PERIOD 3: 1754–1800

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

**Key Concept 3.1:** Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.

III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.

**Key Concept 3.2:** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.

II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.

III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.

**Key Concept 3.3**

I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.

II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.

III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.
Directions – For each of the following groups of vocabulary terms identify the relationship between the groups AND in your own words describe the significance of the group. How do they relate? Understand that each term DOES NOT need to specifically defined but your definition MUST demonstrate an understanding of all terms. (pg. 123-225 EV, pg. 182-310.GML) You MUST complete ALL BOLD groups. For the others you will each be assigned a number to complete as a presentation to the class on a specified day. The presentation must include all of the terms and how they relate to each other. You must include a graphic organizer that represents the information you are presenting that will be submitted to the teacher the class prior so copies can be made.

1 – Oct 4th/5th
Molasses Act
Board of Trade
writs of assistance
Seven Years War
James Otis “Virtual representation”
2 – Oct 4th/5th
Sugar Act vs. Navigations Act
Grenville
Currency Act
3 Sons of Liberty
Loyal Nine
Hutchinson
Stamp Act Congress
Declaratory Act
4 – Oct 4th/5th
Townshend Duties
Daughters of Liberty
nonimportation
board of customs commissioners
Committees of Correspondence
5 Hancock’s Liberty
Boston Massacre
Crispus Attucks
Paul Revere vs. John Adams
*Revere’s illustration & questions in summary
6 – Oct 4th/5th
Wilkes & Liberty
Tea Act
East India Tea Company
Boston Tea Party
7 Coercive & Quebec Act
First Continental Congress
Suffolk Resolves
Patrick Henry
Committee of Safety
8 – Oct 4th/5th
Lexington & Concord
Gage & Paul Revere
Green Mountain Boys
Bunker (Breeds) Hill
9 Second Continental Congress
George Washington
Joseph Galloway
Olive Branch Petition
10 Thomas Paine’s Common Sense
“The Cause of America”
John Lock
Thomas Jefferson
Declaration of Independence
11 – Oct 4th/5th
Seven Years War
Continental Army & militias
“home field advantage”
General Gage
12 – Oct 4th/5th
Lord Dunmore
black regiments
“Liberty to Slaves”
First Rhode Island Regiment
13 – Oct 6th/10st
Sir William Howe
Princeton & Trenton
American Crisis
Hessians
14 – Oct 6th/10st
Saratoga
Burgoyne
Ben Franklin
Valley Forge
15 Loyalists
Charles Cornwallis
Benedict Arnold
Yorktown
Treaty of Paris 1783
16 – Oct 6th/10st
Pennsylvania Constitution
Thoughts on Government
property qualifications enfranchisement
17 – Oct 6th/10st
Anglicans
Maryland Catholics
“virtuous citizenry”
Thomas Jefferson
American Christianity
18 – Oct 6th/10st
“free labor”
Primogeniture
Inflation
Wealth of Nations
19 – Oct 6th/10st
Loyalists
Treaty of Paris
oaths of allegiance
20 – Oct 6th/10st
Oneida
Iroquois
Choctaw & Creek
John Sullivan
Americanized
21 – Oct 11th/12th
“kingdom of slaves”
Otis vs. Jefferson
voluntary emancipators
The Selling of Joseph
“freedom petitions”
Black Pioneers
22 – Oct 11th/12th
Deborah Sampson
Abigail Adams
Mercy Otis Warren
marriage & property law
Republican Motherhood
23 – Oct 11th/12th
Articles of Confederation
Fort Stanwix
Land Ordinance
Northwest Ordinance
24 – Oct 11th/12th
international commerce
creditors
Shays’s Rebellion
25 – Oct 11th/12th
Alexander Hamilton
James Madison
checks & balances
separation of powers
Virginia vs. New Jersey Plans
26 – Oct 11th/12th
Someret case
slavery
3/5th Compromise
slave trade clause
27 – Oct 11th/12th
Constitutional Convention
Gouverneur Morris
Preamble
Congressional Powers
28 Federalist Papers
Alexander Hamilton
John Jay (Fed. #10)
James Madison
New York
Mercantilism Questions

1. Explain what is meant by the term “mercantilism.”

2. According to the theory of mercantilism, what was the main purpose of having overseas colonies?

3. What were the four specific goals of British mercantilism?

4. What did the Navigation Acts do?

5. What impact might mercantilist policies, if strictly enforced, have on the economies of the colonies?
## THE ROAD TO REVOLUTION (1760-1775)

*Be sure to include the Social, Political and Economic effects of the Events.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>British (re)Action &amp; Description of Policy*</th>
<th>Colonial Response &amp; Results*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1760</td>
<td>Writs of Assistance</td>
<td>-James Otis, Jr.</td>
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<tr>
<td>1763</td>
<td>Proclamation of 1763</td>
<td>-Pontiac’s Rebellion</td>
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<tr>
<td>1764</td>
<td>Sugar Act</td>
<td>-External, Indirect Tax</td>
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<tr>
<td>1765</td>
<td>Stamp Act</td>
<td>-Internal, Direct Tax</td>
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</tbody>
</table>

- Sam Adams
- Sons of Liberty
- Stamp Act Congress
- Declaratory Act
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>British (re)Action &amp; Description of Policy*</th>
<th>Colonial Response &amp; Results*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1767</td>
<td>Townshend Acts</td>
<td>-External, Indirect Tax</td>
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<td></td>
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<td>-John Hancock’s Liberty</td>
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<td></td>
<td></td>
<td>-“Spinning Bees”</td>
<td></td>
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<tr>
<td>1770</td>
<td>Boston Massacre</td>
<td>-Crispus Attucks</td>
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<td>-Sam Adams</td>
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<td></td>
<td></td>
<td>-Sons of Liberty</td>
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<tr>
<td></td>
<td></td>
<td>-Committees of correspondence</td>
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<tr>
<td>1773</td>
<td>Tea Act</td>
<td>-British East India Company</td>
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<td>-Boston Tea Party</td>
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<tr>
<td>1774</td>
<td>Intolerable Acts</td>
<td>-Coercive Acts</td>
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<td>-Quebec Act</td>
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<td>-First Continental Congress</td>
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<td>1775</td>
<td>Lexington &amp; Concord</td>
<td>-General Gage</td>
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<td>-Minute Men</td>
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</tbody>
</table>
OBJECTIVE- Analyze the opposing viewpoints that converged on the eve of the American Revolution in order to draw conclusions regarding the inevitability of the war for American independence.

DRILL

1. Identify what each of the following symbols represent:
   
a. Horse-
   
b. Man on the horse-
   
c. Man carrying the flag-

2. Describe the conditions depicted in the illustration that resulted in the horse throwing off his “master.”

3. What can you infer is the artist’s outlook on American Independence? Explain.
Directions: Use the documents below to complete the Written Document Analysis Worksheet. The information you gather in your Analysis of the two documents will be used to report your findings. Based on the findings of your historical investigation, on a separate sheet of paper, is the Boston Massacre appropriately named?

**Written Document Analysis Worksheet**  
**Document #1**

1. Date(s) of Document (if available): ________________________________________________________________

2. Author or Creator of Document/position or Title: ____________________________________________________

3. Document Information  
   A. Why do you think the document was written?  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   B. Is the Document written from a Colonial or British Perspective? (Cite evidence from the document to support answer)  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   C. What impact do you think the publication of this document would have on the Colonist?/ British?  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

**Written Document Analysis Worksheet**  
**Document #2**

1. Date(s) of Document (if available): ________________________________________________________________

2. Author or Creator of Document/position or Title: ____________________________________________________

3. Document Information  
   A. Why do you think the document was written?  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   B. Is the Document written from a Colonial or British Perspective? (Cite evidence from the document to support answer)  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   C. What impact do you think the publication of this document would have on the Colonist?/ British?  
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
Primary Source Questions:
(If the line spacing is too small, you can put the questions on a separate sheet)

John Dickenson- Letters from a farmer in Pennsylvania:
1. What is the significance of the letter’s salutation?
2. What does liberty mean to him?
3. What has prompted him to speak out in the form of these letters?
4. What injustice has been overlooked by most of the colonists, in Dickinson's view?
5. Dickinson argues that "the cause of one is the cause of all." What does he mean by that and how does he back up his argument?
6. What worries Dickinson about the responses of the other colonies?
7. Would you characterize John Dickinson as a radical, a moderate or a conservative? Support your claim.

Olive Branch Petition:
1. What was the purpose of sending the Olive Branch Petition to King George III?
2. What is the tone of the Olive Branch Petition?
3. Why do you think the Second Continental Congress adopted the tone that it used in this document?
4. What was significant about King George III’s refusal to read the Olive Branch Petition?
5. How did his refusal to read the document further colonial resentment toward the British?
6. Do you think that those people who favored independence over reconciliation agreed with sending the Olive Branch Petition to King George III? Explain your answer.
7. How do you think people who were already in favor of independence might have reacted to the King’s refusal to read the Olive Branch Petition?

Thomas Paine – Common Sense:
1. What did Thomas Paine believe was America’s destiny? Why?
2. According to Paine, why was Great Britain interested in America?
3. What did Paine think of Great Britain’s so-called right to rule America? Explain.
4. What technique of persuasion does Paine use in this excerpt? Which of Paine’s arguments do you find most convincing? Why?
5. Explain how “Common Sense” was used as a tool to win the war.
6. List some thoughts from “Common Sense” that would have been new and radical thinking in 1776 but that are held in America today.
Key Concept 4: How Revolutionary was the American Revolution?

<table>
<thead>
<tr>
<th>Changed</th>
<th>Stayed the Same</th>
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</thead>
<tbody>
<tr>
<td>Class Relations: Egalitarianism, Deference, and a Natural Aristocracy</td>
<td></td>
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<tr>
<td>Race Relations: African Americans</td>
<td></td>
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<tr>
<td>Race Relations: Native Americans</td>
<td></td>
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<tr>
<td>Gender Relations: White Women and Republican Motherhood</td>
<td></td>
</tr>
<tr>
<td>Political Power: Voting and Race, Class, and Gender (Tradition and Change)</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR THE FOUNDERS DINNER PARTY

During the American Revolution, many significant individuals, who lead the nation into a struggle for independence. Many of these individuals differed on how and whether or not the young American republic should declare its independence. Those differences erupted in intense political debates over such issues as how the colonies should be governed, revolutionary war strategy, what side should be supported, and the extent of power the colonists had. To study these critical decades in U.S. history, you will be asked to join with other classmates to research and debate the same issues that these individuals grappled with as the American republic was born.

Dinner Party
Each person will be assigned figure from early American History which they will need to research thoroughly. You will need to research the individual to find information regarding their views on a variety topics as well as personal information. The information you research you will use to answer questions posed to you in a “dinner party” setting, as you portray this individual. Once researched you will then use the information you’ve obtained to hold a conversation as this historical figure.

Personal Information
You will need to research all personal information you could potential need to have in a conversational type setting. Including, but not limited to, personal information (i.e., birthday, family, spouse), political career, role in the American Revolution and the events leading up to it, and any other potentially pertinent information.

Issues Discussed

English and Colonial relationship
Related Issues: causes of the revolution (sugar act, tea act, Boston Tea Party, etc.), French and Indian war, Albany Plan of Union, Lexington and Concord, Sons of Liberty, First Continental Congress

Revolutionary War
Related Issues: battles of the revolution, foreign involvement, George Washington’s leadership, Issues faced during the war, Olive Branch Petition, Common Sense, Declaration of Independence, Second Continental Congress, Outside participants (Slaves, French, Loyalists, etc.), Treaty of Paris

Research
Once you complete your research you will need turn in a copy of the information you’ve researched in the library and at home. The format you turn in is up to you, but it will need to include the personal information and issues discussed listed above. Be sure to label the information appropriately and include all of the above information.

Format
During the dinner party you will participate in a simulated “dinner party”, where you will portray the individual you have researched. Over the course of the “dinner party” the individuals will discuss a variety of topics using the information you gathered while conducting your research. You may use your information as a guide but do your best to know where your individual stands on the issues above. Throughout the discussions you will obtain information about each of the other participants. As an assessment for this activity you will need to take the information you learned about each participant and write a thank you note to four of the attendants. Of the four you will choose two “allies” and two “opponents” and write thank you notes to them for their participation in the event, including the use of the information that you’ve obtained. Thank you notes should be approximately a half a page in length for each participant.

Participants
1. John Dickinson
2. Samuel Adams
3. John Hancock
4. Thomas Paine
5. Thomas Jefferson
6. Benjamin Franklin
7. Patrick Henry
8. John Adams
9. Robert Morris
10. Edmund Randolph
11. Edmund Burke
12. James Otis, Jr.
13. John Wilkes
14. Soame Jenyns
15. George Washington
16. Josiah Tucker (High only)
17. Stephen Hopkins (High only)
18. Lord Dartmouth
19. William Pitt
20. Lord North
21. George Grenville
22. Lord Rockingham
23. Charles Townshend
24. Lord Hillsborough
25. Joseph Galloway
26. Thomas Hutchinson
27. General Gage
28. Daniel Leonard
29. William Smith (Cato)
30. King George III
<table>
<thead>
<tr>
<th>Compromises</th>
<th>Initial Problem</th>
<th>Conflicting Ideas</th>
<th>Explanation of Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Compromise</td>
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<tr>
<td>a.k.a. the Connecticut</td>
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<tr>
<td>Compromise</td>
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<tr>
<td>3/5ths Compromise</td>
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<tr>
<td>System of Checks and</td>
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<tr>
<td>Balances</td>
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<td></td>
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<tr>
<td>Bill of Rights</td>
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</tbody>
</table>
Federalists Argument:

The great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others. The provision for defence must in this, as in all other cases, be made commensurate to the danger of attack. Ambition must be made to counteract ambition. The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions

- James Madison in *The Federalist*, number 51, 1788.

<table>
<thead>
<tr>
<th>Historical Context</th>
<th>Author’s Point of View</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Anti-Federalist Argument:

Under their own construction of the general clause, at the end of the enumerated powers, the Congress may grant monopolies in trade and commerce, constitute new crimes, inflict unusual and severe punishments, and extend their powers as far as they shall think proper; so that the State legislatures have no security for the powers now presumed to remain to them, or the people for their rights.

There is no declaration of any kind, for preserving the liberty of the press, or the trial by jury in civil causes; nor against the danger of standing armies in time of peace.

- George Mason, from “Objections to This Constitution of Government,” 1787

<table>
<thead>
<tr>
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</table>
## Comparing the Changes in American Government: 1607-1789

<table>
<thead>
<tr>
<th></th>
<th>Colonial Governments 1607-1776</th>
<th>Articles of Confederation 1781-1789</th>
<th>Constitution 1789-present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who had the power to tax?</td>
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<tr>
<td>Who had the power to make laws? How was this legislature organized?</td>
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<tr>
<td>How are legislators (law makers) chosen?</td>
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<tr>
<td>Who was the executive authority (to enforce the laws)?</td>
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<tr>
<td>Who had the power to create courts?</td>
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<tr>
<td>Who had power to regulate trade?</td>
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<tr>
<td>What were some advantages of this type of government?</td>
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<tr>
<td>What were some disadvantages of this type of government?</td>
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</tbody>
</table>

### Analysis Questions:

1. What was the biggest change in American government from the colonial era to today?

2. What changes to our government do you envision occurring over the course of the next 100 years?
<table>
<thead>
<tr>
<th>Category</th>
<th>FEDERALISTS</th>
<th>REPUBLICANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders (specific names)</td>
<td></td>
<td></td>
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<tr>
<td>Regions of Support (and social groups)</td>
<td></td>
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<tr>
<td>Views on … Federalism</td>
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<tr>
<td>Popular Rule</td>
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<tr>
<td>Interpretation of the Constitution</td>
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<tr>
<td>Debt</td>
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<tr>
<td>Central Bank</td>
<td></td>
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<tr>
<td>Tariffs</td>
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<tr>
<td>Use of Executive Force (e.g., the Whiskey Rebellion of 1794)</td>
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<tr>
<td>Foreign Policy: Neutrality/Jay Treaty</td>
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<tr>
<td>Alien &amp; Sedition Acts (1798); Kentucky &amp; Virginia Resolutions (1798)</td>
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</tbody>
</table>
### Early Challenges to the Young Republic

Using the readings provided and your textbook for each challenge to the young republic, fill in the chart with the appropriate information.

<table>
<thead>
<tr>
<th></th>
<th>Paying off the Debt</th>
<th>Whiskey Rebellion</th>
<th>Jay’s Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the issue?</strong></td>
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<tr>
<td><strong>Who are the participants in this event/issue?</strong></td>
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<tr>
<td><strong>What problem does this present to the Young Republic?</strong></td>
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<tr>
<td><strong>How might this impact the Young Republic?</strong></td>
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<tr>
<td><strong>What is the Federalist point of view?</strong></td>
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<tr>
<td><strong>What is the Anti-Federalist point of view?</strong></td>
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<tr>
<td><strong>How did the framers solve each issue?</strong></td>
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<tr>
<td><strong>How would you solve each issue?</strong></td>
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<tr>
<td>Issue</td>
<td>The National Bank</td>
<td>Sedition Act</td>
<td>Election of 1800</td>
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<tr>
<td>What is the issue?</td>
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<tr>
<td>How did the framers solve each issue?</td>
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<tr>
<td>How would you solve each issue?</td>
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</tbody>
</table>
### Chronological Reasoning and Continuity/Change over Time 1754-1800

Choose 6 items from the list below, and place them in chronological order. Then explain how each one connects to another, i.e. “six degrees of separation.”

<table>
<thead>
<tr>
<th>Trade and Navigation Acts</th>
<th>Albany Plan</th>
<th>Proclamation Line of 1763</th>
<th>Stamp Act</th>
<th>Boston Massacre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olive Branch Petition</td>
<td>Declaration of Independence</td>
<td>Treaty of Paris</td>
<td>Articles of Confederation</td>
<td>Northwest and Land Ordinances</td>
</tr>
<tr>
<td>Shays Rebellion</td>
<td>Great Compromise</td>
<td>Whiskey Rebellion</td>
<td>French Revolution</td>
<td>Bill of Rights</td>
</tr>
<tr>
<td>Hamilton’s Plan</td>
<td>Neutrality Proclamation</td>
<td>XYZ Affair</td>
<td>Democratic-Republican Party</td>
<td>Virginia and Kentucky Resolutions</td>
</tr>
<tr>
<td>Intolerable Acts</td>
<td>Treaty of Grenville</td>
<td>Federalist Papers</td>
<td>Battle of Saratoga</td>
<td>Jay’s Treaty</td>
</tr>
</tbody>
</table>

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

Identify the overarching theme of your list. (Circle One)

- **Beliefs**
- **America in the World**
- **Geography**
- **Politics and Power**
- **Identity**
- **Peopling**
- **Economy**

In what way did this theme change over time? In what way did it stay the same? (continuity) Was there more continuity or change? WHY? Compare this continuity and change to modern times.

*Historical Analysis Activities Developed by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and writing strategies adapted from John P. Irish, Carroll High School*