

PERIOD 3 1754–1800

Overview

Period 3 traces the developments that led to the expulsion of the French as a factor in the imperial struggle for North America and the subsequent American Revolution. It then focuses on the efforts by the new United States to define its government, policies, identity, and place in the world.

Although the British were victorious over France in the Seven Years' War ending in 1763, they faced new problems with their North American colonies and the Indian tribes. British acquisition of lands west of the Appalachians and in the Ohio Valley meant dismantling of the French-Indian trade networks and new ways of colonial settlers. The opening of lands west of the Appalachians led to rapid settlement and renewed conflicts with both Indians and the British who remained in the Ohio Valley. Colonists in the backcountry developed an independent yeoman culture, increasing tensions as they sought to defend their new homes. Indians tried to form new alliances to ward off these threats, and the British sought to limit migration of settlers into western territories.

Colonists, frustrated at attempts to stop western settlement, were also angered when the British began to tighten control over trade and taxes in an effort to clear debts left from the Seven Years' War. Colonial resistance was fueled by the ideas of the Enlightenment as well as the determination to be treated fairly under British law. In spite of British military and financial advantages, the resulting revolution succeeded due to colonial resilience, ideological commitment, and timely foreign intervention.

The late eighteenth century was a time of international debate about religion, politics, and new forms of government, leading to new theories that challenged old imperial systems and beliefs. Americans embraced the ideals of the Enlightenment, hoping to create a model republican government that would guarantee natural rights and protect the people from both autocratic leaders and the rule of the mob. Thomas Paine's *Common Sense* made the case for a republic. The first attempt at government of the new country was the Articles of Confederation, which concentrated power in the hands of the legislature and had no chief executive. This document proved too limited and the central government it created was too weak to be effective. The Articles were replaced by the Constitution after long deliberations about the proper role of the federal government and a series of compromises about representation. Ratification almost failed when some states felt there were not strong enough guarantees of individual rights, but the addition of the Bill of Rights calmed those fears. Continuing debates in the new government over federal power, foreign policy, and economics eventually led to the formation of political parties.

The new United States also had to deal with foreign policy issues. Early leaders felt the best course to take with Europe was that of neutrality in order to protect the new nation's borders and secure favorable trade alliances. The French Revolution presented a special challenge because the French had aided the colonists in their own revolution. President Washington restated his belief in the importance of neutrality, though others in government continued to debate the wisdom of this approach.

Slavery remained a point of disagreement among the states in the new nation. Many felt the existence of slavery ran counter to the ideals of the American Revolution and the Declaration of Independence. To ensure passage of the Constitution, debates over slavery were postponed, though the issue continued to be at the forefront of political debate for decades.

In California, the Spanish continued to expand their mission settlements, which offered some social mobility to soldiers and settlers. The Northwest Ordinance created an orderly way for land to be sold and new states to be admitted, while also providing for public education and prohibiting slavery. Indian claims and rights remained unaddressed, however, and they continued to lose land to settlers. Increasing need for access to the Mississippi River led to new problems for the new country with both the Spanish and the British.

People in the United States still wrestled with the tension between regional identity and loyalty and their loyalties to the federal government. The South's determination to expand slavery into new territories conflicted with states in other parts of the country that were moving to end the institution. Women also confronted the disconnect between the ideals of equality promoted by the Enlightenment and the Revolution with their second-class status in the new country. White women had to be content with the ideal of "republican motherhood," seeing their role as that of forming good citizens as they raised their children at home rather than playing a role in public life.

Key Terms

Be sure that you understand the meaning of these terms and their relevance in U.S. history.

Atlantic world	Federalism
Artisans	Loyalists
Assimilation	Nullification
Backcountry cultures	Republican motherhood
Checks and balances	Tariffs
Ethnic tensions	Yeoman farmers

Questions to Consider

As you study Period 3, carefully consider each theme and the questions that relate to that theme.

Identity

- ✦ What accounted for the emergence of an American identity in the years between the French and Indian War and the beginning of the American Revolution?
- ✦ What factors accounted for the formation of regional and group identities in the years between 1754 and 1800?

Work, Exchange, and Technology

- ✦ What economic factors influenced the decision of the American colonists to wage a war for independence from Britain?
- ✦ What beliefs guided the founders as they set about establishing the American economic system in the years following the American Revolution?

Peopling

- ✦ How did the movement of English colonists to the west affect relations with the French and Indian nations in the mid-eighteenth century?

Politics and Power

- ✦ What factors led to the outbreak of war between the French and British in both Europe and North America?
- ✦ Why and how did both the French and the British forge alliances with Indians in the French and Indian War?
- ✦ What goals did native groups hope to achieve by making alliances with the French and British before and during the French and Indian War?
- ✦ What accounted for the colonial victory over the British?
- ✦ What values were reflected in the political institutions that Americans established during and after the American Revolution?
- ✦ What factors accounted for the continued tensions between white Americans and American Indians after the end of the Revolution?
- ✦ What tensions emerged in the debate over the writing of the Constitution? Why did this occur, and how were these tensions resolved?
- ✦ Why did political factions, and eventually political parties, emerge in the years after the American Revolution?

America in the World

- ✦ How did events in Europe exacerbate the tensions between the British and the American colonists in the years between 1754 and 1776?
- ✦ What factors determined the foreign policy of the new nation during the Washington and Adams presidencies?
- ✦ How successful was the American government in asserting itself on the world stage during this period?

Environment and Geography

- ✦ What environmental factors influenced settlement patterns and the formation of regional identities in this period?

Ideas, Beliefs, and Culture

- ✦ What influence did Enlightenment thinkers have on the colonists' decision to go to war against Britain?
- ✦ In what ways did Americans' beliefs about race and gender change in the years following independence from Britain?
- ✦ Why did the Articles of Confederation prove ineffectual, and how did the framers of the Constitution attempt to remedy their shortcomings?
- ✦ What are republican values, and how were they manifested in American political, religious, and cultural institutions in the last half of the eighteenth century?

America's History Chapter Summaries

(required AP[®] content in bold)

Chapter 5

The Problem of Empire, 1763–1776

Chapter 5 covers the period of time between the end of the French and Indian War (also known as the Seven Years' War) and the formal Declaration of Independence of the American colonists from Great Britain. It details Britain's attempts to affirm control over the North American colonies and colonial resistance to these efforts, culminating in the American Revolution. Poor British leadership, enormous imperial debt, and an aggressive Parliament ran headlong into colonial demands for more political and financial autonomy, along with their determination to expand settlement into territories they felt they had earned due to their participation in the war. The clash led to the emergence of a new nation.

The end of the Seven Years' War left the British with a huge debt, which they expected their American colonists to help pay. The colonists, however, had long been used to being able to manage their own affairs to a large degree. The British hoped to make up wartime expenses by stricter enforcement of taxation and tariff collection in the colonies. **Additional fears of French rebellions in Canada and Indian uprisings in the Ohio Valley led to decisions to increase military strength in North America as well.** The British were angered when the colonial merchants and assemblies resented what they saw as military occupation and extortion.

Key Concept 3.1.I.A;
Key Concept 3.1.I.B

Prime Minister George Grenville was the first to propose a series of laws designed to boost the British treasury at the colonists' expense. The Stamp Act of 1765 led to the first open confrontation with colonists, who convened the Stamp Act Congress and demanded an end to taxes within the colonies they were not allowed to vote on themselves—what they called “internal taxes.” They rejected the British claim that they had “virtual representation” and **claimed what they felt were their rights as British citizens.** Britain responded with sending even more troops under a new Quartering Act, requiring the colonists to provide food and shelter for troops. The Stamp Act Congress was followed by violence in the streets, with citizens' groups such as the Sons of Liberty destroying stamp warehouses and attacking the British stamp agents. The colonists based their actions on **both the traditions of British common law and the ideas of the Enlightenment.** What they saw as imperial oppression did not fit with **new ideas of natural rights and the obligations of the government to the governed.**

Key Concept 3.2.II.B

These popular resistance movements caught the attention of Parliament. Charles Townsend replaced Grenville as prime minister, and the Declaratory Act repealed the Stamp Act, while still maintaining that the British government had the right to tax the colonies. Townsend imposed a new round of taxes and duties that led to **renewal of colonial resistance.** Colonial women led the call for nonimportation of British products they could make themselves. Men followed their lead, and British commercial profits dropped. The British responded by increasing the number of troops stationed in the colonies.

Key Concept 3.1.II.C

New troubles were brewing in the Ohio Valley as colonial settlers ignored the **Proclamation Line of 1763, which prohibited any new settlements west of the mountains in what was then Indian country.** Thousands had already moved west, and they were not likely to be driven back. Lord North replaced Townsend in 1770, and he agreed to repeal most of the Townsend duties. As Parliament debated Lord North's proposals, trouble broke out in Boston in March 1770 when British soldiers fired on a group of colonists. Though the soldiers were later acquitted, the event became known as the Boston Massacre and further inflamed sentiment against imperial power.

Key Concept 3.1.I.C

While the repeal of the Townsend duties restored order for a while, colonial resentments were never far beneath the surface. Several colonial assemblies set up committees of correspondence to keep in touch without having to use British mails in the event of a crisis. Such a moment was not long in coming when Parliament passed a new Tea Act in 1773 to bolster the fortunes of the imperial East India Company. Colonists reacted to the proposed monopoly with new calls for boycott, and in Boston they dumped an entire shipment of tea into the harbor. The British responded with the Coercive Acts, hoping to make an example of Boston and the Massachusetts colony. The Quebec Act opening the Ohio Valley to Canadian settlers inflamed the colonists even more.

Key Concept 3.1.II.A

The First Continental Congress was called to meet in Philadelphia in September 1774. Some who attended wanted more boycotts, others favored a move to independence, and still others hoped for compromise. They agreed to demand repeal of the Coercive Acts and threatened complete boycott if the British refused. The colonies remained deeply divided as to how to respond to British policies. Some remained loyal to the crown while others simply wanted to be left alone. Growing tensions in the Ohio Valley and in New England pushed people on all sides into open conflict by spring 1775. The British occupying Boston heard claims of armed militia in the countryside and sent troops out to capture colonial leaders and supplies. The battles that ensued at Lexington and Concord became the opening round of the American Revolution.

The Second Continental Congress set up a temporary government and authorized raising a militia as the British prepared to launch another attack on Boston. King George III and the British Parliament ignored last-ditch efforts at compromise by the Congress, and skirmishes broke out in the South and West as well as New England. Pamphleteer Thomas Paine sought to rally the undecided to the Patriots' cause with the publication of *Common Sense* in which he made the case to end the tyranny of monarchy and establish a republic. In the summer of 1776, the Declaration of Independence was signed, using the ideas of the European Enlightenment to make the case for independence and the rule of popular sovereignty.

Key Concept 3.2.I.B

Key Concept 3.2.I.A

Chapter 6

Making War and Republican Governments, 1776–1789

Chapter 6 examines two related sets of events. The first is the American Revolution against the British Empire, which began in 1776 and ended in 1783. The colonists won through a combination of outstanding leadership, the resilient Continental army and militia, and support from allies abroad. The second focuses on the Patriots' attempts to build an effective form of republican government, culminating in the ratification of the Constitution of 1787, the national charter that endures today.

Key Concept 3.1.II.C

Colonial leaders wrote and signed the Declaration of Independence in 1776, just as the British began large-scale military assaults in New England. The British seemed to have more advantages in the conflict, as the colonists were economically and militarily weak. After a number of setbacks in the early years of the war, the Patriots' prospects improved dramatically in 1778 when they formed a formal alliance with France. The British tried to focus on the South, where they thought they would find greater Loyalist support. They also hoped to win slaves to the British cause by offering freedom to any who would rebel against their colonial masters. However, by October 1781, the British were forced to concede defeat at the seaport of Yorktown, Virginia, thus ending the American Revolution.

Key Concept 3.2.I.B

Shortly after the signing the Declaration of Independence, the Continental Congress adopted the Articles of Confederation, a document that created a loose union of the states as an association of equals. Although the Confederation held powers to make war and treaties, requisition funds from the states, and manage Indian affairs, there were major weaknesses as well. The Articles provided for no chief executive or federal judiciary, could not tax, and lacked

Key Concept 3.2.I.C

the power to enforce its provisions. Even so, ratification came after a dispute involving land claims in the Ohio Valley was settled by the creation of a federally administered Northwest Territory. The Northwest Ordinance of 1784 and the Land Ordinance of 1785 later provided for the orderly settlement of the territory and included a ban on slavery. While a boon for settlers, **these policies effectively ended Indian claims to any of the lands in the Ohio Valley.**

Key Concept 3.3.I.A

Financial problems quickly emerged as the war ended and states began to deal with their war debts. Some states tried to clear these debts by raising taxes, which placed a heavy burden on already strapped small farmers. Revolt broke out in Massachusetts with Shays's Rebellion, led by former Patriot soldiers who now faced the possibility of losing the land they had fought for because they could not pay the new taxes. **The national government under the Articles of Confederation had no way to help solve such problems, and many began to support demands for the creation of a stronger central government.**

Key Concept 3.2.II.A

In May 1787, a national convention met in Philadelphia to consider changes in the Articles. The delegates quickly realized that revisions would be inadequate; the country needed a completely new framework. **The result of their deliberations and compromises was the creation of the U.S. Constitution,** a document that created a stronger federal government with a chief executive and a judiciary, yet one that would still share many powers with the individual states. The final Constitution created a two-house legislative branch. Smaller states got equal representation in the Senate, while larger states won representation based on population in the House of Representatives. The issue of slavery was too controversial to deal with definitively, so the new Constitution simply set a time for the end of the international slave trade but left

Key Concept 3.2.II.B

the question of slavery for another generation to solve. Those who hoped the new government would move to end slavery altogether were disappointed. Southern delegates did get the right to count slaves proportionally in determining representation in the House of Representatives. Women who hoped the new Constitution would offer citizenship to them were disappointed as well. They were relegated to continuing their roles as wives and mothers and contenting themselves with raising good future citizens.

Key Concept 3.2.III.B

Key Concept 3.3.III.C

The ratification process proved to be more difficult than the framers had expected. Two camps quickly emerged: the Federalists, who felt a strong national government was a necessity, and the Antifederalists, who worried that the states were giving up too much power. Legislators in Massachusetts declared **they would vote against ratification if a more explicit Bill of Rights were not added to the document, spelling out certain individual rights they felt were left too vague in the Constitution itself.** With the promise of the addition of a Bill of Rights, states voted to ratify the Constitution and the new government was officially established. Nevertheless, **debates over the limits of federal and state power would continue for some time.**

Key Concept 3.2.II.C

Key Concept 3.2.II.D

Chapter 7

Hammering Out a Federal Republic, 1787–1820

Chapter 7 explores three interrelated themes: public policy (both domestic and foreign), party politics, and westward expansion. The chapter discusses the rise of mass democracy, the struggle to define the limits of state versus federal power, the first major extension of national boundaries beyond the Mississippi River, the growth of the first political parties, and the social pressures that accompanied this rapid expansion of political, economic, and technological change. ~~It examines the breakup of the old Federalist order with the election of Thomas Jefferson and then moves to the development of the First Party System with the rise of the Virginia Dynasty presidents and the Democratic-Republicans. The addition of the Louisiana Territory meant changes for the nation in terms of rapid westward expansion, more complicated international diplomacy, new economic opportunities, and new social and cultural issues. The United States moved from its status as a small emerging nation to one with the~~

~~beginnings of a world presence, even though many internal social and political issues still needed resolution.~~

During the 1790s, the new nation debated its role in foreign conflicts, especially the war between Great Britain and France triggered by the French Revolution, which was itself partially inspired by the American Revolution. The American Revolution also helped spark the Haitian Revolution beginning in 1791, which established the first black republic in the Atlantic world.

Key Concept 3.1.III
Key Concept 3.2.III.C

Prior to 1800, during the first administration of President George Washington, the government ratified the Bill of Rights. Throughout the 1790s, the nation moved to more participatory democracy with the development of new political parties, with the Democratic-Republicans successfully challenging the Federalists in the election of 1800. ~~The Supreme Court played a role in defining the supremacy of federal power over state power and solidified the role of the judiciary in making determinations about the meaning of the Constitution (ex: Marbury v. Madison, McCulloch v. Maryland).~~

Key Concept 3.2.III.B
Key Concept 4.1.I.A

Key Concept 4.1.I.B

~~The country also experienced growing regional economic diversification, which also led to political and social differences. The expansion of slavery became a central issue for the nation, especially as slavery expanded west across the Lower South with the increasing demand for cotton for the newly emerging textile industry. The acquisition of lands from the Louisiana Purchase led to further debate about the expansion of slavery, an issue settled only temporarily by the Missouri Compromise in 1820.~~

Key Concept 3.3.III.B

Key Concept 4.2.II.A
Key Concept 4.3.I.A
Key Concept 4.3.III.A
Key Concept 4.3.II.B

Expansion also led to increased conflicts with American Indians who resisted expansion (ex: Tecumseh) yet often found themselves on the unfavorable side of increasingly restrictive treaties (ex: Treaty of Greenville). Homesteaders and entrepreneurs sought to push farther west, leading to a constant demand for more land.

Key Concept 4.2.III.A

While the United States was intent on expanding its national borders, the new nation also wished to stay out of European conflicts. ~~Even so, foreign involvement was inevitable, as the government negotiated the purchase of the Louisiana Territory from France and later sought to control the North American continent, leading in part to further conflict with Great Britain. While the nation's leaders talked of isolation, the country was slowly finding itself involved in world affairs.~~

Key Concept 4.3.I.A
Key Concept 4.3

Key Concept 4.3.I.A

Thematic Timeline

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
IDENTITY	<ul style="list-style-type: none"> • After the colonists' victory in the American Revolution, Indian tribes wanted to trade with the new Americans yet also tried to maintain their tribal identity and hold onto their land. • Despite the colonists' decision to fight for independence, many colonists remained loyal to Britain. • Concerned that the British were placing unwarranted constraints on their economic and political liberties, colonists united. • As economic, social, and political factors shaped regional identities after the Revolution, people formed political parties to articulate and implement policies that they supported. 	<p>1754–1775</p> <ul style="list-style-type: none"> • After the French and Indian War, the British insistence that colonists had “virtual representation” serves to unite many colonists in opposition to the mother country. • From the mid-1760s to the outbreak of the Revolution (1775), many colonists develop a national identity without shedding their regional and group identities. • Patrick Henry attacks George III in the Virginia House of Burgesses (1765). • Stamp Act Congress (1765). • Sons of Liberty (1765). • Popular resistance leads to the nullification of the Stamp Act (1766). • Daughters of Liberty (1768). • By 1770, many Patriots, including Benjamin Franklin, Patrick Henry, and Samuel Adams, refuse to accept authority of Parliament. • Many colonists (15 to 20 percent of whites) remain loyal to Britain. They distrust some Patriot leaders and fear anarchy. Quaker pacifists refuse to support war. <p>1776–1800</p> <ul style="list-style-type: none"> • During the American Revolution, colonial political identities change as colonists felt the “abstract bonds of citizenship.” Many, however, remain loyal to Britain. • During the American Revolution, the British recruit slaves by promising them freedom. • Many American Indians ally with the British. • Despite some attempts at assimilation of Indians after the American Revolution, Indians refuse to give up loyalty to their clan, the essence of tribal structure. • Many Indians incorporate elements of Christianity into their traditional religion. • Indians reject attempts to turn them into farmers. • Fear of slave revolts intensifies after Toussaint L'Ouverture leads Haitians against the French (1798).

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
<p>WORK, EXCHANGE, TECHNOLOGY</p>	<ul style="list-style-type: none"> • After the French and Indian War, Indians wanted to maintain trade with Europeans but also resisted the English presence on Indian land. • Competition for resources between the British colonists and Indians continued after the French left North America. • One reason the British attempted to control the colonial economy after 1754 was the debt incurred during the French and Indian War. • The weaknesses of the Articles of Confederation, including the difficulty of raising revenue, led many to call for revisions to the Articles. • Debates over economic policy eventually led to the formation of two political parties. 	<p>1754–1775</p> <ul style="list-style-type: none"> • Colonial demand for British goods increases in the mid-eighteenth century, resulting in a trade deficit with Britain. • The cost of maintaining British forces in North America greatly increases after 1754. • The expense of the French and Indian War plus British extension of credit to the colonists leads the British government to seek additional sources of revenue. • The per capita tax burden in Britain is 20 percent (1760s). • Many colonial merchants oppose British economic policies because they have made fortunes from smuggling in their effort to circumvent British laws. • George Grenville becomes prime minister and convinces Parliament to impose economic reforms, many of which the colonists oppose (1763). • Currency Act (1764). • Sugar Act (1764). • Stamp Act (1765). • Townshend Act imposes duties on colonial imports (1767). • Debate rages over internal versus external taxes. • Colonists organize boycotts of British goods (mid-eighteenth century). • Women are key to the efforts of the nonimportation movement (1768). • Tea Act (1773). • Boston Tea Party (1773). • British impose Coercive Acts (1774). <p>1776–1800</p> <ul style="list-style-type: none"> • Following the outbreak of the Revolution, the colonial economy is hurt by the British blockade. The Americans have no reliable source of funds until the 1778 treaty with France. • Publication of Adam Smith's <i>The Wealth of Nations</i> (1776). • After the Treaty of Paris (1783), some Loyalist property is seized, and merchants who supported independence prosper. • Shays's Rebellion demonstrates frustration with the economic policies of the Massachusetts government (1786–1787). • Economic issues are at the core of debate over the new American government: debts, tariffs, taxes.

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
<p>WORK, EXCHANGE, TECHNOLOGY <i>(continued)</i></p>		<ul style="list-style-type: none"> • The Constitution provides for honoring of national debt and the power to tax. • Along with the three-fifths compromise, framers of Constitution agree that slave trade cannot be banned until 1808. • Two competing economic visions vie for support in the early years of the new republic. • Washington appoints Alexander Hamilton as the first secretary of the treasury. Hamilton's economic plan is designed to increase the authority of the central government. • Bank of the United States established (1790). • Hamilton submits three economic reports: on public credit, on the national bank, and on manufactures (1790–1791). • Hamilton proposes a revenue-raising tariff (1791). • Hamilton's rival, Thomas Jefferson, envisions a society that rests on the labor of independent yeoman farmers. • Eli Whitney invents the cotton gin (1793). • Pennsylvania farmers wage the Whiskey Rebellion to protest an excise tax (1794).
<p>PEOPLING</p>	<ul style="list-style-type: none"> • After the defeat of the French and their withdrawal from the continent, new conflicts arose between white settlers and Indians along the western border of colonial America and then the United States. • Backcountry cultures and social and ethnic tensions emerged when settlers moved westward. • In the middle and late eighteenth century, the Spanish expanded their mission settlements in California, leading to a new cultural blending. • Those who joined the movement for independence from Britain included colonial elites, laborers, artisans, and women. 	<p>1754–1775</p> <ul style="list-style-type: none"> • By 1754, the British and the French, as well as various Indian groups, lay claim to the Ohio Valley. • Colonists defy the Proclamation of 1763. As they move west, they engage in conflicts with Indian groups. • Pontiac's Rebellion (1763). • As British colonists move west, conflicts over economic issues and colonial Indian policies increase. • Paxton Boys in Pennsylvania (1763). • Regulator Movement in South Carolina (1763). • Regulator Movement in North Carolina (1766). <p>1776–1800</p> <ul style="list-style-type: none"> • After the 1783 Treaty of Paris, Indian tribes feel abandoned by the British. • 1784 Treaty of Fort Stanwix takes land from Iroquois. • Additional treaties result in Indians' ceding most land in what will become Ohio (1785). • Formation of the Western Confederacy. • Battle of Fallen Timbers (1794).

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
PEOPLING (continued)	<ul style="list-style-type: none"> • As Americans moved westward, republican institutions moved with them, often intensifying conflicts between American Indians and white settlers. • With the expansion of slavery in the Lower South and in the West, and the gradual abolition of slavery elsewhere in the United States, regional attitudes developed toward slavery. 	<ul style="list-style-type: none"> • Greenville Treaty sparks white migration into Ohio and Tennessee River valleys (1795). • White settlers move in large numbers to Kentucky (late eighteenth and early nineteenth centuries). • As cotton becomes a more profitable crop, many Americans move to the Deep South.
POLITICS AND POWER	<ul style="list-style-type: none"> • As the English expanded into the interior of North America, Indian tribes shifted alliances among European nations. • After the mid-eighteenth century, British colonists in North America blamed their economic and political grievances on the British crown, and a movement for independence gained momentum. • Thomas Paine's <i>Common Sense</i> and the Declaration of Independence clearly showed colonists' belief in natural rights and republican self-government. • Superior colonial leadership was a pivotal factor in ensuring colonial victory in the American Revolution. 	<p>1754–1775</p> <ul style="list-style-type: none"> • Before and during the French and Indian War, the Iroquois forge alliances with the British; other tribes ally with the French. • Governor Dinwiddie sends George Washington to the confluence of the Allegheny and Monongahela rivers to reassert British claims (1754). • Albany Congress (1754). • Colonists begin to raise questions about British political and economic policies: taxation imposed from London and trial by vice admiralty courts (1760s). • British policy of salutary neglect ends. • Stamp Act (1765). • Quartering Act (1765). • Declaratory Act (following repeal of Stamp Act in 1766). • Tax on tea left in place after repeal of Townsend Acts (1770). • Boston Massacre (1770). • Committees of Correspondence form (early 1770s). • First Continental Congress meets (September 1774). • Battles of Lexington and Concord (April 1775). • Battles of Bunker Hill (May 1775). • Declaration of the Causes and Necessities of Taking Up Arms (1775).

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
POLITICS AND POWER (continued)	<ul style="list-style-type: none"> • After the American Revolution, state constitutions and the Articles of Confederation confirmed Americans' suspicion of both too much centralized power and excessive popular influence, placing limits on each, with power in the legislature and restrictions on suffrage and citizenship. • Political compromise allowed for the creation of the Constitution, a document that strengthened the federal government but also placed limits on it. • Political parties were formed in the early years of the Republic, reflecting Americans' differences on the issues of federalism, economic policy, and foreign policy. • While many after the American Revolution called for greater democracy and the abolition of slavery, the framers delayed a solution to the issue of slavery and the slave trade, ensuring that these would be debated for many years. • The Northwest Ordinance provided for the admission of new states and supported public education, private property, and the restriction of slavery. 	1776-1800 <ul style="list-style-type: none"> • Patriot governments are weak at the start of the Revolution. • Battle of Saratoga is a turning point of the American Revolution (October 1777). • Valley Forge (winter of 1777-1778). • After French come to their aid, American forces are able to defeat the British at Yorktown (1781). • Treaty of Paris (1783) gives United States land south of the Great Lakes and east of the Mississippi River. American navigation on the Mississippi is guaranteed. • Articles of Confederation are adopted. Fear of a too-powerful executive results in a central government with no chief executive, no judiciary, and no power to tax (November 1777). • The Northwest Ordinances provide for five new states, where slavery is banned and funds for schools are mandated (1784-1787). However, claims by Indian tribes are essentially invalidated. • In the wake of Shays's Rebellion, a convention is called to revise the Articles (May 1787). • Virginia and New Jersey plans adopted as key part of the new Constitution, viewed as the Great Compromise (1787). • Ratification of the Constitution promoted by <i>The Federalist</i>, written by Hamilton, Jay, and Madison (1787-1788). • "Federalist No. 10" based on the ideas of Montesquieu. • Compromises during the writing of the Constitution ensure the debates over slavery will not be resolved soon. • In order to ensure ratification and provide guarantee of individual rights, Federalists pledge to include a Bill of Rights. • National court system created by the Judiciary Act of 1789. • Bill of Rights ratified (1791). • Supporters of Hamilton and Jefferson increasingly develop allegiance to political factions. By 1794, these factions are known, respectively, as Federalists and Democratic-Republicans (often called Republicans). • By 1796, the First Party System emerges in the context of conflict over Hamilton's economic program.

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
POLITICS AND POWER <i>(continued)</i>	<ul style="list-style-type: none"> In his Farewell Address, George Washington warned about the dangers of political parties and “entangling” foreign alliances, but increasing tensions with France and Britain led to bitter partisan debates about both political parties and foreign policy. 	<ul style="list-style-type: none"> Federalists pass the Alien and Sedition Acts to weaken support for the Republicans (1798). Kentucky and Virginia resolutions (1798). Americans debate the legacy of the French Revolution as Federalists side with the British and Republicans voice admiration for the French (after 1789).
AMERICA IN THE WORLD	<ul style="list-style-type: none"> During the American Revolution, European nations provided considerable support for the colonists, helping them defeat the British. European powers remained in North America after the end of the American Revolution. Their presence provided many challenges to the new American government as it attempted to promote trade and other economic interests and protect its borders. Following the French Revolution, Americans debated both domestic policy and America’s place in the world. Many criticized the Articles of Confederation for hindering the implementation of a strong foreign policy; this led to calls for significant revision of the Articles and a stronger central government. The American Revolution affected events in France, the Caribbean, and Latin America. The United States used diplomacy to lessen tensions with Spain that rose over use of the Mississippi River and to deal with a continuing British presence in North America. 	<p>1754–1775</p> <ul style="list-style-type: none"> By the mid-eighteenth century, Britain is the world’s commercial and industrial leader. After the war between the French and British begins in North America, the conflict spreads to Europe and is known as the Seven Years’ War (1756–1763). Treaty of Paris (1763). <p>1776–1800</p> <ul style="list-style-type: none"> After the Battle of Saratoga, Americans make a treaty with France. France provides money and troops (1778). Spain joins the conflict on the side of the British (1779). The French Revolution is inspired by republican ideas and the model of the American Revolution (1789). After the American and French revolutions, many Americans were divided as to whether to support the British or the French and debated which nation shared American values and beliefs about government and foreign policy. Proclamation of Neutrality (1793). Jay’s Treaty viewed as too conciliatory toward the British (1795). XYZ Affair (1798).

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
ENVIRONMENT AND GEOGRAPHY	<ul style="list-style-type: none"> • The geography of eastern North America contributed to rising tensions among colonists, Indians, and the British in the years leading up to the American Revolution. • Partly due to their familiarity with their environment, the colonists were able to defeat the British. • After the American Revolution, the Mississippi River and access to New Orleans became a focus of international rivalry. 	<p>1754–1775</p> <ul style="list-style-type: none"> • As colonial settlements are built in the West, the British government must extend its authority and resources into a new and difficult environment. <p>1776–1800</p> <ul style="list-style-type: none"> • Following the end of the American Revolution, white settlers move in large numbers to new environments in the West and the South and confront new challenges. • Indian groups must adapt to new environments as they are pushed westward by white settlement.
IDEAS, BELIEFS, AND CULTURE	<ul style="list-style-type: none"> • Those who supported the colonial fight for independence based their arguments on the ideals of the Enlightenment, the rights of Englishmen, and belief in individual liberty. The colonists' commitment to these ideals helped them achieve their goals. • In the eighteenth century, people around the Atlantic world debated new ideas about politics and religion and experimented with new political structures. • The Enlightenment emphasis on individual talent rather than hereditary privilege inspired American thinkers. 	<p>1754–1775</p> <ul style="list-style-type: none"> • The intellectual roots of the Patriots' resistance come from many sources: English common law, used by James Otis to oppose writs of assistance in 1761, Enlightenment rationalism and belief in natural law as articulated by Locke and Montesquieu, (many in the colonies begin to see slavery as a violation of natural law), and Republican and Whig traditions in England, for example, the movement toward a constitutional monarchy. <p>1776–1800</p> <ul style="list-style-type: none"> • <i>Common Sense</i> by Thomas Paine (January 1776). • Declaration of Independence (July 1776). • Women assume a larger role while men are fighting for independence, so they come to expect expanded rights when the war is over. • Although women in New Jersey could vote until 1807, women's efforts to end restrictive laws are largely ignored after the Revolution. • There is some expansion of educational opportunities for women. • Women's role in the new nation is based on the idea of "republican motherhood," a notion further refined in the nineteenth century with the popular idea of the "cult of domesticity."

THEME	REQUIRED CONTENT	SUPPORTING EXAMPLES
IDEAS, BELIEFS, AND CULTURE <i>(continued)</i>	<ul style="list-style-type: none"> • While fighting for independence from Britain and then establishing a new government, Americans continued debating the balance between liberty and order. • Belief in individual liberty was one reason that many successfully demanded that a Bill of Rights be added to the Constitution. • Enlightenment ideas and a need to establish a role for women in the political life of the new nation promoted the idea of “republican motherhood.” 	<ul style="list-style-type: none"> • By the turn of the century, republican principles form the basis of American political thought. These include: representative democratic government within prescribed limits and based on popular sovereignty, rule of law (a written constitution), a dynamic market economy, private ownership, government responsibility for enhancing the “common wealth,” equality in family and social relationships (in the North), aristocratic republicanism (in the South), and opposition to an established church.