**APUSH 2015 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Activity #3 Hour \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**College Board Concept Outline**

**Period 3: 1754 to 1800**

**Directions:** The Concept Outline below presents the required concepts and topics that students need to understand for the APUSH test. The statements in the outline focus on large-scale historical processes and major developments. Our course has focused on specific and significant historical evidence from the past that illustrate each of these developments and processes. Complete each table on the outline below by choosing two specific examples of relevant historical evidence that illustrate the concepts in greater detail. You may choose from among the ones provided OR provide one of your own. Define or describe the example and explain its significance to the thesis statement directly above the box.

**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.

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.

A. 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.

**Examples:** French-Huron alliance, British-Iroquois alliance, French and Indian War, Albany Plan of Union, Treaty of Paris

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. 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.

**Examples:** End of salutary neglect, writs of assistance, use of admiralty courts to try smugglers, virtual representation of Parliament

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. 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.

**Examples:** Pontiac’s War, Proclamation of 1763, Iroquois Confederacy, Chief Little Turtle and the Western Confederacy (1793-1795)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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

A. 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.

**Examples:** Sugar Act (1764), Stamp Act (1765), Quartering Act (1765), Declaratory Act (1766), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774), Quebec Act (1774)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. 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.

**Examples:** Taxation without representation, consent of the governed, republicanism, bicameral colonial legislatures, natural rights

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. 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.

**Examples:** Otis Warren, Paul Revere, Mercy Otis Warren, John Hancock, Samuel Adams, John Adams, Sons of Liberty, *Letters from a Farmer in Pennsylvania* (John Dickinson), Stamp Act Congress (1765), Boston Tea Party, committees of correspondence, First and Second Continental Congress

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

D. 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.

**Examples:** Committees of Correspondence, Minutemen of Massachusetts

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

E. 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.

**Examples:** Battle of Trenton, Battle of Saratoga, French Alliance, Battle of Yorktown

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

**Key Concept 3.2:**

The American Revolution’s democratic and republican ideas inspired new experiments with different forms of government.

1. 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.

1. 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.

**Examples:** End of primogeniture laws, First Great Awakening, New Lights vs. Old Lights, consent of the governed, John Locke, Jean-Jacques Rousseau

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. 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.

**Examples:** *Common Sense, Declaration of Independence,* republicanism, natural rights

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. 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.

**Examples:** Quakers, Abigail Adams’ “remember the ladies”, Pennsylvania gradual emancipation law (1780), Vermont constitution abolished slavery, reduction of state property requirements to vote, abolition societies, separation of church and state, Virginia Statute for Religious Freedom (1786)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. 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.

**Examples:** Republican motherhood, improved education for women, republican virtues of liberty and natural rights,

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

**Examples:** French Revolution (1789-1799), US Neutrality Proclamation, Haitian Revolution (1791-1804)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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.

A. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

**Examples:** Conventions to ratify constitutions, fundamental laws, strong state legislatures combined with weak governors and courts

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

 B. 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.

**Examples:** Unicameral legislature with no power to tax, draft soldiers, or regulate trade; lack of judicial or executive branch; tariff and currency disputes; Spanish restrictions on Mississippi River; British occupation of forts on US land; Shay’s Rebellion; Newburgh Conspiracy; Annapolis Convention

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. 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.

**Examples:** Great (Connecticut) Compromise, checks and balances, separation of powers, Electoral College, Supreme Court, republicanism, federalism

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

D. 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.

**Examples:** Three-fifths compromise, slave trade compromise, fugitive slave clause

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principals 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.

**Examples:** *Federalist Papers,* Bill of Rights*,* Federalists vs. Anti-Federalists

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. 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.
2. 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.

**Examples:** Executive branch departments, Cabinet, Judiciary Act of 1789

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. 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.

.

**Examples:** Hamilton’s financial plan, creation of the Bank of the US, elastic clause, strict vs. loose interpretation of the Constitution, formation of the Federalist Party, formation of the Democratic-Republican Party, Alien and Sedition Acts, Kentucky and Virginia Resolutions by Jefferson and Madison

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. 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.

 **Examples:** Anti-slavery societies, limited rights of free blacks

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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

**Examples:** John Trumbull, Benjamin Banneker, US flag, growth of nationalism, Mercy Otis Warren’s *History of the American Revolution, Autobiography of Benjamin Franklin*

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

**Key Concept 3:3**

Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

1. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
2. 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.

**Examples:** March of the Paxton Boys, Battle of Fallen Timbers (1794), Treaty of Greenville (1795)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. 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.

**Examples:** Scots-Irish migration to the frontier, frontier vs. tidewater Virginia, Whiskey Rebellion, Regulator Movement

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. 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.

**Examples:** Land Ordinance of 1785, Northwest Ordinance of 1787, Section 16, equal statement, abolition of slavery in Northwest Territory

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

D. 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.

**Examples:** Battle of Fallen Timbers, Treaty of Greenville

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

E. 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.

**Examples:** Expansion of Spanish missions in California, Spanish vacqueros (cowboys) of the Southwest, mestizos

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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.

A. 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.

**Examples:** Spanish control of Mississippi River, British occupation of US forts, impressment of US sailors, Jay Treaty (1794), Pinckney Treaty (1795)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. 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.

**Examples:** French Revolution, US Proclamation of Neutrality, Citizen Genet Affair, XYZ Affair (1797-1798), Quasi-war with France, Convention of 1800

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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

.

**Examples:** Political disagreements about aid to the French Revolution and the establishment of the Bank of the US, Farewell Address warned against entangling alliances and political parties

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |