

# **LOYALIST? GHOSTS OF THE HUDSON RIVER VALLEY**

## **Freedom And Dignity Project**

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**Grade Level:** 7 - 8 Social Studies

### **New York State Core Curriculum Unit Of Study:**

History of the United States and New York, Unit Three: A Nation is Created

### **New York State Learning Standards:**

1. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points of the United States and New York. This module addresses this standard by focusing on how individuals of different ethnic, national, and economic groups developed varying points of view regarding loyalty during the American Revolution.

4. Students will understand the concept of multiple causation by using historical evidence to understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives. This module addresses this standard by using documents that analyze why individuals chose to be Loyalists and the consequences of their choices.

### **Learning Objectives:**

To understand how events on the national level influenced and affected New Yorkers.

To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups

### **Content Outline:** Role of the Loyalists

### **Essential Questions:**

In a free country such as ours, people disagree on many key issues. How should those people who disagree with the majority opinion be treated? Do they have the right to disagree without fear of punishment or of being ostracized? To what extent can these people be silenced or withdrawn from society if they pose a substantial or potential threat to the safety of the others? To what extent may these people take an active role in support of their cause?

During the 1770's a movement towards independence developed in the 13 colonies. This eventually led to war and to the Declaration of Independence. Yet many people, known as loyalists, did not go along with this movement. They felt that it was in their best interest to remain part of the British empire. As it turned out, their cause was defeated. How should these loyalists have been treated by their fellow Americans? Does this teach us any lesson about the present?

**Time Allotment:** 2-3 class periods plus homework time

# LOYALIST? GHOSTS OF THE HUDSON RIVER VALLEY

## **Vocabulary (Key Terms):**

Majority	Committee of Safety	Necessities
Minority	Treason	Prisoner Exchange
Ostracized	Tenant	Continental Money
Tory	Shilling	Regular Soldier
Loyalist	Pound	Militia.
Patriot	Pence	
Rebel	Manor	
	Pension	
	Neutral	
	Reservations	

## **Materials / Resources:**

Appendix One: Loyalty

Appendix Two: Map of New York Counties during the Revolution

Appendix Three: Primary Sources

Appendix Four: Ghost chart for students to fill out

Name Signs for "ghosts"

Index cards with readings for "ghosts"

Small group discussion worksheet

Assignment Sheet

Group assignment sheet (teacher's record)

Rubric

## **Procedure:**

1. Whole group discussion on the meaning of the word "loyalty".

2. Divide class into groups of three or four students. Pick a good reader from each group and have them stand in front of the class. Give each reader a ghost card Part A. Give seated students the ghost charts.\*

3. Have "ghost" students read slowly and clearly from the cards. Seated students should fill in chart between each "ghost" report.\*\*

4. "Ghosts" should go back to their group. Have small group discussions on the following questions:

- In your opinion what made a person a loyalist or tory during the American Revolution?
- What were some of the important issues that caused some Americans to champion the continued rule of the British King?
- For people of the Hudson River Valley what was the cost of being a loyalist?
- What might cause a person to switch allegiance during the American Revolution?
- Does the end justify the means in a conflict?
- Have groups report out their opinions on these questions.
- Have "ghosts" report back to the front of the room. Give another student in each group an index card Part B. These students should go to the front of the room, pairing with their "ghost". One at a time they should address the ghost, telling them what happened to them in the future.
- Have students react to the consequences of being at least a suspected loyalist.
- Conduct a whole class discussion of the essential questions found above.
- Explain individual assignment.

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\* You may use as few or as many "ghost" scenarios as you choose. The scenarios are largely based on fact. However, some liberty was taken in describing the situations. Most of the "ghosts" were real people and I described their plight as accurately as possible. The scenarios of the women are based on situations that did exist but I took more license with them. Documentation on the sources is provided for each ghost.

\*\* Suggestion: Explain to the class that those who are seated are staunch patriots. However, they are good friends or close relatives of the "ghost" from their particular group. The "ghosts" from the other groups are strangers to them. See how this would impact the punishment they assigned the suspected loyalists.

### **Assessment:**

Quality of classroom discussion (general)

- Were students able to relate to the individual “ghosts”
- Could students accept that people have different viewpoints?
- How were students able to reconcile safety versus individual rights?
- Were students able to recognize similar issues in today's world?

Quality of completed written assignment (individual grade - see rubric)

## Appendix ONE

Loyalty is an interesting concept. It maybe easy to describe, but loyalty can be very difficult, if not painful to put into practice. One group, who lived where you now sit, were those people who chose to keep their allegiance (ie. Pledge of Allegiance) to the British Crown-King during the American Revolution.

The question of Loyalty to King or inalienable rights began soon after the threat of French invasion from Canada was removed, and when the British government began to work closer with Native Americans to protect the fur trade. Britain in 1763 had just finished a century long series of wars with France, the Seven Years War/French & Indian War.

Also, Britain had huge debts from the wars in addition to now having a huge navy and army that it had formed, trained, and equipped. Finally, The British Empire now extended not just from the island of Britain, the 13 colonies in North America, and colonies in the Caribbean BUT ALSO to controlling CANADA and INDIA.

Some people in the 13 colonies began to question their role in this new British empire. The British government for a variety of reasons began creating new laws requiring the colonists to do things as well as dusting off old forgotten laws which went against the interests of most colonists. As time went by in the 1760's and 1770's more and more disagreements over the proper role and rights of a colonist occurred between the colonists and the British Government. There were also disagreement between colonists over their proper role and rights within this new British Empire.

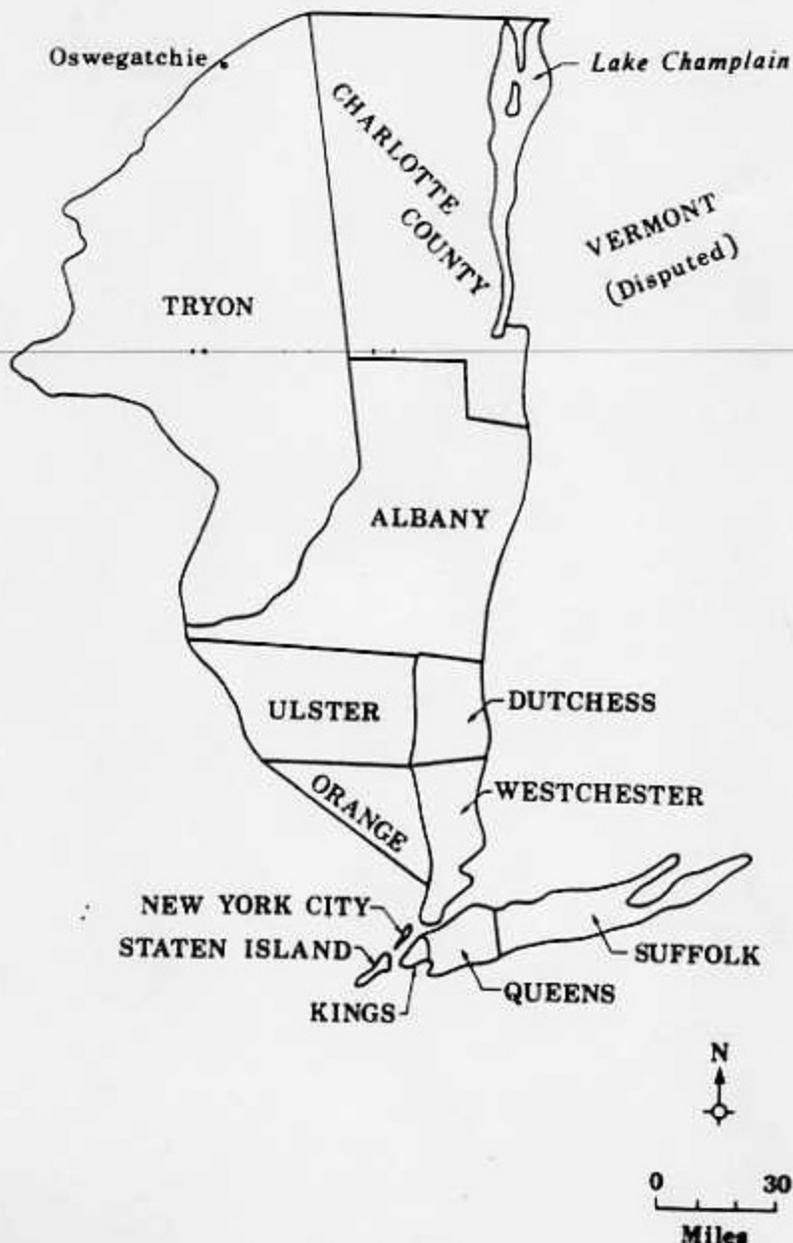
Some people in the colonies felt great love for Britain since that was either where they or their ancestors came from. Colonists also were impressed with this new Empire and the military might of Britain. Also, there was a long history in Britain of increasing the rights of the common person.

During the time before the first shots of the American Revolution were fired and then during the 11/4 year debate about independence and then for the rest of the war there was a moral dilemma for people who felt that their most important loyalty was to Britain even if some of their own rights were infringed.

## Appendix TWO

### Map of New York Counties During the Revolution

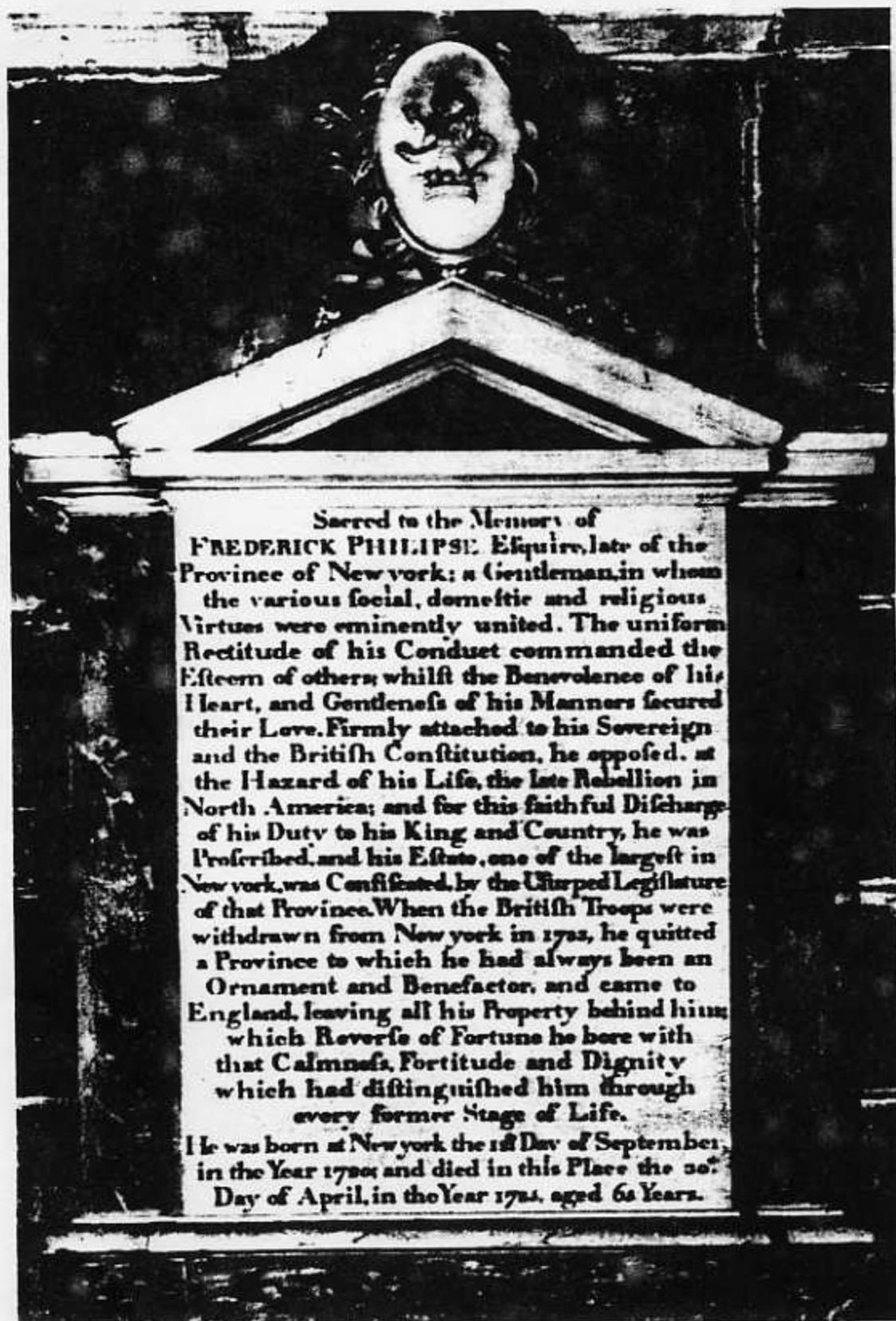
*The Loyal Colony of New York*



#### REVOLUTIONARY NEW YORK

Adapted from Wallace Brown, *The King's Friends* (Providence, 1965), 76; Alice P. Kenney, *Albany: Crossroads of Liberty* (New York, 1976), 33; James Truslow Adams and R. V. Colman, eds., *Atlas of American History* (New York, 1943), 72.

Chatam Cathedral, England



Sacred to the Memory of  
FREDERICK PHILIPSE, Esquire, late of the  
Province of New York; a Gentleman, in whom  
the various social, domestic and religious  
Virtues were eminently united. The uniform  
Rectitude of his Conduct commanded the  
Esteem of others; whilst the Benevolence of his  
Heart, and Gentleness of his Manners secured  
their Love. Firmly attached to his Sovereign  
and the British Constitution, he opposed, at  
the Hazard of his Life, the late Rebellion in  
North America; and for this faithful Discharge  
of his Duty to his King and Country, he was  
Proscribed, and his Estate, one of the largest in  
New York, was Confiscated, by the Usurped Legislature  
of that Province. When the British Troops were  
withdrawn from New York in 1783, he quitted  
a Province to which he had always been an  
Ornament and Benefactor, and came to  
England, leaving all his Property behind him;  
which Reverse of Fortune he bore with  
that Calmness, Fortitude and Dignity  
which had distinguished him through  
every former Stage of Life.

He was born at New York the 1st Day of September,  
in the Year 1720; and died in this Place the 30<sup>th</sup>  
Day of April, in the Year 1784, aged 64 Years.

# GHOSTS

## **Part A: Wife of tenant farmer**

Good day to you Sirs and Madams:

I am a poor widow woman, just trying to survive these hard times. My family lives on the Livingston Manor. My husband and his father before him were faithful, hardworking tenant farmers, paying rent to the collector year after year. Now I learn that the rebels want my sons to enlist in their cause. My sons are only teenage boys. They do not want to join the Continental Army. I need them here to do the farmwork. The rebels say that I will have to pay dearly if I do not let them join up. I need my sons to work the farm.

How else can we grow enough crops to pay the rent?

## **Part B: Wife of tenant farmer**

Madam: The patriots were not happy that your sons did not join the cause. They imposed a fine often shillings on you and your family. However, you had no money and could not pay the fine. The rebels felt sorry for you because you were a widow. They did not fine you. Be grateful. You got off easy. Many women farmed the land for years without the help of their soldier husbands or sons. But, like many other women of the time, you went nameless into history.

(Information based loosely on New York Loyalists by Philip Ranlet p. 128)

### **Part A: Frederick Philipse III**

Hello. My name is Frederick Philipse, III. I am proud to tell you that I am the third Lord of the Philipsburg Manor in Westchester County. A royal decree gave my family 90,000 acres of land along the southern shores of the Hudson River. We continually added more land. We built a fine manor house so that we could live amongst our tenant farmers and watch over the estate. Five times I was elected to the colonial assembly and I faithfully voted in support of my King on every issue. When this rebellion broke out I tried to live quietly on my land but I was not shy about letting people know that I still supported the King. Following the orders of George Washington, the rebel soldiers arrested me at my home in the summer of 1776 . They sent me to a prison in New Rochelle. Eventually, I was set free and I returned home to my family. But I took a chance to help my cause. I tried to send a secret message to the British forces, warning them about a rebel attack. The patriots intercepted my note. Now my family and I are fleeing to the safety of British held New York City. Fortunately we have a house there and we can wait out the rebellion in style. When the rebellion is crushed we will return to the manor. Please excuse me. I must rush. The rebels are on my heels. GOD SAVE THE KING!

**PartB: Frederick Philipse III**

Sir:

You never returned to your home on the manor. In 1779 the New York State legislature sentenced you to death for the crime of treason. You knew that this sentence would be carried out if you were caught. You and your family waited out the war in New York City. When the British withdrew in 1783, you moved to Chester, England. You lost all of the property that you owned in New York City and along the Hudson River. As a reward for your loyalty the King granted you a pension of 200 pounds a year. You became blind and died in 1786 at the age of 65. The people of Chester, England erected a memorial to you in their cathedral.

( Based on An American Loyalist by Stephan Bielinski - N.Y. S. Education Department)

### **Part A: Charles Vincent**

Good morning to you all: My name is Charles Vincent. I was born here in America and I lived in one of your neighboring towns on the Hudson River. Four years before the war started my uncle, who had no children, died and left me his 46 acre farm in Fish Kill. My wife, children and I moved into the house on the farm and began to till the soil. We planted crops on several acres and planned to clear more land as time went by. Then those minutemen fired on the British soldiers. I was so angry that I joined up with the King's forces as soon as they took over New York City. I was proud to serve with the Queen's Rangers until I got too sick to fight. I have just joined Colonel DeLancey's Regiment as a private and I plan to fight with him until the war is over. I don't care what happens to me, but my family is having trouble with their rebel neighbors. I may not have a farm left when this rebellion is over.

### **Part B: Charles Vincent**

You were right. Private Vincent. Your patriot neighbors stole the 40 bushels of wheat and 70 bushels of buckwheat that you had stored on your farm. A Captain Hill of the American forces turned your family out of your home. He stole 5 hogs, most of your furniture and the money (15 pounds) that your wife had saved. Your family was forced to flee to New York City. After the war you, your wife and children moved to Canada. There you asked the British authorities to repay you for your loyalty. You valued your land at 10 pounds per acre. No witnesses were present to support your claim. So the authorities turned down your claim saying that the value you placed on the land was too high. You served your King all those years and yet you lost all your possessions and had to start over again. Word from New York tells us that a family by the name of Macgill is living on your land.

(Based on The Civil Sword by Gerard R. Vincent. - see also [www.ancestry.com](http://www.ancestry.com))

### **Part A: Chainbreaker**

Greetings: My own people call me Tan Wr Nyrs, but you may call me Chainbreaker. I am a war chief of the mighty Senecas of the Iroquois Confederacy. My home is in the Genesee Valley, but for many, many years my people have traveled in the direction of the rising sun in order to trade. The English living in the Hudson River Valley prize the furs we bring them, especially the fur of the beaver. My people have always befriended the English. But trouble has broken out between the American English and the Great King across the Waters. The Americans have asked us to remain neutral in their fight against the King. They say that the quarrel has nothing to do with us. However, redcoat war chiefs came to meet with us. They have given us many fine presents that come from across the great waters. The redcoats have reminded us how we fought for the King against his enemies the French and they asked us to help them fight again. Joseph Brant, a Mohawk war chief, says that only cowards refuse to fight for our friend the King. The warriors of the Seneca, Mohawk and Cayuga tribes have agreed with him. Now we are on the war path, preparing to help a redcoat chief named St. Leger attack the Americans at a place called Oriskany.

### **Part B: Chainbreaker**

Chainbreaker, the redcoats and their Iroquois allies were not victorious at Oriskany. Instead, you fled back into the forest and returned to your home near the Genesee River. You and other warriors attacked numerous log cabins and small towns on the frontier. Eventually George Washington sent an army into the Iroquois territory. This army burned villages, destroyed crops,

and killed many of your people. Many Iroquois had to flee to Canada or move onto reservations. Even though you call George Washington by the name of Town Destroyer, you eventually made peace with him. You and other chiefs met him in Philadelphia when he was president of the United States. You fought on the American side during the War of 1812. You lived to be an old man, respected by your own people and by many others.

(Based on Chainbreaker's War edited by Jeanne Winston Adier )

### **Part A: James Irwin**

Sshh! Do not say a word. I must be very quiet. The rebel jailers are looking for me. My name is James Irwin and I have just escaped from the Poughkeepsie jail. I have been a prisoner since the 13th day of October in the year 1778. They have kept me in irons and they have threatened to hang me. Yesterday, the 30th of January, I took my chances and fled. I hope to make it safely to the British lines. Until this war broke out I was a carpenter, living quietly in the County of Ulster in the Province of New York. I joined General Howe's army in New York City. Following the General's orders I went back to the Hudson River Valley in order to capture rebel leaders and bring them to our own jails. I was able to bring in many violent patriots, including John Thomas and William Miller. Please do not tell anyone that I am hiding in the forest. When night comes I will continue my journey toward the British lines.

### **Part B: James Irwin**

James, once you made it safely across the British lines you continued to serve the needs of the British General Howe. In 1781, you were captured by the rebels again. This time you were imprisoned in Fish Kill. You remained there until March, 1783. By this time the war was over and you were allowed to go back to New York City. You moved to the town of Digby in Nova Scotia, Canada. There you petitioned the King to reward you for your services and for the loss of your Ulster County carpentry business.

(Based on information from the Loyalist Institute: Claim of James Irwin of New York. [www.royalprovincial.com/military/mems/ny](http://www.royalprovincial.com/military/mems/ny))

### **Part A: Kingston housewife**

4 Tis not a good day in Kingston. You see how upset we women are! Most of our men are off to fight against the British and we women have been left by ourselves to care for our families. The fields surrounding our fair town grow some of the best grain in all of the colonies. Before the war started we were able afford to buy flour for our baking. But now the storekeeper is charging us too much. He tells us that the price is so high because most of the grain is shipped to George Washington's troops as soon as it is harvested. Other things, like salt and tea, are also hard to get. In the past we have raided warehouses and stores to get what we need. Today we are marching on the Committee of Safety. We are going to tell our patriot leaders that if they do not provide us with more food we will no longer let our husbands and sons fight for the rebel cause. Come along with us. THE MORE THE MERRIER!

### **Part B: Kingston Housewife**

You and your Kingston neighbors marched on the Committee of Safety. You gave these men a good scolding and told them that it was their duty to see that civilians were protected and provided for during this war against the mother country. The Committee tried to regulate the prices of necessities such as grain and salt. They also limited the amount of farm products that could be sold outside of Ulster County. But you still had to make many personal sacrifices during the war. About one year after your little riot, British troops marched into Kingston and set the town on fire. You had to flee to the village of Hurley for your own safety. Eventually, you and your family returned to Kingston and had to rebuild everything.

(Based on information in Rip Van Winkle's Neighbor's by Thomas Wermuth, pp.74-80)

### **Part A: James Delancey**

ATTENTION new members of the Westchester Volunteers! We are gathered here today in order to form a militia of part time soldiers who will assist the British army any way we can. The rebels have their minutemen. We will have our Westchester Refugees! Most of you know me. My name is James Delancey. I come from a rich and powerful New York family and I have been the High Sheriff of Westchester County for several years. I have sworn to uphold the King's law. Now I have been appointed the commanding officer of this militia. It is time for us to take action. We will act as spies, scouts, and guides for the regulars. We will raid the farms and homes of patriots in order to provide the animals and food that the army needs. If necessary we will attack units of the patriot army or militia. In short, we will do everything necessary to support the King's troops. REMEMBER, we must do these things in order to protect our homes, our families, and our way of life.

### **Part B: James Delancey**

Colonel Delancey, you and your men were very successful in helping the British cause. You were known as the "Scourge of the Bronx". Patriots considered you no better than a highway bandit. At one point a band of rebels surrounded your house in West Farms. They found you hiding under a bed. You were arrested and taken to Connecticut. Eventually you were released in a prisoner exchange and you returned to your militia. Even though you and your men won most of your battles, the British lost the war. You fled to Annapolis in Nova Scotia, Canada. Here you prospered, remaining a rich and powerful man. Rumor has it, that when you fled you took six barrels of cash with you.

( Based on The Civil Sword by G. R. Vincent)

**Part A: Nelly Losee**

Hello. I am Nelly Losee. My husband and I have been living on a farm in Beekman's in the Hudson River Valley for many years now. It was here that we raised our family. We have always tried to live in peace, even after the troubles started. But my hotheaded son had to run off and enlist in the British forces. We hear from him once in awhile and ,of course, we send him packages of food, socks, and blankets as often as we can. Other than that we have tried to mind our own business. But now we hear that the patriots' Committee of Safety wants to fine us for having a son on the British side. They say we owe the money because he is not serving the rebel cause. We are neutral. It's not fair that they want us to pay.

**Part B: Nelly Losee**

Nelly, the Americans tried to fine you 9 pence for every pound in property value that you owned. They valued your property at 135 pounds. The tax collector would only accept the tax if it was paid in pounds sterling or in New York Currency. The little bit of money you had was the almost worthless Continental Money. You could not pay the fine.

(Based loosely on The Civil Sword by G. R. Vincent p. 241)

### **Part A: Roeloff Josiah Eitinge**

Listen to me. neighbors and friends! I am not your enemy. I am your storekeeper, Roeloff Eitinge. You have known me for years. I was born here in New Paltz and so were my wife and children. I have not and never will aid your enemy, the British. However, the Ulster County Commission for Detecting and Defeating Conspiracies has summoned me to appear before them. They accuse me of being a loyalist because I refused to accept Continental money for payment in my store. Haven't they heard the saying "Not worth a Continental"? How can I stay in business if the money I am paid for my products is worthless?

### **Part B: Roeloff Josiah Eitinge**

The Commission sent to you to jail in Fishkill and then exiled you to Connecticut and even as far away as New Hampshire. Eventually they gave you a chance to take the oath of allegiance to the patriot cause, but you refused to take the oath. So that you would no longer be a threat, you were sent to New York City to live with the enemy. Your family remained in New Paltz during the war. When the war ended you returned home and your neighbors and friends accepted you back. You continued to run your store and held some elected positions in your town.

( Based on "A Suspected Loyalist in the Rural Hudson Valley: The Revolutionary War Experience of Josiah Eitinge" by Kenneth Shefeiek, The Hudson River Valley Review. Summer, 2003, pp. 27-51.)

## Treatment of Loyalists by Patriots

In many instances committees did assist in protecting Loyalists from unruly Patriot mobs. This, however, was not universal. The following excerpt is from the correspondence of John Younglove to Albany Committee, Feb. 26, 1778. He is complaining of excesses committed by over zealous Patriots.

“In one case at Cambridge in Charlotte County, the local committee was meeting and upon hearing a great noise at the door we opened it and saw two long Strings of Men – with each a large long whip - and as soon as we got out, (a mob leader) Repeated a long Harrangue Concerning the Tories; and we saw one Man they had Tied, in order to be •whipp 'd thro' the Guantlet as they called it; and on that -we gave them advice to be Careful of their Conduct and behave -with Humanity; immediately the Committee –was ordered to go thro' the Guantlet first for not putting the Tories to Punishment... and immediately laid Violent Hands on the Committee, and drew Some of them some distance thro' and on resistance they got out. .. then the Committeemen were told that no damn 'd Committees or Congresses dare resent what they did or said. Excesses against Tories did not end with cessation of hostilities.

On May 16, 1783 a group of thirty men set about punishing those whom they had thought to have been Tories. Arriving at the home of Joseph Orser the First man that entered was . . . Israel Honeywell with a large club in his hand and without saying a word. . . instantly struck him over the head with the... club, which laid the . . . Scull bare . . . others joining in the beating.... { They } repeated their blows until they had nearly put an end to { his } life ant then left him weltering in his blood.. . {He} has never given any occasion for such treatment... he has not bore arms during the late contest but has endeavored to live in a peaceable manner during the whole time The same day this group visited John Orser repeating their performance and in the end stealing three horses from the man.”



# **LOYALIST? GHOSTS OF THE HUDSON RIVER VALLEY**

## **ASSIGNMENT SHEET**

You live in a small community in the Hudson River Valley during the American Revolution. Your town has a newspaper that supports the loyalist (Tory) cause. The name of the newspaper is the Royal Gazette. You have just been hired to work for this weekly and your boss has told you to complete one of the following tasks for the next edition.

- A. Write three headlines for stories that will appear in the paper.
- B. Draw a cartoon supporting the loyalist cause.
- C. Draw an advertisement for recruitment into a local military unit
- D. Write a short article describing a patriot abuse of a loyalist
- E. Write an editorial supporting the loyalist cause

You live in the same community, but you do not work for the newspaper. However, you would like to express your opinion. You sit down at the table and write a letter to the editor of the Royal Gazette in the hope that it will be printed.

- F. Write a letter to the editor supporting the loyalist cause
- G. Write a letter to the editor describing an abuse you or one of your friends have suffered as a loyalist.

### **ASSIGNMENT:**

Each person in your group must pick one of the above choices ( A-G). However, two people in the same group cannot complete the same task. Decide amongst yourselves who will do what. (Any problems - talk to me.) When you have made your choices fill out the form below.

I will be completing Choice \_\_\_\_\_.

Use information that you have learned in class to help you complete your task. Also, share ideas with one another as you work.

Due date:



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## Group assignment sheet

After the people in your group have chosen their tasks, please fill in the information below.

Your name

Task

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## **LOYALIST? GHOSTS OF THE HUDSON RIVER VALLEY**

### **Rubric for written assignment**

- 0 - The student made no attempt to complete assignment; paper not handed in.
- 1 - The student handed in paper, but did not address the topic assigned.
- 2 - The student made an attempt to address the topic assigned, but strayed off task.
- 3 - The student effectively addressed the topic assigned; effectively presented the loyalist position.
- 4 - The student addressed the topic in an clear and precise manner; made an outstanding and persuasive argument for the loyalist cause.