**APUSH Period 3: 1754-1800**

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Sub Concept I: The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.

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<thead>
<tr>
<th>Topics</th>
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</table>
| A)     | • In the rule of King Louis XIV, Samuel de Champlain went to Quebec and set up New France (Canada). The French made friendly relations with the Huron Indians. They also set up the fur trade by hunting beaver. Missionaries from the French spread Catholicism to the Indians.  
• King William’s War and Queen Anne’s War were territorial disputes between Britain and France, usually ending in stalemates and no exchange of territory.  
• The French and Indian War, which was caused by a desire for both the French and English trying to control the Ohio River valley and the Great Lakes, ended in an embarrassing loss for the French (especially in the Battle of Quebec). The Treaty of Paris in 1763 gave the British control over Canada and Florida.  
• Franklin’s Albany Plan tried to organize and unite the colonies—rejected by the colonial assemblies and the British crown |
| B)     | • **French and Indian War** – French kicked out of North America (begun when George Washington sent into Ohio to tell the French to get out / forced to surrender / Braddock’s defeat / Pitt takes over as Prime Minister and transforms war into **Great War for Empire** in order to kick out French / Pitt spends vast amounts of money reimbursing colonies for their military expenses in order to win / victories in Quebec and Montreal)  
• **Treaty of Paris in 1763 ended the F&I War**  
• **Pontiac’s Rebellion**—See below  
• **Proclamation Line of 1763**—See below  
• enormous **British debt**, new empire, and decision to assert control led to **end of salutary neglect**, and attempts to tax the colonies  
• **Revenue Act of 1762** tried to end colonial bribery of customs officials and rampant smuggling, which had defied **Navigation Acts** for generations  
• quartering of troops in America  
• **Currency Act of 1764** banned colonies from using paper money, to prevent worthless paper from paying debts  
• a few British began to suspect that without French there, nothing would prevent American independence |
| C)     | • The Treaty of Paris kicked out rival European powers and forced the Indians to interact with the British and colonists.  
• The Indians did not like the British nor the colonists, leading to conflicts such as **Pontiac’s Rebellion**, led by Ottawa chief Pontiac. The colonist began moving west into the Ohio River Valley, causing conflict with Pontiac and his people.  
• The colonists stopped Pontiac by using smallpox-infected blankets, which was one of the first examples of biological warfare.  
• Pontiac's Rebellion later led to the **Proclamation of 1763**, which asserted that the colonists could not move across the Appalachian Mountains. |
**APUSH Period 3: 1754-1800**

### Related Thematic Learning Objectives (Focus of Exam Questions)

| MIG 2.0 | Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
| WOR 1.0 | Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America |

### Sub Concept II: The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.  

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A)</td>
<td><img src="image" alt="List of topics and notes" /></td>
</tr>
<tr>
<td>B)</td>
<td><img src="image" alt="List of topics and notes" /></td>
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</tbody>
</table>
### APUSH Period 3: 1754-1800

#### C)
- The Sons of Liberty, led by Samuel Adams, Paul Revere, and John Hancock promoted the Independence with violent methods such as tarring & feathering.
- Benjamin Franklin was one of the writers of the Declaration of Independence, and served as chief diplomat, allowing the colonists to get help from the French.
- Groups such as the Association and the Stamp Act Congress called for boycotts of British goods (also called non-importation).
- Daughters of Liberty participated in boycotts, producing homespun cloth to make up for lost products from Britain.

#### D)
- Baron von Steuben, a German general with expertise in war, trained up a group of men to support the war cause.
- The African-Americans served as soldiers in the war; pretty much all of them were mistreated. Some became spies, such as James Armistead Lafayette, who worked under a famous general named Benedict Arnold.
- Women also proved that they could fight in battles, especially Molly Pitcher, who was a soldier in the Battle of Monmouth (she is a probably a legend, a combination of a few different women who served in combat).
- Women in the armed forces were called “camp followers” and they were nurses and they cooked and cleaned.

#### E)
- The British were more economically powerful and stable, and had more soldiers compared to the colonists (7.5 million to 2.5 million).
- However, terrible leaders on the British such as Cornwallis gave the British a disadvantage, while the colonists had leaders such as Benjamin Franklin (diplomat) and General George Washington.
- Colonists have the cause—indeed, the Brits don’t really have a strong reason to fight.
- In addition, the colonists knew their land better and was able to fight off the British using Guerilla warfare tactics.
- The US had French an alliance after the Battle of Saratoga, while the British had the ineffective Hessians. Powerful generals such as Baron von Stueben (a Prussian-American war general who trained soldiers for the war) and Marquis de Lafayette (a French general who helped set up the alliance between the Americans and the French) were at the colonists’ disposal.
- Also, the colonist fought defensively, with the purpose of protecting their morals and lifestyle. The British were pretty much forced to fight for taxes.
- Battles: Lexington and Concord (demonstrates effectiveness of guerrilla warfare and starts the revolution), Bunker Hill (Americans learn the Brits aren’t invincible but they need an ally for supplies), Saratoga (French now willing aid them), and Yorktown (deciding battle of the war).

<table>
<thead>
<tr>
<th>Related Thematic Learning Objectives (Focus of Exam Questions)</th>
<th>NAT 1.0</th>
<th>CUL 1.0</th>
<th>CUL 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</td>
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<tr>
<td>Explain how religious groups and ideas have affected American society and political life.</td>
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<tr>
<td>Explain how ideas about women’s rights and gender roles have affected society and politics.</td>
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</tbody>
</table>
**APUSH Period 3: 1754-1800**

Key Concept 3.2: The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

Sub Concept I: The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

<table>
<thead>
<tr>
<th>Topics</th>
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</tr>
</thead>
</table>
| A.)    | - **John Locke** taught that human beings were essentially good, and that as individuals, we came together to create government, to protect our rights to life, liberty, and property; if government (King George III) didn't protect those rights, we had the right to revolt and create a new government.  
- **Thomas Paine's Common Sense** taught monarchy was ridiculous  
- **Montesquieu** taught about separation of powers  
- Constitution bans noble titles  
- **John Winthrop's “City upon a Hill”** emphasized American exceptionalism, as did their “errand into the wilderness”  
- Pilgrims, Puritans, Maryland Catholics, Quakers, German pietists, and others all came to America to pursue religious freedom  
- **Great Awakening** emphasized individual salvation, and a rejection of Church of England and other religions that rejected the right of an individual to choose his own path to God  
- **Great Awakening’s** conversion of African-Americans led them to emphasize the figure of Moses and the path to freedom. |
| B)      | - John Locke’s theory of government and popular sovereignty shaped the founding of the United States, hence “We the People…” at the start of the Constitution  
- Thomas Paine wrote *Common Sense*, a pamphlet for the common American man to read. In Common Sense, Paine argued that the British, whose country is small, do not have the power nor the right to rule over a country as big as America.  
- Paine advocated a republic, where the power itself came from the people. He believed in the “collective good of the people,” and condemned the power of a monarchy.  
- There actually had been many versions of republics in the colonies, such as the House of Burgesses in Virginia, and the town meetings in Massachusetts.  
- Federalism balances the state and national governments  
- Seneca Falls Convention—women rewrote the Declaration stating “All men AND women are created equal” |
| C)      | - In the Revolutionary war, about 5000 blacks served in the Continental Army. They were a valuable asset at the battle of Fort Ticonderoga and Fort Bunker Hill. However, because they were black, they still faced racism.  
- Many New England states outlawed slavery in this era, Massachusetts being the first followed closely by Vermont in 1777  
- Laws addressing slavery and the African-American population included a nationwide ban on the slave trade in 1808, and the 3-5ths compromise, which gave Blacks some representation in the House of Representatives.  
- Later on, those that advocated the abolition of slavery were called abolitionists. Famous abolitionists include Frederick Douglass (an African American who became a spokesperson for the abolitionists), William Lloyd Garrison (publisher of The Liberator, an abolitionist newspaper), and Harriet Tubman (an African American woman who would help slaves escape via the Underground Railroad).  
- Northwest Ordinance in 1787 banned slavery in the Ohio Valley as part of the creation of states in the Northwest Territory |
### D)
- Women argued that they needed an education to raise good republican sons.
- Women gained that education, particularly in the North.
- Women argued **republicanism** meant they should no longer be second-class citizens (Abigail Adams, “Remember the Ladies”).
- Rise of **sentimentalism** and marrying for love.
- **Companionate marriage** between equals promoted.
- Paradigm shift: women before the Revolution largely seen as the ones who were dangerous and had to be controlled; by 1800, men were being portrayed as sexual predators, and women had to be protected from their depredations; women now seen as morally innocent and purer than men.
- **Inheritance laws** began to shift towards all children equally sharing inheritance, unless a will said otherwise.
- Women got more respect, but the focus on being a mother kept them in the home (Lowell mill girls, teaching became first jobs outside home; Second Great Awakening got them into reforms).

### E)
- The American revolution directly inspired the French revolution.
- During this time Washington declared the Neutrality Proclamation which declared that the United States would stay neutral during the conflict between Britain and France.
- The war was led by Napoleon to replace the monarchy with a republic but this quickly devolved into a dictatorship.
- The Haitian revolt was led by Toussaint Louverture, a former slave who wanted to liberate Haiti from the French and did so.

### Related Thematic Learning Objectives (Focus of Exam Questions)
- **NAT-1.0**: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- **CUL-1.0**: Explain how religious groups and ideas have affected American society and political life.
- **CUL-3.0**: Explain how ideas about women’s rights and gender roles have affected society and politics.

### Sub Concept II: After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

<table>
<thead>
<tr>
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</table>
| **A.)** | • Pennsylvania was the most radical, creating a unicameral legislature with no executive branch, and no property requirement to vote at all.  
• South Carolina was the most conservative, restricting the right to vote or even run for office to the wealthiest citizens.  
• Most state governments fell somewhere in between, most holding a belief in popular sovereignty as a key tenet.  
• John Adams and the constitution he wrote for Massachusetts became the role model, creating a bicameral legislature, with a strong executive with veto power—this influenced the eventual Constitutional Convention. |
## APUSH Period 3: 1754-1800

### B)
- The Articles of Confederation was a very weak central government with no executive or judicial branches and a Congress where every state had one vote.
- Two major weaknesses: 1) needed a unanimous vote to change the rules, so it proved to be impossible to fix; and 2) no power to tax, so all they could do was borrow, beg the states, or print money.
- Other problems couldn’t be solved: postwar recession, failure to pay debts, interstate squabbles, lack of respect from foreign nations (Britain refused to abandon forts).
- Shays’ Rebellion was a rebellion of veterans during the American Revolution in which after the war, government couldn’t really pay war veteran which cause their land to be taken away from the bank due to not being able to pay for their loans.
- Shays Rebellion convinced states (except Rhode Island) that they needed to fix the Articles; nationalists swarmed to Philly to make a new constitution.

### C)
- Great compromise called for representatives in the legislative to be based on population in the House and equal representation in the Senate (2 per state)—combines both the small state plan and large state plan in a bicameral legislature.
- 3/5 Compromise each black person count as ⅗ of a person representing their state.
  - international slave trade couldn’t be touched until 1808
  - Fugitive Slave clause in place

**Federalism**—Division of powers between local state governments and a unifying national government.

**Separation of Powers**
- The Legislative Branch make the laws. Congress is made up of two houses, the Senate and the House of Representatives.
- The Executive Branch to enforce the laws.
- The Judicial Branch to interpret the laws.

### D)
- In this convention the delegates discussed the issue of slavery and the House of Representatives.
- During this they agreed on the ⅗ compromise which said that made it so that every 5 slaves counted as 3 free white people.
- The south accepted this in order to catch up with the north in the House of Representatives because of the massive population of people in the north.
- Later Congress passed a law the effectively banning the slave trade into the U.S however this did not ban slavery in the U.S, just the importing of slaves (1808).
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- **Federalists** were better organized and prepared from the start, including the name, which sounds like they support a group of equals, and forced opponents to be **Antifederalists** [which sounds vaguely Satanic and un-American]
- **Federalist Papers** (Jay, Hamilton, Madison) well-argued defenses of Constitution (checks and balances, separation of powers, worth of a large republic)
- Antifederalists worried about tyranny and rule by elites
- Promise of **Bill of Rights** won the day
- **Bill of Rights** protects individuals and states from federal government (First: freedom of speech, press, assembly; separation of church and state; 2→: gun ownership; 4→: no illegal searches and seizures; 5→: no double jeopardy; no self-incrimination; no deprivation of life, liberty, or property without due process of law; eminent domain; 6→: right to trial by jury; 8→: no cruel or unusual punishments; 9→ and 10→, reserved powers to states and the people
- Rhode Island had to be threatened with being treated as foreign country if they didn’t ratify, which they did after Washington was in office

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**Related Thematic Learning Objectives (Focus of Exam Questions)**

<table>
<thead>
<tr>
<th>NAT-2.0:</th>
<th>Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL-1.0:</td>
<td>Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</td>
</tr>
<tr>
<td>POL-3.0:</td>
<td>Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.</td>
</tr>
<tr>
<td>WXT-2.0:</td>
<td>Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</td>
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</tbody>
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**Sub Concept III: New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.**

<table>
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<tbody>
<tr>
<td>A.)</td>
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</table>

**Washington:**

- created the **cabinet**: Jefferson at State, Hamilton at Treasury, Knox at War
- established title of “Mr. President” and created U.S. Army
- established custom of two-term limit
- right to fire any government appointee under him / out Senate approval
- established **neutrality** as our foreign policy, until WWII
- Washington used the veto twice and federal court systems established
- oversaw admission of the first new states: Vermont (1791), Kentucky (1792), Tennessee (1796)
- Assumed national and state debts / excise taxes to service debt / created **Bank of the United States** [Hamilton]
- Selected site for national capital on Potomac
- **Jay’s Treaty** and **Pinckney’s Treaty** established foreign treaties
- **Farewell Address** warned about parties and foreign alliances

**Adams:**

- created U.S. Navy and Marines and the Library of Congress
- **XYZ Affair** leads to undeclared naval war, which Adams ends with first peace treaty instead of further war
- fired Hamilton’s stooges from Cabinet, establishing president as head of party and government
- decision to hand over power peacefully to Jefferson establishes precedent of peaceful transfer of power to political enemy
- appointment of **John Marshall** creates a strong Supreme Court
### APUSH Period 3: 1754-1800

| B) | The Democratic-Republicans, led by Thomas Jefferson, believed in a strict interpretation of the Constitution - only the things stated on the Constitution was allowed, therefore weakening the power of the central government.  
| | The Federalists believed in a loose interpretation, making the federal government more powerful than the states.  
| | The Democratic-republicans relied on an agrarian society, while the Federalists would lean more to manufacture and trade.  
| | The Democratic Republicans were supporters of the French, while the Federalists were mostly supporters of Britain.  
| | The Federalists believed in a national tariff to protect our growing factories, while the Democratic-Republicans did not, preferring to keep consumer prices low and focus on agriculture.  
| C) | The Articles granted the southern states control over the Old Southwest – they spread slavery rapidly into Alabama and Mississippi  
| | The **Northwest Ordinance of 1787** banished slavery from the Great Lakes states  
| | The north had begun abolishing slavery after independence, and never had a substantial need for slavery in the first place  
| | **Eli Whitney’s cotton gin** would accelerate the profitability of slavery  
| | the North became an area of immigrants, who provided the cheap labor supply as the North industrialized  
| | the South remained tied to slavery and agriculture  
| | the **Missouri Compromise of 1820** (discussed in a later outline) revealed how far apart they were  
| D) | Writers such as James Fenimore Cooper and Washington Erving wrote about the war of 1812, depicting the soldiers and their heroic deeds, which contributed to the rising nationalism.  
| | The Hudson River School Movement was a romantic art movement that focused on landscapes. Notable Artists include Thomas Cole and James-McDougal Hart.  
| | Noah Webster was the author of the first American Dictionary, standardizing American language.  

### Related Thematic Learning Objectives (Focus of Exam Questions)

- **MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- **MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- **CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- **GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- **WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
### APUSH Period 3: 1754-1800

**Key Concept 3.3:** Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Sub Concept I:</strong> In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</td>
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</tbody>
</table>
| **A.)** | • British alliance for Native Americans turned disastrous due to the Revolutionary War (and again as a result of War of 1812) as Americans claimed lands all the way to the Mississippi River were theirs  
• Native American groups rejected those claims, but Americans forced Iroquois to hand over large sections of New York and Pennsylvania over to them; alcohol and bribes drove the Iroquois into smaller and smaller areas  
• Same thing happened in Ohio, but Native Americans refused to accept the outcomes; **Chief Little Turtle** and the Western Confederacy defeated not one, but two, American armies  
• **General "Mad Anthony" Wayne** then defeated the Western Confederacy at the **Battle of Fallen Timbers; Treaty of Greenville**, however, recognized that Native Americans owned Ohio, and paid them for it; Native Americans accepted they were under American sovereignty  
• British had been arming Native Americans; Jay's Treaty got them to agree to stop  
• Most Americans wanted the Native Americans dead; Washington and Henry Knox preferred what was then the liberal response to the issue: **assimilation** |
| **B.)** | • Kentucky and Tennessee had been filling up with squatters (squatters were often Scots-Irish and other poor immigrants, while the speculators tended to be English descendants)  
• Whiskey Rebellion is a frontier rebellions, defying political controls back east about the increase in tax on whiskey  
• fears that the West and Southwest would join the Spanish, due to control of the Mississippi River were largely unfounded and came to nothing |
| **C.)** | • Ordinance of 1784 establish a territorial government north of Ohio River  
• Land Ordinance of 1785 set up grid surveying system  
• Northwest Ordinance of 1787 set up portion of land sales to finance public schools and banned slavery in Old Northwest, creating rules for admitting new states that would be used for every new state added to the Union  
• This meant that the West would be equal partners not colonies to be exploited |
| **D.)** | • Native American groups rejected those claims, but Americans forced Iroquois to hand over large sections of New York and Pennsylvania over to them; alcohol and bribes drove the Iroquois into smaller and smaller areas  
• The Western Confederacy at the Battle of Fallen Timbers; Treaty of Greenville, however, recognized that Native Americans owned Ohio, and paid them for it; Native Americans accepted they were under American sovereignty |
| **E.)** | • Father Junipero Serra set out to build missions, using the *encomienda* system of forced labor  
• land grants would also be available  
• missions were intended to secure California against possible American claims  
• in the nineteenth century, Mexico freed Native Americans and granted large ranchos; Native Americans intermarried, as did Yankee traders in leather |
# APUSH Period 3: 1754-1800

## Related Thematic Learning Objectives (Focus of Exam Questions)

<table>
<thead>
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<tbody>
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<td>MIG-1.0</td>
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</tr>
<tr>
<td>MIG-2.0</td>
<td>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</td>
</tr>
<tr>
<td>CUL-4.0</td>
<td>Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</td>
</tr>
<tr>
<td>GEO-1.0</td>
<td>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</td>
</tr>
<tr>
<td>WOR-1.0</td>
<td>Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</td>
</tr>
</tbody>
</table>

## Sub Concept II: The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

<table>
<thead>
<tr>
<th>Topics</th>
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</tr>
</thead>
</table>
| A.)    | * Jay’s Treaty resolve the dispute between the U.S and British ever since the Treaty of Paris in 1783, one of the dispute was to get British troops out of Northwest Territory Forts  
* Pinckney’s Treaty secured the right to use the Mississippi from the Spanish |
| B.)    | * Neutrality Proclamation by Washington designed to allow American commerce to continue with both sides; American economy recovering from Revolution and being locked out of British trading system due to high price of farming produce  
* French were officially our allies, and tried to enact the alliance, but Hamilton and Washington insisted that was with the king whose head they had chopped off (which upset Jefferson who was pro-French)  
* British and French both stopping American shipping, but British had the larger navy and were also impressing American sailors  
* Federalists hated atheism of French Revolution, as well as the Reign of Terror, and the fear that the poor would rise up against them in America  
* Jeffersonians hated British, because of the Revolution  
* Jay’s Treaty infuriated Jeffersonians, who saw it as a de facto alliance with British  
* XYZ Affair was an attempt of the US to negotiate with France, but French demands for a bribe infuriated President Adams |
| C.)    | * Farewell Address established American foreign policy of isolationism until WWII, but it failed completely to prevent the rise of political parties |

## Related Thematic Learning Objectives (Focus of Exam Questions)

<table>
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<tbody>
<tr>
<td>NAT-3.0</td>
<td>Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.</td>
</tr>
<tr>
<td>POL-1.0</td>
<td>Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</td>
</tr>
<tr>
<td>WOR-1.0</td>
<td>Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</td>
</tr>
<tr>
<td>WOR-2.0</td>
<td>Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.</td>
</tr>
</tbody>
</table>
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Match the Key Concept with the Details that Specifically Define It: Put it in your own words

1. The expansion of slavery in the Deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.

2. Ideas about national identity increasingly found expression in works of art, literature, and architecture.

3. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.

4. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

5. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

6. George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

7. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.

8. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.

9. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

10. In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

11. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
12. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.

13. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

14. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

15. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington’s military leadership, the colonists’ ideological commitment and resilience, and assistance sent by European allies.

16. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

17. The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideals on which the nation was based.

18. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

19. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

20. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

21. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.
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22. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.


24. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

25. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.

26. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

27. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.

28. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

29. Delegates from the states participated in a constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

30. After the British victory, imperial officials’ attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

Road to Revolution Events (here is a chronological study guide for the major events preceding the Revolution)

- Revenue Act of 1762
- Proclamation Line of 1763 denied colonists the spoils of war and expansion westward
- Currency Act of 1764 (hit South particularly hard; resentments lasted for years, because colonial economics more difficult without paper money; postwar recession also fed discontent)
- Sugar Act of 1764 (lowered taxes to try to “trick” colonists into paying them; vice-admiralty courts would be used to try violators without a jury trial; writs of assistance would allow searches of private property to seek violations;)
- Stamp Act of 1765 (colonies given a year to produce alternate taxes if they didn’t want Stamp Act; attempted to directly tax colonists, by putting tax on anything that might be printed, including newspapers, land tiles, slave sales, legal documents, books, dice [celluloid wrappers], diplomas, liquor licenses, every advertisement, every almanac, every deck of cards – if Parliament had TRIED to find a way to anger every colony and every social class, they couldn’t have done a better job; James Otis: “One single act of Parliament set the people a’thinking in six months more than they had done in their whole lives before”)

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- **Quartering Act of 1765** (colonial assemblies would be required to house and feed British troops stationed in their colonies – wartime measure colonies had always resisted, but now it’s peacetime)
- resistance to Stamp Act (Patrick Henry compares George III to Charles I, who lost his head; James Otis calls for **Stamp Act Congress**, which issue the **Stamp Act Resolves** demanding only assemblies could tax their own colonies; Franklin’s call for direct representation vs. virtual representation; **BOYCOTT; Sons of Liberty** use threats and intimidation against officials, led by John Hancock and **Samuel Adams**; Stamp Act largely dead before it even took effect) [Stamp Act called the “first step to rivet the chains of slavery upon us forever”; John Adams called it “That enormous Engine, fabricated by the British Parliament, for battering down all the Rights and Liberties of America”]
- Stamp Act repealed (largely due to boycott, so British merchants got the act repealed because their profits were gone)
- **Declaratory Act of 1766** (Parliament has the right to tax and legislate for the colonies)
- **Townshend Act of 1767** (taxes on paper, paint, glass and tea – and the money would go to pay salaries of governors and judges, to make them independent of colonial control, as well as paying for troops)
- **Revenue Act of 1767** (new customs officials, who could now receive 1/3 of profits from catching smugglers, which colonists saw as incentive to be less than honest about who was smuggling...)
- **Restraining Act of 1767** (NY assembly dissolved by Parliament when they refused to comply with Quartering Act)
- resistance to Townshend Act (Franklin had argued that the problem with the Stamp Act was that they were **internal taxes**, rather than **external taxes** – he said Americans had no trouble with taxes on trade; Franklin was wrong...) John Dickinson argued in **Letters from a Farmer in Pennsylvania** that the **intent** of the legislation was true division – and Townshend Act clearly intended to raise money, **NOT** regulate trade (Massachusetts sent a “Circular Letter” to other assemblies condemning Townshend Act and arguing **no taxation without representation**; British send more troops to Boston as a result) (new **BOYCOTT** – best tool; Sons of Liberty enforced it)
- repeal of Townshend Act, except for tax on tea (again, largely due to boycott – like Declaratory Act, tax on tea was kept to show Parliament had right to tax) (Franklin called again for his Albany Plan, to divide sovereignty; Thomas Hutchinson said the idea of dividing sovereignty was ridiculous)
- **Boston Massacre of 1770** (colonists provoked the soldiers, who accidentally fired; soldiers put on trial, and Sam Adams got his cousin John Adams to defend them, to show British trial by jury was essential right of ALL British citizens; Sam Adams kept a yearly parade every March 5th to keep resistance going)
- **Gaspée Affair of 1772** (customs ship went aground; local Patriots went out and burned the British ship down to the waterline; British wanted culprits caught and sent back to Britain for trial)
- **Committees of Correspondence** (created by Sam Adams as a means of keeping resistance going; spread to other colonies after Tea Act; led fight against Tea Act)
- **Tea Act of 1773** (match thrown into the tinder pile – Parliament wasn’t trying to tax Americans – they were trying to rescue the British East India Company, but Patriots saw this as a bribe to get them to surrender principles)
- **Boston Tea Party** (Gov. Hutchinson insisted on landing the tea and selling it; Sam Adams organized the Tea Party, which peacefully dropped all the tea in the harbor, and even replaced the lock they broke; they caught one guy stuffing tea in his pockets, stripped him naked, and threw him in the harbor...; Boston Tea Party infuriated George III and Parliament, and convinced the British it was time to bring out the hammer and punish the colonials)
- **Coercive Acts of 1774** (Intolerable Acts) (designed to punish Massachusetts and make an example – failed, as the other colonies backed them up: four parts 1) **Port Bill** closed down Boston Harbor until tea was paid for; 2) **Government Act** annulled Massachusetts charter and banned town meetings; 3) **Quartering Act** required building of barracks or housing of soldiers; 4) **Administration of Justice Act** allowed British officials accused of crimes to be tried in Britain, not Massachusetts)
- **Quebec Act of 1774** (not a part of Coercive Acts, but seen as such – French Canadians given Ohio Valley, which infuriated Virginians and Pennsylvanians, and Catholicism protected, which angered New England) (actually a landmark in toleration, but not seen as such in America)
- **First Continental Congress of 1774** called in response to Coercive Acts (Calloway Plan considered and rejected – largely a revival of Franklin’s Albany Plan) (passed Declaration of Rights and Grievances, which called for repeal of Coercive Acts and Declaratory Act; called for new boycot, and also threatened to stop **exporting** for the first time
- **Lexington and Concord of 1775** (General Gage sent in to crush dissent in Boston; went out to Lexington and Concord to seize arms and arrest Hancock and Sam Adams; **Paul Revere** and two other riders went to warn them; accidental firing led to Lexington, and then minutemen assaulted British all the way home from Concord )
- **Second Continental Congress** (creates **Continental Army**, puts **George Washington** in charge; **Olive Branch Petition; Declaration of the Causes and Necessities of Taking Up Arms; votes for independence**)
- **Invasion of Canada** (failed)
- **Thomas Paine** published **Common Sense** in 1776 (shifted argument away from Parliament to monarchy itself; ridiculed idea of an island ruling a continent; catalyst for convincing substantial numbers of Americans that independence was a good idea)
- **Declaration of Independence** (Jefferson wrote most of it, but he cribbed the ideas from John Locke)