

Period 3 Content Outline, 1754-1800

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 3. The Thematic Learning Objectives are included as well. You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes as well as mastery of skills. Bold items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment. *Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. The content outline will be a regular requirement for unit reading.*

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**.
 - 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**.
 - 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.

mlg-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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.

- 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.
- 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**.
- 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.
- 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.
- 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**.

nAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

- I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
 - A) **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**.
 - B) 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.
 - C) 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**.
 - D) 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**.
 - E) The **American Revolution** and the ideals set forth in the **Declaration of Independence** reverberated in **France, Haiti, and Latin America**, inspiring future independence movements.

nAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

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

- 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**.
- 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.
- 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**.
- 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**.
- E) 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**.

nAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

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

III. New forms of **national culture and political institutions** developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

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

nAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

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

- I. In the decades after American independence, **interactions** among different groups resulted in **competition for resources, shifting alliances, and cultural blending**.
 - A) 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.
 - 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**.
 - 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**.
 - 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.
 - 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.

mlg-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

mlg-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

gEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

- 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**.
- B) ~~The United States fears its British presence~~ ~~and~~ the French Revolution presented challenges to the United States over issues of **free trade** and **foreign policy** and fostered political disagreement.
- 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.
- c) **George Washington's Farewell Address** encouraged **national unity**, as he cautioned against **political factions** and warned about the danger of **permanent foreign alliances**.

nAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.