

The Occupied City: Life in Revolutionary Era New York

MUSEUM
OF THE
CITY
OF NEW YORK

Social Studies,
Grades 6-8

This lesson plan aligns
with...

NYS Standards for Social
Framework 7.A.3, 7.A.4,
7.A.5, 7.2e, 7.3b, 7.3d

NYCPS Passport to
Social Studies: Grade
7, Unit 2: The Road to
Independence, 7.3a&b, 7.3c

See **Appendix C** for
more information about
alignment to New York
City and State Academic
Standards.

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New York, NY 10029

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Center for New York City History.



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Introduction

New York City was at the center of the Revolutionary War — the site of the largest battle of the conflict, the longest British military occupation, and the final departure of British forces from American soil. Home to revolutionaries, Loyalists, and neutrals; merchants and workers; immigrants; free and enslaved Black people; and Native peoples, the city was already the world’s most diverse—and among the most deeply polarized. For seven years, New Yorkers endured a brutal British military occupation that tore the city’s social and economic fabric. Everyday decisions became controversies that estranged families and communities. The city was so divided that it was not certain that New York would join the new nation.

In this lesson, students will complete a jigsaw activity to learn about four individuals who lived in and around New York City during the Revolutionary Era. Students will work in groups to learn about each person’s unique perspective by analyzing primary and secondary source documents and presenting their research findings to their classmates. Did their character choose to join the fight as a Revolutionary? Did they remain loyal to the British crown? Or did they fall somewhere in between? How did their decisions and actions influence their life during and after the revolution?

Lesson Pacing

If teaching this lesson in its entirety, we recommend that the lesson be split into four to five 55-minute class sessions. Below are the suggested pacing and estimated durations for each activity.

5 min	Introduce Essential Question
25 min	Activity 1: Would You Be a Revolutionary Quiz
25 min	Activity 2: Setting the Stage
110 min -165 min	Activity 3: Life in Revolutionary New York Jig-Saw
	└ Part I: Research (55 min)
	└ Part II: Presentation Prep (15 - 55 min)
	└ Part III: Presentations (30 - 55 min)
10 min	Final Reflection

Although designed to be taught together as a cohesive lesson, the documents and activities in this lesson plan may also be used independently and integrated into existing lesson plans or curricular frameworks.

Objectives

Students will...

- Analyze evidence in terms of historical context, content, authorship, and point of view
- Describe and analyze the arguments of their assigned individual
- Make inferences and draw conclusions about their assigned individual
- Examine the colonial response to new economic and political policies enacted by the British government
- Investigate methods enslaved Africans used to survive and resist their conditions
- Investigate different perspectives on British Rule.

Essential Question:

How did circumstances and identity shape the experiences, decisions, and actions of people living in and around New York City during the Revolutionary War Era?

ACTIVITY 1

Warm-Up: Would You Be a Revolutionary Quiz

New Yorkers, like other colonists, were deeply divided about how to respond to British policies in the 1760s and 1770s. In this warm-up activity, students will be asked to consider how they would respond to seven hotly contested British policies.

Procedure:

1. Distribute one **Position Card** (Appendix B) per student.
2. Display the Would You Be a **Revolutionary Slide Deck** (Appendix A) or read out each policy and position question listed below.
3. Ask students to mark “Yes” on their position card if they agree with the position statement or “No” if they disagree with the position statement.
4. Once students have answered all questions, ask them to total the number of yeses and nos to reveal if they are a Revolutionary, a Loyalist, or somewhere in between.
5. Display the final slide of the Would You Be a Revolutionary Slide Deck or read the Results: Are You a Revolutionary? listed below out loud.

TERRITORY

After the French and Indian War, the British prohibited colonial settlement west of the Appalachian Mountains.

Should New Yorkers have a right to western lands?

TAXES

After a victory in the French and Indian War, Britain is weighed down by staggering debt associated with the conflict. They look to the colonies to pay some of the costs of protecting British North America.

Should New Yorkers protest higher taxes?

TRADE

To raise money and to slow illegal trade with French and Spanish colonies, Parliament passed laws to strengthen control over colonial trade.

Should colonial New Yorkers control their own economy?

TROOPS

Britain asked New Yorkers to cover the costs of housing and feeding troops. When the New York Assembly refused, Britain disbanded the colonial government until they cooperated.

Should New Yorkers pay for protection by British troops?

SLAVERY AND SELF-GOVERNMENT

In the Somerset v Stewart case of 1772, Lord Mansfield ruled that, under English law, enslaved people could not be taken out of England against their will. Antislavery advocates supported the decision, while some enslavers feared it signaled that the British courts might move against slavery across the empire.

Should New Yorkers determine their own laws governing the practice of slavery?

TRIAL BY JURY

When Parliament doubled down on enforcing the Navigation Acts, colonists complained that the accused (often smugglers) were tried by courts that lacked juries and were presided over by Crown-appointed judges.

Should New Yorkers have the right to be tried by a jury of their peers?

Results: Are You a Revolutionary?

- 5-6 Yeses / 0-1 Nos** You're a Revolutionary. Get ready to support boycotts and join a street protest against imperial officials.
- 4 Yeses / 2 Nos** You lean towards the Revolutionary side. You might sign a petition and will keep a careful eye on what the Sons of Liberty propose.
- 3 Yeses / 3 Nos** You're on the fence. Try to keep your head down and stay safe.
- 2 Yes / 4-5 Nos** You lean toward the Loyalist side. You might not agree with everything Britain does, but you see the benefit of staying part of the Empire.
- 0-1 Yeses / 5-6 Nos** You're a Loyalist. You support Parliament and hope the King of England will quiet the noisy Revolutionaries.

Activity Reflection Questions

Consider the questions below as a guide for individual or group reflection:

- Before the activity, did you think you would have been a Revolutionary or a Loyalist?
- Where did you land based on the quiz? Were you surprised by your results?
- Did any of the policies surprise you? Were any of the policies new to you?
- Did your answers to any of the position questions surprise you? Did you find any of the position questions hard to answer? If so, why?

ACTIVITY 2

Setting the Stage: Revolution Timeline

In this activity, students will work in groups to construct a timeline of significant events of the Revolutionary Era. As they construct their timeline, students will be asked to consider the effect of each event on New York City and its people.

Procedure:

1. Distribute one copy of the **Revolution Timeline: Key Events Graphic Organizer** to each student.
2. Distribute one set of **Revolution Timeline: Key Event Cards** to each group.
3. Instruct students to work together to first place the events in chronological order, then organize the information provided on each Key Event Card into their Graphic Organizer.
4. Using the **Revolution Timeline Answer Key** as a reference, review students' responses and ensure their Graphic Organizers are completed correctly.
5. Students may use their completed and corrected Graphic Organizers as an additional resource during **Activity 3: Life in Revolutionary New York Jig-Saw**.

ACTIVITY 3

Life in Revolutionary New York Jig-Saw

In this activity, students will explore what life was like in and around New York City during the Revolutionary War Era. Students will be divided into four groups. Each group is assigned one of four individuals: **Isaac Sears**, **Charity Clarke**, **Harry Washington**, or **Daniel Nimham**, and provided with the corresponding **Document Set**. Each document set includes a character introduction and four primary source documents related to the character.

As they examine the contents of the document set, students consider which side of the war their character chose to align with – British or Revolutionary- their decisions in navigating this tumultuous time in New York City history, and what motivated them to take action. The provided **Character Research Graphic Organizer** helps students organize their thoughts and collect evidence from the documents.

Each group will present their findings to the rest of the class in the form of an oral presentation, poster, or slide deck.

Materials:

Teacher Facing (Appendix A)

- **Character Descriptions and Document Connections**

Student Facing (Appendix B)

- **Document Sets**
- **Character Research Graphic Organizer**

Procedure:

Part I: Research

1. Divide students into four groups
2. Assign an individual to each group and distribute the corresponding **Document Set** to each group.
3. Distribute one **Character Research Graphic Organizer** to each student.
4. Instruct students to examine the contents of their Document Set and use the Graphic Organizer to record their answers to each research question with supporting document-based evidence.
5. Optional Extension: Have students do their own research. Challenge students to find two additional primary or secondary source documents related to their character.

Part II: Presentation Prep

See below for suggested presentation formats:

Option 1: Oral Presentations

Students read their findings aloud from the graphic organizer. Ask students to prepare by deciding who will read each section of the graphic organizer.

Option 2: Slide deck

Ask students to create a slide deck to present their findings using their graphic organizer as a guide. Provide digital copies of the document sets so that students have the option to include the documents in their slides.

Option 3: Poster Presentations

Ask students to create a poster using the information from their graphic organizer and copies of the documents from their document set.

Part III: Presentations

1. Distribute three additional copies of the **Character Research: Graphic Organizer** to each student
2. When their group is not presenting, students should take notes about each individual in a new Graphic Organizer.

ACTIVITY 4

Final Reflection

As a culminating activity for this lesson, students return to the essential question presented at the beginning of the lesson.

Procedure:

1. Ask students to write their response to the lesson's essential question: How did circumstances and identity shape the experiences, decisions, and actions of individuals and groups living in and around New York City during the Revolutionary War Era?
2. You may choose to end the lesson here and collect their responses as an Exit Ticket or ask students to discuss their responses as a class, in small groups, or in pairs.

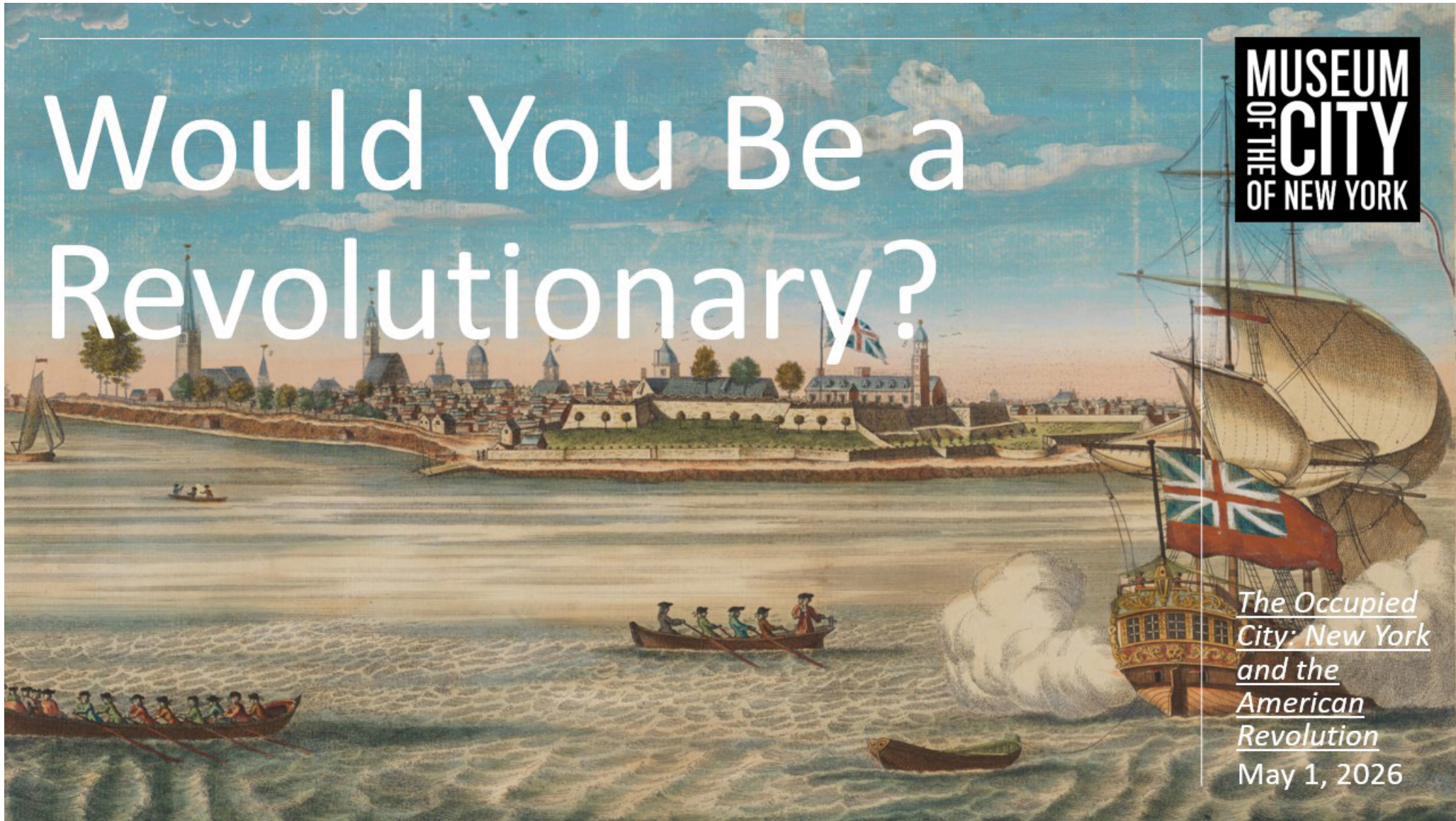
APPENDIX A: TEACHER MATERIALS

Page 1	Would You Be a Revolutionary Slide deck
Page 10	Revolution Timeline Answer Key
Page 12	Isaac Sears: Character Description and Document Connections
Page 13	Charity Clarke: Character Description and Document Connections
Page 14	Harry Washington: Character Description and Document Connections
Page 15	Daniel Nimham: Character Description and Document Connections

Would You Be a Revolutionary?

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*The Occupied
City: New York
and the
American
Revolution*
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Territory

After the French and Indian War, the British prohibit colonial settlement west of the Appalachian Mountains.

Should New Yorkers have a right to western lands?

Taxes

After a victory in the French and Indian War, Britain is weighed down by staggering debt. They look to the colonies to pay some of the costs of protecting British North America.

Should New Yorkers protest higher taxes?

Trade

To raise money and to slow illegal trade with French and Spanish colonies, Parliament passes laws to strengthen control over colonial trade.

Should colonial New Yorkers control their own economy?

Troops

Britain asks New Yorkers to cover the costs of housing and feeding troops. When the New York Assembly refuses, Britain disbands the colonial government until they cooperate.

Should New Yorkers resist paying for protection by British troops?

Slavery and Self-Government

In the *Somerset v Stewart* case of 1772, Lord Mansfield ruled that, under English law, enslaved people could not be taken out of England against their will. Antislavery advocates supported the decision, while some enslavers feared it signaled that the British courts might move against slavery across the empire.

Should New Yorkers defend their right to determine their own laws governing the practice of slavery?

Trial by Jury

When Parliament doubled down on enforcing the Navigation Acts, colonists complained that the accused (often smugglers) were tried by courts that lacked juries and were presided over by Crown-appointed judges.

Should New Yorkers have the right to be tried by a jury of their peers?

Results: Are You a Revolutionary?

Are You a Revolutionary?

5-6 Yeses/0-1 Nos

You're a Revolutionary. Get ready to support boycotts and join a street protest against imperial officials.

4 Yeses/2 Nos

You lean towards the Revolutionary side. You might sign a petition and will keep a careful eye on what the Sons of Liberty propose.

3 Yeses/3 Nos

You're on the fence. Try to keep your head down and stay safe.

2 Yes/4-5 Nos

You lean toward the Loyalist side. You might not agree with everything Britain does, but you see the benefit of staying part of the Empire.

0-1 Yeses/5-6 Nos

You're a Loyalist. You support Parliament and hope the King will quiet the noisy Revolutionaries.

Revolution Timeline Answer Key

Date of the Event	Main Event	Effect on New York
1754-1765	The British fought the French and Indian War to determine which empire would control North America.	New York City is used as a headquarters. Funding and resources coming into the city drive prosperity and wealth among New Yorkers.
1763	The French and Indian War ends, and though the British win, they are victorious at great cost. The British began to increase taxes and regulations on the colonies to pay for the war.	New York City businesses and the economy suffer due to the loss of war funding, crackdowns on illegal trade, and other efforts by the British to increase their control of the colonies.
March 1765	Britain passed the Stamp Act, a tax mainly on paper goods, sparking widespread resistance throughout the colonies.	The largest protest occurs in New York City when thousands March to Fort George, the largest British fort in the city.
1765	Resistance to the Stamp Act led to the creation of the Sons of Liberty – a group of colonists advocating for colonial rights and self-government.	Colonists in New York City establish their own branch of the Sons of Liberty, including many people suffering from post-war economic hardship.
1770	Tensions between colonists and the empire escalate thanks to additional taxes, crackdowns on colonial assemblies, and the presence of British soldiers. When soldiers kill five people on the streets of Boston, colonial critics call the event the Boston Massacre.	Two months earlier, in response to the same taxes and restrictions, New York saw widespread protests and bloodshed in the Battle of Golden Hill between British troops and protesters.
1773	The British passed the Tea Act, which increased British control of the tea trade. New York merchants and smugglers are hit hard by new regulations.	As in Boston, New York protesters dump tea into the harbor in their own “tea party”. In response to increased resistance, the British moved warships into New York Harbor.
April 1775	Colonial militia and British regulars fight the first battles of the Revolutionary War, at Lexington and Concord in Massachusetts.	In response, New York protesters take to the streets carrying weapons and intimidating Loyalists. They establish committees and groups to govern the city, punish Loyalists, and boycott British goods.

Spring 1776	The British and the Revolutionaries prepare for war after George Washington's victory in Boston. Both groups believe controlling New York City is the key to victory.	The Americans occupy the city and prepare defenses, while the British prepare an invasion force. Streets in New York are turned into barricades (walls), and the revolutionaries in the city prepare to fight.
July 1776	In July 1776, the Declaration of Independence was passed by the Continental Congress.	When the Declaration is read aloud in New York City, a mob of Revolutionaries marches to Bowling Green Park to tear down a statue of King George III. The statue is melted down and turned into over 42,000 bullets for the Continental Army.
Aug-Nov 1776	In August of 1776, the British began their invasion. In battles across Brooklyn and Manhattan, the Continental Army is defeated and forced to retreat. By November 1776, George Washington had left New York, taking his army into New Jersey.	In New York City, residents face fighting in their streets. Following the defeat, they had a choice: to leave the city and possibly lose their property and land, or to remain in the city and live under oppressive British rule.

Isaac Sears: Character Description and Document Connections

During the French and Indian War, Isaac Sears made money at sea as a privateer for Great Britain. With the end of the war came the end of a period of economic prosperity in New York City. Like many New Yorkers, Sears immediately felt the impact of the British Parliament's new policies and taxes. In particular, he was affected by the Sugar Act, which abruptly ended Sears' sugar trade in the West Indies. Sears quickly became a prominent figure in New York City as a founding member of the New York chapter of the Sons of Liberty.

The New York chapter of the Sons of Liberty—the second after Boston's— was formed at the Burns Coffee House across the street from Bowling Green in 1765. Members of the Sons of Liberty included New Yorkers from across the economic spectrum. They became a radical voice in the colonies, leading mass resistance including protests, boycotts, and sometimes violent acts.

Sears was well known for leading many of the Sons of Liberty's protests and other actions. **Document #1**, created years after the Revolutionary War, depicts Sears addressing a "mob" outside a coffee house. **Documents #2** and **#3** reference a particularly violent act led by Sears in which he stormed and raided the printing office of Loyalist printer, James Rivington. Sears wrote proudly of this act in **Document #2**, his letter to Congressman Roger Sherman, and seems to seek the approval of Sherman and other members of Congress. **Document #3** reveals that some members of Congress, including Congressman Alexander Hamilton, disapproved of Sears's methods. In his letter to fellow Congressman John Jay, Hamilton expresses concern over Sears' radical methods.

Hamilton's disapproval – and perhaps that of other members of Congress – may have influenced their decision not to appoint Sears as a Commander of the Navy. In that same letter to Sherman, **Document #2**, Sears laments this decision and expresses his concern that it may lead to his dishonor.

Although he did serve in the Continental Army for a brief period at the beginning of the war, Sears would eventually leave the colonies and earn himself a small fortune privateering until his death at sea in 1786 near Guangzhou, China.

Charity Clarke: Character Description and Document Connections

Born in New York City in 1747, Charity Clarke was a teenager when political unrest began in New York City in the 1760s. The daughter of a retired British Major, Charity enjoyed a comfortable life growing up in Chelsea House, a farmhouse surrounded by woods and streams on what is now West 18th to West 24th Streets between 8th and 10th Avenues.

Though loyal to the British Crown and considering herself English, Clarke was alienated by Parliament's increasingly oppressive policies. In letters to her cousin in England – **Document #1** and **Document #2** - she condemned Parliament's actions and warned that colonists would resist any threat to their liberties.

Excluded from formal politics, Clarke found purpose in a women-led resistance movement that promoted the use of homespun cloth instead of British imported textiles. She believed women could play a vital role in the struggle through economic defiance. Although not referenced specifically in her letters, she may have been part of the Daughters of Liberty, a group of women who organized themselves in support of the Patriot cause and provided support to the Sons of Liberty.

Document #3 "Address to the Ladies," originally published in the Boston Post-Boy and widely reprinted across the colonies, lists some of the ways that women could join in the Patriot cause without stepping outside of their gender role – including the homespun movement that Clarke references in her letters. It also calls for the boycott of other imported British products like tea.

Although many of her critiques of Parliament aligned with views of the American Patriots, Clarke was clear in her letters that she favored a restoration of English rights rather than a revolution for independence. For Clarke and her family, supporting American independence would have come at a great cost. When the British occupied New York City in September 1776, many Patriots were forced to flee the city as refugees. If the Clarke family had chosen to support independence, what would have become of their home, their fortune, and their reputation? What would it have meant for Charity Clarke as a young, unmarried woman to diverge from her family and commit to supporting independence? Ultimately, Charity Clarke and her family remained in New York City during British occupation, and in 1779 she married Loyalist clergyman, Reverend Benjamin Moore.

Today, Charity Clarke's passionate letters are often cited as an example of early Patriot sentiment among women, but was she a true Patriot, or do her later decisions and actions place her firmly in the Loyalist camp? Charity Clarke's story illustrates the nuanced position between Revolutionary and Loyalist, the unique challenges that women faced in the revolution, and the divisions within families during the war.

Harry Washington: Character Description and Document Connections

Harry Washington was born near the Gambia River in West Africa, where he was abducted as a young man and sold into slavery. He was then transported to the Virginia colony, where he was purchased by General George Washington and enslaved on Washington's private estate, Mount Vernon.

Harry Washington was enslaved at George Washington's Mount Vernon in Virginia when John Murray, 4th Earl of Dunmore, the Royal Governor of the Virginia Colony, issued his proclamation (**Document #1**) on November 7, 1775. This proclamation, now known as Dunmore's Proclamation, offered freedom to those enslaved by Patriots should they flee to join the British Army. After an unsuccessful escape in 1771, Harry Washington seized this new opportunity – he fled successfully and joined the British Army as a member of the Black Pioneers. After leaving Virginia with the Army, he lived in British-occupied New York City among a growing free Black community in New York.

After the war, although the Treaty of Paris called for the return of all property belonging to Patriots – including the formerly enslaved – British officials upheld their promise of freedom. Black Loyalists, like Harry Washington, however, would first have to provide proof of their service to guarantee their freedom, which Harry Washington did. In **Document #2**, we see Harry Washington and his wife Jenny, listed in the Book of Negros – the document that recorded all the Black Loyalists whose cases were successful. In the book, Harry and Jenny are listed on a page of Black Loyalists headed for Nova Scotia aboard the ship *L'Abourdance*.

Though life in Nova Scotia was difficult, Harry Washington built property and farmland there. Later, he joined more than 1,000 Black settlers who relocated to Sierra Leone (**Document #3**).

Daniel Nimham: Character Description and Document Connections

Daniel Nimham was the last known sachem, or leader, of the Wappinger people. Beginning in the late 1600s, powerful American landowners made claims to the Wappinger's ancestral homelands, the Hudson Valley Highlands, in what are today Putnam County and Dutchess County, New York. The Wappinger made several appeals to the British government to regain control of their land, even travelling all the way to England to make their case. **Document #1** is an example of one of these appeals.

The document is a copy of the decision made by a council of colonial government officials that met in New York City on March 11, 1767, to review the Wappinger's case. The council decided that the land had been fairly purchased and therefore rightfully belonged to the American landowner named in the case. After many such failed attempts seeking British support to recover their lost territory, the Wappinger people eventually left their homelands and moved to Stockbridge, Massachusetts, where they became part of the Stockbridge tribe.

When the American colonists declared independence, many other Native nations - including those of the Haudenosaunee Confederacy - chose to align themselves with the British, hoping that they would prevent the colonists from settling further west into their territories. The Stockbridge, understandably, given their prior relationship with the British, instead went to the American revolutionary leaders to propose a partnership.

The Stockbridge chief, Chief Solomon, made a speech to the Continental Congress (**Document #2**) in which he pledged the allegiance of his people to the Patriots with the hope that, should they win the war, they would help his people to recover their land.

The Stockbridge would uphold their end of the agreement, fighting alongside the Patriots in several battles across New York. On August 31, 1778, Nimham, his son, and their entire company were ambushed by British troops and lost their lives at the Battle of Kingsbridge in the Bronx. Their bodies were left on the field to be consumed by dogs.

Document #3 provides further evidence that the Stockbridge's allegiance to the Patriots did little to improve their treatment. In this 1782 memorial written by members of the Stockbridge tribe to the Continental Congress, the Stockbridge lament that despite their great sacrifice, American colonists continued to expand their territory westward into Stockbridge lands, and local colonial governments failed to support the Stockbridge's claims to those lands.

Today, after generations of displacement, the Stockbridge-Munsee Band of Mohican Indians live in Wisconsin, but their ancestors have not been forgotten. The spot where Daniel Nimham and his company died is called "Indian Field" and is part of Van Cortlandt Park in the Bronx. A simple monument there recalls the events of the battle. In 2022, a statue of Nimham was erected in Fishkill, New York, part of the Wappinger homelands, to honor not only Nimham's bravery and sacrifice, but that of all of his people killed there.

APPENDIX B: STUDENT FACING MATERIALS

- Page 1 **Would You Be a Revolutionary Position Card**
- Page 2 **Revolution Timeline Key Event Cards**
- Page 4 **Revolution Timeline: Key Events Graphic Organizer**
- Page 5 **Character Investigation Graphic Organizer**
- Page 6 **Document Set: Isaac Sears**
Isaac Sears Character Intro
Document #1 Sears Leading the Mob
Document #2 Excerpts of Isaac Sears's Letter to Congressman Sherman
Document #3: Alexander Hamilton's Letter to John Jay
Document #4 Excerpt from Philip Freneau's Poem Hugh Gaine's Life
- Page 15 **Document Set: Charity Clarke**
Charity Clarke Character Intro
Document #1: Charity Clarke Letter to Cousin John Jekyll (1)
Document #2: Charity Clarke Letter to Cousin John Jekyll (2)
Document #3: Address to the Ladies
- Page 21 **Document Set: Harry Washington**
Harry Washington Character Intro
Document #1: Dunmore Proclamation
Document #2: George Washington's Letter to Daniel Parker
Document #3: Free Settlement on the Coast of Africa Flyer
Document #4: Book of Negros Entry
- Page 27 **Document Set: Daniel Nimham**
Daniel Nimham Character Intro
Document #1: Copy of March 11, 1767 Council Decision on Wappinger Lands
Document #2: Transcript of Captain Solomon's Speech to Congress, September 1, 1775
Document #3: Memorial from the Stockbridge Indians to Congress, March 25, 1782, Daniel Nimham

NAME:

Would You Be a Revolutionary?

Circle yes or no to indicate if you agree or disagree with each position statement.

Policy	Position	
	Yes	No
TERRITORY: Should New Yorkers have a right to western lands?	Yes	No
TAXES: Should New Yorkers protest higher taxes?	Yes	No
TRADE: Should colonial New Yorkers control their own economy?	Yes	No
TROOPS: Should New Yorkers pay for protection by British troops?	Yes	No
SLAVERY AND SELF-GOVERNMENT: Should New Yorkers determine their own laws governing the practice of slavery?	Yes	No
TRIAL BY JURY: Should New Yorkers have the right to be tried by a jury of their peers?	Yes	No
Total		

I would be a _____

Revolution Timeline Key Event Cards

Activity 2: Setting the Stage: Revolution Timeline

The British fought the French and Indian War (1754-1763) to determine which empire would control North America. New York City served as Britain's military headquarters and local supply depot. Many people in the city became wealthy from the funding and resources coming into the city to fight the war.

The French and Indian War ended in 1763, and though the British won, they were victorious at great cost. To pay their debts, the British sought to increase taxes and regulations on the colonies. New York businesses and the economy suffered due to the loss of war funding, crackdowns on illegal trade, and other efforts by the British to increase their control of the colonies.

Resistance to the Stamp Act led to the creation of the Sons of Liberty in 1765, a group of colonists advocating for colonial rights and self-government. Colonists in New York City established their own branch of the Sons of Liberty in 1765, attracting both some wealthy elites and people suffering from economic hardship.

In 1765, Britain passed the Stamp Act, a tax on paper, including business documents, newspapers, and playing cards. There is widespread colonial resistance to this tax on the colonies. In New York, thousands marched to the British fort in the city to protest, the largest such action against the Stamp Act in the colonies.

Tensions between colonists and the empire escalate thanks to additional taxes, crackdowns on colonial assemblies, and the presence of British soldiers. In 1770, when soldiers killed five people on the streets of Boston, colonial critics called the event the Boston Massacre. Two months earlier, in response to the same taxes and restrictions, New York saw widespread protests and bloodshed in the Battle of Golden Hill – located in Lower Manhattan near the intersection of what are today John and William Streets- between British troops and protesters with the same concerns.

In 1773, the British passed the Tea Act, which increased British control of the tea trade. New York merchants and smugglers were hit hard by the increased regulations. Like Boston, New York protesters dumped tea into the harbor in their own “tea party”, and the increased resistance will lead the British to move warships into New York.

Following news of the battles of Lexington and Concord in Massachusetts in 1775, New York protesters took to the streets carrying weapons and intimidating Loyalists. They established committees and groups to govern the city, punish loyalists, and boycott British goods.

During the spring of 1776, the British and Americans prepared for war after George Washington's victory in Boston. Both groups believed controlling New York was the key to victory. The Americans occupied the city and prepared defenses, while the British prepared an invasion force. Streets in New York were transformed into barricades (walls), and the revolutionaries in the city prepared to fight.

Revolution Timeline Key Event Cards

Activity 2: Setting the Stage: Revolution Timeline

In July 1776, the Declaration of Independence was adopted by the Continental Congress. When read aloud in New York City, a mob of Revolutionaries' marched to Bowling Green Park to tear down a statue of King George III on horseback. The statue's head was removed and paraded through the city, while the body was taken to Litchfield, Connecticut, to be melted into over 42,000 bullets for the Continental Army.

In August 1776, the British began their invasion. In battles across Brooklyn and Manhattan, the Continental Army was defeated. By November 1776, George Washington was forced to retreat from New York, taking his army into New Jersey. In New York City, residents faced fighting in their streets. New Yorkers had a choice: they could leave the city and risk losing their property and land, or they could remain and live under oppressive rule by the British.

NAME:

Character Investigation Graphic Organizer

Use this graphic organizer to analyze your character's **decisions, actions,** and **motivations** based on evidence from the resources in your Document Set.

Character:			
Race/Ethnicity:	Gender:	Age:	Place of Birth:
Decision: Did this character choose to align with the British or the Revolutionaries?			
Primary Source Evidence:			Source:
Actions: What actions did this character take?			
Primary Source Evidence:			Source:
Motivation: Why did this character make their decision and take those actions?			
Primary Source Evidence:			Source:

Document Set: Isaac Sears

Character Background

Age: Middle-aged

Gender: Male

Race/Ethnicity: White, European

Place of Birth: Massachusetts

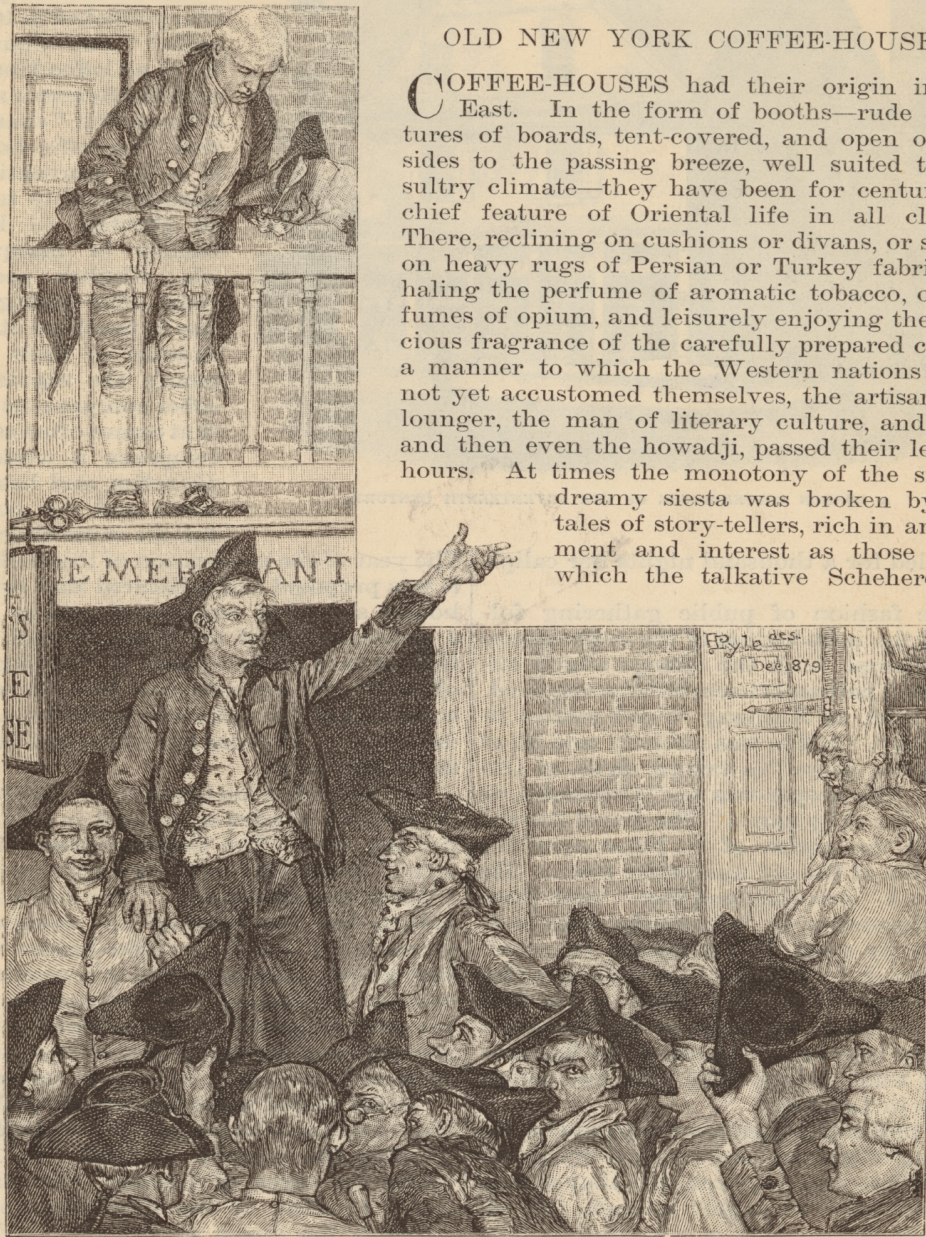
During the French and Indian War, Isaac Sears made money at sea as a privateer for the English crown. With the end of the war came the end of a period of economic prosperity in New York City. Like many New Yorkers, Sears immediately felt the impact of the British Parliament's new policies and taxes. In particular, he was affected by the Sugar Act, which abruptly ended Sears' sugar trade in the West Indies. Sears quickly became a prominent figure in New York City as a founding member of the New York chapter of the Sons of Liberty.

The New York chapter of the Sons of Liberty—the second after Boston's— was formed at the Burns Coffee House across the street from Bowling Green in 1765. Members of the Sons of Liberty included New Yorkers from across the economic spectrum. They became a radical voice in the colonies, leading mass resistance including protests, boycotts, and sometimes violent acts. Sears was known to lead many of these acts.

During the war, although he did serve in the Continental Army for a brief period, Sears would leave the colonies and earn himself a small fortune privateering until his death at sea in 1786 near Guangzhou, China.

Document #1: Sears Leading the Mob

This image from an 1882 edition of Harper’s Magazine features an illustration of Isaac Sears addressing a group of Patriots outside a New York coffeehouse



OLD NEW YORK COFFEE-HOUSES.

COFFEE-HOUSES had their origin in the East. In the form of booths—rude structures of boards, tent-covered, and open on the sides to the passing breeze, well suited to the sultry climate—they have been for centuries a chief feature of Oriental life in all classes. There, reclining on cushions or divans, or seated on heavy rugs of Persian or Turkey fabric, inhaling the perfume of aromatic tobacco, or the fumes of opium, and leisurely enjoying the delicious fragrance of the carefully prepared cup in a manner to which the Western nations have not yet accustomed themselves, the artisan, the loungeur, the man of literary culture, and now and then even the howadji, passed their leisure hours. At times the monotony of the silent, dreamy siesta was broken by the tales of story-tellers, rich in amusement and interest as those with which the talkative Scheherezade

ISAAC SEARS ADDRESSING THE MOB.—[SEE PAGE 492.]

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G. NEW YORK CITY Life - 17003

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The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Picture Collection, The New York Public Library. "Isaac Sears addressing the mob," New York Public Library Digital Collections. Accessed April 10, 2026. <https://digitalcollections.nypl.org/items/6f254d40-c55e-012f-09fe-58d385a7bc34>

Document #2: Isaac Sears's Letter to his Congressman, Roger Sherman

Excerpt 1 – In this portion of this letter to Congressman Sherman, Sears informs him of the “expedition” he led to the print shop of Loyalist printer James Rivington.

Gentlemen
Newhaven 28 Novem^r 1775

I have to inform you of an Expedition which I with about 100 Volunteers from this & the other Towns Westward in this Government, set out upon for New York &c, which was to disarm Tories, & to deprive that Traitor to his Country James Rivington of the means of circulating pison in print, the latter of which we happily effected by taking away his Types, & which may be a great means of putting an end to the Tory Faction there, for his press hath been as it were the very life & soul of it. I believe it would not otherwise have been done, as there are not spirited & Leasing ^{men} enough in N. York to undertake such a Business, or it would have been done long ago: & as there are many Enemies to the cause of Freedom, in that place, it is most likely I shall meet with many Censures for undertaking such an Enterprize. I shall esteem it a particular ^{favor} to have your opinion upon the matter, likewise to be inform'd how it is relished by the Members of the Congress in general. & if it meets with their approbation I shall not regard what others may say: I can assure you it is highly approved of by the People of this Colony a few Tories excepted, & they are almost all ^{disarmed} by this time, & what remains we expect in a few days to make a finish ~~of our business~~ for which purpose I intend to set out with a party one Day in this Week for some of the Neighbouring Towns, when I expect we

Excerpt 2 – Later in the same letter, Sears writes to Sherman about his disappointment about not being selected as a Commander of the American Navy.

the same — I have heard that the Command of the
Ships fitting out at Phil^a is to be given to Captain
Hopkins, which I am much surpris'd at, for I judg'd that,
that department was for me, which I had reason to expect
from the hints given me by many of the Members of the
Congress, but ^{it} is too often the case, when a Man has done the
most he ~~often~~ gets the least reward. It is not for the sake
of

of gain that I want the Command of a Squadron in the
American Navy, but it is because I know my self
capable of the Station, & because I think I can do my
Country more Service in that department than in
any other — the Congress not thinking proper to fix that
Honor upon me, will by no means make me inactive
in the Cause we are all engag'd in, but cou'd with no-
thing had been said about my being appointed to the
Command, for it has spread thro' the Country, that
whenever a Navy were fitted out by the Congress, I
should have the Chief Command, but that not being
the Case may tend to reflect dishonor on me.

I am with Esteem,
Gentlemen
Your most Obedt^t Serv^t

Isaac Sears

Excerpt 1 Transcription

Gentlemen
1775

Newhaven 28 November,

I have to inform you of an expedition which I, with about 100 volunteers from this and other towns westward in this government, set out upon for New York, which was to disarm Tories & to deprive that traitor to his country James Rivington of the means of circulating poison in print, the latter of which we happily effected by taking away his types and which may be a great means of putting an end to the Tory Faction there, for his press hath been as it were the very life & soul of it. I believe it would not otherwise have been done, as there are not spirited & leading men enough in New York to undertake such a business, or it would have been done long ago. As there are many enemies of the cause of freedom in that place, it is most likely I shall meet with many pencesures for undertaking such an enterprise.

I shall deem it a particular favor to have your opinion on the matter & likewise to be informed how it is relished by the members of the Congress in general. If it meets with their approbation, I shall not regard what others may say. I can assure you it is highly approved of by the people of this colony a few Tories excepted. They are almost all disarmed by this time & what of them remains we expect in a few days to make a finish of. For which purpose I set out with a party one day in this week for some of the neighboring town when I expect we...

Excerpt 2 Transcript

I have heard that the command of the ships fitting out at Philadelphia is to be given to Captain Hopkins, which I am much surprised at for I judged that department for me which I had reason to expect from the hints given me by many of the members of the Congress, but it is too often the case when a man has done the most he gets the least reward. It is not for the desire of gain that I want the command of a squadron in the American navy, but it is because I know myself capable of the station & because I think I can do my country more service in that department than in any other. The Congress not thinking proper to fix that honor upon me, while by no means make me inactive in the cause we are all engaged in, but could with nothing had been said about my being appointed to the command, for it has spread through the country, that whenever a Navy were fitted out by the Congress, I should have the Chief Command, but that not being the case may lead to great dishonor on me.

I am with esteem,
Gentlemen

Your most noble servant, Isaac Sears

Document #3: Alexander Hamilton's Letter to John Jay

The following letter was sent by Alexander Hamilton to his fellow congressman, John Jay, in response to the action led by Sears in which he led a mob to seize the printing presses of Loyalist printer, James Rivington.

Document #3 Alexander Hamilton's Letter to John Jay

To John Jay

New York Novem 26. 1775

Dear Sir

I take the liberty to trouble you with some remarks on a matter which to me appears of not a little importance; doubting not that you will use your influence in Congress to procure a remedy for the evil I shall mention, if you think the considerations I shall urge are of that weight they seem in my judgment to possess.

You will probably ere this reaches you have heard of the late incursion made into this city by a number of horsemen from New England under the command of Capt Sears, who took away Mr. Rivington's types, and a Couteau or two. Though I am fully sensible how dangerous and pernicious Rivington's press has been, and how detestable the character of the man is in every respect, yet I cannot help disapproving and condemning this step.

In times of such commotion as the present, while the passions of men are worked up to an uncommon pitch there is great danger of fatal extremes. The same state of the passions which fits the multitude, who have not a sufficient stock of reason and knowlege to guide them, for opposition to tyranny and oppression, very naturally leads them to a contempt and disregard of all authority. The due medium is hardly to be found among the more intelligent, it is almost impossible among the unthinking populace. When the minds of these are loosened from their attachment to ancient establishments and courses, they seem to grow giddy and are apt more or less to run into anarchy. These principles, too true in themselves, and confirmed to me both by reading and my own experience, deserve extremely the attention of those, who have the direction of public affairs. In such tempestuous times, it requires the greatest skill in the political pilots to keep men steady and within proper bounds, on which account I am always more or less alarmed at every thing which is done of mere will and pleasure, without any proper authority. Irregularities I know are to be expected, but they are nevertheless dangerous and ought to be checked, by every prudent and moderate man. From these general maxims, I disapprove of the irruption in question, as serving to cherish a spirit of disorder at a season when men are too prone to it of themselves.

Moreover, New England is very populous and powerful. It is not safe to trust to the virtue of any people. Such proceedings will serve to produce and encourage a spirit of encroachment and arrogance in them. I like not to see potent neighbours indulged in the practice of making inroads at pleasure into this or any other province.

You well know too, sir, that antipathies and prejudices have long subsisted between this province and New England. To this may be attributed a principal part of the disaffection now prevalent among us. Measures of the present nature, however they may serve to intimidate, will secretly revive and increase those ancient animosities, which though smothered for a while will break out when there is a favorable opportunity.

Besides this, men coming from a neighbouring province to chastise the notorious friends of the ministry here, will hold up an idea to our enemies not very advantageous to our affairs. They will imagine that the New Yorkers are totally, or a majority of them, disaffected to the American cause, which makes the interposal of their neighbours necessary: or that such violences will breed differences and effect that which they have been so eagerly wishing, a division and qurelling among ourselves. Every thing of such an aspect must encourage their hopes.

Upon the whole the measure is condemned, by all the cautious and prudent among the whigs, and will evidently be productive of secret jealousy and ill blood if a stop is not put to things of the kind for the future.

All the good purposes that could be expected from such a step will be answered; and many ill consequences will be prevented if your body gently interposes a check for the future. Rivington will be intimidated & the tories will be convinced that the other colonies will not tamely see the general cause betrayed by the Yorkers. A favourable idea will be impressed of your justice & impartiality in discouraging the encroachments of any one province on another; and the apprehensions of prudent men respecting the ill-effects of an ungoverned spirit in the people of New England will be quieted. Believe me sir it is a matter of consequence and deserves serious attention

The tories it is objected by some are growing insolent and clamorous: It is necessary to repress and overawe them. There is truth in this; but the present remedy is a bad one. Let your body station in different parts of the province most tainted, with the ministerial infection, a few regiments of troops, raised in Philadelphia the Jerseys or any other province except New England. These will suffice to strengthen and support the Whigs who are still I flatter myself a large majority and to suppress the efforts of the tories. The pretence for this would be plausible. There is no knowing how soon the Ministry may make an attempt upon New York. There is reason to believe they will not be long before they turn their attention to it. In this there will be some order & regularity, and no grounds of alarm to our friends.

I am sir with very great Esteem— Your most hum servant

A. Hamilton

"Alexander Hamilton to John Jay, 26 November 1775," Founders Online, National Archives, <https://founders.archives.gov/documents/Hamilton/01-01-02-0060>. [Original source: The Papers of Alexander Hamilton, vol. 1, 1768-1778, ed. Harold C. Syrett. New York: Columbia University Press, 1961, pp. 176-178.]

Document #4: Excerpt from Philip Freneau's Poem Hugh Gainé's Life

This excerpt comes from a poem written by Philip Freneau about the life of printer Hugh Gainé who printed the popular Patriot newspaper the New-York Mercury. The Mercury focused on political issues and would have covered news related to the Sons of Liberty and Isaac Sears.

At this time arose a certain king Sears,
Who made it his study to banish our fears:
He was, without doubt, a person of merit,
Great knowledge, some wit, and abundance of spirit;
Could talk like a lawyer, and that without fee,
And threatened perdition to all that drank tea.
Long sermons did he against Scotchmen prepare,
And drank like a German, and drove away care;
Ah! don't you remember what a vigorous hand he put
To drag off the great guns, and plague captain Vandeput.
That night when the Hero (his patience worn out)
Put fire to the cannons and folks to the rout,
And drew up his ship with a spring on her cable,
And gave us a second confusion of Babel,
And (what was more solid than scurrilous language)
Poured on us a tempest of round shot and langrage;
Scarce a broadside was ended 'till another began again—
By Jove! it was nothing but Fire away Flanagan!
Some thought him saluting his Sally's and Nancy's,
'Till he drove a huge ball through the roof of Sam Francis;
The town by his flashes was fairly enlightened,

The women miscarried, the beaux were all frighten'd;
For my part, I hid in a cellar (as sages
And Christians were wont in the primitive ages:
Thus the Prophet of old that was wrapt to the sky,
Lay snug in a cave 'till the tempest went by,
But, as soon as the comforting spirit had spoke,
He rose and came out with his mystical cloak)
Yet I hardly could boast of a moment of rest,
The dogs were a-howling, the town was distrest!
But our terrors soon vanished, for suddenly Sears
Renewed our lost courage and dried up our tears.
Our memories, indeed, must have strangely decayed
If we cannot remember what speeches he made,
What handsome harangues upon every occasion,
How he laughed at the whim of a British invasion!
“P—x take ‘em (said he) do ye think they will come?
“If they should—we have only to beat on our drum,”
And run up the flag of American freedom,”
And people will muster by millions to bleed ‘em!”

Document Set: Charity Clarke

Character Background

Age: Teens, Early 20s

Gender: Female

Race/Ethnicity: White, English

Place of Birth: New York City

Charity Clarke was a teenager when political unrest began in New York City in the 1760s. The daughter of a retired British Major, Clarke enjoyed a comfortable life growing up in Chelsea House, a farmhouse surrounded by woods and streams on what is now West 18th to West 24th Streets between 8th and 10th Avenues.

Much of what is known about Clarke's sentiments in the years leading up to the war is based on letters that she wrote to her cousin in England. Excerpts from these letters are included in this Document Set. Although not referenced specifically in her letters, she may have been part of the Daughters of Liberty – a group of women who organized themselves in support of the Patriot cause and often provided support to the Sons of Liberty.

Charity Clarke and her family remained in New York City during the war when the city was occupied by the British Army and in 1779, she married Loyalist clergyman, Reverend Benjamin Moore. Charity Clarke Moore and Reverend Moore lived the rest of their lives in Chelsea House where they raised their son, Clement Clarke Moore.

Document #1: Charity Clarke's letter to her Cousin

right Indian; and if you English folks wont give us ^{the} liberty we ask; we
 will lead of a Thalestris, at the head of a fighting army of Amozones, I will
 try to gather a number of Ladies armed with spinning wheels, & attended
 by dying swains, who shall all learn to weave, & keep sheep, and will retire
 beyond the reach of arbitrary power, clothed with the work of our hands,
 feeding on what ~~the~~ country affords, without any of the cares, Luxuries
 or oppression of an ^{long} inhabited country, in short we will found a new Ar-
 cadia; You ~~imagine~~ we cannot live without your assistance, but I
 know we can; banish every thing but the necessaries of life; & we will want
 nothing but what our country will afford; We shall then be happy; no more
 slaves to fashion, Ceremony: freedom can content & peace shall be our con-
 stant

Transcription

...and if you English folks won't give us the liberty we ask, [like] a Thalestris at the head of a fighting army of Amozones I will try to gather a number of ladies armed with spinning wheels & attended by [peasants] who shall all learn to weave and keep sheep and will retire beyond the reach of arbitrary power clothed with the work of our hands, feeding on what the country affords without any of the luxuries or oppression of a long-inhabited country. In short, we will found a new Arcadia. You imagine we cannot live without your assistance, but I know we can banish everything but the necessaries of life and we will want nothing but what our country will afford. We shall then be happy no more slave to fashion and ceremony: freedom can content & peace shall be our constant.

Document #2: Excerpt from Charity Clarke's Letter to Her Cousin 2

My dear Cousin

I have taken hold of a Quill just to let you ^{know} receive your last obliging Epistle of August ~~to~~ ^{to} the short time ago wrote you ^{the} ~~the~~ ^{idea} ~~idea~~ which I hope will not entirely efface the ^{have} ~~idea~~ you should of female softness in me, I shall wish if it does to have suppressed my Sentiments as they can be of no use to my country, I will not however recede, no not even to please your good opinion, they are my Sentiments and I cannot help them, nor can I by any means think them seditions, while we may enjoy a full extent of Liberty that we have right ^{to} I would wish every American a Loyal Subject & believe from my heart they are so inclined to be, but the moment that Liberty is infringed let us seek it where it may be found, however I will not proceed on a Subject that is out of my province, — when I spoke of my Arcadian School did not I mention something of spinning Wheels & weavers? I think I did, at least I meant it, don't you think a country may be fine by nature without the assistance of the Husbandman? I boast a variety in America, a large extent of country should not I think be all improved to make it pleasing especially where nature does ^{much} as in this country she has done, let each country be left to the enjoyment of its inhabitants, I wish the lives were in view of each other that we might together compare their different beauties — there is some talk of our having leave

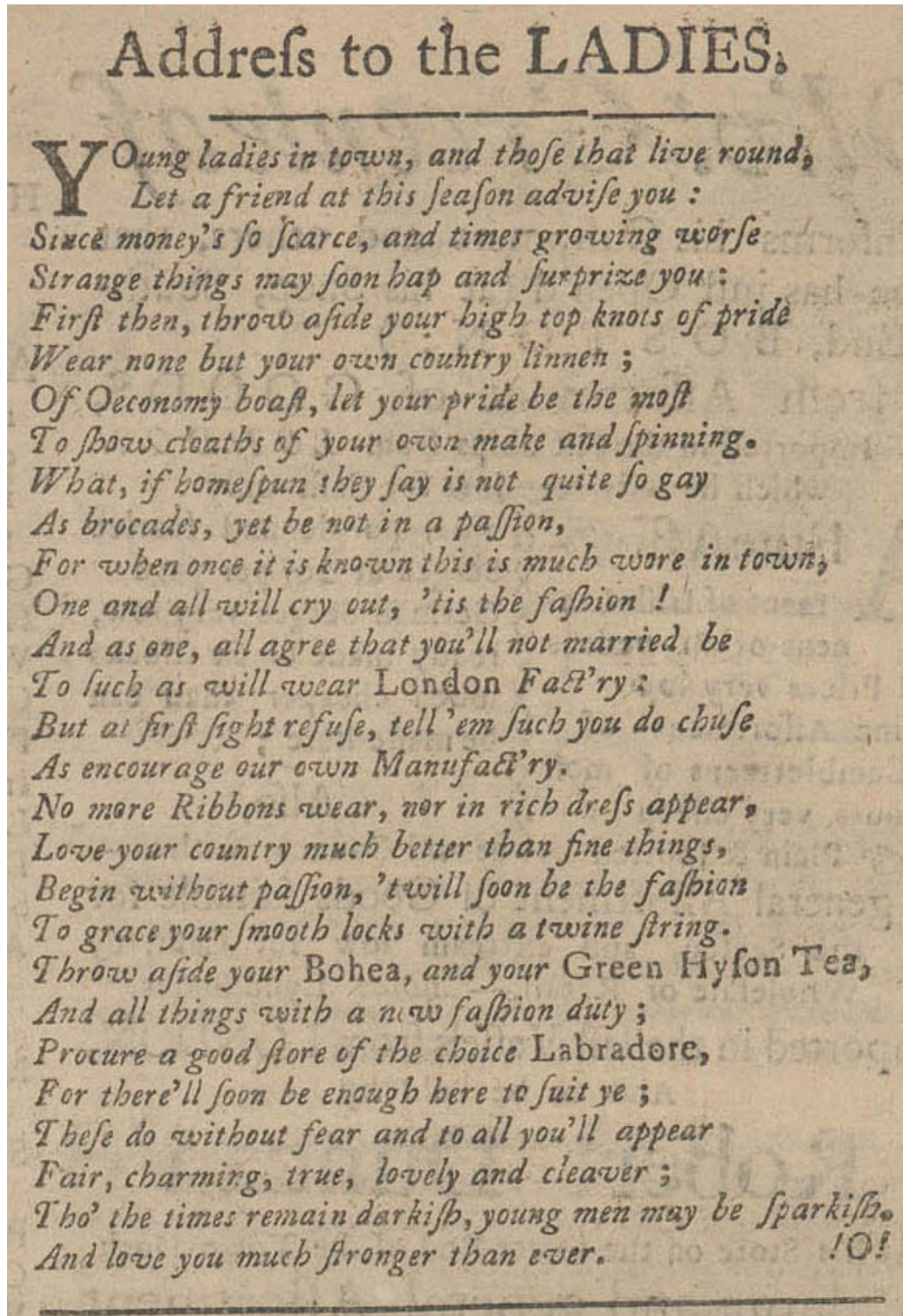
Transcription of Document #2

My dear Cousin,

I have taken hold of a quarto just to let you know, I received your last obliging epistle of August 20. I, a short time ago, wrote you a folio which I hope will not entirely efface the idea you should have of female softness in me. I shall wish if it does to have suppressed my sentiments as they can be of no use to my country. I will not however rescind, no not even to protect your good opinion, they are my sentiments and I cannot help them, nor can I by any means think them seditious. While we may enjoy full extent of liberty that we have right to I would wish every American a loyal subject and believe from my heart they are so inclined to be, but the moment that liberty is infringed let us seek it where it may be found, however I will not proceed on a subject that is out of my province – when I spoke of my Arcadian return did not, I mention something of spinning wheels & weavers? I think I did at least I meant it. Don't you think a country may be fine by nature without the assistance of the husbandman? I boast a variety in America, a large extent of country should not I think be all improved to make it pleasing especially where nature does so much as in this country as she has alone. Let each country be left in the enjoyment of its inhabitants. I wish the lives were in view of each other that we might together compare their different beauties.

Document #3: Address to the Ladies

This “Address to the Ladies” - originally published in the Boston Post-Boy & Advertiser on November 16, 1767, and then widely reprinted in newspapers across the 13 colonies – urged young ladies to join in the various boycotts of British goods demanded by the Sons of Liberty and other Patriot groups.



The Boston Post-Boy and Advertiser (Boston, Massachusetts). "Address to the Ladies."
 November 16, 1767. Massachusetts Historical Society .

Document #3 Transcription

Address to the LADIES.

Young ladies in town, and those that live round,
Let a friend at this season advise you :
Since money's so scarce, and times growing worse
Strange things may soon hap and surprise you :
First then, throw aside your high top knots of pride
Wear none but your own country linnen ;
of Oeconomy boast, let your pride be the most
What, if homespun they say is not quite so gay
As brocades, yet be not in a passion,
For when once it is known this is much wore in town,
One and all will cry out, 'tis the fashion !
And as one, all agree that you'll not married be
To such as will wear London Fact'ry :
But at first sight refuse, tell'em such you do choose
As encourage our own manufact'ry.
No more ribbons wear, nor in rich dress appear,
Love your country much better than fine things,
Begin without passion, 'twill soon be the fashion
To grace your smooth locks with a twine string.
Throw aside your Bohea, and your Green Hyson Tea,
And all things with a new fashion duty;
Procure a good store of the choice Labradore,
For there'll soon be enough here to suit ye;
These do without fear and to all you'll appear
Fair, charming, true, lovely, and cleaver;
Tho' the times remain darkish, young men may be sparkish.
And love you much stronger than ever. ! O!

Document Set: Harry Washington

Character Background

Age: Middle-aged

Gender: Male

Race/Ethnicity: Black, West African

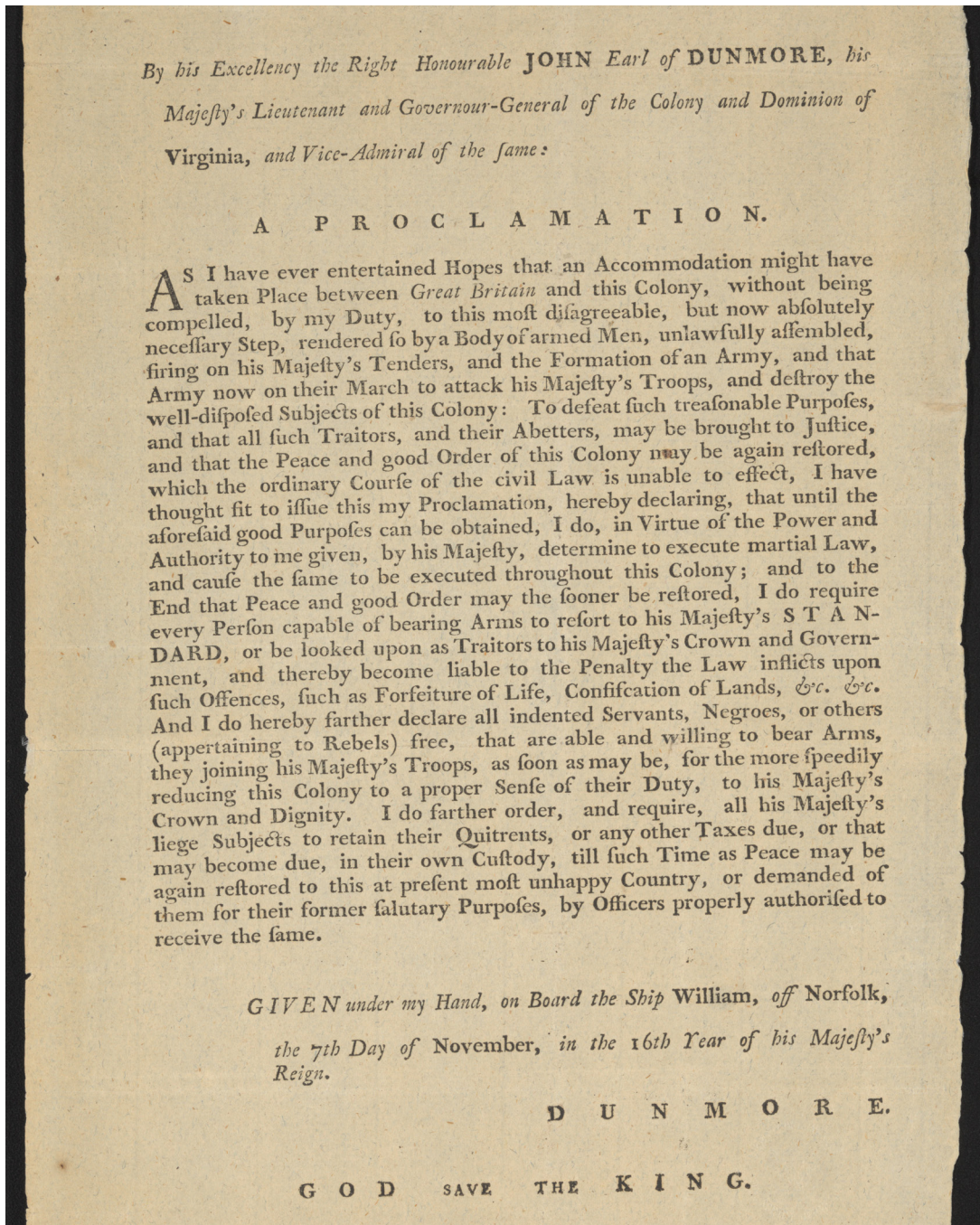
Place of Birth: Africa

Harry Washington was born near the Gambia River in West Africa, where he was abducted as a young man and sold into slavery. He was then transported to Virginia, where he was purchased by General George Washington and enslaved on Washington's private estate, Mount Vernon.

The documents below provide evidence of Harry Washington's path from Virginia to New York, then Nova Scotia, and finally Sierra Leone, as he sought out and took opportunities to escape enslavement and guarantee his freedom.

Document #1: Dunmore's Proclamation

This proclamation was issued on November 7, 1775 by John Murray, 4th Earl of Dunmore, the Royal Governor of the Virginia Colony. In his proclamation, he states that he “require[s] every person capable of bearing arms to resort to his majesty’s standard, or be look upon as traitors to his majesty’s crown.” Later in his proclamation, he declares “all indented servants, negroes, or others (appertaining to Rebels) free that are willing and able to bear arms.” At the time of this proclamation, Harry was enslaved in Virginia at George Washington’s Mount Vernon.



Virginia. Governor, and Printed Ephemera Collection. By his Excellency the Right Honourable John Earl of Dunmore, his Majesty's Lieutenant and Governour-General of the Colony and Dominion of Virginia, and Vice-admiral of the same. A proclamation. Declaring martial law and to cause the same to be executed throughout this Colony. Given under my hand, on board the ship *William*, off Norfolk, the 7th day of November, in the 16th year of his Majesty's reign. [Williamsburg: Printed by Alexander Purdie, 1775] Pdf. <https://www.loc.gov/item/2020769134/>.

Document #2: Book of Negros Entry

The official end to the Revolutionary War came on September 3, 1783, when the Treaty of Paris was signed. The treaty - negotiated by George Washington - demanded that those who had escaped enslavement and sought British protection during the war be returned to slavery. The British Commander in Chief, Sir Guy Carleton, however, refused to comply, offering freedom to Black Loyalists who could prove their wartime service. In a series of trials now known as the Birch Trials, Black Loyalists presented their cases in front of a group of British and American commissioners. If successful, their names were recorded in the “Book of Negros” and their freedom was won. Harry Washington’s name appears here on page 36, along with others who were set to leave New York for the British colony in Nova Scotia aboard the ship L’Abourdance.

36

Vessel Names of their Commanders	Where Bound	Negatives Names	Age	Description	Claimants		Names of the Persons in whose Favor they now are
					Names	Residence	
The Abundance to Philips Comm ^{rs}	Port Keroway	Wenus Puffet	50	Ordinary wench			
		Hannah Jackson	19	fine girl			
		Hannah Jackson	33	stout wench			
		Becky Seabrook	27	ditto			
		Milly Wescot	36	stout 2 fine girls 12 th 8 years old			
		Hannah Blair	25	stout 2 girls 11 & 2 do			
		Nancy Peters	50	do			
		Esther Harbert	24	stout 1 girl 8 years old			
		Peter Meeks	45	stout fellow			
		Saml Moore	26	do			
		Thomas Evans	40	do			
		James Legree	48	do			
		Dublin Gordon	31	do			
		Abby Moore	30	stout wench in 36: 67 3/4 mo 9 mo			
		Annas Thomas	55	ordinary fellow			
		John Banbury	38	stout fellow			
		Abeliah Miles	44	stout wench			
		Sarah Leppers	39	small do in 2 Child 8 & 7 1/2 do			
		Grace	36	ordinary wench belong to Mr. S			
		Sally Miles	10	fine wench			
		Estimace Middlefen	60	worn out			
		Luise Thomas	10	do			
		Hera Newledge	40	ordinary wench			
		Compy Newledge	44	stout fellow			
		John Thomas	40	do			
		Charles Hammond	22	small wench			
		Wenus Lagree	32	stout do in her son 7 y do			
		Lucy Banbury	40	do			
		Smith Evans	30	do			
		Sarah Evans	16	do			
		Jane Roberts	23	do			
		Peggy Campbell	38	do 1/2 of 8 years old			
		Eliza Gordon	30	do			
		Tom Cairn	30	stout fellow			
		Nancy Moody	14	fine girl			
		Sarah Washington	43	do fellow			
Moses Campbell	25	do					
Chas Robinson	23	do					
Wm Robinson	36	Blind & Lame					
Abraham Bay	40	stout fellow					
Abeliah Cairn	40	do wench					
William Smith	40	ordinary fellow					
Titus Midiner	30	stout fellow					
James Liffon	23	do					
Wm Campbell	44	do					
Hannah Miller	21	stout wench 1/2 of 8 years old					
Abigail Newton	40	do do do					
Isaac Newton	14	do					

Remarks.

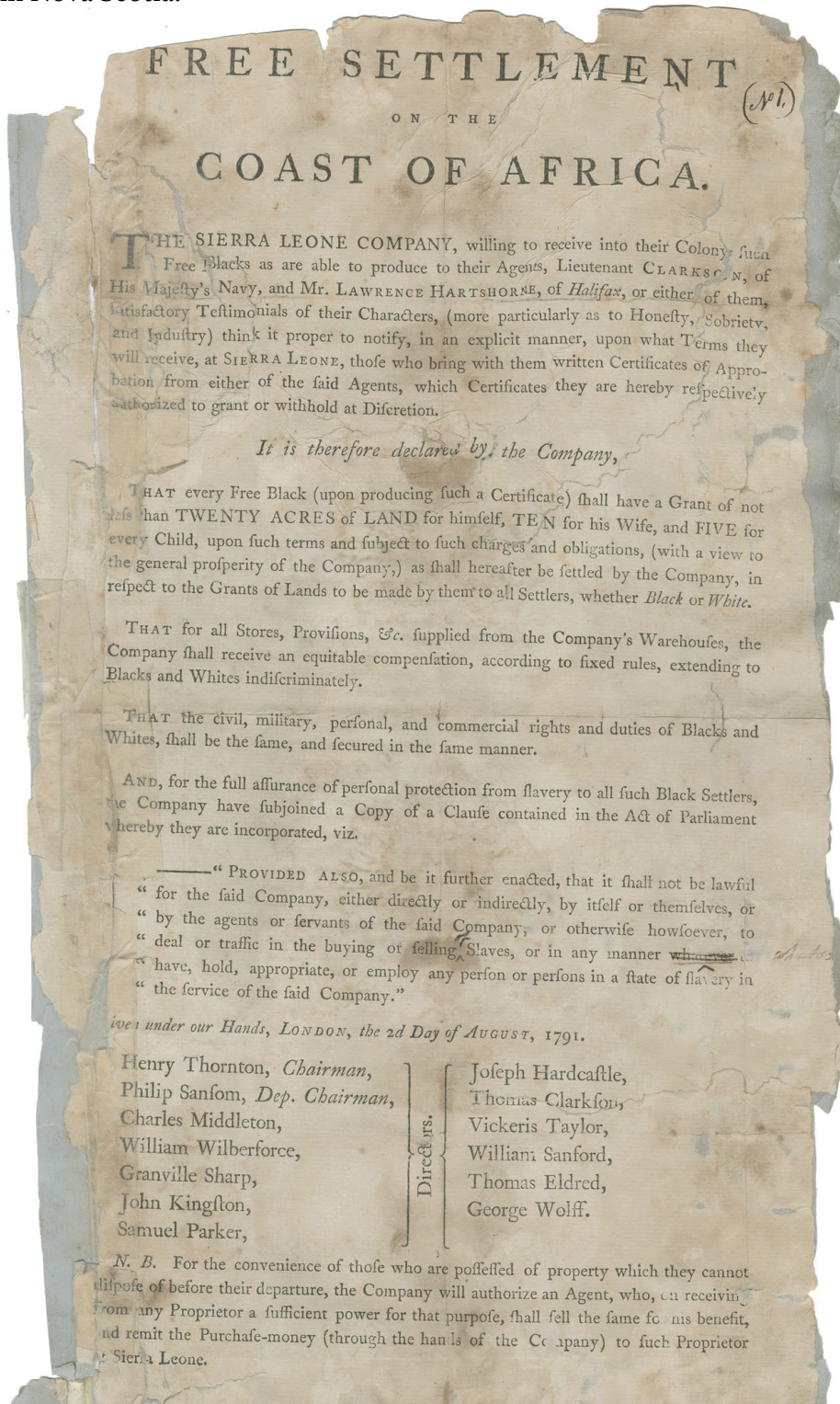
36

Formerly the property of	Age	Years ago
do of William Hull of Williamsburgh Virg ^a	4	do
do of do do do	4	do
do of John Leacock of Char'town S ^c Carolina	5	do
do of George Seward Norfolk Virg ^a	5	do
do of John Hancock Eastern Shore Virg ^a	7	do
do of the Shipps of Charleston S ^c Carolina	4	do
do of Milroy Witherspoon Nansemond Virg ^a	4	do
do says he was born free at Northampton in the State of Mass ^s Schenck's	5	do
do of Kinderhook at Solers ferry N ^c Carolina	7	do
do of Andrew Evans of Charleston S ^c Carolina	7	do
do of Thomas Laque of do do	5	do
do of Patrick Haynes of do do	7	do
do of Philip Dickinson of Philad ^a	7	do
do says he was born free		
do of Arthur Middleton of Charleston S ^c Carolina	7	do
do of Philip Dickinson of Philad ^a	7	do
do of John Townsend of Marnech County of Westchester	6	do
do of Charles Dawson of Charleston S ^c Carolina	6	do
do of Philip Dickinson of Philad ^a	6	do
do of Miles Wilkinson of Nansemond Virg ^a	4	do
do of Daniel Johnson of Savannah Georgia	6	do
do of Gov ^r Rutledge of Charleston S ^c Carolina	7	do
do of do do do	7	do
do of Henry Long Cape Fear N ^c Carolina	6	do
do of John Hammond of Ashley River S ^c Carolina	7	do
do of Mathaby Rivers of Charleston do	6	do
do of Arthur Middleton do do	6	do
do of George Bev, Nansemond Virg ^a	6	do
do of do do do	6	do
do of John Cottonge of Charleston	4	do
do of James Rogers Norfolk Virg ^a	7	do
do of Mathaby Rivers of James Island S ^c Carolina	4	do
do of John Thomas a black freeman Charleston S ^c Carolina	4	do
do of Henry Moody of Williamsburgh Virg ^a	5	do
do of General Washington	7	do
do of James Campbell of Wilmington N ^c Carolina	7	do
do of John Beanes of James Island S ^c Carolina	6	do
do of Miles Wilkinson of Nansemond Virg ^a	7	do
do of John Ward of Charleston S ^c Carolina	7	do
do of do do do	7	do
do of Jacob Hemmings of do do	4	do
do of Peter Farmer of Brunswick New Jersey	5	do
do of William Sparrow of Norfolk Virg ^a	2	do
do of Mathaby Rivers of Savannah Georgia	6	do
do of Colonel Carnel of Hampton Virginia	4	do
do of Lambert Newtown of Norfolk do	6	do
do of do do do	6	do

936

Document #3: Flyer for Free Settlement in Sierra Leone

Flyers similar to the one below, advertising an opportunity to join a Free Settlement on the Coast of Africa with the Sierra Leone company, were distributed to the various enclaves of Black Loyalists who settled in the remaining British colonies across North America. This flyer specifically addresses those who settled, like Harry Washington, in Nova Scotia.



Document Set: Daniel Nimham

Character Background

Age: Middle-aged Gender: Male Ethnicity: Native American Place of Birth: Wappinger land (Now New York state)

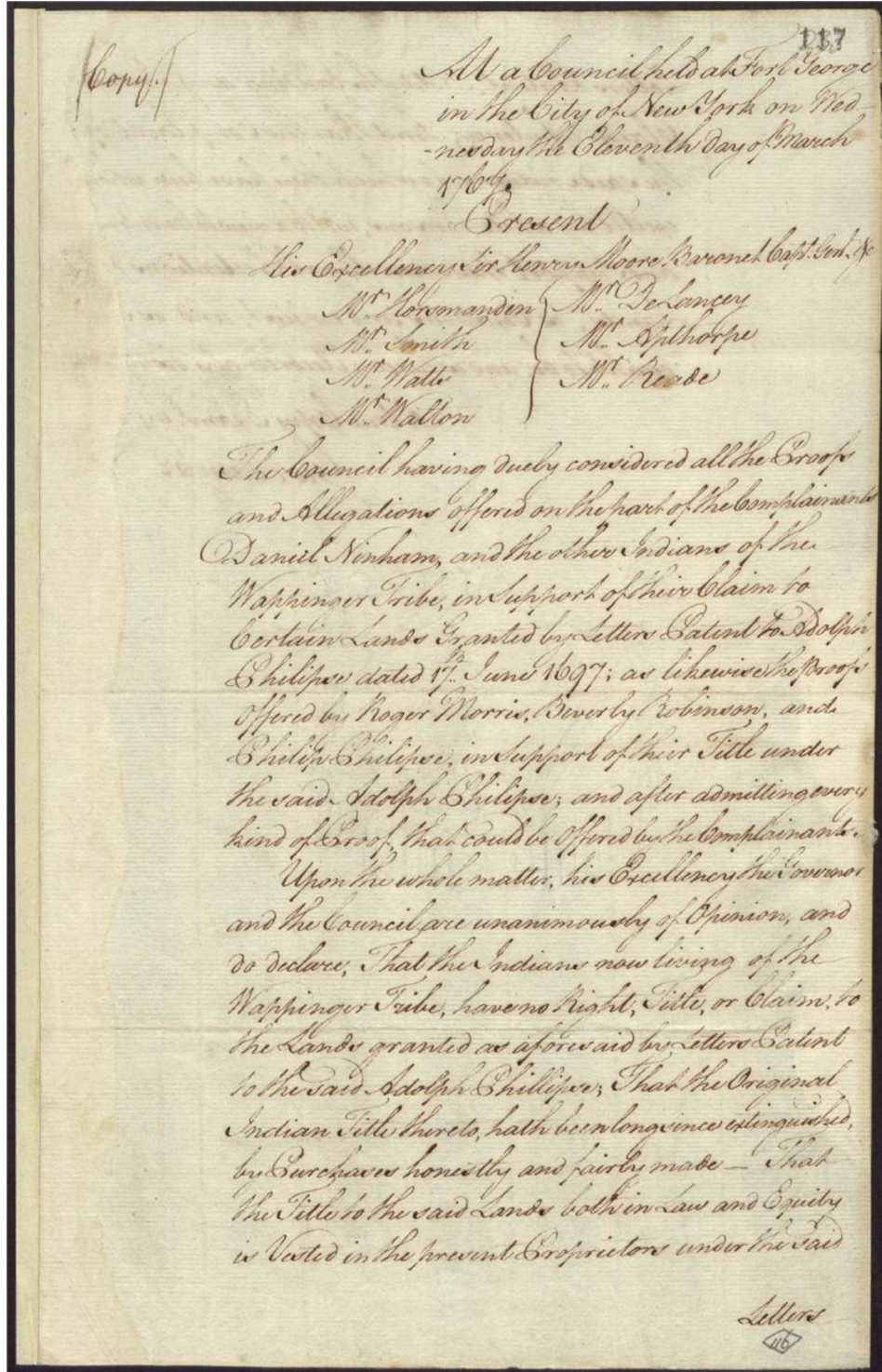
Daniel Ninham was the last known sachem, or leader, of the Wappinger people. Beginning in the late 1600s, powerful American landowners made claims to the Wappinger's ancestral homelands, the Hudson Valley Highlands, in what are today Putnam County and Dutchess County, New York.

After several failed attempts to recover their lands, the Wappinger people eventually left and moved to Stockbridge, Massachusetts, where they became part of the Stockbridge tribe.

The documents on the following pages help tell the story of Daniel Nimham and the Wappinger people.

Document #1: Copy of March 11, 1767 Council Decision

This document is a copy of the decision made by a council of colonial government officials that met in New York City on March 11, 1767, to settle a dispute between the Wappinger people and American landowners who claimed ownership of the Wappinger’s ancestral homeland. This copy is signed by a “GW Banyar” – probably Goldsborough Banyar, who served as a Deputy Secretary in the colonial government.



511
Letters Patent, Notwithstanding any Indian
Claim whatever; And that the Complaint of
the said Indians, to which they have been wholly
excited by white Persons, with a view to countenance
and Support their own illegal Pretensions to the
Lands; is Vexatious and unjust, and as such
ought to be, and is hereby Accordingly dismissed.
A true Copy Examd. by
Gw. Ramojar

Document #1 Transcription

At a Council held at Fort George in the City of New York on Wednesday, the Eleventh Day of March 1767

Present

His Excellency Sir Henry Moore Baronet Capt. Gent.

Mr. Horsmandem

Mr. Delancey

Mr. Smith

Mr. Anthorpe

Mr. Walle

Mr. Reade

Mr. Walton

The Council having duly considered all the proofs and allegations offered on the part of the complainants, Daniel Ninham and the other Indians of the Wappinger Tribe, in support of their claim to certain lands granted by letter patent to Adolph Philipse dated 19 June 1697 [and] the proofs offered by Roger Morris, Beverly Robinson, and Philip Philipse in support of their title under the said Adolph Philipse; and after admitting every kind of proof that could be offered by the complainants.

Upon the whole matter; his Excellency the Governor and the Council are unanimously of opinion and do declare,

That the Indians now living of the Wappinger Tribe have no right, title, or claim to the lands granted by letter patent to the said Adolph Philipse, that the original Indian title there to [has] been long since extinguished by purchase honestly and fairly made, that the title to the said lands both in law and equity [belongs to] the present proprietors under the patent, notwithstanding any Indian claim whatever.

The complaint of the said Indians, to which they have been wholly excited by white persons with a [desire] to [approve] and support their own illegal pretensions to the land is vexatious and unjust, and as such ought to be and is hereby accordingly dismissed.

A true copy examined by

GW Banyar

Document #2: Captain Solomon's Speech to the Continental Congress

Friday 1st September 1775

At a Treaty held this day with the Indians of
the Six Nations at the City of Albany...

...Capt Solomon the Chief of the Stockbridge Indians then addressed the Commissioners as follows.

Brothers, appointed by the 12 United Colonies We thank you for taking Care of us and supplying us with provisions since we have been at Albany. Depend upon it we are true to you and mean to join you. Wherever you go we will be by your sides. Our bones shall lay with yours. We are determined never to be at Peace with the Red Coats while they are at Variance with you. We have one favor to beg. We should be glad if you would help us to establish a Minister among us, that when our men are gone to War, our Women & Children may have the Advantage of being instructed by him. If we are conquered our lands go with yours, but if we are victorious we hope you will help us to recover our just Rights.

Source: [Speech of Chief Solomon of the Stockbridge Indians], September 1, 1775, Papers of the Continental Congress, reel 144, item no. 134: Proceedings of the Commissioners Appointed to Negotiate a Treaty with the Six Nations of Indians, 1775, 43-44.

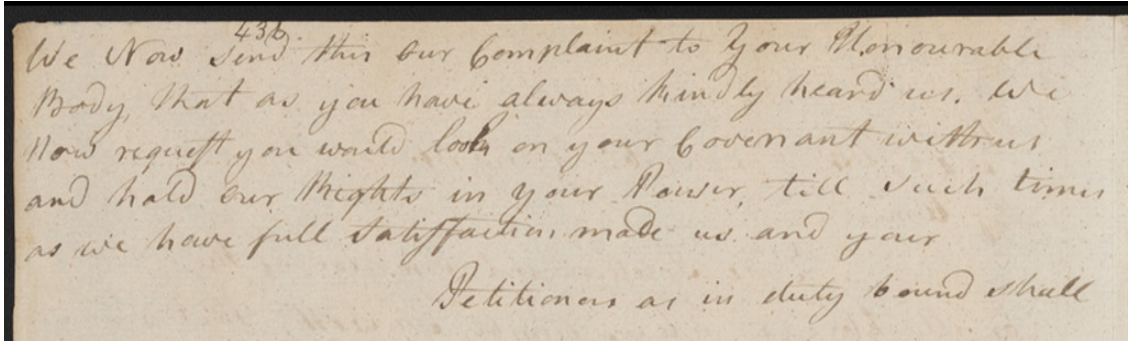
Document #3: March 25, 1782 Memorial from Stockbridge Indians to Congress

Although Stockbridge soldiers gave their lives to the Revolutionary cause, conflicts over territory with colonists continued. In this document sent to the Continental Congress, the Stockbridge requests that Congress support their attempts to regain their land.

435
Stockbridge March 25th 1782

To The Honourable Congress of the United States
of America.

The Petition and Memorial of the River
or Stockbridge Indians humbly sheweth, that your Petitioners, and their Fathers before them, have owned and occupied
the Country to the Northward of their present place of abode
as their hunting ground, comprehending part of a State now
known by Vermont. That it is now so overrun by the
White People, that our hunting is at an end. Our Tribe has
therefore been disposed to sell their Native Right to the
People, and to quit all claim to that Country. We have
heretofore often applied to them to purchase of us, some times
agreed to purchase, but never paid us - others rejected us
and put us off. At last we sent some of our young men
Capt Sumner, to ask them to give us a tract of wild
Land, which was joining to Schenckborough. This we
thought would help us towards our Native Right in that
State. That they told us we cant give it to you, be
cause we have given it to some of our People. Then they
told us we are willing to give you Land, any where
where we have not granted it. Finally they agreed
to give us a tract of Land West of Tycontaroga,
which was without our claim. Our young men, though
much disappointed in the place we had in view, thought
they would take any thing they were pleased to give us.
So they accepted of it. and we thought there was no
difficulty, but after that we heard they did not own
that Country. Then we went again to tell them of it.
They then told us, we will give you a Township somewhere
near the Canada line. Our young men ^{told them} we would be
glad, after a few Days they told our young men we
have given it to you. Then our young men came home.
Som after they got home, we heard Vermont Court
had rejected us, and would not give us any Land at all.
This made us think hard. we thought we could not
be used so by the White People of this Country. That tho:
we are small and poor in comparison of the White People
who are great and rich. That we having taken an active
part in the War, suffered very greatly by it in Blood
and Intrest. Trusting in the good ~~and~~ ^{kind} ~~of~~ ^{of} this Island to
do us Justice with regard to our Land, we thought, we
deserv'd better treatment.



Memorial From the Stockbridge Indians to Congress; 3/25/1782; Memorials Addressed to Congress; Papers of the Continental Congress, 1774-1789; Records of the Continental and Confederation Congresses and the Constitutional Convention, Record Group 360; National Archives Building, Washington, DC. [Online Version, <https://docsteach.org/document/stockbridge-memorial/>, April 8, 2026]

Document #3 Transcript

To the Honorable Congress of the United Sate of American.

The Petition and Memorial of the River or Stockbridge Indians humbly showeth that your petitioner and their Fathers before them have burned and occupied the country to the Northward of their present place of abode known by Vermont. That it is now so overrun by the white people that our hunting is at an end. Our tribe has therefore been dignified to tell their Native right to the people and to quit all claims to that country. We have... often [asked] them to purchase [from] us. Some of them agreed to purchase but never paid us – others rejected us and put us off.

At last, we sent some of our young men last summer to ask them to give us a tract of wild land which was joining to [Sehcans]borough. This we thought would help us toward our native right in that state. But they told us we can't give it to you because we have given it to some of our people. Then they told us we are willing to give you land anywhere where we have not granted it. Finally, they agreed to give us a strait of land west of Tyconderoga, which was without our claim. Our young men, though much disappointed in the plan we had in view, thought they would take anything they were pleased to give us so they accepted of it and we thought there was no difficulty but after that we heard they did not own that country.

When we sent again to tell them of it many then told us, "We will give you a township somewhere near the Canada line." Our young men told them we would be glad. After a few days they told our young men "We have given it to you." Then our young men came home. After they got home, we heard Vermont Court had rejected us and would not give us any land at all. This made us think hard. We thought we could not be refused by the white people of [new] country, that we are small and poor in comparison of the white people who are great and rich, that we having taken an active part in the war suffering greatly by it in blood and [life] trusting in the good people of this island to do us [right] with regard to our land, we thought we deserved better treatment.

We now send this our complaint to your honorable body... as you have always kindly heard us. We now request you would look on your covenant with us and hold our right in your power till which time as we have full satisfaction made us and your petitioners as in duty bound shall ever pray

People of the River Tribe

APPENDIX C: ACADEMIC STANDARDS ALIGNMENT

New York State Academic Standards Alignment

New York State (NYS) Social Studies Framework: Social Studies Practices

- 7.A.3 Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format
- 7.A.4 Describe and analyze arguments of others, with support
- 7.A.5 Make inferences and draw general conclusions from evidence

NYS Social Studies Framework: History of the United States and New York State I

- 7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.
 - > Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.
- 7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.
 - >Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
 - >Students will compare the proportions of loyalists and patriots in different regions of the New York colony.
- 7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.
 - >Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
 - >Students will examine the strategic importance of the New York colony

New York City Curriculum Alignment

NYCPS Passport to Social Studies

Grade 7, Unit 2: The Road to Independence

7.3a,b Different perspectives about British rule

7.3c G 7.3c Grievances against the British