

## 2020 4<sup>th</sup> edition AMSCO Guided Reading for Unit 3, 1754-1800

*Note: All Materials on FFAPUSH are FREE! Please do not purchase them from unscrupulous people and websites who try to profit from my work that I do free of charge.*

Teachers and Students,

Unit 3 in the 4<sup>th</sup> edition includes 13 subsections that correlate to chapters 4-6 of the 3<sup>rd</sup> edition. If you are using editions from 2015-2020 (up to the 3<sup>rd</sup> edition), my previously posted reading guides are recommended. I will keep those guides on my website, <http://www.ffapush.com/amsco-guides.html> I've added a new page for the 4<sup>th</sup> edition guides, and only those using the new 4<sup>th</sup> edition should use them. <http://www.ffapush.com/2020-amsco-reading-guides-1.html>

This guide is divided into 13 sections and can be assigned in parts or in its entirety. The format is slightly different from the older set. After listening to feedback from teachers, I am simplifying the notes section and moving analysis to the end of each section. I am also including fewer analysis questions and aiming to make them more targeted to the skills and content tested on the AP exam. You will also notice links to writing activities and enrichment options to help students and teachers navigate more smoothly to additional resources.

It is my hope that the reading guides will help students process information beyond just recording notes of “what happened.” Processing is essential, as students must not only know “what happened” in history they must be able to analyze and evaluate history!

Fight Fiercely everyone!

Sincerely, Rebecca Richardson

*PS- there is space for all the multiple choice and SAQ practices, however you may want to select one or two per unit and make the others optional practice. Or consider walking through one or more in class to model the skill.*

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

**Guided Reading & Analysis: Colonial Era**

Unit 3- 1754-1800, pp 84-156

**Reading Assignment:**

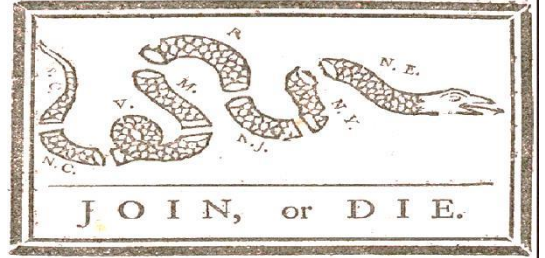
Unit 3, divided into 13 subsections reflecting learning objectives for APUSH (corresponds to chapters 4-6 in 3<sup>rd</sup> edition)

**Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.

**Basic Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided.



(Image Source: Benjamin Franklin, Pennsylvania Gazette, 1754, Public Domain This graphic was based on a common superstition that a severed snake could come back to life if its sections were joined prior to sundown. Believe it or not! ☺)

**Key Concepts FOR PERIOD 3:**

**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.

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

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

**Topic 3.1 Contextualization, pp 84-85**

As you read the contextualization, consider the skill you will be mastering as you analyze history.

Contextualization: Analyze the context of historical events, developments, or processes; Identify and describe a historical context for a specific historical development or process; Explain how a specific historical development or process is situated within a broader historical context.

In the spaces provided, **record your notes as you read in the left-hand column.** Additional questions are presented in order to focus your attention to main ideas. **When you have finished note-taking for this section, address the prompts in the right-hand column.**

Learning Objective: Explain the context in which America gained independence and developed a sense of national identity.

<b>NOTES</b>	<b>ANALYSIS</b>
<p><b>Connecting unit 2 to unit 3 (first paragraph):</b></p>	<p><b>Explain why 1754 is a major turning point in American history.</b></p>

<p><b>British-French Wars:</b></p>          <p><b>Colonial Independence:</b></p>          <p><b>The Articles of Confederation and the Constitution:</b></p>          <p><b>Conflicting Views of Government:</b></p>          <p><b>Changes in Economics, Politics, and Culture:</b></p>	<p><i>Unit 3 ends with 1800, which is also a major turning point. It marks the peaceful exchange of power from a Federalist, President John Adams, to a Democratic-Republican, President Thomas Jefferson.</i></p> <p><b>How did the relationship between Britain and her colonies change from 1754-1800?</b></p>          <p><b>What inspired the American Revolution?</b></p>          <p><b>Why was the AOC replaced with the Constitution?</b></p>          <p><b>What was the result of conflicting views on politics during Washington’s presidency?</b></p>          <p><b>How did migration patterns affect the U.S.?</b></p>
---	---

**Identify the significant events occurring in each of the following years. Circle the one you believe is most significant.**

**1754-1763:**

**1776:**

**1783:**

**1789:**

**Topic 3.2, The Seven Years’ War, pp 86-91**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain the causes and effects of the Seven Years’ War (the French and Indian War).

MAIN IDEAS	NOTES
<p>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.</p>	<p><b>Introduction...</b></p> <p><b>Empires at War, 1689-1763...</b></p> <p><i>Britain, France, and Spain competing for power and land</i></p> <p><i>North America – competing over sugar producing islands and fur trade with American Indians</i></p> <p><b>The First Three Wars...</b></p> <p><i>King William’s War – failed attempt by the British to capture Canada</i></p> <p><i>Queen Ann’s War – Britain gains Nova Scotia and trading rights in Spanish America</i></p> <p><i>King George’s War – Britain gains economic and political influence in India</i></p> <p><b>The Decisive Conflict...</b></p> <p><b>Beginning of the War...</b></p> <p><b>Albany Plan of Union...</b></p> <p>continued on next page...</p>

<p>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.</p>	<p><b>British victory...</b></p> <p><b>Immediate Effects of the War...</b></p> <p><b>The British View of the War:</b></p> <p><b>The Colonial View of the War:</b></p>
<p><b>ANALYSIS:</b></p> <p><b>What was the most significant cause of the French and Indian War?</b></p> <p><b>Explain one way the Seven Years' War (French and Indian War) impacted the relationship between Britain and her North American colonies.</b></p>	
<p>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.</p>	<p><b>Reorganization of the British Empire...</b></p> <p><b>Pontiac's Rebellion...</b></p> <p><b>Proclamation Line of 1763:</b></p> <p><b>Growing British-Colonial Tensions...</b></p>

**Multiple Choice Practice, pp 90-91**

- 1.
- 2.
- 3.

**Short Answer Question, page 91**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. When interpreting a document, your analysis beyond the obvious is your evidence. **Use the lingo of each prompt to set up your answer**, and **include an explanation of how or why**. The first one is done for you as a model of how to address short answer questions.

a. One historical event or development during the Seven Years’ War that demonstrated a fundamental change in the British view of its relationship with its American colonies was **the Albany Plan**. This plan attempted to unite the colonies in an effort to defeat the French, but it failed because colonies didn’t want a larger power deciding taxes. It shows a change in the British view, because they wanted the colonies to do more to support the empire.

b. One historical event or development during the Seven Years’ War that demonstrated a fundamental change in the colonial view of its relationship with its British government was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. One historical event or development resulting from the changing views by the British or by the colonists was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Source: Give Me Liberty Or Give Me Death, excerpts, Patrick Henry, March 23, 1775, [https://avalon.law.yale.edu/18th\\_century/patrick.asp](https://avalon.law.yale.edu/18th_century/patrick.asp)**

“... This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country.

... These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging.

... Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!”

In the next section, you will be learning about British New Imperial Policies and the colonial reactions to them.

**Before you move on, read the excerpt at left and identify the author’s point of view regarding these New Imperial Policies.**

**Also consider the meaning of the words, “give me liberty or give me death.” What do these words foreshadow?**

### Topic 3.3, Taxation Without Representation, pp 92-99

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how British colonial policies regarding North America led to the Revolutionary War.

MAIN IDEAS	NOTES
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Introduction...</b></p> <p><i>New British policies including taxes led to colonists becoming more concerned with liberty</i></p> <p><i>Some accepted them, some rebelled</i></p> <p><i>Some began uniting in protest</i></p> <p><b>British Actions and Colonial Reactions...</b></p> <p><b>New Revenues and Regulations...</b></p> <p><b>Reactions to the Stamp Act...</b></p>
<p><b>ANALYSIS: Which of the following had the greatest impact on colonial attitudes toward Great Britain: Proclamation Line of 1763 or Stamp Act of 1765. Explain your answer.</b></p>	





## Multiple Choice Practice, page 98

- 1.
2. \_\_\_\_\_

## Short Answer Questions, page 99

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**. The first step – using the lingo is set up for you.

**Remember when you are interpreting a document as you are in part a., your analysis BEYOND THE OBVIOUS is your evidence.**

a. One major difference between Wood’s and Bailyn’s historical interpretations of why the American colonies rebelled against the British was \_\_\_\_\_

---



---



---

b. One historical event or development in the period 1754-1776 that is not explicitly mentioned in the excerpts that can be used to support Bailyn’s interpretation was \_\_\_\_\_

---



---



---

c. One historical event or development in the period 1754-1776 that is not explicitly mentioned in the excerpts that can be used to support Wood’s interpretation was \_\_\_\_\_

---



---



---

Source: *Common Sense*, published anonymously **January 10, 1776** by Thomas Paine, <https://herb.ashp.cuny.edu/items/show/1127>

“ . . . I have heard it asserted by some, that as America has flourished under her former connection with Great-Britain, the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer. . . that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessities of life, and will always have a market while eating is the custom of Europe . . .

Where, say some, is the king of America? I’ll tell you, Friend, he reigns above, and doth not make havoc of mankind like the royal brute of Great Britain. . . . So far as we approve of monarchy. . . in America the law is king. . . .

“ . . . O! ye that love mankind! Ye that dare oppose not only the tyranny but the tyrant, stand forth! Every spot of the old world is overrun with oppression. Freedom hath been hunted round the Globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind.”

In the next section, you will study the philosophical foundations of the Revolution, including Enlightenment thought. One of the most influential thinkers was Thomas Paine. Before you move on, read the excerpts at left and evaluate the arguments.

**What is Paine’s point of view regarding Great Britain?**

**What is the fundamental argument Paine makes for rebellion?**

**Topic 3.4, Philosophical Foundations of the American Revolution, pp 100-103**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

MAIN IDEAS:	NOTES:
<p>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.</p> <p>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.</p>	<p><i>Long tradition of loyalty to Britain</i>  <i>Changing relationship between Britain and colonies led to diverging directions</i>  <i>John Locke influenced colonies</i></p> <p><b>Enlightenment Ideas...</b></p> <p><b>Thomas Paine's Argument for Independence...</b></p> <p><b>Historical Perspectives...</b></p>
<p><b>ANALYSIS:</b>  <b>How did colonial views on individualism affect Patriot revolution?</b></p>	

Multiple Choice Practice, pp 102-103

- 1.
- 2.
- 3.

Short Answer Questions, page 103

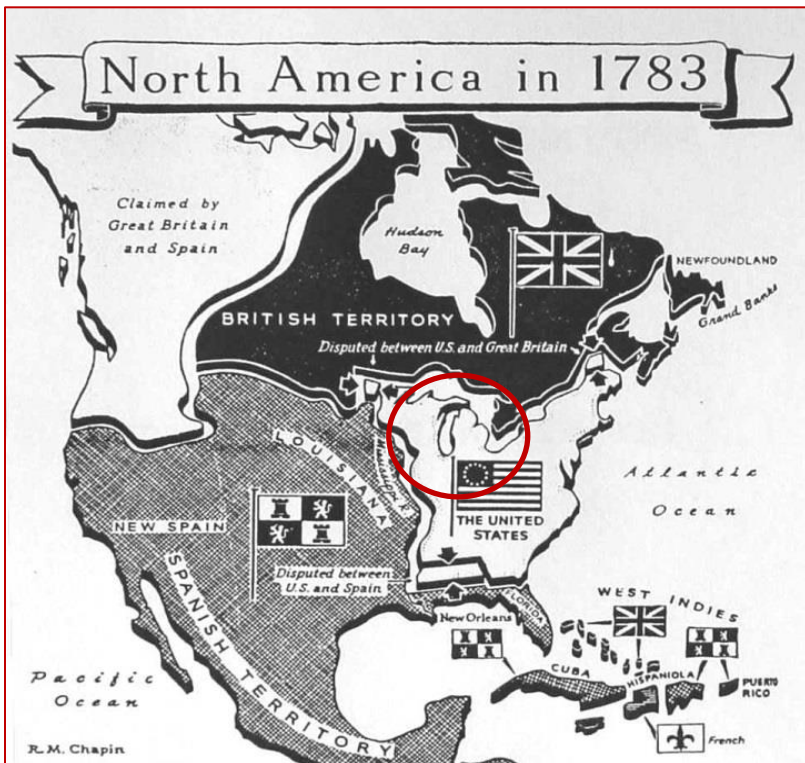
Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

**Remember when you are interpreting a document as you are in part a., your analysis BEYOND THE OBVIOUS is your evidence.**

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



In the next section you will focus on the American Revolution itself. The end of this war results in an independent United States of America. (map image captured from mapssite.blogspot.com)

Before you move on, consider the historical significance of the Ohio Valley (circled) during the Seven Years' War and then as part of the U.S.A. in 1783.

**What is the significance of the changing "ownership" of this territory? Consider the French, American Indians, British, and Americans.**

### Topic 3.5, The American Revolution, pp 104-110

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how various factors contributed to the American victory in the Revolution.

MAIN IDEAS:	NOTES:
<p>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.</p>	<p><b>First Continental Congress...</b></p> <p><b>Fighting Begins...</b></p> <p><b>Second Continental Congress...</b></p> <p><b>Peace Efforts...</b></p> <p><b>The Declaration of Independence...</b></p>
<p><b>ANALYSIS:</b>  <b>Explain how John Locke's ideas influence the writing of the Declaration of Independence.</b></p>	

MAIN IDEAS:	NOTES:
<p>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.</p>	<p>Continued from previous page</p> <p><b>The Revolutionary War...</b></p> <p><b>The Competing Sides...</b></p> <p><b>Initial American Losses and Hardships...</b></p> <p><b>Alliance with France...</b></p> <p><b>Victory...</b></p>
<p><b>ANALYSIS:</b></p> <p><b>To what extent was the alliance with France a key factor in the American victory in the Revolutionary War?</b></p> <p><b>Explain the key difference between the Treaty of Paris, 1763 and the Treaty of Paris, 1783.</b></p>	

**Multiple Choice Practice, page 110**

- 1.
- 2.

**Short Answer Questions, page 110**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. **Use the lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 3.6, The Influence of Revolutionary Ideals**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objectives:

Explain the various ways the American Revolution affected society.

Describe the global impact of the American Revolution.

MAIN IDEAS:	NOTES:
<p>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.</p> <p>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.</p>	<p>Introduction...</p> <p>Women in the Revolutionary Era...</p> <p>The Status of Enslaved African Americans...</p> <p>continued on next page</p>

<p>The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.</p>	<p><b>Native Americans and Independence...</b></p> <p><b>International Impact of the American Revolution...</b></p> <p><b>Historical Perspectives...</b></p>
<p><b>ANALYSIS:</b>  <b>Explain the historical significance of Republican Motherhood.</b></p> <p><b>Identify one positive and one negative aspect of African Americans' status in the new nation.</b></p>	

### Multiple Choice Practice, pp 114-115

- 1.
- 2.
- 3.

**Short Answer Questions, pp 115-116**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 3.7, The Articles of Confederation, pp 117-122**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how different forms of government developed and changed as a result of the Revolutionary Period.

MAIN IDEAS:	NOTES:
<p>Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</p> <p>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.</p>	<p>Introduction...</p> <p>Organization of New Governments...</p> <p>State Governments...</p> <p>The Articles of Confederation...</p> <p>continued on next page</p>



<p>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.</p> <p>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.</p>	<p><b>The United States Under the Articles, 1781-1789...</b></p> <p><b>Weaknesses of the Articles...</b></p>
<p><b>ANALYSIS:</b>  <i>How did the experiences of the founding generation influence the construction of the new government under the AOC?</i></p>	

**Multiple Choice Practice, page 121:**

- 1.
- 2.
- 3.

**Short Answer Questions, page 122**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 3.8, The Constitutional Convention and Debates Over Ratification, pp 123-129**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain the differing ideological positions on the structure and function of the federal government.

MAIN IDEAS:	NOTES:
Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.	Introduction...  The Annapolis Convention...  Drafting the Constitution at Philadelphia...  continued on next page

<p>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.</p>	<p><b>The Delegates...</b></p>
<p>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.</p>	<p><b>Key Issues at the Convention...</b></p>
<p></p>	<p><b>Representation...</b></p>
<p></p>	<p><b>Slavery...</b></p>
<p></p>	<p><b>Trade...</b></p>
<p></p>	<p><b>The Presidency...</b></p>
<p></p>	<p><b>Ratification Procedure...</b></p>
<p>continued on next page</p>	

MAIN IDEAS:	NOTES:
<p>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.</p>	<p><b>Federalists and Anti-Federalists...</b></p> <p><b>The Federalist Papers...</b></p> <p><b>The Path to Ratification...</b></p> <p><b>Debate on the Bill of Rights...</b></p> <p><b>Ratification Achieved...</b></p> <p><b>Final States...</b></p>

**ANALYSIS:**

**Explain the overall purpose of the compromises made during the Constitutional Convention.**

**Identify one common goal of the Federalists and Anti-Federalists.**

**Explain the philosophical differences between the Federalists and Anti-Federalists.**

**Multiple Choice Practice, ppp128-129**

- 1.
- 2.
- 3.

**Short Answer Questions, page 129**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 3.9, The Constitution, pp 130-134**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

MAIN IDEAS:	NOTES:
Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.	<p><b>Introduction...</b></p> <p><b>Federalism...</b></p> <p><b>Separation of Powers...</b></p> continued on next page

<p>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.</p>	<p><b>The Bill of Rights...</b></p> <p><b>First Amendment...</b></p> <p><b>Second Amendment...</b></p> <p><b>Third Amendment...</b></p> <p><b>Fourth Amendment...</b></p> <p><b>Fifth Amendment...</b></p> <p><b>Sixth Amendment...</b></p> <p><b>Seventh Amendment...</b></p> <p><b>Eighth Amendment...</b></p> <p><b>Ninth Amendment...</b></p> <p><b>Tenth Amendment...</b></p>
<p><b>ANALYSIS:</b></p> <p><b>Explain two key differences between the Articles of Confederation and the Constitution.</b></p> <p><b>Select one of the ten amendments in the Bill of Rights and explain how it illustrates the experiences of the founding generation.</b></p>	

**Multiple Choice Practice, page 133:**

- 1.
- 2.
- 3.

**Short Answer Questions, page 134**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 3.10, Shaping the New Republic, pp 135-144**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

Learning Objectives:

Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.  
 Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.

**NOTE:** There is one concept not addressed adequately in the 4<sup>th</sup> edition for topic 3.10. Below is that concept along with some important information for review.

MAIN IDEA:	NOTES:
<p>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.</p>	<p>While the United States was developing and growing, Spain continued to claim significant portions of the North American West and Southwest. In California, many different groups of people were claiming the territory. These groups included numerous American Indians, the British, Russia, and of course Spain. In California, Spain was particularly concerned about Russian claims. In order to increase their claim, Spain wanted to increase their presence. This is one motivation of the Mission System.</p> <p>Read more about the Mission System at <a href="https://www.history.com/topics/religion/california-missions">https://www.history.com/topics/religion/california-missions</a></p> <p>Another thing to consider regarding the Mission System is how it differed from the encomienda system of early colonization and conquest. Although both systems were heavily motivated by Christianization of natives, the Mission System was deemed a “kinder” system of subjugation.</p>
<p><b>ANALYSIS:</b>  <b>What were the goals of the Mission System in California?</b></p>	

MAIN IDEAS:	NOTES:
<p>The U.S. 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.</p> <p>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.</p>	<p><b>Introduction...</b></p> <p><b>Washington's Presidency...</b></p> <p><b>Organizing the Federal Government...</b></p> <p><b>Hamilton's Financial Program...</b></p> <p><b>Foreign Affairs Under Washington...</b></p> <p><b>French Revolution...</b></p>
	<p><b>ANALYSIS:</b>  <b>Explain differing views on the French Revolution divided many Americans.</b></p>
	<p><b>The Jay Treaty (1794) with Great Britain...</b></p> <p><b>The Pinckney Treaty (1795) with Spain...</b></p>
	<p><b>ANALYSIS:</b>  <b>How did the U.S. gain access to the Mississippi River and the port of New Orleans (Spanish territory up until 1800)?</b></p>



<p>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.</p>	<p><b>Domestic Concerns under Washington...</b></p>
<p>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.</p>	<p><b>ANALYSIS:</b>  <b>How did the U.S. government deal with American Indians as the nation expanded westward?</b></p> <p><b>Explain the similarities and differences between Shays Rebellion (p.120) and Whiskey Rebellion (p.139)?</b></p>
	<p><b>The First Political Parties...</b></p> <p><b>Origins...</b></p> <p><b>Differences Between the Parties...</b></p>
	<p><b>ANALYSIS:</b>  <b>What was the primary cause of the First Two Party System?</b></p>

<p>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.</p> <p>George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.</p>	<p><b>Washington’s Farewell Address...</b></p>
	<p><b>ANALYSIS:</b>  <b>What was the purpose of President George Washington’s Farewell Address?</b></p>
	<p><b>John Adams’ Presidency...</b></p>
	<p><b>ANALYSIS:</b>  <b>How did the Alien and Sedition Acts contribute to the political conflict over how to interpret the Constitution?</b></p>

**Multiple Choice Practice, pp 143-144**

- 1.
- 2.
- 3.



New forms of national culture developed in the United States alongside continued regional variations.  Ideas about national identity increasingly found expression in works of art, literature, and architecture.	Political Change...
	<b>ANALYSIS:</b> How did the political changes in the Early Republic in the 1790s represent a continuity from the Critical Era (1780s)?
	Cultural Change...
	<b>ANALYSIS:</b> What was the primary cause for American culture diverging from British culture?

**Multiple Choice Practice, pp 147-148**

- 1.
- 2.

**Short Answer Questions, page 148**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic 3.12, Movement in the Early Republic, pp 149-154**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish each section, analyze & process what you read by answering the analysis questions.

Learning Objective: Explain how and why migration and immigration to and within North America caused competition and conflict over time.

MAIN IDEAS:	NOTES:
<p>Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, 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 United States and Britain.</p> <p>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.</p>	<p><b>Introduction...</b></p> <p><b>Migration and Settlement...</b></p> <p><b>American Indians...</b></p> <p><b>Population Change...</b></p> <p><b>Slavery...</b></p>
	<p><b>ANALYSIS:</b>  <b>In what ways did interactions among Americans, American Indians, and African Americans maintain continuity from the Colonial Era?</b></p>

**Multiple Choice Practice, pp 153-154**

- 1.
- 2.
- 3.

**Short Answer Questions, page 154**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic 3.13, Continuity and Change in Period 3, pp 155-156**

<p><b>NOTES:</b></p> <p>Review the key concepts from Period 3 (recorded in the left hand columns in this guide – or consult <a href="#">the content outline</a>) as well as reading about continuity and change. Record your notes and closing thoughts here.</p>
---

Enrichment: [What Was This Revolution?](#)

Skill Practice: [Action Reaction](#), [Causation – Revolution](#), [Comparison – Federalists & Anti-Federalists](#), [Contextualization](#), [Causation – First Two Parties](#), [Making Inferences – Washington’s Farewell Address](#), [CCOT – American Indian Relations](#),

*More Activities and Resources can be found at [FFAPUSH.com](#)*