

## **SECTION TWO**

### **Answer one of the following:**

- 1) Drawing from the articles and documents in the Brown reader, from Minutemen, and from class lectures, assess the relative roles of the militia and the Continental army during the revolution. Also, evaluate the reactions of ordinary Americans to service in both the militia and the army.
- 2) Compare and contrast the gains and losses of women and African-Americans as a result of the Revolution. Be sure to evaluate the role played by each group's understanding of republican ideology, and the significance of their experiences during the war itself.
- 3) Discuss the details of the Constitutional Convention—the reasons for its calling, the nature of the representatives who attended, the various procedural details, the important compromises, and the powers given to the new federal government. How was the document ratified? What arguments did Federalists and Anti-Federalists make? Why did the Federalists win?

## **SECTION III**

### **Identify and explain the significance of five of the following:**

#### **Everyone must identify the first quotation:**

- “The latent causes of faction are thus sown in the nature of man....But the most common and durable source of factions =, has been the carious and unequal distribution of property. Those who hold, and those who are without property, have ever formed distinct interests in society....Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens....”
- 2) “It is the opinion of the ablest writers on the subject, that no extensive empire can be governed upon republican principles, and that such a government will degenerate to a despotism, unless it be made up of a confederacy of smaller states....”
  - 3) “Able officers, are the Soul of an Army. Gentlemen of Sense, and Knowledge, as well as valour, must be advanced.”
  - 4) “We cannot intermeddle in this dispute between two brothers. The quarrel seems to be unnatural; you are two brothers of one blood. We are unwilling to join on either side in such a contest....”
  - 5) “Who were the occasion of this war?... Who persuaded the tyrant of Britain to prosecute it in a manner before unknown to civilized nations, and shocking even to barbarians?... who prevailed on

the savages of the wilderness to join the standard of the enemy?"

6) "I am of opinioon, that if no Taxes or Duties had been laid upon the Colonies, other pretences would have been found..."

7) "Liberty is a Jewel which was handed Down to man from the cabinet of heaven, and is Coaeval with his Existence...; therefore, he that would take away a mans Liberty assumes a prerogative that Belongs to another..."

8) "Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could."

9) "The total abolition of the Inferiour Court of Common Pleas and General Sessions of the Peace."

10) "If an individual is in debt, both prudence and honesty require him to be frugal, and pay his debt as soon as may be."

These quotations, dissimilar as they may seem, highlight some of the critical issues recent scholarship has explored regarding the American Revolution. They are not unique; dozens of other voices mirrored these concerns and were reflected in the everyday actions of eighteenth-century Americans. How, then did the Revolution affect the lives and sentiments of people other than the white males who, traditionally, are portrayed as the “leaders” of the revolt? What is the relationship between political revolt and long-term economic, social, and cultural change? What is the role of leaders in any society? Whose actions actually initiate change? Consider these questions as we move through the course syllabus. Eighteenth-century Americans, even elite white males, certainly did so, though their answers often differed from ours and from those of their fellow Americans.

### **Class Schedule**

- 5/18 Course Introduction: Themes and Approaches in Studying the American Revolution
- 5/19 Was the American Revolution Radical?  
The American Colonies at 1760 Problems, 77-78; Wood, 3-17; 91-95.
- 5/20 Britain and the Problem of Empire, 1748-1763  
From the Stamp Act to the Townshend Acts: British Policy, Colonial Ideology, and the Culture of Resistance Wood, 17-34; Problems, 59-69; 99-105; 112-118
- 5/26 Continue Above
- 5/27 Violence, Confrontation, and the Point of No Return: From the Boston Massacre to the Coercive Acts Wood, 34-44; Problems, 140-154  
The Road to Independence Wood, 47-57
- 6/1 Continue Above; Wood, 146-154  
Rural New England and the British Empire Gross, Minutemen, chs. 1-4
- 6/2 Political Independence and the Birth of American Democracy  
Wood, 57-70; Problems, 155-172
- 6/3 **Mid-Term Exam**
- 6/8 Why Did Americans Fight? Forming an Army and Winning the War  
Wood, 74-88; Gross, ch. 5; Problems, 189-201, 205-222
- 6/9 Why Did Americans Fight? Republicanism and the American Character  
Wood, 96-109.  
The Boundaries of Freedom: Indians and Loyalists Problems, 224-254

6/10

Who  
Should  
Rule at  
Home:  
Social  
Conflict  
and  
the  
Challenge  
to  
Patriar-  
chy

Gross, ch. 6.

Idealism and American Identity: Social Change and Humanitarian Reform in the Age of Revolution Wood, 113-135.

6/15 The Boundaries of Freedom, the Limits of Idealism:: Women and African-Americans During the Revolutionary Era Problems, 256-280, 287-310

**Minor Papers Due.**

6/16 One Republic: Government under the Articles and the Movement Towards a Stronger Central Government Wood, 70-74, 139-150; Problems, 355-363

6/17 The Creation of a National Government: The Constitutional Convention  
Wood, 150-158; Problems, 389-402. 419-428.

6/22 Conflicting Visions of the Future American Empire: Ratification of the Constitution  
Wood, 158-166; Problems, 439-458, 464-472.

**Major Papers Due**

6/23 Was the American Revolution Radical?  
Problems, 4-25.

6/24 **Final Exam**

SLAVES PURSUED three strategies: make a break; sue masters; or petition legislatures to abolish slavery completely

eg. 1769 Wm. Rotch, a quaker who owned nantucket whaling ships, encouraged an enslaved whaler, Boston, to sue his master—and a jury and a magistrate freed him  
his own appealed, by Rotch hired John Adams, and won

## INDIANS

treaty of Fort STANWIX in 1768, iroquois ceded vast expanse of land south of Ohio R and west of the proclamation line, but this did not stop the colonists from swarming—indeed, the iroquois had in fact sold out shawnee, mingo, delaware, cherokee in exchange for trading goods

the shawnee mobilized resistance

DANIEL BOONE now moves through the Cumberland gap

shawnee hunters ran into surveyors red flags everywhere

BOONE was not an indian hater, but he led the way with his family of eight children and friends and relatives and animals, moving deep into Kentucky

six of the party were attacked by shawnee and killed, and that touched off a string of violence

LORD DUNMORE supported this move by land speculators and declared war against the shawnee

SIGNIFICANT WOMEN included SARAH OSBORN, chief supporter of her family in newport as a teacher of the poor and black children  
she gave religious instruction in her home, beginning about the time of the stamp act, and by 1767 over 500 came six evenings a week to read the bible and sing and pray  
she separated them by age, gender, and race—and the largest group was black  
by 1769, old age forced her to retire—and not the growing resistance in the community

SAMUEL HOPKINS succeeded her as a defender of the newport black community—emerged at the center of NE abolitionism, advocating a complete ban on the slave trade—preaching to owners and traders

PHYLLIS WHEATLEY in 1773 published a book of poems, which hopkins purchased in boston  
she had come here in 1761 as a naked child; her owner's daughter taught her to read, and she learned english in 16 months  
she also became an evangelical christian, and modelled her work on POPE  
her poems were the first published by a north american woman that had a public and political nature

ABOLITION—northern colonies banned the trade in 1774, along with Va and NC—but this also reflected the reality that the slave market was already glutted  
1775 SOCIETY FOR THE RELIEF OF FREE NEGROES Unlawfully Held in Bondage was organized in Philly, and it would later become the first corporate group in the English world advocating abolition  
people with Quaker artisans and retailers, who staged a series of rescue missions—through purchase  
numbers grew only slowly at first, as most Philadelphians resisted

MORE UPRISINGS in the south, esp. in VIRGINIA in early 1775—followed by DUNMORES PLAN

concurrent plots in the Carolinas, including one in August 1775 led by the free black Jeremiah

in APRIL 1774 virginians killed a canoe of 9 shawnee women, children and one man on the Ohio River, scalping them and rerearing a child from the womb which they then “stuck on a pole” they were kin of the half-tingo, half-french JOHN LOGAN, Tachnedorus

he led the retaliation, known as DUNMORE'S WAR

he signed a treaty in OCT. 1774, saying he had gotten his vengeance, but also ceding much territory

JEFFERSON and other virginians continued to profit from this, seeing lands only as sources of their own wealth

the killing of logan's family was actually an attempt to instigate war to gain access to those lands

in the NORTH meanwhile, the american capture of Crown Point and Ticonderoga interrupted iroquois access to british trade goods and 500, esp. the mohawks, now agreed to war against the americans

JOSEPH BRANT

UPRISINGS IN MASSACHUSETTS by ordinary americans===committees of inspection  
1174 v3rkshire county court shu down, with a crowd of 1500 keeping the judges out

in SALEM 3000 armed men resist gage's attempt to shu down a town meeting

MECHANIC COMMITTEE of NEW YORK initiating a counter-revoolutiuon of ordinary men  
and women

PHILLY MILITIA and elections

## AFRICAN AMERICANS AND THE REVOLUTION

Slaves in CT, eg., in Fairfield and Stratford, filed petitions for freedom with appropriate language (320-1) when the British invaded New Haven, Fairfield, Norwalk, many fled to the British, though some turned to the legislator and petitioned for their freedom

in PA. It was not the Quakers who led the attack; GEORGE BRYAN, a radical Scots-Presbyterian who was part of the controlling group during the war, urged consideration of abolition. They took no action in 1778, but a law was drafted in 1779 after Bryan had actually drafted one of his own

The 1780 ASCT was hardly altruistic—NO ONE proposed freeing a single slave at that time, fearing compensation problems

Children born to slave women after the act took effect would be free, but they would have to serve as indentured servants until 18 if female, 21 if male

also banned slave importations, stated that anyone who arrived with slaves must free them within six months (except congressmen and foreign ministers), and these could be indentured for 28 years if a minor, or seven if an adult

OPPOSED by non-slaveholding Germans and slaveholding Scots and Scotch-Irish Presbyterians

NEW BILL, after the initial one in 1779 failed, required that all children born after the law would serve for 28 years

it was the MOST RESTRICTIVE of the five gradual abolition laws of the north before 1804. Abolitionists sharply criticized it, and open defenses of slavery appeared in the [papers, countered by free black Philadelphians

## SLAVES, THE WAR, AND THE SOUTH

HENRY LAURENS thought one-third of the 80,000 SC slaves made a break for freedom; others were seized as booty

in the MAY 1780 siege of Charleston, slaves played a major role—British gave them, shovels and axes, and the Americans as well used their slaves to build the fortifications

in one attempt by Americans to regain the city of Savannah, they faced a British force with 400 freed slaves under the British

after the surrender of Charleston, SIR HENRY CLINTON implemented the PHILIPSBURG

PROBLAMATION—to build up british forces, give british officers slaves as reards, and to return captured or fleeing slaves to th ei rloyalist owners

slaves served various purposes for the biriths—many workd as the artisans they were, others as foragers

near the end of the war the biriths militarized some black refugees—BLACK DRAGOONS the AMERICANS at the same time often turned bounty hunters; and some generals offerd slaves to those who would promise service in the militia

SC promised the poorest white enlistees a slave between ages of 10-40 confiscated from loyalist estates—though of course they could not awlays keep that promise

RAMSAY estimated that about 20000 of the SC slaves (80000) reached british linezx by the end of the war

in VIRGINIA, Jeff. Estimated that 30000 fled to the british—and 27000 died of disease—though current research suggests that only about 1/3 actually fled to the british

yet perhaps the majority of them died after smallpox brok out in charleston in 1779, and they were generally victimzed by recurring epidemics in the british army

only a fractionreached tru liberty; thousands left the country still slaves, landing in East Florida or Jamaica to toil again

in NOV 1780britsh ships began moving up the chesapeake rivers, and massive slave defections followed over the next year or so—CORNWALLIS even ravaged Jefferson's Elk Hill polantation, accompanied by ecaped slave foragers

in fact, the number grew unmanageable as cornwallis faced hunger and disease—he ultimately expelled thousands from the british camps

JOSEPOH PLUMB MARTIN wrote that he was “herds of Negroes...scattered abouyt in every direction, dead and dying with piecfes of ears of burnt Indian corn inthe hands and mouths....”

Of course, cornwallis was also giving them a chance to avoid reenslavement, sine he know he would soon be surrendering

yorktown saw hundreds dead from smallpox—MRATIN and other soldiers ere rewarded sith a guinea for each slave they rounded up

WASHINGTON and physical stature—the man on horseback

lived in Cambridge for eight months by March of 1776; often seen riding around town with his slave—William Lee, who he called “my fellow”  
at this time, goal of Americans was still rights within the empire, not independence

Washington himself was worried—wrote that the British would be difficult to dislodge if they established a position in NY  
he wondered if he could successfully lead the amateur American army against the professional British  
numbers not an issue—skill was, and order and discipline

his own background from the northern neck gentry stressed courage, moral stamina, virtue  
went hunting three times a week and rode horseback to strengthen himself after a sickly childhood  
developed extraordinary stamina and strength  
deliberately worked to keep his passions in check  
conscious of social rank—taught inferiors with decency, but kept them at a distance

1757—if 400 militia recruits drafted, 114 deserted—he clapped his men in irons and kept them in a dark room and used the lash—even hanged some of them on a forty-foot high gibbet

staff bright young men of his own social rank and region

appalled by behavior of New England soldiers

GLOVER and the MARBLEHEAD MARINES—14 Mass. Continentals—seamen, fishermen, even Indians and African-Americans  
Washington came to allow the African-Americans to stay, tolerated new Black enlistments but did not approve them  
but by the end of the war, African-Americans were actively recruited

other, similar stories

story of Cambridge Camp fight between Virginia riflemen and the Marblehead Marines—many of the Virginians, after all, were slaveowners  
Washington and William Lee rode into the melee and stopped everything

BY THE SPRING 1777, many british officers beleived the war was lots—and americans had regained their confidence

at first, though, the americans were in conflit with each other—washington wanted a war of posts, charles lee sniping attacks, local leaders perimeter defense, Gatesd withdrawl to the appalachains

in NY, howe was brilliant, the americans were disorganized and undisciplined  
in 12 weeks, washington lot parts of three states and 90% of his army  
in NJ thousands began to return to the crown

AMERICAN CRISIS inspired many, congress changed its approach to the war, states made new committments, and NJ militia exhausted the hessians,. Setting the stage for washington's bold move

the TRENTON victory led to other choices, by poor soldiers and even by those like robert morris  
washington at the center of it all

JAN 2 second battle of trenton, as washington snuck away in the night and marched to Princeton

after this victorym, small parties continued to snipe awat at the british, and the howe startegy of moderation was lost

A MORAL CASUSE; WASHINGTON and civil authority over the military. But cpongress did give washington full authority—but he was always careful to work through the civilian authority

his actions reflected diverse tactics and operations, initiative, speed (over 2 miles an hour), anticipation; he learned to concentrate his forces after the diaster at New Yorok, and used often suprising strength in firepower—particularlry artillery

good intelligence and the use of secret agents particularlry important

and the HUMANITARIAN IDEALS—story of the cultural history of QUARTER and the british actions

treatment of PRISONERs

8) “One of the strongest natural proofs of the folly of hereditary right in kings is, that nature disapproves it, otherwise she would not so frequently turn it into ridicule by giving mankind an *Ass for a Lion*.”

**Notes on the Major Paper:**

These are just a few recent titles that are worth considering for your book reviews. Remember, though, the both Wood and Brown contain extensive bibliographies and should be your first reference; in addition, consult with me if you have a particular topic in mind and I may be able to recommend some books not included in those bibliographies.

Akers, Charles W. *Abigail Adams*, 3<sup>rd</sup>. Ed., 2007.

Alexander, John K. *Samuel Adams* (2002).

Armitage, David. *The Declaration of Independence* (2006)—explores the influence of the declaration on the rest of the world, at the time and since.

Berkin, Carol. *Revolutionary Mothers* (2005).

Carp, Benjamin. *Rebels Rising: Cities and the American Revolution* (2007).

Carr, Jacqueline. *After the Siege: A Social History of Boston, 1775-1800* (2005).

Cornell, Saul. *A Well-Regulated Militia: The Founding Fathers and the Origins of Gun Control in America* (2006).

Cox, Caroline. *A Proper Sense of Honor: Service and Sacrifice in George Washington's Army* (2004).

Fenn, Elizabeth. *Pox Americana: The Great Smallpox Epidemic, 1775-82* (2001)

Fischer, David Hackett. *Washington's Crossing* (2004).

Furstenberg, Francois. *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation* (2006).

Gould, Eliga, and Peter Onuf, eds., *Empire and Nation: The American Revolution in the Atlantic World* (2005).

Gilje, Paul A. *Liberty on the Waterfront: American Maritime Culture in the Age of Revolution* (2004).

Griffin, Patrick. *American Leviathan* (2007); on the revolutionary frontier

Holmes, David. *The Faiths of the Founding Fathers* (2006).

Juster, Susan. *Doomsayers: Anglo-American Prophecy in the Age of Revolution* (2003).

McDonnell, Michael A. *The Politics of War: Race, Class, and Conflict in Revolutionary Virginia* (2007).

Waldstreicher, David. *Runaway America: Benjamin Franklin, Slavery and the American Revolution* (2004).

Young, Alfred. *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier* (2004).

We will discuss the paper's format in class more fully, but I do want to bring a few points to your immediate attention. First, as most of you already know, the History Department uses the Chicago Manual of Style, not MLA—the latter will not be accepted.

More importantly, the structure and content of the paper should move beyond the high schoolish, book-report approach. In general, you should follow the following guidelines. The introduction should identify the book's topic, main theme, and research methodology. The main part of the

paper should offer a topical and thematic introduction of each chapter (or section) in turn, highlighting the most important points and selecting perhaps one or two factual examples to illustrate. Finally, the last portion of your paper should assess the book's success and significance, in terms of style, organization and clarity, and particularly in terms of the book's contribution to the field—what new information or interpretation does it offer? Who would benefit from reading this book? ,

ABIGAIL ADAMS not a suffragist

BETSY ROSS not a simple seamstress, but a skilled upholsterer/artisan; no evidence she actually sewed the flag

Molly Pitcher didn't even exist, though certainly women did carry water to troops at places like Fort Monmouth

during the war and for a few decades after, poets, and writers of various sorts widely praised women for their role in the revolution

ELIZABETH ELLET wrote a 3 vol. Work from 1848=50 called Women of the

AR.,-biographical sketches, but cast in the nineteenth-century view of women's innate moral superiority, of gentility and domesticity\but she also implied women could defend themselves and their homes when attacked

## WOMEN IN PROTEST

STAMP ACT—NYC brides to be who said they would not marry men who applied for a stamped marriage license

1770—Boston women, over 300, who signed agreement to boycott tea—and 100 women from less prosperous part of town signed their own  
but even here, women like Warren, who wrote satirical plays, published anonymously—many anonymous verses appeared in paper

but they openly made clothes, identifying themselves with a “nation”

spinning wheels dusted off and women were taught a lot of art—worked in groups, often at a minister’s home

EDENTON NC and tea—met at home of Elizabeth King as Edenton Ladies Patriotic Guild (51 of them)

the conservatives pictured them as masculinized, aberrant, dangerous women

and of course many women were simply too busy making a living to even take notice of the larger issues

dangers to women: British soldiers breaking into Cambridge home of Hanna Adams, putting a bayonet to her breast and threatening to kill her

a woman hiding in her house during the battle of Trenton had her leg shot off at the ankle by a cannonball

Faith Trumbull, daughter of the Ct. governor, saw Bunker Hill and died a few months later, “deranged”, as her brother put it

poorer women often resented the patriotism that took away their sons, husbands, brothers  
others urged their men to enlist—and held their masculinity up to the standard of bravery and willingness to die (QUOTES . 31)

managed on their own

eg.s of taking supplies—CT example; Mass. Women who marched to a merchant's warehouse demanding the keys so they could take coffee—he refused, one took him by the neck and threw him into a cart, and he relented—they took the coffee and drove off, in front of an amazed crowd

many forced to put soldier's yep in their homes; took their livestock and crops, stole slaves

a poet, Ann Eliza Bleecker, fled in the face of Burgoyne in NJ, and saw her infant daughter die in her arms of hunger and exposure in the woods

women were killed in their beds, pregnant women on the frontier had their fetuses ripped out of their bodies

#### ACCOUNTS OF RAPE----39-40

some British officers were amused by rapes—one, a Lord Rawdon stationed in Staten Island, praised the sophistication of a woman who did not complain after 7 men had raped her

LADIES ASSOCIATION and campaign to raise money—divided Philly into districts  
Washington's reaction

#### WOMEN WHO FOLLOWED THE ARMY

observations of the women who followed Burgoyne's army—almost 2000, dressed in skimpy clothes, bare foot, carrying supplies and huge packs and children as well  
British called them "trulls" or "doxies", and quartermasters listed them in their records of living pieces of baggage

the majority of women who followed British troops came from American cities and farms—the British were better equipped and thus attracted more camp followers  
women fled loneliness, poverty, fear of starvation and rape

military culture kept them dependent—hierarchical

also came sutlers and tradeswomen, prostitutes  
most from the lower social tanks—and they cursed and drank like men, stole, . Took whatever  
clothing they could from dead bodies

AMERICAN LEADERS had little experience with women among the army and Washington  
complained constantly—he even tried to get them to travel on the side streets as he entered Philly  
after the births had abandoned it—they ignored him

but even Washington had to admit most of them were absolutely necessary—laundry, etc.  
both armies required men to pay women for their services, though wages were meager

NURSES just as essential and the army had to recruit them—QUOTE p. 58

a few showed courage in battle—one who was reaching for a cartridge to her husband had  
a cannonball pass between her legs

ANNA MARIA LANE, put on men's clothing and enlisted with her husband

MARGARET CORBIN—wore men's clothing and fought with her husband at Fort Washington,  
and took his place when he was killed—she was wounded and captured

ANN BAILEY collected a bounty by posing as one Samuel Gay, she was discharged, fined, jailed  
for two weeks

SALLY ST. CLAIR managed to hide her sex and died at the siege of Savannah

women were recruited as spies

PROSTITUTES were particularly troubling to the virtuous Americans—a field in NYC owned as  
St. Paul's church, known as Holy Ground"—dangerous as it was decadent, as limbs and even heads  
of men were found there

## AFRICAN-AMERICAN WOMEN

Nov. 7 1775 Dunmore's proclamation

in the end, up to 100,000 would desert their masters

by Dec. 1 300 males had enlisted in the Ethiopian regiment, wearing banners across their chests that read "Liberty to Slaves"—and they brought women and children with them

Virginia's Committee of Safety issued a warning to them

and Dunmore's army was in fact defeated—he did take the blacks with him, but smallpox broke out and he ordered them isolated on an island in the bay. Americans later found them dying, "a child was found sucking at the breast of its dead mother."—half of the regiment died from the disease

Va. Threatened to sell the rebels to the West Indies, and they did so for 32 of those they recaptured

in the lower south, the british generally used blacks to carry ammunition, make cartridges, tend to the sick, building fortifications and roads,m

CLINTON and the PHILLIPSBURG PROBLAMATION in JUNE 1779—every negro who  
dwsertts the rebel standard tob e granted full secutity  
blacks read it as a promise of emancipation

by the time Cornwallis moved from carolina to Va in 1781m, over 4000 black menand women  
trailed his army  
a few made it safely to Canada, but over half ot those who answered clinton's call died before the  
end of the war

and both sides consieered captured slaves prizes of war  
some made careers of false claims of ownership and resale of emancipated blacks

in NYC, the british did issue certificateds of emancipation to over 2000 and recorded their names  
in The Book of Negroes, which also listed the name of the ship and captain they boarded

NOB> 25 `783 evacuation day began the voyages to Nova Scotia, New Brunswick, Caribbean

in Canada they were free but also segregated into sepatate settlements, in generally por  
conditions—the last to receive aid

by the 1790s many were ready to leave, and in Feb. 1792 fifteen ships with 1196 blacks from Nova  
Scotia and New Brunswick sailed for Sierra Leone

NATURE OF COLONIAL CITIES—small and intimate; centers of trade more closely connected  
with the empire than other places  
critical at importing goods, centers of smuggling, political power  
hetergeneous, potential for more social conflit  
interdependence a necessity of life, promoting various kinds of communal action

shadow landscapes where sailors, vagabonds, etc. could find entry into the waterfront society and  
formed alternative communities

during the revolutionary era a new social order sought to include poorer and middling white men

## BOSTON

incidents from 1747-1774 gradually articulated a separate, unified identity separate from that of the British Empire

the waterfront had its own social hierarchy and concerns—ship carpenters and concerns about competition from other port towns  
oystermen, trying to sell at a price that allowed them to pay the rent  
customs officials  
wholesale merchants, who often squeezed the retailers

the town, in fact, was an appendage to the docks and wharves, not vice versa

seamen composed 1/10-1/4 of the town's population  
artisans included blockmakers, caulkers, riggers, shipjoiners, ropemakers, laborers also who loaded and unloaded  
coopers, etc.

waterfront community concentrated esp. in the North End,—one-third of the city population lived there, but it also had majority of mariners, coopers, marine craftsmen, and half of the sea captains and laborers—even had certain streets where particular crafts concentrated

HOUSING—people like REVERE, who kept a shop at Clark's wharf and lived in the north end the elite often had homes near the waterfront—HANCOCK, on Beacon Hill, was an exception HUTCH lived a block from Clark's Wharf

many tiny, two family houses or “Bachelor's hells,” located near the wharves part of a distinctive tavern culture

HANCOCK bought the town's second largest wharf in 1767, earned £150 a year just from its fees and rents—he employed so many, he himself exerted enormous influence in imperial relations as a patron fewer than 75 people owned most of the town's wharfage

LONG WHARF the most prominent, site of many businesses

some social advancement provided by the sea, since few grew old or died as seamen

CLUBS—Boston Society for Encouraging Trade and Commerce, highly influential merchants club another group of merchants formed the North End Caucus

SOURCES OF ROYAL POWER IN THE CITY: Vice-Admiralty Court; Customs House Office; Royal Navy

1742 Shirley had brokered a compromise over impressment, whereby the navy agreed not to impress mass. Natives

but Nov. 16 1747 sailors pressed 46 men, including most of the crew of the Mercury and other locals

three days of crowd disorder, included taking of British hostages

ELITE disavowed the incident, but of course in general they supported resistance, since impressment hurt them as well

the KNOWLES riot foreshadowed the sequence that would dominate the other major Boston events—Stamp Act, Liberty, Massacre, and Tea party—British encroach on waterfront prerogatives through customs laws or threats; community responded, culminating in crowd action; British officials then flee to Castle Island, ask for help from London; then leaders of both sides respond in ways they see as appropriate

changes in 50s and 60s portend problems—increased military presence; economic hard times; great

fire of 1760; small pox in early 60s; han. 1765 merchant Nathaniel Wheelwright declares bankruptcy, sending shockwaves, then a severe storm in March, and all resulted in unemployment, destitution, crime, violence, esp. in north end and dockside areas

NOW WRITES OF ASSISTANCE, the GRENVILLE comes into power, and all the while, impressment continues—new press in JULY 1764, that included Newport and other places

LIBERTY ISSUE—QUOTES ON P. 46 in CARP—3-400 waterfront community members threw stones at warships crew, then turned on the customs officials as the ship was towed into the harbor, with stones and brickbats, and then dragged a pleasure boat of a wealthy merchant through King Street and down to the Liberty Tree, staging a mock-vice-admiralty court and condemning the seizure,===they then brought the boat to the common and burned it before Hancock's door

8) "...in America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law ought to be King; and there ought to be no other."