**READING FOCUS QUESTIONS Chapter 6**

1. **HOW DID EQUALITY BECOME A STRONGER COMPONENT OF AMERICAN FREEDOM AFTER THE REVOLUTION?
(Key Terms 1 – 6)**
2. Revolution unleashed public debates and political/social struggles that enlarged the scope of freedom and challenged inherited structures of power within America; Rejected hereditary aristocracy; Inequality had been fundamental to colonial social order
3. Declaration of Independence asserted that "all men are created equal" radically altered society

C) "Democracy" is expanded: leaders of Revolution had not intended this disruption of social order, democratization of freedom was dramatic for free men

 Artisans, small farmers, laborers, and the militia all emerged as a self-conscious element in politics

 Pre-war elite of PA opposed independence

1. Public Sphere expands – the bubble within the general public where political debate takes place no longer was limited to the elite classes (property owners), but attainable by all levels of society; the meaning of freedom was discussed and debated by a growing middle class of artisans and lower class
2. Thoughts on Government by John Adams – republic must have a “balanced government” (bicameral)

F) Voting Rights – expanded in many states to include more than just property owners

1. **HOW DID THE EXPANSION OF RELGIOUS LIBERTY AFTER THE REVOLUTION REFLECT THE NEW AMERICAN IDEAL OF FREEDOM? (Key Terms 7 – 9)**

**Key Term: Religious Toleration**

* Religious Toleration grows after the Revolution, especially for Catholics (French aid during the war)
* Leaders like Jefferson, Adams, Madison, and Alexander Hamilton felt religious doctrine important, but felt government shouldn’t enforce it

Key Term: “wall of separation” / separation of church and state

* Deists like Jefferson felt it best to erect a "wall of separation" that would free politics and the exercise of the intellect from religious control, governments stopped financially supporting churches and end special privileges (disestablished their established churches);
* 7 state constitutions established religious freedom
* Limitations on religious toleration - Bar Jews from voting and holding public office in all states but NY

Massachusetts kept Congregationalist establishment into the 19th century

States still supported religious values --> PA barred non-Christians from office, prosecuted of blasphemy and desecrating the Sabbath

* PUBLIC SCHOOLS (230)- John Adams and Benjamin Rush proposed schools to instruct citizens about principles of freedom and virtue (sacrifice self-interest for the public good)

Key Term: Bill for Establishing Religious Freedom (pg. 228):

* Jefferson proposed in 1779 to VA House of Burgesses and adopt in 1786; " I have sworn on the alter of God eternal hostility against every form of tyranny over the mind of man"; bill removed religious requirements for voting, officeholding, end funding of church

\*Jefferson's proud accomplishments - Bill for Establishing Religious Freedom, Declaration of Independence, found of Univ. of VA

1. **HOW DID THE DEFINITION OF ECONOMIC FREEDOM CHANGE AFTER THE REVOLUTION AND WHO BENEFITED FROM THE CHANGES? (Key Terms 10 – 11)**

**Key Term - Free labor**

* Spectrum of unfree labor became smaller as indentured servants either completed their contract service or escaped their master during the turmoil of the Revolution
* 1784 - New Yorkers release shipload of newly arrived indentured servants
* 1800 - indentured servitude rare; making the division between free and slave even more apparent

**Key Term – Inflation**

* printing of hundreds of millions of paper money issued by Congress (finance war)
* economic system was broken - disruption of agriculture and trade due to war
* Colonists protest merchants hoarding of scarce goods
	+ 1776-1779 30 incidents crowds confront hoarding merchants
	+ 100 Massachusetts women take coffee from hoarding merchant (break into warehouse)

**Key Term – Free Trade debate**

**Free Trade vs "Virtue" ( public good) Capitalism vs. Republicanism**

* Congress urged states to fix wages and prices due to inflation - (View of those destitute and poor)
* Adam Smith – *Wealth of Nations,* Invisible Hand guides prices (supply & demand), 1776
* VIEWS on Economic Freedom:
1- Republicanism: Public Good dictates interests of community over property rights of individuals
2- Capitalism: Unregulated Economic Freedom, fueled by self-interest or by consumers demand for products
1. **HOW DID THE REVOLUTION DIMINISH THE FREEDOMS OF BOTH LOYALISTS AND NATIVE AMERICANS? (Key Terms 12- 13)**

**Key Term - Loyalists**

* Who?
	+ Citizens who remained loyal to the Great Britain, often people who benefited from relationship w/ Great Britain (NY tenants w/ patriot landlords, Wealthy men dependent on trade, Anglican ministers, imperial officials
* View war as a loss of liberty & anarchy
* Represent 20-25% of Americans, 20,000 fought
* Denied basic rights by Patriots and forced to take oath of allegiance to new nation, Land confiscated, auctioned
	+ Dr. Abner Beebe- CT, favor British vocally, attacked by mob and destroyed his gristmill
	+ Newspapers loyal to crown suppressed
	+ PA arrested/seized property of Quakers and Mennonites, Moravians = pacifists because they wouldn’t take up arms
	+ Post War - 100,000 banished/emigrated to west indies, Canada, Britain

Treaty of Paris 1783 - promise return of Loyalist property (didn't happen)

**Key Term - Indians' in the Revolution**

* American Independence meant a loss of freedom for American Indians
* Divided Allegiance within the American Indian community:
	+ Stockbridge tribes (Mass.) fought British , heavy losses
	+ Iroquois side with British (Oneida side with Americans) causing division in Iroquois Confederacy
* Savagery on all sides:
	+ Washington dispatch General John Sullivan - destroy Iroquois (burn 40 towns, destroy 1000's of bushels of corn, uprooted fruit trees/ garden --> starvation
* Dispossession of Indian lands:
	+ forced west by American governments
	+ Treaty of Paris - British recognized American sovereignty over land east of Miss. River --> forfeit Indian land, Balance of Power leans to white Americans
1. **WHAT WAS THE IMPACT OF THE REVOLUTION ON SLAVERY?
(Key Terms 14-17)**

**Key Term - Abolition**

* Slave Population:
	+ 1776 = 500,000 (1/5 of American population)
	VA: 40 % GA/SC - over 1/2
* Contradictions of Freedom –
	+ Newspapers preached liberty and had slave sale notices
	+ British Parliament point out hypocrisy for cry of liberty by slave owners
	+ Britain a “kingdom of slaves” while America was a “country of free men”
* James Otis (Mass.) - Patriot who popularize idea that Parliament had no right to tax colonies

 - Promote Universal Freedom

* Slavery = Institution in America,
Basis of economy/social structure from Maryland southward, slaves considered property and to take property was an infringement of rights
* Founding Fathers own slaves (except Thomas Paine / John Adams)

Thomas Jefferson wrote Declaration of Independence, had over 100 slaves

* 1780 Virginia Law - reward veteran with 300 acres of land and a slave
* Abolition:
	+ 1688, German Quakers protest slavery
	+ 1700 Samuel Sewall, Boston merchant, The Selling of Joseph, antislavery tract <http://www.masshist.org/database/53> /
	+ 1773 Ben Rush (PA patriot) - Slavery is a national crime

**Key Term - Freedom petitions , Lemuel Haynes**

* Freedom Petitions = arguments for universal liberty inspired slaves to petition for liberty
* Runaway trying to pass as freeborn blacks --> fugitive slave advertisements increase
* Charleston, SC (1766) - slaves parade for "liberty" (inspired by white opposition of Stamp Act)
* Lemuel Haynes - 1776, black member of Mass. militia, minister - argue "innate principle" includes black people
* Phillis Wheatley - 1783, slave in Boston, learned to read, poem published in newspaper in 1765 at 12 yrs old; John Hancock had to affirm she wrote it as many whites doubted black intellectual ability <http://www.pbs.org/wgbh/aia/part2/2p12.html>

**Key Term - Slaves in War (British, emancipation)**

* Slave in War
5,000 slaves fought for American Independence
100,000 slaves fled to British aid (Lord Dunmore Proclamation of 1775)
* 20,000 slaves lived in British enclaves at end of war (NY, Charleston, Savannah), Washington demands they are returned to Americans
* British Protection of Slaves - 15,000 slaves leave with British (Nova Scotia, England, Sierra Leone a settlement for former slaves created by Britian), others reenslaved in West Indies
* Voluntary Emancipation – few slaves were immediately emancipated in the 1780’s
	+ South –
	+ 1796 Robert Carter III , Virginia, Wealthy - gradual emancipation of 400 slaves
	+ South Carolina leaders reject emancipation
	+ NORTH - gradual emancipation enforced by legislatures, constitutions
	+ Child of slave freed after servitude into adulthood (28 yrs in PA)
	+ Emancipation slow -
	1790 NY 21,000 slaves NJ 11,000 slaves 1830 3,500 slaves in north

**Key Term - Free blacks & “citizens of color”**

* Emancipation and Runaway slaves created a large free black population
* Almost every black person had been a slave on the eve of Revolution:

1776 less than 10,000 free blacks 1810 200,000 free blacks

* Slave Population - (natural reproduction) 1776 500,000 1790 700,000
* Right to Vote if free black man (property/tax qualifications) in all states except VA, SC, GA --> political voice
1. **HOW DID THE REVOLUTION AFFECT THE STATUS OF WOMEN? (Key Terms 18 – 20)**

**Key Term - Revolutionary Women**

* Deborah Sampson: daughter of poor Mass. farmer, 1782 disguised as a man and joined Continental Army (21 yrs), removed bullet from leg so not to be discovered by doctor <https://www.nwhm.org/education-resources/biography/biographies/deborah-sampson/>
* Women protest merchants hoarding goods for profit - 100 Mass. women take coffee/bread
* Homespun goods made for war, Spies, Camp Followers
* Ladies Association (Philly)- raise funds to assist America soldiers; began by Esther Reed & Sarah Franklin Bache; made broadsides to persuade collect funds and send to governor's wife
* Political Activism: Abigail Adams (letters to John Adams) & Mercy Otis Warren (brother James Otis / husband James Warren) promoted freedom in poems and dramas she later published

**Key Term - Coverture**

* married women give up their legal rights and property to husband; women unable to sue, execute a will, have personal property which left them ineligible for voting
* Women's Roles: duty to family; Patriarchal social system superseded liberty

**Key Term - Republican motherhood (“suitable education”)**

* women had a role in educating future citizens of this new Republic (sons) in liberty and government, share their political wisdom with children but not in the public realm