

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 waves 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
Artisans
Assimilation
Backcountry cultures
Checks and balances
Ethnic tensions

Federalism
Loyalists
Nullification
Republican motherhood
Tariffs
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.

Key Concept 3.1.II.A

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.

Key Concept 3.2.II.B

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 the question of slavery for another generation to solve.** Those who hoped the new government

Key Concept 3.2.III.B

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 3.3.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

Period 3 Practice Questions

Multiple-Choice Questions

Questions 1–3 refer to the image below.



Massachusetts Historical Society, Boston, MA, USA/Bridgeman Images

Paul Revere, Engraving of the Boston Massacre, 1770

- The above engraving was used as propaganda to promote which of the following?
 - Grassroots mobilization to defend the rights of colonial British subjects
 - A memorial for British losses during the Revolutionary War
 - A condemnation of the threat to property created by riots in Boston
 - An increase in Bostonian support of British rule to preserve peace in the colonies
- All of the following causes led up to the event portrayed in the engraving EXCEPT
 - imperial control over North American markets.
 - British implementation of what colonials believed to be unfair taxation.
 - the British navy's refusal to protect colonial interests from the Barbary pirates.
 - Great Britain's massive debt from the Seven Years' War.
- The above engraving represents a general trend of colonial discontent occurring in which of the following time periods?
 - 1491–1607
 - 1607–1754
 - 1754–1800
 - 1800–1848

GO ON TO THE NEXT PAGE.

Questions 4–6 refer to the excerpt below.

“The next wish of this traveler will be to know whence came all these people? They are a mixture of English, Scotch, Irish, French, Dutch, Germans, and Swedes.

“What then is the American, this new man? He is either an European, or the descendant of an European, hence that strange mixture of blood, which you will find in no other country. I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons have now four wives of different nations. He is an American, who leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great Alma Mater.”

St. Jean de Crèvecoeur, “What Is an American?” *Letters from an American Farmer*, 1782

4. The above passage best indicates what fundamental difference between English colonies and Spanish and French colonies in North America?
 - (A) The propensity of English colonies to grant religious freedom while the French and Spanish were much more restrictive
 - (B) The adherence of Britain to a mercantilist economic system while the French and Spanish created free-market economies
 - (C) Less restrictive policies than the French or Spanish introduced on who could or could not emigrate to the colonies
 - (D) The willingness of the British to allow greater political freedom than either the French or Spanish

5. By the time of the American Revolution, the above passage indicates that
 - (A) the majority of Americans favored independence.
 - (B) many colonists felt a sense of American identity.
 - (C) nativist sentiment was significantly on the rise.
 - (D) religious freedom would be a casualty of any rebellion against England.

6. The above passage supports which of the following statements about the American Revolution?
 - (A) Great Britain hired mercenaries to assist them in fighting the Patriots.
 - (B) The Patriots had a reasonable expectation that European countries would provide military and financial aid.
 - (C) American Indians tended to side with the British rather than the colonists.
 - (D) The Revolution began because Great Britain prohibited people from other nations to emigrate to the colonies.

Questions 7–9 refer to the excerpt below.

“Art. II. Each State retains its Sovereignty, Freedom, and Independence, and every Power, Jurisdiction, and Right, which is not by this Confederation expressly delegated to the United States in Congress assembled.

“Art. V. In determining Questions in the United States, in Congress assembled, each State shall have one vote.

“Art. VIII. The Taxes for paying that Proportion shall be laid and levied by the Authority and Direction of the Legislatures of the several States, within the Time agreed upon by the United States in Congress assembled.

GO ON TO THE NEXT PAGE.

“Art. IX. All Controversies concerning the private Right of Soil claimed under different Grants of two or more States, whose Jurisdictions, as they may respect such Lands . . . shall, on the Petition of either Party to the Congress of the United States, be finally determined . . .

“Art. XIII. . . . And we do further solemnly plight and engage the Faith of our respective Constituents, that they shall abide by the Determinations of the United States in Congress assembled, on all Questions which by the said Confederation are submitted to them, and that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual.”

Articles of Confederation, November 1777 (ratified 1781)

7. The primary reason the Articles of Confederation restricted the power of the federal government was fear
 - (A) that the national government would create a monarchy.
 - (B) that anarchy would sweep the nation following victory over Great Britain.
 - (C) of tyranny that many colonists believed they had suffered under British rule.
 - (D) that the French would attempt to recapture land they had lost in the French and Indian War.

8. Despite its weaknesses, the Articles of Confederation experienced their greatest success in
 - (A) securing from Spain the right to peacefully navigate the entire length of the Mississippi River.
 - (B) setting up a system of survey and disposal of western lands.
 - (C) removal of the British from the Northwest forts.
 - (D) agreement from the French to halt the impressments of American sailors.

9. Disagreement over determining state representation in the Articles of Confederation Congress led to the Constitutional Convention to incorporate which of the following into the Constitution?
 - (A) The first ten amendments limiting the power of the federal government
 - (B) A federal system that divided power between the national and state governments
 - (C) A clause that allowed Congress to stretch its power as necessary
 - (D) The division of Congress into two branches, the House of Representatives and the Senate

Questions 10–12 refer to the excerpt below.

“Why did I go?”

‘Yes,’ I replied; ‘My histories tell me that you men of the Revolution took up arms against intolerable oppression.’

‘What were they? Oppressions? I didn’t feel them.’

‘What, were you not oppressed by the Stamp Act?’

‘I never saw one of those stamps. . . . I am certain I never paid a penny for one of them.’

‘Well, what then about the tea-tax?’

‘Tea-tax! I never drank a drop of that stuff; the boys threw it all overboard.’

‘Then I suppose you had been reading Harrington or Sidney and Locke about the eternal principles of liberty.’

‘Never heard of ’em. We read only the Bible, the Catechism, Watt’s Psalms and Hymns, and the Almanac.’

‘Well, then, what was the matter? and what did you mean in going to the fight?’

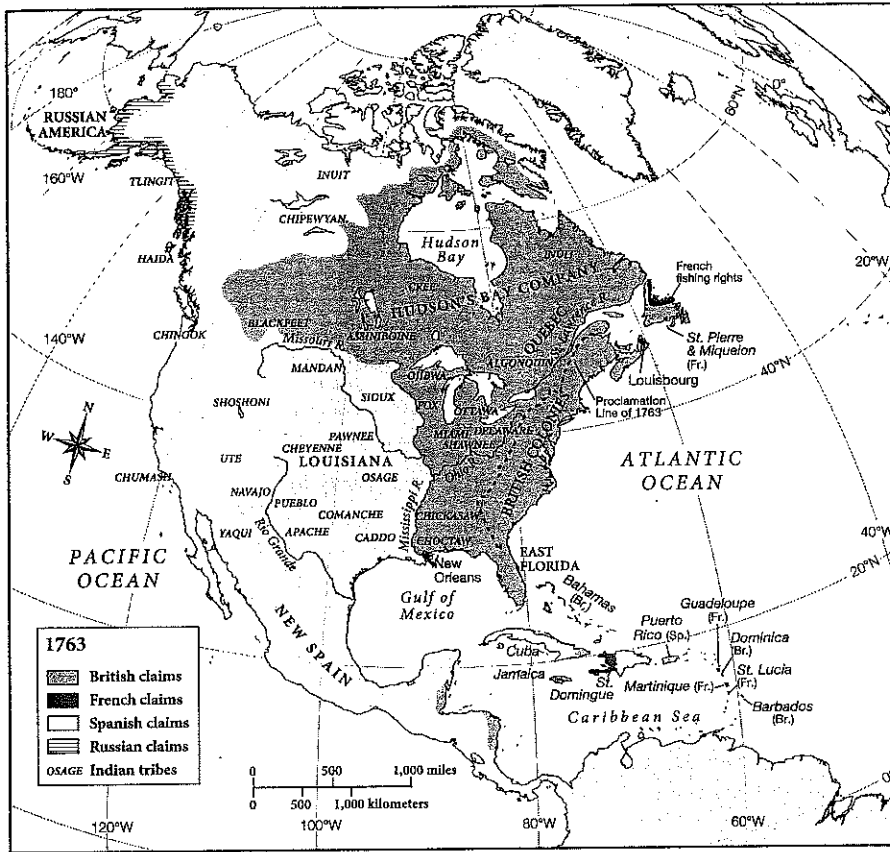
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“Young man, what we meant in going for those red-coats was this: we always had governed ourselves, and we always meant to. They didn’t mean we should.”

Interview of Ninety-Year-Old American Revolutionary War
veteran Captain Preston, 1842

10. The above account best reflects which of the following about the American Revolution?
- (A) It was fueled by specific acts of British oppression.
 - (B) It was in part the result of serious propaganda campaigns by the colonial elite.
 - (C) It was in part the result of a changing American identity.
 - (D) It resulted in a serious divide between Loyalists and Patriots.
11. Which of the following would most likely lead a historian to question the accuracy of the passage cited above?
- (A) The reliability of a firsthand account collected long after the event
 - (B) The reliability of a firsthand account from a poorly educated individual
 - (C) The reliability of interviewers to accurately record firsthand accounts of events
 - (D) The reliability of conflicting accounts from firsthand witnesses of the same event
12. The above excerpt best illustrates the fact that colonists
- (A) had developed a sense of self-government before the Declaration of Independence.
 - (B) would call for a strong central government following the Revolution.
 - (C) developed a lasting sense of egalitarianism following the Revolution.
 - (D) supported the expansion of natural rights to disadvantaged classes before the Revolution.

END OF MULTIPLE-CHOICE SECTION



Europe Redraws the Map of North America, 1763

2. Using the map above, answer a, b, and c.
 - a) Briefly explain the international consequences of the French and Indian War.
 - b) Explain why Great Britain attempted to limit colonial expansion.
 - c) Explain why efforts to limit British colonial expansion failed.

END OF SHORT-ANSWER SECTION

Long Essay Question

Question: Analyze the continuities and significant changes in political, economic, and social conditions in the new United States as a result of the American Revolution.

END OF LONG ESSAY SECTION