See page 161.
   b. No. When Greene assumed command of the southern campaign in 1780, the provincial congresses of South Carolina and Georgia had already been shattered by years of guerrilla warfare. See page 161.
   c. No. In an attempt to turn the tide in favor of the patriots in the South, Nathanael Greene adopted a conciliatory policy toward the southern Indians. See page 161.
   d. No. After assuming command of the southern forces in 1780, Greene specifically ordered his troops to respect the property rights of loyalists in the South. See page 161.
15. d. Correct. American negotiators chose to disobey their instructions to be guided by the French. They seemed to instinctively recognize that what was in the best interests of the United States was not necessarily in the best interests of France. As a result, they bargained separately with the British. See page 162.

a. No. American negotiators demonstrated their intelligence and skill. See page 162.

b. No. American negotiators were instinctively wary of French advice. See page 162.

c. No. It was the British negotiators, not the Americans, who were weary of the war. American negotiators proved adept at playing the game of power politics and gained their main goal, which was independence as a united nation. See page 162.