CHAPTER SEVEN
THE CREATION
OF THE UNITED STATES, 1776–1786

CHAPTER OVERVIEW
This chapter covers the struggle for independence from the British as well as a struggle for national identity. Americans had traditions of local autonomy and power of the states competing against the more fragile national tradition. Various groups based on class, sex and ethnic identity also made demands. Economic dislocation added to the volatile mix. The national government under the Articles of Confederation managed to successfully gain independence and make certain reforms. Inability to solve economic problems and resulting internal rebellions would lead to a desire to strengthen the national government and create a United States.

CHAPTER OBJECTIVES
After reading the chapter and following the study methods recommended, students should be able to:

1. Explain how the experience of Valley Forge helped build a greater sense of being American.
2. Outline the basic events of the war for independence and negotiating the peace.
3. Summarize the contributions of various groups (Indians, African Americans, Women) in the Revolution as well as the effects on these groups.
4. Describe the structure of the Articles of Confederation government and list its successes.
5. List the various rights and reforms enacted in the states in the revolutionary era.
6. Discuss the major economic problems and the resulting dislocations and rebellions that took place.
7. (Making Connections) Trace the continued development of Americans as opposed to individual colonies from 1763 to 1786.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: A National Community Evolves at Valley Forge. How did the experience at Valley Forge encourage a sense of nationalism? What was the actual problem at Valley Forge?

THE WAR FOR INDEPENDENCE: What advantages and disadvantages did each side have? What different strategies did the British follow? What strategies did the Americans follow? Overall why were the Americans successful?

The Patriot Forces: What groups made up the patriot forces? What were the differences between the groups and what contribution did each make to American success, military and political? What were the issues of a militia versus a regular army? What was the casualty rate? What was the significance of the meeting of continental mutineers and British agents? What was the significance of the Revolution to many women? What roles did women play in the Revolution?
The Loyalists: How large was the Loyalist population and who and where were they most likely to be? How successful was the British strategy of mobilizing the Loyalists? What happened to Loyalists during and after the Revolution?

The Campaign for New York and New Jersey: Why did the British concentrate on this area in their strategy? How did Washington respond? How successful were the British? How did Washington adapt his strategy?

The Northern Campaigns of 1777: How did British successes compare to American ones in the Campaigns of 1777? Why was British occupation of Philadelphia of little strategic value?

The Politics of the French and Spanish Alliance: How and why did Americans gain an alliance with the French and Spanish? What changes in political strategy did the British make? What was the extent of the war at sea?

Indian Peoples and the Revolution: What values did Native Americans fight for in the Revolution? What different alliances formed either for or against American colonists? What was the British policy on arming Indians? What was the result of the Revolution for most Indian communities? How long did the war continue after the Revolution?

The War In the South: What was the nature of the fighting in the South? What successes did the British have in the South? Why didn’t they maintain this success? How did British and Patriots deal with African American recruits? Why did Cornwallis head for Yorktown, Virginia?

Yorktown: What was Washington’s strategy at Yorktown? What was the result? What were the reactions of Lord North, King George and Lord Rockingham?

THE UNITED STATES IN CONGRESS ASSEMBLED: What was the nature of the first national government? What problems and successes did it have? What were the Confederation accomplishments?

The Articles of Confederation: What were the Articles of Confederation and how did they reflect the localists versus the nationalists? What type of governmental structure was created by the Articles? What powers did the government have? What powers did it lack? Why did Maryland resist ratification from 1777 to 1781?

Financing the War: How did the Confederation Congress finance the war? What economic problems did they face and what solutions did they try? How did localist and nationalist differences keep interfering?

Negotiating Independence: What were the fundamental demands of Americans in the negotiations? Who did the negotiating and how did they take advantage of French and British rivalry? What were the final terms of the Treaty of Paris of 1783? What had been gained by Spain?

The Crisis of Demobilization: What was the crisis and Washington’s role in ending it? Why was this one of his greatest contributions to the nation?

The Problem of the West: What were the problems in the western territory? How did Congress address them? What were the major accomplishments of the Confederation government?

REVOLUTIONARY POLITICS IN THE STATES: How did the Revolution affect politics in the states? What crisis brought about a sentiment for a stronger national government?

The Broadened Base of Politics: In what ways did political participation expand and debate shift during the revolutionary era? How was this reflected in the new state legis-
tures? What were the major ideas in the anonymously written pamphlet, *The People, the Best Governors*? What arguments did conservatives present?

**The First State Constitutions:** As examples of typical state constitutions, how did the state constitutions of Pennsylvania, Maryland, and New York compare? Into what groupings did the others fall? Which one came the closest to the idea in *The People, The Best Governors*?

**Declarations of Rights:** What were the rights included in the declarations of rights in state constitutions? What state was a leader? What were these declarations a precedent for?

**A Spirit of Reform:** How did the spirit of reform affect women? What reforms did Thomas Jefferson and others propose? Why were established state religions opposed? What changes occurred? What reforms of Jefferson did not pass?

**African Americans in the Revolution:** How did African Americans participate in the Revolution? How did African Americans respond to the British side; to the American? In what areas of the colonies did Africans serve most in patriot militias as well as the Continental army? What states took action against slavery and/or the slave trade? What was the most important result of the growth of the free African American population?

**Economic Problems:** What were the major economic problems? What public reactions occurred? What was the extent of total state and national debt compared to 1990s? How did these economic problems become political ones?

**State Remedies:** What remedies did the states try and what were problems involved? How did economic needs reinforce the unity of the National community?

**Shays’ Rebellion:** Who was Shays and what were the issues in the Rebellion? What was the outcome of the Rebellion? Where did similar conflicts occur? What were the longer-range consequences of Shays’ Rebellion?

**CONCLUSION:** What were the conflicts of the revolutionary era? How did advocates of independence try to solve them?

**KEY TERMS/VOCABULARY**

Identify the following terms:

1. firecake
2. patriots
3. General George Washington
4. militia
5. General Nathanael Greene
6. Continental Congress
7. Continentals
8. Abigail Adams
9. Mercy Otis Warren
10. Loyalists
11. Martha Washington
12. Mary Ludwig Hays
13. Margaret Corbin
14. Deborah Sampson
15. Tories
16. Benedict Arnold
17. General Henry Clinton
18. Sir William Howe
19. Hessians
20. Battle of Long Island
21. Admiral Richard Howe
22. Benjamin Franklin
23. John Adams
24. Edward Rutledge
25. General Charles Cornwallis
26. Brooklyn Heights
27. Harlem Heights
28. White Plains
29. Trenton
30. Princeton
31. General John Burgoyne
32. Fort Ticonderoga
33. General Horatio Gates
34. Saratoga
35. Brandywine Creek
36. Valley Forge
37. Comte de Vergennes
38. Lord Rockingham
39. William Pitt
40. Lord North
41. Father Junipero Serra
42. Peace Commission
43. Battle of Monmouth
44. John Paul Jones
45. *Bonhomme Richard*
STUDY SKILLS ACTIVITIES

1. Connections: Consider the difference in timing between the 1775 Olive Branch Petition mentioned in Chapter Six and Lord North’s 1778 Peace Commission. What if he had done this three years earlier? Would it have prevented the American Revolution?

2. Cooperative Learning: As a class, compose a list of Revolutionary-era figures who contributed to the war. Major personalities, as well as the anonymous members who made up the militia or members of occupational and ethnic groups, could be on the list. Divide students into cooperative groups and have each group design a magazine cover. “Man or Woman of the American Revolution” or “The War in Review” are possibilities. Students are to design a cover, write the “Table of Contents” page, and write a short “Message from the Publisher” indicating why this particular cover was selected. Use current issues of Time, Newsweek, People, and others as models.

3. Timeline: Make a timeline out of butcher paper to display in the classroom. The first entry will be 1774 and the last entry 1783. Assign one year to each group (ten groups or pairs). Students are to research the major events that occurred in that year and write the events on the timeline. One student will present the information to the class. This will reteach, review, and reinforce the events leading to and during the American Revolution.

4. Writing Skills: Show students the Document-Based Essay standards (see p. 89) that will be used in grading the essay prompt in Chapter Seven. Two different scoring guides are provided. Allow the students to use the standards when writing the essay. Encourage students to analyze the question, not write merely a description of events. Students need to compare and contrast the different types of state governments that developed. Include from the Documents Set 7-7 and 7-8. Introduce students to the ideas contained in Bloom’s Taxonomy (see the Assessment Vocabulary Based on Bloom’s Taxonomy on p. 91.

5. Enrichment Activity: Have a student find other examples of poems by Phillis Wheatley and give a dramatic reading to the class.

6. Document Analysis: Distribute copies of Thomas Paine’s The American Crisis from the Documents Set. Answer the questions at the end of the essay. As class discussion have students answer: Why did Paine use the phrase “These are the Times That Try Men’s Souls?”
INTRODUCTORY PARAGRAPH

_____ (30 pts) Strong thesis clearly developed; well organized, well written and focused on the question

_____ (25 pts) Consistent developed thesis; clearly organized and written

_____ (20 pts) Partially developed thesis; acceptable organization and writing

_____ (15 pts) Limited, confused and poorly developed thesis; weak organization

BODY OF ESSAY

_____ (25 pts) EVALUATES ALL FACTORS OF THE QUESTIONS

_____ (25 pts) SOPHISTICATED USE OF SUBSTANTIAL # OF DOCUMENTS

_____ (25 pts) SUBSTANTIAL RELEVANT OUTSIDE INFORMATION. MAY CONTAIN INSIGNIFICANT ERRORS

_____ (20 pts) ADDRESSES MOST FACTORS OF THE QUESTIONS

_____ (20 pts) EFFECTIVE USE OF SEVERAL DOCUMENTS

_____ (20 pts) CONSIDERABLE RELEVANT OUTSIDE INFORMATION. MAY CONTAIN MINOR FACTUAL ERRORS

_____ (15 pts) ACKNOWLEDGES MOST FACTORS OF THE QUESTIONS

_____ (15 pts) USES SOME DOCUMENTATION

_____ (15 pts) SOME RELEVANT OUTSIDE INFORMATION. MAY CONTAIN SOME ERRORS OF FACT, USUALLY NOT MAJOR

_____ (10 pts) LITTLE UNDERSTANDING OF THE QUESTION

_____ (10 pts) USES DOCUMENTS INEFFECTIVELY, MAY ONLY BRIEFLY CITE OR QUOTE DOCUMENTS.

_____ (10 pts) LITTLE OUTSIDE INFORMATION OR INFORMATION IS INACCURATE OR IRRELEVANT MAY CONTAIN MAJOR ERRORS

CONCLUSION (5–10 pts)—RESTATEMENT OF THESIS; RELATES INFORMATION TO PAST AND/OR FUTURE

89
ESSAY SCORING GUIDE

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Needs Work</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>20 19 18</td>
<td>17 16 15</td>
<td>14 13</td>
<td>12 11 10</td>
<td>9 8 7 6</td>
</tr>
<tr>
<td>Thesis</td>
<td>10 9 8 7</td>
<td>6 5 4 3 2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>10 9 8 7</td>
<td>6 5 4 3 2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>25 24 23</td>
<td>22 21 20</td>
<td>19 18</td>
<td>17 16 15</td>
<td>14 13 12</td>
</tr>
<tr>
<td>Analysis</td>
<td>25 24 23</td>
<td>22 21 20</td>
<td>19 18</td>
<td>17 16 15</td>
<td>14 13 12</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10 9 8 7</td>
<td>6 5 4 3 2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Descriptive Verbs</th>
<th>Assessment Words/Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Change, Infer, Outline, Propose, Replace, Modify, Summarize, Alter, Vary, Condense, Explain</td>
<td>Which are facts/opinions? What does this mean? Outline the information in . . . Restate in your own words . . . Explain what is happening . . . Summarize . . .</td>
</tr>
<tr>
<td>Application</td>
<td>Solve, Predict, Explain, Diagnose, Estimate, Plan, Project, Judge</td>
<td>What would happen if . . . Explain the effects of . . . What and how much would change . . .</td>
</tr>
<tr>
<td>Analysis</td>
<td>Examine, Compare, Contrast, Identify, Equate, Rank, Deduce</td>
<td>What conclusions can be drawn from . . . What is the theme or main idea? What is the relationship . . . Which are the most important ideas? What is the motive of . . .</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Create, Brainstorm, Predict, Plan, Design, Set up, Imagine</td>
<td>Make up, Choose, Create, Design, Plan</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Judge, Rank, Determine, Critique, Defend, Conclude</td>
<td>Which is more important/moral/logical/appropriate/valid? Compare and contrast . . . Critique . . .</td>
</tr>
</tbody>
</table>
MAP SKILLS/CRTICAL VIEWING ACTIVITIES

1. **Campaign for New York and New Jersey, 1775–1777**
   a. Why were the Harlem heights, Trenton and Princeton victories significant?
   b. Locate: Long Island, Hudson River, Delaware River

2. **Northern Campaigns, 1777–1778**
   a. Why did the British launch invasions from Canada?
   b. Where was the victory of Saratoga and why was it significant?
   c. Where were Washington’s winter quarters in 1777–1781?
   d. Why was British capture of Philadelphia not very crushing to Americans?

3. **Fighting in the West**
   a. Where were the major victories of the Americans?

4. **Fighting in the South, 1778–1781**
   a. What colonies in the South saw most of the military activity?
   b. Locate: Yorktown
   c. Viewing all four maps, which colonies experienced the most fighting?

5. **North America after the Treaty of Paris, 1783**
   a. How does this map compare to the maps in Chapter 6?
   b. What areas did the Americans hold?
   c. What areas did Spain gain and regain?
   d. Where were the British concentrated?
   e. Which area of the future U.S. was disputed by the Russian, Spanish, and British?
   f. Which two European countries lost the most land between 1750 and 1783?

6. **The Northwest Territory and the Land Survey System of the United States.**
   a. What future states did the Land Ordinance of 1785 and the Northwest Ordinance of 1787 cover?
   b. Why were these pieces of legislation so important?
   c. How was a township set up under the Land Ordinance?
   d. Why were the British still occupying posts after 1783?

7. **State Claims to Western Lands**
   a. What effect did these claims have on the Articles of Confederation?
   b. What state became the fourteenth one after settlement of claims in 1791?
   c. Which states had claims and which ones did not?
   d. What was the Western Reserve?
   e. Which state was the last to cede its claim?

8. **Outline Maps**
   The following maps are included on pp. 93–96 to extend student knowledge.
   a. The Revolutionary War in the North
   b. The Revolutionary War in the West
   c. The Revolutionary War in the South
   d. North America in 1783
Northern Campaigns, 1777–1778

- British invades from Canada in effort to isolate New England
- Germantown, October 4, 1777
- Howe vs. Washington

American victories
- British victories
- American troop movements
- British troop movements

- West Point
- Philadelphia captured
- Valley Forge, Winter Quarters 1777–78
- Brandywine, September 11, 1777
- Monmouth, June 28, 1778
- Saratoga
- Burgoyne surrenders, October 17, 1777
- Fort Ticonderoga
- Lake George
- Lake Champlain
- Lake Ontario
- Chesapeake Bay
Fighting in the West, 1778–1779

- American attack on Iroquois
  - August 1779
- Lake Erie
- Lake Ontario
- Lake Huron
- Lake Michigan
- Fort Niagara
- Fort Detroit
- Wyoming Valley
  - July 1778
- Boonesborough
  - September 1778
- Vincennes
  - February 1779
- Shawnees
  - 1778
- Hamilton
  - 1778
- Cahokia
- Kaskaskia
- Pittsburgh
- Baltimore
- New York
- Delaware
- Maryland
- Virginia
- Pennsylvania
- New Jersey
- Delaware

Legend:
- Fort
- British victory
- American victory
- British forces
- American forces

0 50 100 Miles
0 50 100 Kilometers

1779

British forces
American forces
Fighting in the South, 1778–1781

Guilford Court House
March 15, 1781

Battles of the Virginia Capes
September 5–9, 1781

Yorktown
August 30–October 19, 1781

Cowpens
January 17, 1781

Kings Mountain
October 7, 1780

VIRGINIA

NORTH CAROLINA

SOUTHERN MOUNTAINS

ATLANTIC OCEAN

American troop movements
British troop movements
British victory
American victory

0 50 100 Miles
0 50 100 Kilometers

British attempt to push through Carolinas and Virginia

Charleston
May 12, 1780

Camden
August 16, 1780

Clinton and Cornwallis, March 1780 from New York

Savannah
December 29, 1778

Clinton, December 1778 from New York

Clinton and Cornwallis,
March 1780 from New York

Cornwallis

Cornwallis

Morgan

Cornwallis

Cornwallis

Cornwallis

Hood and Graves

Washington and Rochambeau

La Fayette
North America in 1783

- Mississippi R.
- British
- Spanish
- Russia
- United States

- Disputed by Russia, Spain, and Britain
- Disputed by United States and Britain
- Disputed by United States and Spain
9. Postwar Inflation, 1777–1780
   a. What was the major problem with continental currency?
   b. In October 1778 how many paper dollars equaled 100 silver dollars?
   c. In April 1780 how many paper dollars equaled 100 silver dollars?
   d. Locate the example of continental currency in Chapter Seven. What did engravers have
to do to prevent counterfeiting?

10. American Art: Several famous artists’ works are found in Chapter Seven. Locate a work by
   Gilbert Stuart and John Singleton Copley. Compare and contrast the two works including
   the subject of the painting and the style of painting.

11. Enrichment Activity: Request students to view the movie The Patriot. Suggest that students
   investigate the historical accuracy of the movie and turn in a one-page critique of the movie.

READING QUIZ

MULTIPLE CHOICE:

1. The reason for the difficulties and resultant need for endurance of Valley Forge was
   a. mismanagement, greed and indifference of potential suppliers.
   b. the political expediency of choosing a Pennsylvania site.
   c. the unseasonably cold weather that winter.
   d. low food production since most farmers were fighting.

2. According to the text authors, the most important role of the Patriot Militia was in
   a. engaging in the guerrilla warfare that won the Revolution.
   b. protecting the seacoast against naval attack.
   c. forcing more apathetic Americans to choose sides.
   d. holding the frontier against British Indian allies.

3. If you were a member of the following groups/locations, in which one would you have
   been LEAST likely to remain a Loyalist?
   a. a slave family in the lower south
   b. an indentured servant in New England
   c. a colonial administrator
   d. Highland Scot from the Carolinas or western New York

4. Approximately what fraction of the American public was likely to remain Loyalist during
   the Revolution?
   a. one-fifteenth c. one-fourth
   b. one-fifth d. one-third

5. The British strategy at the beginning of the Revolution was to cut off this area from the
   rest of the colonies:
   a. Washington D.C. c. Virginia
   b. the South d. New England

6. William Pitt warned his British countrymen of “the gathering storm” if
   a. they armed the Iroquois and other Indian allies.
   b. France gave active support to Americans
   c. negotiators did not give up the Ohio country.
   d. they induced Africans to join them by promising freedom.
7. Which one of these Revolutionary women has the LEAST in common with the others?
   a. Deborah Sampson c. Mercy Otis Warren
   b. Margaret Corbin d. Mary Ludwig Hayes

8. The Mohawks were to the British as the _____ were to the Americans:
   a. Cherokee c. Delawares
   b. Oneida d. Ohio tribes

9. The expression “not worth a Continental” referred to the
   a. lack of training and poor fighting ability of Continental soldiers.
   b. disorganization and incompetence of the Continental Congress.
   c. depreciated value of Continental currency by 1781.
   d. British Whig view that they should not be fighting the Americans.

10. The state of Maryland held up ratification of the Articles of Confederation for over three
    years because it demanded
    a. a broadening of religious toleration for its Catholic constituents.
    b. other states give up separate state claims to western lands.
    c. a highly centralized government with only the upper class qualified to vote.
    d. rights to impose its own tariff duties.

11. Which one of the following lists states that developed the most radically democratic
    constitutions?
    a. Pennsylvania/Vermont c. New York/Massachusetts
    b. Maryland/South Carolina d. New Hampshire/New Jersey

12. Which one of the following is NOT a part of the declarations of rights in state constitutions?
    a. trial by jury c. free speech
    b. voting d. freedom of religion

13. Shay’s Rebellion and other similar rebellions were protests over
    a. settlement methods on western land claims.
    b. Congress’s failure to pay Continental soldiers’ pensions.
    c. economic depression and enforcement of debtor laws.
    d. attempts to end slavery and the slave trade.

CHRONOLOGY AND MAP QUESTIONS:

14. Which one of the following lists the battles of the American Revolution in the correct order?
    a. Saratoga, Trenton, Kaskaskia, Yorktown
    b. Trenton, Saratoga, Kaskaskia, Yorktown
    c. Kaskaskia, Trenton, Saratoga, Yorktown
    d. Saratoga, Kaskaskia, Trenton, Yorktown

15. Continentals settled into winter quarters at Valley Forge in
    a. 1775. c. 1777.
    b. 1776 d. 1778.
16. Which one of the following lists the events in correct order?
   (1) Shays’ Rebellion  (3) Articles of Confederation ratified
   (2) Treaty of Paris signed (4) France recognizes American Independence
   a. 1,3,4,2        c. 2,3,4,1
   b. 3,4,2,1        d. 4,3,2,1

17. While not strategically significant, Washington revived morale by sneaking back across the Delaware River to surprise the British at

18. Vincennes and Kaskaskia were American victories
   a. in the South.  c. on the Great Lakes.
   b. at sea.       d. West in Ohio country.

19. Overall very little fighting occurred in this state during the Revolution:
   a. Rhode Island  c. Pennsylvania
   b. New Jersey    d. North Carolina

20. The British took this in 1763 but in 1783, it returned to Spain:
   a. Louisiana  c. Cuba
   b. Florida    d. Texas

21. Which one of the following is NOT a future state covered in the Northwest Ordinance of 1787?
   a. Michigan  c. Indiana
   b. Ohio      d. Kentucky

22. After 1783, Forts Niagara, Detroit and Michilimackinac were all
   a. claimed by the Spanish, French, and British.
   b. held by the British in spite of treaty.
   c. part of western land claims of the states.
   d. controlled by British Indian allies.

SHORT ESSAY:
23. What role did militias play in the war for independence?
24. What economic problems did the Revolutionary War cause for the young nation?
25. What role did France play in the peace talks following the Revolutionary War?

EXTENDED ESSAY:
26. Which battles proved to be pivotal for the American cause in its war for independence?
27. Why did France and Spain support the Americans’ cause against the British?
28. Why was Washington’s example of not exploiting available power important for his young country?