

## AP U.S. HISTORY

# UNIT 3

# Period 3: 1754–1800



**10–17%**  
AP EXAM WEIGHTING



**~17**  
CLASS PERIODS

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The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle gradient and a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 3**

**Multiple-choice: ~30 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source

**Free-response: 1 question**

- Long essay (partial)


# Period 3: 1754–1800

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	<b>3.1 Contextualizing Period 3</b>	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
WOR	<b>3.2 The Seven Years' War (The French and Indian War)</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>3.3 Taxation Without Representation</b>	Causation	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
NAT	<b>3.4 Philosophical Foundations of the American Revolution</b>	Continuity and Change	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	<b>3.5 The American Revolution</b>	Causation	<b>6.B</b> Support an argument using specific and relevant evidence.	
			<ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
SOC, WOR	<b>3.6 The Influence of Revolutionary Ideals</b>	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
PCE	<b>3.7</b> The Articles of Confederation	Causation	<b>3.B</b> Identify the evidence used in a source to support an argument.	
	<b>3.8</b> The Constitutional Convention and Debates over Ratification	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	
	<b>3.9</b> The Constitution	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
WOR, PCE	<b>3.10</b> Shaping a New Republic	Causation	<b>2.A</b> Identify a source’s point of view, purpose, historical situation, and/or audience.	
ARC	<b>3.11</b> Developing an American Identity	Continuity and Change	<b>1.B</b> Explain a historical concept, development, or process.	
MIG, SOC	<b>3.12</b> Movement in the Early Republic	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
	<b>3.13</b> Continuity and Change in Period 3	Continuity and Change	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
 Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 3. Review the results in class to identify and address any student misunderstandings.				

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.3	<p><b>Match Claims and Evidence</b></p> <p>This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate notecards based on the prompt: <i>How did British colonial policies regarding North America lead to the Revolutionary War?</i> Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</p>
2	3.4	<p><b>Fishbowl</b></p> <p>Have students discuss the arguments presented in American Revolution–era documents, such as Thomas Paine’s <i>Common Sense</i> or the Declaration of Independence, and how colonists responded to British actions and policies leading up to the American Revolution.</p>
3	3.8	<p><b>Close Reading</b></p> <p>When students are reading foundational documents, such as the Constitution and the Federalist Papers, have them highlight relevant words and passages that support the author’s claim. Ask students to connect ideas outlined in the documents to colonial experiences with British government in the revolutionary period.</p>
4	3.10	<p><b>Critique Reasoning</b></p> <p>This topic lends itself to reading primary source documents. Have students identify and critique Washington’s main points in his 1796 Farewell Address. Then, ask students to examine Washington’s perspective, the historical situation, and the evidence and reasoning he uses to support his position.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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**SUGGESTED SKILL** Contextualization**4.A**

Identify and describe a historical context for a specific historical development or process.

**AVAILABLE RESOURCE**

- Classroom Resources
  - > [Why Tea? The Global Story of the American Revolution](#)

**TOPIC 3.1****Contextualizing  
Period 3**

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

**Required Course Content****LEARNING OBJECTIVE****Unit 3: Learning Objective A**

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

**PREVIEW: UNIT 3 KEY CONCEPTS****KC-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.

**KC-3.1.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.

**KC-3.1.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.

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**LEARNING OBJECTIVE****Unit 3: Learning Objective A**

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

**PREVIEW: UNIT 3 KEY CONCEPTS****KC-3.2**

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

**KC-3.2.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.

**KC-3.2.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.

**KC-3.2.III.i**

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.

**KC-3.3**

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

**KC-3.3.I**

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

**KC-3.3.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.

## SUGGESTED SKILL

 *Developments  
and Processes*

## 1.B

Explain a historical concept,  
development, or process.

## TOPIC 3.2

# The Seven Years' War (The French and Indian War)

## Required Course Content

**THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

**LEARNING OBJECTIVE****Unit 3: Learning Objective B**

Explain the causes and effects of the Seven Years' War (the French and Indian War).

**HISTORICAL DEVELOPMENTS****KC-3.1.I.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.

**KC-3.1.I.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.

**KC-3.1.I.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.



## TOPIC 3.3

# Taxation Without Representation

**SUGGESTED SKILL**

 *Sourcing and Situation*

**2.A**

Identify a source's point of view, purpose, historical situation, and/or audience.

**AVAILABLE RESOURCE**

- Professional Development > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “Why the Revolution Started”](#)

## Required Course Content

**THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

**LEARNING OBJECTIVE****Unit 3: Learning Objective C**

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

**HISTORICAL DEVELOPMENTS****KC-3.1.II.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.

**KC-3.1.II.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.

**KC-3.1.II.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.

**KC-3.1.II.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.

## SUGGESTED SKILL

 *Sourcing and Situation*

## 2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.



## AVAILABLE RESOURCE

- Classroom Resources
  - > [Essay from the American Organization of Historians and AP \("The Declaration of Independence in World Context"\)](#)

## TOPIC 3.4

# Philosophical Foundations of the American Revolution

## Required Course Content

### THEMATIC FOCUS

#### American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

### LEARNING OBJECTIVE

**Unit 3: Learning Objective D**

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

### HISTORICAL DEVELOPMENTS

**KC-3.2.I.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.

**KC-3.2.I.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.

## TOPIC 3.5

# The American Revolution

## Required Course Content

**THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

**LEARNING OBJECTIVE****Unit 3: Learning Objective E**

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

**HISTORICAL DEVELOPMENTS****KC-3.1.II.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.

**SUGGESTED SKILL** **Argumentation****6.B**

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

## SUGGESTED SKILL

 *Claims and Evidence in Sources*

## 3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.



## AVAILABLE RESOURCES

- Classroom Resources
  - > [What Is Gender History?](#)
- AP Professional Development
  - > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “The Revolution: Winners and Losers”](#)

## TOPIC 3.6

# The Influence of Revolutionary Ideals

## Required Course Content

## THEMATIC FOCUS

### Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

## LEARNING OBJECTIVE

#### Unit 3: Learning Objective F

Explain the various ways the American Revolution affected society.

## HISTORICAL DEVELOPMENTS

#### KC-3.2.I.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.

#### KC-3.2.I.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.

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**THEMATIC FOCUS**

**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

**LEARNING OBJECTIVE**

**Unit 3: Learning Objective G**


Describe the global impact of the American Revolution.

**HISTORICAL DEVELOPMENTS**

**KC-3.2.1.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.

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.B**

Identify the evidence used in a source to support an argument.

## TOPIC 3.7

# The Articles of Confederation

## Required Course Content

**THEMATIC FOCUS****Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

**LEARNING OBJECTIVE****Unit 3: Learning Objective H**

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

**HISTORICAL DEVELOPMENTS****KC-3.2.II.A**

Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

**KC-3.2.II.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.


**KC-3.3.I.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.

## TOPIC 3.8

# The Constitutional Convention and Debates over Ratification

## SUGGESTED SKILL

 *Claims and Evidence in Sources*

**3.A**

Identify and describe a claim and/or argument in a text-based or non-text-based source.

## Required Course Content

### THEMATIC FOCUS

#### Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

### LEARNING OBJECTIVE

#### Unit 3: Learning Objective I

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

### HISTORICAL DEVELOPMENTS

#### KC-3.2.II.C.i

Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.

#### KC-3.2.II.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.

#### KC-3.2.II.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.

## SUGGESTED SKILL

 Making Connections

## 5.A

Identify patterns among or connections between historical developments and processes.

## TOPIC 3.9

# The Constitution

## Required Course Content

### THEMATIC FOCUS

#### Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

### LEARNING OBJECTIVE

**Unit 3: Learning Objective J**

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

### HISTORICAL DEVELOPMENTS

**KC-3.2.II.C.ii**


Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.



## TOPIC 3.10

# Shaping a New Republic

**SUGGESTED SKILL**

 *Sourcing and Situation*

**2.A**

Identify a source's point of view, purpose, historical situation, and/or audience.

**AVAILABLE RESOURCES**

- Classroom Resources
  - > [Lesson Plans for AP U.S. History: The Alien and Sedition Acts](#)
- Professional Development
  - > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “New Democratic Institutions”](#)

## Required Course Content

**THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

**LEARNING OBJECTIVE****Unit 3: Learning Objective K**

Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.

**HISTORICAL DEVELOPMENTS****KC-3.3.II.A**

The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

**KC-3.3.II.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.

**KC-3.3.I.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.

**KC-3.3.I.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.

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**THEMATIC FOCUS****Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

**LEARNING OBJECTIVE****Unit 3: Learning Objective L**

Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.

**HISTORICAL DEVELOPMENTS****KC-3.2.III.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.

**KC-3.2.III.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.

**KC-3.3.II.C**

George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

## TOPIC 3.11

# Developing an American Identity

## SUGGESTED SKILL

 *Developments and Processes***1.B**

Explain a historical concept, development, or process.

## Required Course Content

**THEMATIC FOCUS****American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

**LEARNING OBJECTIVE****Unit 3: Learning Objective M**

Explain the continuities and changes in American culture from 1754 to 1800.

**HISTORICAL DEVELOPMENTS****KC-3.2.III.ii**

New forms of national culture developed in the United States alongside continued regional variations.

**KC-3.2.III.D**

Ideas about national identity increasingly found expression in works of art, literature, and architecture.

## SUGGESTED SKILL

 Making Connections

## 5.A

Identify patterns among or connections between historical developments and processes.

## TOPIC 3.12

# Movement in the Early Republic

## Required Course Content

### THEMATIC FOCUS

#### Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

### LEARNING OBJECTIVE

**Unit 3: Learning Objective N**

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

### HISTORICAL DEVELOPMENTS

**KC-3.3.I.A**

Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.

**KC-3.3.I.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.

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**THEMATIC FOCUS**

**Social Structures** **SOc**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

**LEARNING OBJECTIVE**

**Unit 3: Learning Objective O**

Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

**HISTORICAL DEVELOPMENTS**

**KC-3.2.III.C**

The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.

## SUGGESTED SKILL

 Argumentation

## 6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.



## AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

## TOPIC 3.13

# Continuity and Change in Period 3

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

## Required Course Content

### LEARNING OBJECTIVE

**Unit 3: Learning Objective P**

Explain how the American independence movement affected society from 1754 to 1800.

### REVIEW: UNIT 3 KEY CONCEPTS

**KC-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.

**KC-3.1.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.

**KC-3.1.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.

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**LEARNING OBJECTIVE****Unit 3: Learning Objective P**

Explain how the American independence movement affected society from 1754 to 1800.

**REVIEW: UNIT 3 KEY CONCEPTS****KC-3.2**

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

**KC-3.2.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.

**KC-3.2.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.

**KC-3.2.III.i**

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.

**KC-3.3**

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

**KC-3.3.I**

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

**KC-3.3.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.

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