**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.
   1. French-Huron alliance
      a. Alliance with Huron that helped shield Quebec from many sieges
      b. Established a valuable fur trading network
   2. British-Iroquois alliance
      a. The Iroquois allied with the British to conquer the Huron tribe
      b. Rivalry over the Great Lakes region existed between the Iroquois and Huron

3. French and Indian War (1754–1763)
   a. The American front of the Seven Years War
   b. French v. British
      1. Both forces were supplemented by Native American allies
   c. Causes of the war
      1. Anglo-French Imperial competition
      2. Rivalry over the Ohio river Valley.

4. Albany Plan of Union
   a. System of colonial unification proposed by Benjamin Franklin.
   b. Both the colonies and British representatives rejected this plan.

5. Treaty of Paris (1763)
   a. Ended the French and Indian War
   b. Britain gained all lands east of the Mississippi river, and Canada
   c. Resulted in taxation and the Revolutionary war.

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.

1. End of “Salutary Neglect”
   a. Due to the end of the French and Indian War
   b. Britain needed revenue, prompting them to tax the colonies directly.

2. Writs of Assistance
   a. Enabled British customs officers to search, without a warrant, any merchant
   b. Colonists believed this violated their rights as English citizens.

3. Admiralty Courts
   a. Used to try colonial smugglers
   b. The “guilty” were tried in England.

4. Virtual Representation of Parliament
   a. The “imaginary” (non-voting) representation of the colonists in British Parliament
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.

1. Pontiac’s War
   a. Eight forts attacked by Chieftain Pontiac and a number of other tribes. Caused the British to redraw harsh policies against the North East tribes

2. Proclamation of 1763
   a. Imaginary line across the Appalachians that colonist could not cross
   b. The British government did NOT want to build forts for colonial defense

3. Iroquois Confederacy
   a. The tribes of the northeast brought together into a confederacy to become one large impenetrable indian force

4. Chief Little Turtle and the Western Confederacy (1793-1795)
   a. Indian leader

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.

1. Sugar Act (1764):
   a. Indirect Tax
      1. Taxed sugar, rum, molasses, tea, sugar cane, ETC.

2. Stamp Act (1765):
   a. Direct Tax
   b. Passed to pay for the Seven Years War
   c. Taxed numerous paper goods.
      1. Contracts, playing cards, pamphlets, licenses, ETC.

3. Quartering Act (1765):
   a. Required the colonies to house British soldiers
      1. Barracks, local inns, livery stables, ale houses, victualling houses, and wine houses

4. Declaratory Act (1766):
   a. Passed by the British Parliament to affirm its power to legislate for the colonies “in all cases whatsoever”

5. Townshend Acts (1767):
   a. Imposed duties on glass, lead, paints, paper and tea imported into the colonies.
      1. In 1770, Parliament repealed all the Townshend duties except the tax on tea
      2. This led to the Tea Act of 1773.

6. Tea Act (1773):
   a. Objective was assist the financially troubled British East India Company
      1. Forced the colonists to purchase Company tea.

7. Intolerable Acts (1774):
   a. Passed in response to the Boston Tea Party
1. Included the Boston Port Act, Massachusetts Government Act, Administration of Justice Act, Quebec Act

8. Quebec Act (1774):
   a. Granted the French self rule in the province of Quebec

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.

1. Taxation without representation
   a. A slogan that abridged the main complaint of the British North American colonies.
   b. If Britain was going to tax them, they needed direct representation in Parliament.

2. Consent of the governed
   a. The idea that government derives its authority by the sanction of the people

3. Republicanism
   a. The ideology of governing the nation as a republic, where the head of state is not appointed through hereditary means, but usually through an election. A philosophy of limited government with elected representatives serving at the will of the people. The government is based on consent of the governed.

4. Bicameral colonial legislatures
   a. Created by John Adams to counter the appeal of the Pennsylvania Constitution. It is a two house legislature. His system dispersed authority by assigning the different functions of government—lawmaking, administering, and judging—to separate institutions.

5. Natural rights
   a. Fundamental rights over which the government could exercise no control. An uncompromising belief in such rights energized the popular demand for a formal bill of rights in 1791. This partially limited the government's powers, and protected people's rights when added to the Bill of Rights.

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.

1. Paul Revere
   a. American silversmith remembered famously for his midnight ride through Lexington to warn of the incoming Hessian attack.

2. Mercy Otis Warren
   a. A poet, dramatist, patriot, and historian at a time when women were confined to belle-lettres or religious subject matters.

3. John Hancock
   a. President of the second continental congress. First person to sign the declaration of independence

4. Samuel Adams
a. Master propagandist and engineer of rebellion. Founder and leader of the Sons of Liberty.

5. John Adams
   a. An American lawyer, author, statesman, and diplomat. Second President of the United States, the first Vice President, and a Founding Father of American independence from Great Britain.

6. Sons of Liberty
   a. Radical political organization for colonial independence that would frequently attempt to take matters into their own hands by harassing or attacking English soldiers.

7. *Letters from a Farmer in Pennsylvania* (John Dickinson)
   a. Written protest against the Townshend Acts of 1767.

8. Stamp Act Congress (1765)
   a. Group of colonists that came together to protest the stamp act of 1765.
      1. Reason for meeting was that they protested that the crown couldn’t tax them without their consent.

   a. Major event of colonial independence; Members of the sons of liberty dressed as Indians and dumped over 90,000 lbs of Tea into the Boston Harbor.

10. Committees of Correspondence
    a. Committees formed within the colonies to communicate letters of protest or grievance.

11. First and Second Continental Congress
    a. First: Met to create the committees of correspondence. Agreed to meet one year later (In 1776)
    b. Second: Met to draft and write the Declaration of Independence.

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.
    1. Committees of Correspondence
       a. Committees formed in order to communicate grievances between colonies concerning british rule
    2. Minutemen of Massachusetts
       a. Patriot militias stationed throughout new england known for their ability to be ready to fight in minutes

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.
    1. Battle of Trenton
       a. Famous for washington's christmas eve crossing of the delaware to surprise a mainly hessian encampment and neutralize them
    2. Battle of Saratoga
       a. Patriot victory that proved to the french that they could stand toe-to-toe with the british and win
    3. French Alliance
Alliance that secured much needed supplies and eventually manpower for the patriot cause

4. Battle of Yorktown
   a. Deciding battle of the war, and where the continental army trapped Lord Cornwallis’ army against the Atlantic with the French at their back forcing British surrender

**Key Concept 3.2:**
The American Revolution’s democratic and republican ideas 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.
   1. End of primogeniture laws
      a. Primogeniture is the right, by law or custom, of the legitimate, firstborn son to inherit his parent's entire or main estate.
      b. In the United States, primogeniture never became widely established, and division of interests in land either by physical division or by concurrent inheritance of the heirs as tenants in common predominates.

   2. First Great Awakening
      a. The ideals of The Enlightenment spread to the north of the new world Puritan church. This awakened "fire and brimstone preaching."

   3. New Lights vs. Old Lights
      a. New Lights were the post-Great Awakening members influenced by the Enlightenment.
      b. Old Lights were the pre-Great Awakening members of the Puritan Church who clung to original Puritan ideals.

4. Consent of the governed
   a. This means that government gets all its power from the people.
      1. The people set up the government.
      2. The people run the government.
      3. The government does not run the people.

5. John Locke
   a. Wrote that all human beings have a right to life, liberty, and property
   b. Rejected the theory of the Divine Right of the monarchy
   c. Believed that government was based upon a "social contract"

6. Jean-Jacques Rousseau
   a. Author of The Social Contract
      1. The view that person's moral and/or political obligations are dependent upon a contract or agreement among them to form the society in which they live.

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 ideas on which the nation was based.
1. **Common Sense**

2. **Declaration of Independence**
a. The document written by the colonists to express their grievances from England then to declare their independence from the country altogether.

3. **Republicanism**
a. The ideology of governing the nation as a republic, where the head of state is not appointed through hereditary means, but usually through hereditary means, but through an election. A philosophy of limited government with elected representatives serving the will of the people based on the consent of the governed.

4. **Natural Rights**
a. Philosophy introduced by John Locke that stated, “All people are born with certain unalienable natural rights”
1. This policy was used by Benjamin Franklin to declare that “All men are created equal and are born with certain unalienable rights. All men are born with the right of Life, Liberty, and the Pursuit of happiness.”

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.
1. **Quakers**
a. Created the world’s first abolition society in 1775.

2. **Abigail Adams’ “remember the ladies”**
a. She attempted to influence her husband, John Adams, who was on the committee for designing the Declaration of Independence, to get rights for the ladies.

3. **Pennsylvania gradual emancipation law (1780)**
a. The gradual emancipation law gradually phased out slavery in the North following the Revolution. Pennsylvania was the first to set it in action.

4. **Vermont constitution abolished slavery**
a. The newly formed state, which broke away from New York, abolished slavery outright in its constitution, dated July 8, 1777

5. **Reduction of state property requirements to vote**
a. Equality was beginning to be enforced whenever they started to allow non landholding males to vote.

6. **Abolition societies**
a. The Society for the relief of Africans unlawfully held in bondage was the first American abolition society. Founded April 14, 1775, in Philadelphia, Pennsylvania by Quakers and held four meetings.

7. **Separation of church and state**
a. Phrase used by Thomas Jefferson and others expressing an understanding of the intent and function of the Establishment clause and Free Exercise clause of the First Amendment to the Constitution stating “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof…”.
b. The Anglican Church was disestablished because of people not paying taxes. The Anglican Church was then renamed to the Episcopal Church to further distance itself from its English roots.

8. Virginia Statute for Religious Freedom (1786)
   a. Lord Dunmore (the Royal Governor of Virginia) stated that they would announce freedom for every slave that agreed to fight for the British.

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.

1. Republican motherhood
   a. Women felt as if they were given more responsibility when this term was given for the women who had to raise their child right so they would be trusted with the future of the republic.

2. Improved education for women
   a. Improved education for women allowed them to work more jobs to provide for their family further enhancing the movement for equality.

3. Republican virtues of liberty and natural rights
   a. Women were meant to instill republican virtues such as patriotism and honor into their children.
   b. John Locke’s natural rights also played into this because the republican virtues are based on people having rights to life, liberty, and property.


1. French Revolution (1789-1799)
   a. A major change in government starting in 1789 from an absolute monarch to a representative government with the execution of King Louis XVI, who was executed in 1793.

2. US Neutrality Proclamation
   a. The Neutrality proclamation of 1793 was authorized by George Washington on April 22, 1793 and stated that US would take no part in a war between two or more powers, specifically France and Great Britain.

3. Haitian Revolution (1791-1804)
   a. Toussaint L’Ouverture led a slave rebellion on the island of St. Domingue in 1791 that then led to the creation of the Republic of Haiti in 1804.

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.

1. Conventions to ratify constitutions
   a.

2. fundamental laws

3. strong state legislatures combined with weak governors and courts
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.
1. Unicameral legislature with no power to tax
2. draft soldiers or regulate trade
3. lack of judicial or executive branch
4. tariff and currency disputes
5. Spanish restrictions on Mississippi River
6. British occupation of forts on US land
7. Shay’s Rebellion
8. Newburgh Conspiracy
9. Annapolis Convention

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.
1. Great (Connecticut) Compromise
2. checks and balances
3. separation of powers
4. Electoral College
5. Supreme Court
6. Republicanism
7. federalism

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.
1. Three-fifths compromise
   a. This compromise enacted slaves to count in the census as “for five slaves, three count as men…”
2. slave trade compromise
   a. Slavery was guaranteed for 20 more years.
3. fugitive slave clause
   a. Runaway slaves in the North could be hunted by plantation owners and brought back to the South.

E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principals were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.
1. Federalist Papers
   a. A collection of articles and essays written to push the ratification of the constitution.
2. Bill of Rights
   a. Anti-Federalist way to human and states rights in the Constitution
3. Federalists vs. Anti-Federalists
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.
   1. Executive branch departments
      a. The sections of the executive branch that focus on certain aspects of the government. (i.e. treasury, justice, state)
   2. Cabinet
      a. The leaders of the executive branch departments. They meet with the president to advise him/her
   3. Judiciary Act of 1789
      a. The act which officially established the federal-courts system.

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.
   1. Hamilton’s financial plan
      a. Economic plan to stabilize the American economy.
         1. Consisted of Federal Assumption and the US Bank
   2. Creation of the Bank of the US
      a. The first national bank of the US; created as an expansion of fiscal power and to stabilize the American economy.
      b. Created by Alexander Hamilton as part of his financial plan.
   3. Elastic clause
      a. Also known as the “Necessary and Proper Clause”; it allows congress to pass any law which is seen as necessary and proper for the benefit of the country.
   4. Strict vs. loose interpretation of the Constitution
      a. Strict: Constitution grants the government powers which are specifically granted to it
      b. Loose: The government is entitled to powers specifically not denied by the constitution.
   5. Formation of the Federalist Party
      a. The Federalist party was formed in support of passage of the constitution by Alexander Hamilton.
   6. Formation of the Democratic-Republican Party
      a. Second political party in the United States, and was organized by Secretary of State Thomas Jefferson and James Madison to oppose the Federalist Party run by Secretary of the Treasury Alexander Hamilton
      b. The new party controlled the presidency and Congress and most states from 1801 to 1825, during the First Party System.
   7. Alien and Sedition Acts
Series of acts passed by 2nd president John Adams in hopes that he would win re-election.

1. Alien Act: Gave the president the power to order any “alien” out of the country in a time of peace or jail an alien during a time of war
   a. Raised the residency requirement to become a citizen from 5-14 years


8. Kentucky and Virginia Resolutions by Jefferson and Madison
      1. Kentucky Resolution: Stated that the federal government could not extend powers outside of what the constitution granted them.
      2. Virginia Resolution: Stated that the states had the right to intervene in unconstitutional acts in the federal government.

C. The expansion of slavery in the Deep South and adjacent western lands and rising anti-slavery sentiment began to create distinctive regional attitudes toward the institution.
   1. Anti-slavery societies
      a. Societies of early abolitionists, which would include:
         1. William Lloyd Garrison
         2. Harriet Beecher Stowe
         3. Theodore Weld
         4. Grimke sisters
         5. Gabriel Prosser

2. Limited rights of free blacks
   a. The limitation of freed African American ex-slaves.
      1. Included: Literacy Tests at the voting polls and poll taxes

D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.
   1. John Trumbull
   2. Benjamin Banneker
   3. US flag
   4. growth of nationalism
   5. Mercy Otis Warren’s History of the American Revolution
   6. Autobiography of Benjamin Franklin

Key Concept 3:3
Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

1. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
   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.
      1. March of the Paxton Boys
      2. Battle of Fallen Timbers (1794)
      3. Treaty of Greenville (1795)
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.
1. Scots-Irish migration to the frontier
2. frontier vs. tidewater Virginia
3. Whiskey Rebellion
4. Regulator Movement

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.
1. Land Ordinance of 1785
2. Northwest Ordinance of 1787

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.
1. Battle of Fallen Timbers
   a. Final battle of the Northwest Indian War
   b. Natives received support from the British led by Captain Alexander McKillop, against the United States for control of the Northwest Territory (Ohio River Valley, east of the Mississippi River, and southwest of the Great Lakes).
   c. This land had been ceded to the United States in accordance with the Treaty of Paris (1783), but British army bases were maintained there to support their Native allies.
   d. General "Mad Anthony" Wayne led the Americans to victory
2. Treaty of Greenville
   a. Followed the Native American loss at the Battle of Fallen Timbers
   b. Ended the Northwest Indian War

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.
1. Expansion of Spanish missions in California
   a. 21 religious Catholic outposts
   b. Major Spanish effort to extend colonization
   c. Introduced European fruits, vegetables, cattle, horses, ranching and technology
2. Spanish Vaqueros (cowboys) of the Southwest
   a. Horse-mounted livestock herder
3. Mestizos
   a. Spanish-Indian mix

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.
1. Jay’s Treaty (1794)
   a. Attempt to avert war
1. Removal of western British forts (as per Treaty of Paris of 1783)
2. Payment of pre-war debts owed to the British.
3. Did not successfully stop the impressment of American sailors or ships.

2. Pinckney Treaty (1795)
   a. Defined the boundaries of the United States with the Spanish colonies and guaranteed the United States navigation rights on the Mississippi River.

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.
   1. French Revolution
      a. Political disagreements about aid to the French Revolution
         1. During the French Revolution, the United States remained neutral
         2. The British harassed neutral American merchant ships
         3. The French dispatched a controversial Minister to the United States, Edmond-Charles Genêt
   2. US Proclamation of Neutrality
      a. Dominated national politics during the wars between France and Britain.
         1. Federalists favored Britain & Jeffersonian Republicans favored France.
   3. Citizen Genet Affair
      a. French representative who attempted to contradict the Neutrality Proclamation
      b. Organized armies to attack British and Spanish territories.
      c. Washington ejected him from the country
   4. Quasi-war with France
      a. Undeclared war fought at sea between the United States of America and the French Republic from 1798-1800
   5. XYZ Affair (1797-1798)
      a. A delegation was sent to France to negotiate and was asked to pay a bribe by lower ranking French diplomats named XYZ by Adams.
   6. Convention of 1800
      1. Ended Revolutionary War alliance with France

C. George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.
   1. Factions
      a. A group whose opinions are contrary to that of the community’s.