

## Period 3 Term Review: Rebellion, Revolution, and the New Republic

### **Purpose:**

This term review is not only an opportunity to review key concepts and themes, but it is also an exercise in historical *analysis*. © Section 1 is 5 points, and sections 2 & 3 together are 5 points. **Mastery of the course and AP exam await all who choose to process the information as they read/receive.**

Complete it in **INK!**

### **Directions:**

Below are some key terms pulled from the College Board Concept Outline for Period 3. These include “Terms to Know,” “Illustrative Examples,” and “Other Terms.” Complete the charts by **adding definitions and analysis of historical significance**. When considering significance, **consider causes and effects** or how the item illustrates a major theme or idea from the era. Some entries have been completed for you.

### **Key Concepts FOR PERIOD 3:**

**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.

**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.

**Key Concept 3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

## SECTION 1

The **Terms to Know** are items you are *likely* to see on a quiz or test. They are explicit in the College Board framework for the class, and you will be expected to *thoroughly* understand them on the AP exam. Complete the chart by defining and analyzing each item. Prompts are included to help you focus your analysis on the most tested concepts, but also make sure you know simple definitions of each term.

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<b>American Indians</b> <b>Alliances</b> <b>French and Indian Fur Trade</b> <b>British defeat of the French</b> (French and Indian War) <b>White-Indian conflicts</b> <b>Colonial War for Independence</b> (American Revolution)	In what ways and for what reasons did American Indians repeatedly evaluate and adjust their alliances with Europeans, other tribes, and the new United States?
<b>Seven Years War</b> <b>Imperial Struggles</b> <b>Imperial Control</b> <b>Colonial Independence Movement</b> <b>Enlightenment</b> <b>Loyalist Opposition</b> <b>Patriot Cause</b>	Explain how perceived and real constraints on colonists’ economic activities and political rights sparked the Revolution. What enabled the Patriot cause to win?

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>United States Foreign Policy</b></p> <p><b>Borders</b></p> <p><b>Trading Rights</b></p> <p><b>French Revolution</b></p> <p><b>Farewell Address</b></p>	<p>Explain how the United States government responded to domestic and international tensions.  How did the young nation respond to the French Revolution?  What was the challenge in balancing domestic order and role in the world?  Explain the significance of Washington's Farewell Address. What does it reveal about the era?</p>
<p><b>Protestant evangelical religious fervor</b></p> <p><b>Enlightenment Philosophers</b></p> <p><b>Individual Talent (individualism)</b></p> <p><b>Hereditary Privilege</b></p> <p><b>Natural Rights</b></p> <p><b>Republican Self Government</b></p> <p><b>Common Sense</b></p> <p><b>Declaration of Independence</b></p> <p><b>State Constitutions</b></p> <p><b>Articles of Confederation</b></p> <p><b>Legislative Branch</b></p> <p><b>Property Qualifications</b></p>	<p>How did the Great Awakening and the Enlightenment challenge traditional imperial systems across the Atlantic World?  Explain the impact of Thomas Paine's Common Sense and the Declaration of Independence on the formulation of the American republican system.  How did the Articles of Confederation address fears of tyranny as well as fears of mob rule?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>Articles of Confederation</b></p> <p><b>Constitution</b></p> <p><b>Federalism</b></p> <p><b>Separation of Powers</b></p> <p><b>Bill of Rights</b></p> <p><b>Liberty and Order</b></p> <p><b>Compromises</b></p> <p><b>Political Parties</b></p>	<p>Why did Framers meet in Philadelphia, and why did they decide to replace the AOC?            Explain how delegates compromised on important issues during the Constitutional Convention.            Why was the Bill of Rights added to the Constitution.            What caused the formation of the first two political parties?</p>
<p><b>American Revolution</b></p> <p><b>Reverberations in France</b> (French Revolution)</p> <p><b>Haiti and Latin America</b> Future rebellions</p> <p><b>Abolition</b></p> <p><b>Political Democracy</b></p> <p><b>State and National Governments</b></p>	<p>How did state constitutions and government promote the ideas of self-government and personal liberty?            How did increased awareness of the inequalities in society motivate individuals and groups to call for abolition of slavery and greater democracy?            Why did the Framers postpone a solution to slavery and the slave trade?            How did the American Revolution influence other nations?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>Migrants</b></p> <p><b>Backcountry cultures</b></p> <p><b>Cultural Blending</b></p> <p><b>French Withdrawal</b></p> <p><b>U.S. settlement</b></p> <p><b>White-Indian conflicts</b></p> <p><b>Spanish</b></p> <p><b>Bonded Labor of Indians</b></p> <p><b>California</b></p>	<p>What conflicts arose as colonists and immigrants moved from the Atlantic seaboard toward the western frontier?            What resulted from this migration?            How did the withdrawal of the French impact Indians and the white-Indian dynamic?            What caused increased social and ethnic tension? What caused cultural blending?            How did Spanish settlement and missions impact the California Indians?</p>
<p><b>Western migration</b></p> <p><b>Republican institutions</b></p> <p><b>American Indians</b></p> <p><b>Europeans</b></p> <p><b>Trans-Appalachian West</b></p> <p><b>Northwest Ordinance</b></p> <p><b>Northwest Territory</b></p> <p><b>Mississippi River</b></p>	<p>Explain why the Congress under the Articles of Confederation passed and implemented the Northwest Ordinance.            How did the Articles of Confederation and policies of the new republic impact Indians living in the new territory?            In what ways did Congress try to resolve conflict between Americans and Indians?            In what ways did the government under the Constitution deal with conflict with Great Britain and Spain in territorial disputes in North America?</p>

## Part 2: Illustrative Examples

These are simply examples provided on the College Board concept outline that *could be* used to illustrate key themes, BUT will *not* show up explicitly on the AP exam (although they may show up on class quizzes and tests); they are excellent choices for outside information on short answer or essay questions. Complete the chart by defining and analyzing these terms using the thematic learning objectives (BAGPIPE). Some entries have been completed for you.

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**G**eography (role of environment, geography, and climate on the development of United States and individual actions)

**P**eopling (migration, immigration, adaptation and impact of various groups on social and physical environments)

**I**dentify (development of American national identity, including focus on subpopulations such as women and minorities)

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Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme
<p><b>Pontiac's Rebellion followed the end of the French and Indian War.</b> Natives were expected to switch their loyalty from the defeated French to the British. New British govt refused to supply them with tools, guns and ammo like the French had done. Natives feared further encroachment by colonists and rebelled. Hundreds of colonists were killed and many fled area, Britain sent force and changed their policy. Defeat of Natives led to Proclamation of 1763 as now Britain would protect their land from encroaching colonists, violence ended. Also, British forces distrust of local militias and local militia's feeling of betrayal (they fought F&amp;I War largely for Ohio Territory) led to more tension between the two.</p>	<p><b>Identity:</b> As conflict erupted between Indians and colonists over territory, <b>Political</b> policies were enacted to avoid conflict. But, conflict resulted regardless and colonists' identity continued to develop separately from Indian identity. The <b>Peopling</b> of the Ohio area became more diverse and Indians suffered more encroachment and defeat as expansion continued.</p>
<p><b>The Proclamation of 1763</b> was instituted by King George III of England and prevented the American colonists from settling west of the Appalachians.</p>	
<p><b>Iroquois Confederation</b> had split loyalties in the Revolution. Overall they tried to stay out of it, but individual tribes made decisions on their own and most sided with the English. Some fought for the Patriots. Joseph Brandt was a well known Iroquois leader who fought with the British and after the end of the war he remained firmly in opposition to the United States while others worked on more positive relations with the U.S.</p>	
<p><b>Chief Little Turtle &amp; the Western (aka Northwestern) Confederacy</b></p>	<p>Little Turtle helped lead the defeat of colonists in Little Turtle's War which preceded the Battle of Fallen Timbers. It was the worst defeat the Americans would ever suffer at the hands of American Indians, 623 soldiers were killed and another 258 wounded. This illustrates the negative relationship between whites and Indians as the Northwest Territory was organized and settled (<b>Peopling</b>).</p>
<p><b>Stamp Act</b></p>	

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<p><b>Committees of Correspondence</b> Organized by <b>Samuel Adams</b> in Massachusetts, the <b>Committees of Correspondence</b> spread the spirit of resistance by interchanging letters to keep alive the opposition to British policy.</p>	
<p><b>John Locke</b> wrote <i><b>Two Treatises on Government</b></i> The first criticized the ideas of patriarchalism and declared that no government could be justified by the appeal of the "divine right" of kings to rule. The second shows a theory of civil society in which he claims that all men are created equal. He further elaborates by then saying that governments can only exist by the consent of the governed, and if the government doesn't protect the rights of the people, it can be overthrown. Developed further the concept of natural rights; and that government did not have the right to take them away.</p>	
<p><b>Jean-Jacques Rousseau</b> wrote the <i><b>Social Contract</b></i>. This work argues if there can be a legitimate political authority. His ideas stem from the idea that mankind must enter a "social contract" with others in order to achieve more. He claims that a man would not sell his freedom for slavery, so participants in government had to be free. He proceeds to then say that a government in any form should have two parts: the sovereign and the government. The sovereign would act as the legislative body of the state, and the government would handle the rest.</p>	
<p><b>Adam Smith</b> was a Scottish philosopher who wrote <i><b>Wealth of Nations</b></i> which was the foundation of what became the American capitalist system. His economic ideas included the "invisible hand" which explained economic forces of supply and demand and how markets could operate freely from governmental control due to having self regulating forces.</p>	
<p><b>Intolerable Acts</b></p>	
<p><b>Sons of Liberty</b> The <b>Sons and Daughters of Liberty</b> were two groups of colonial protestors who took the law into their own hands by enforcing the nonimportation agreements (against British goods). They organized other protests such as tarring and feathering tax collectors, burning "oppressive" British/royal leaders in effigy, organizing meetings and publishing broadsheets, and pressuring loyalists to become "enlightened."</p>	

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<p><b>Mercy Otis Warren</b> was a political writer and propagandist of the American Revolution. In the eighteenth century, topics such as politics and war were thought to be the province of men. Few men and fewer women had the education or training to write about these subjects. Warren was an exception. During the years before the American Revolution, Warren published poems and plays that attacked royal authority in Massachusetts and urged colonists to resist British infringements on colonial rights and liberties.</p>	<p><i>Political power lay in the hands of men, but women did make several notable contributions to the Revolution such as Warren's propaganda or other women who served as spies, gather supplies for the troops, cared for the injured, supported the troops in battle, or fought themselves.</i></p>
<p><b>Letters from a Farmer in Pennsylvania</b></p>	
<p><b>Tariff and Currency disputes</b></p>	
<p><b>Spanish restrictions on navigation of the Mississippi River</b></p>	
<p><b>Virginia &amp; Kentucky Resolutions</b>  <b>Virginia (Madison) and Kentucky (Jefferson) Resolutions</b> were drafts written up by Madison and Jefferson that were presented to the Virginian and Kentucky legislatures. They were attempts to nullify the Alien and Sedition Acts. They saw them as unconstitutional.</p>	
<p><b>Hamilton's Financial Plan</b></p>	
<p><b>Proclamation of Neutrality</b>, 1793, George Washington's attempt at keeping the U.S. out of foreign affairs. This proclamation was directed at the conflict between France and England. Washington hoped that the U.S. would stay neutral in foreign conflicts forever, but that hope vanished immediately following the inauguration of John Adams.</p>	

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Abigail Adams	
Pennsylvania Gradual Emancipation Law	
March of the Paxton Boys	
Ohio Valley & the <b>Battle of Fallen Timbers</b> , 1794 Fighting over the Northwest Territory continued after the Treaty of 1783 ended the Revolutionary War... this battle was the final battle of the <b>Northwest Indian War</b> , a struggle between American Indian tribes and the United States for control of the <b>Northwest Territory</b> (an area bounded on the south by the Ohio River, on the west by the Mississippi River, and on the northeast by the Great Lakes). The battle, which was a decisive victory for the United States, ended major hostilities in the region until Tecumseh's War and the Battle of Tippecanoe in 1811.	
<b>Shays' Rebellion</b> occurred in western Massachusetts in 1786. Poverty-stricken small farmers who were mostly Revolutionary War veterans rioted under Captain Daniel Shays for cheap paper money, lighter taxes, and suspensions of property takeovers because they had been losing their farms and money. Hundreds of men joined the rebellion, and although it was stopped, the effects lingered. The leader was condemned to death but then pardoned.	
Frontier vs Tidewater Virginia	
<b>Jay's Treaty, 1794</b> resulted when Washington was desperately trying to avert War and in return sent Chief Justice, <b>John Jay</b> over to Britain to write up a treaty. This was regrettable because of the fact that Jay was a Federalist and the Jeffersonians thought he would sell out their country. They were also upset by the fact that Jay routinely kissed the Queen's hand when he arrived. Jay's Treaty was then wrote up and consisted of Britain evacuating chain posts in the U.S. and Britain paying for the damages done to U.S. ships. However, it didn't promise anything about future attacks or providing arms to Indians.	
<b>Pinckney's Treaty, 1795</b> made with Spain in 1795 and consisted of granting the U.S. free navigation of the Mississippi and Northern Florida. This was a positive effect of Jay's Treaty... the Spanish feared a British-American alliance so started playing nice.	

**Section 3: Other Terms** are simply additional facts to support your reading and review, and they MAY show up on the test. They are also valuable evidence for historical analysis (evidence for defending a thesis).

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<p><b>Coueurs de Bois</b>, or runners of the woods, were French Fur traders. These Coueurs De Bois even named places such as Des Moines (some monks) and Grand Teton (big breast).</p>	<p><b>Competition for fur trade (<b>Economy</b>) was a major cause of the French and Indian War (Seven Years War) and England and France competed for resources. Much of the fur trading network was developed first by French and Indians.</b></p>
<p><b>Robert de La Salle</b> was a French explorer who traveled down the Mississippi in 1682 to the point where it reaches the Gulf of Mexico in order to claim the area for France and prevent the Spanish from inhabiting the region. He named the basin "<b>Louisiana</b>" (after his king Louis XIV) and returned to it three years later with ships, men, and the intention to build an empire. However, he became lost and landed in Spanish Texas where he was murdered by his own angry men.</p>	
<p><b>New Orleans</b> (1718) was the most important fort that the French built in Louisiana to block Spain along the Gulf of Mexico.</p>	
<p>The <b>War of Jenkins' Ear</b> broke out in 1739 between the British and the Spanish and was confined to the Caribbean Sea and Georgia (where Oglethorpe beat the Spanish). It began when the British Captain Robert Jenkins' ear was cut off by the Spaniard Juan de Leon Fandino. When Jenkins returned to Britain, his missing ear aroused a furious response and led into King George's War.</p>	
<p>Captured in 1745 by the British and many New Englanders, <b>Louisbourg</b> was later returned to France in 1748. Many "Americans" felt like this was a betrayal, because they had won the fort along with England and had it taken away.</p>	
<p>At <b>Deerfield</b> (1704), site of one of the New England frontier's bloodiest confrontations, (Deerfield Massacre) invaders killed fifty inhabitants and over a hundred others fled for their lives into the winter wilderness. The Indian attackers also took captive one hundred Deerfield residents, including the child Titus King.</p>	
<p><b>Fort Duquesne</b> was located where the Monongahela and Allegheny rivers met to form the Ohio. Washington was sent by the governor of Virginia to secure Virginia's claims to the land but the French returned later on with reinforcements and surrounded Washington.</p>	
<p>In July 1754, ironically on the fourth of July, <b>George Washington</b> was forced to surrender his command at <b>Fort Necessity</b>. He was permitted to march his surviving men and their baggage away with the full honors of war.</p>	
<p>The <b>Cajuns</b> were the 4,000 French Acadians whom the British dispersed in 1755 to Louisiana where they now number a million and who have retained their French communities into the twentieth century.</p>	

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<p>The <b>Peace of Paris [Treaty of Paris]</b> (1763) ended the French and Indian war. France lost its North American territory. Louisiana went to Spain, Quebec and Ohio Valley/Great Lakes went to England.</p>	
<p>America was viewed as the “<b>outhouse of civilization</b>” by the British. The British showed condescension to the American soldiers who had confessed failure by fleeing to the outhouses of civilization.</p>	
<p>Derived from models of ancient Greek and Roman republics, <b>Republicanism</b> was the idea that all citizens would give up their selfish interests for the common good of the society, while also making decisions based on representation of the citizenry for the good of said society. Republicans were opposed to those who believed in aristocracy and monarchy.</p> <p><b>Republicanism</b> in America was formed on the belief that virtue of the people, not authority of the state, was the guarantor of liberty, justice, and order. They believed that the power of the government should be limited by a written constitution, and that the only legitimate government was one based on the consent of the governed.</p>	
<p>The <b>Radical Whigs</b> were a group of British political commentators who feared the threat to liberty posed by the arbitrary power of the monarch and his ministers relative to the elected representatives in Parliament.</p>	
<p>“The “<b>Enumerated</b>” <b>Products</b> were certain trade items, particularly tobacco, that were named in laws stating that colonial merchants could only ship them to Britain, even if better prices could be found elsewhere. In this fashion, the crown monopolized these products and further restricted colonial trade activity.</p>	
<p>The <b>royal veto</b> is the British king's power to nullify any legislation passed by the colonial assemblies.</p>	
<p>The <b>Sugar Act of 1764</b> was secured from Parliament by Prime Minister George Grenville. It increased the duty on foreign (non-British) goods, such as sugar from the West Indies, being shipped to the colonies. It was the first law passed by Parliament to raise tax revenue in the colonies for the benefit of the crown.</p>	
<p><b>Prime Minister Grenville</b> claimed that the colonists enjoyed “<b>virtual representation</b>” because the British Parliament supposedly represented all British subjects.</p>	

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The <b>Stamp Act Congress of 1765</b> drew twenty-seven distinguished delegates from nine colonies together in New York City to protest the Stamp Act. Following a period of debate, the delegates drew up a list of their rights and grievances and asked the King and Parliament to repeal the Act.	
The <b>nonimportation agreements</b> were organized by the colonists to stop the import of British goods such as woolen garments. This action was supported throughout the colonies.	
<b>Crispus Attucks</b> was a biracial leader of the Boston Massacre mob fighting against the British troops. Strangely, he was not portrayed in the paintings made of that event.	
The <b>Boston Tea Party</b> was held on December 16, 1773 and was a bold action against Britain's overbearing and controlling taxes and acts. That day, 100 Bostonians dressed as Native Americans and boarded the tea ships and threw all of the tea into the harbor.	
The <b>Boston Port Act</b> was one of the few "Intolerable Acts." The Act closed Boston harbor until damages were paid and order was ensured.	
A way for the British to administer the French subjects of Canada, the <b>Quebec Act (1777)</b> allowed the French to retain their Catholicism and reformed civil law. It extended the province of Quebec southward to the Ohio River by eliminating western claims of the colonies. This angered the colonists and alarmed and distressed land speculators.	
The <b>First Continental Congress</b> of 1774 was a convention in Philadelphia, where a consultative body of 55 delegates (including Samuel Adams, John Adams, George Washington, and Patrick Henry) from twelve of the thirteen colonies met. The delegates produced several documents, for example, a ringing <b>Declaration of Rights</b> , and appeals to the British King. Most significantly, the congress formulated The Association. Though the American Revolution did soon follow the Continental Congress, the delegates' initial goal was to repeal Britain's direct taxation, not to declare independence.	
<b>John Adams</b> , a future president of the United States, served as the defense attorney for the redcoats accused of manslaughter during the <b>Boston Massacre</b> (March 5, 1770).	
The British were on their way to Lexington, Massachusetts to seize gunpowder and search for Samuel Adams and John Hancock. When the British troops encountered the minutemen, the Americans refused to disperse and the British fired at them. Eight American minute-men were killed at the " <b>Lexington Massacre</b> ".	

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The Americans called all European mercenaries <b>Hessians</b> because most of them came from the German principality of Hesse.	
<b>Edmund Burke</b> (1775) was a great conservative political theorist and champion of the American cause. He made a stirring speech in Britain's House of Commons pleading in vain for reconciliation with the colonies.	
<b>Marquis de Lafayette</b> was an adventurous, wealthy French nobleman who took an interest in the war for independence in America. The services he provided in securing further aid from France were invaluable, and he gave not only military service but \$200,000 of his private funds.	
The <b>Articles of Confederation</b> , passed in 1781, was the first written constitution adopted by the colonies after the Revolutionary War. It focused on a loose union of independent states.	
The phrase " <b>not worth a continental</b> " became popular.. Due to economic difficulties, continental paper money poured from the presses and was worth close to nothing.	
The German <b>Baron von Steuben</b> was a drillmaster and organizational genius who taught and organized American soldiers to fight in the War of Independence.	
The Episcopal Church, formed as the Anglican Church, which was associated with the British crown, was humbled, de-anglicized and re-formed as the <b>Protestant Episcopal Church</b> .	
<b>The Virginia Statue for Religious Freedom</b> (1786) was passed by freethinking Thomas Jefferson and his co-reformers, including the Baptists. It was the complete victory of separation of religion and government, an argument that was especially fierce in Virginia.	
" <b>Republican motherhood</b> " was the selfless devotion of a mother to her family. It was the model for proper republican behavior. Women were the special keepers of the nation's conscience.	
The <b>Massachusetts constitution</b> (1780) was drafted, then submitted to the people for ratification. It could only be changed by a special constitutional convention. These procedures were imitated in the drafting of the Federal Constitution.	
The <b>Second Continental Congress</b> was a conference of ambassadors from the thirteen states. It asserted some control over military affairs and foreign policy.	

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<p>The "Articles of Confusion" provided a loose confederation or "firm league of friendship". Thirteen states were linked together for joint action in dealing with common problems, such as foreign affairs. The Articles were purposely weak, as many Americans feared a strong, central government. It was like an Oreo cookie; the states were connected by the cream filling (the <b>Articles of Confederation</b>), but it was not a strong bond and was easily pulled apart.</p>	
<p>The <b>Land Ordinance of 1785</b> declared that the acreage of the old Northwest should be sold and that the proceeds should be used to help pay off the enormous national debt. It was like a bake sale in order to raise money for Relay For Life, in that it was a fairly painless process with benefits.</p>	
<p>The <b>Northwest Ordinance of 1787</b> set the guidelines for how states in the Northwest Ordinance would enter the country. It said that once a territory had 60,000 inhabitants, it could send a draft of a constitution to the government to be approved by the Congress in order to become a state.</p>	
<p>"<b>Mobocracy</b>" was a type of unbridled republicanism that was created by the Revolution.</p>	
<p>The <b>Annapolis Convention</b> fell short of its intention. Nine states appointed delegates yet only five were represented. Nothing could be done about commerce with such a poor showing. Yet, the convention was not a total failure. <b>Alexander Hamilton</b> engineered the adoption of his report. It called upon Congress to summon a convention to meet in Philadelphia the next year, not to address commerce, but to bolster the fabric of the <b>Articles of Confederation</b>.</p>	
<p><b>Alexander Hamilton</b> (1755-1804) favored an aristocratic government. He believed that people are turbulent and changing, therefore they can't determine what is right. He believed that the rich would check the unsteadiness of the second class.</p>	
<p>Jefferson called the participants at the <b>Philadelphia convention</b> of 1787 "demigods," since the caliber for them was so high, and most were lawyers.</p>	
<p>The "<b>father of the constitution</b>," <b>James Madison</b> was a profound student of government. He made great contributions to the constitution at the young age of 36. He was also instrumental in getting New York to join the union as he was a co-writer of <b>The Federalist Papers</b>, a publication that succeeded in swaying the state.</p>	
<p><b>Virginia Plan</b>... Proposed by Virginia, the "large-state" plan stated that representation in both houses of Congress should be based on population. It was appeased by proportional representation in the House of Representatives.</p>	

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<p><b>New Jersey Plan</b>... The “small-state” plan stated that each state, no matter how poor and small, would have two Senators. It was appeased by equal representation in Senate.</p>	
<p>After the debate over representation in small and large states, the “<b>Great Compromise</b>” equalized the situation. Larger states were conceded representation by population in the House of Representatives, and small states were allowed equal representation in Senate.</p>	
<p>In the “<b>three-fifths compromise</b>,” slaves were counted as three fifths of a person for representation. The plantation south wanted full representatives for slaves, since there were so many slaves. However, the north didn’t want the south to benefit from slave votes (more power).</p>	
<p>The <b>anti-federalists</b> objected to the constitution. They thought that the constitution was drawn up on aristocratic elements and that it was anti-democratic. Most anti-federalists were poor farmers who believed in states’ rights and feared the creation of a strong government. They refused to sign unless a Bill of Rights were added, and especially cherished the 10th amendment.</p>	
<p>The federalists supported the constitution. They didn’t want a <b>Bill of Rights</b>, because they felt it was dangerous to enumerate rights... fearing those unlisted would be easily violated. They wanted the central government to be stronger than states rights, the main flaw of the Articles of Confederation. The cherished the “elastic clause.”</p>	
<p>One of the most famous essays on the constitution, Madison’s <b>Federalist No.10</b>. refuted the opinion that it was impossible to extend a republican form of government over a large territory.</p>	
<p><b>The French Revolution</b>, 1789-1799, What began as a revolution against absolute monarchy evolved into a “mobocracy” and “reign of terror” ending in France becoming an aggressive republic (attacking Austria)... Then, in <b>Napoleon</b> took the lead as emperor and the aggression continued.</p>	
<p>“<b>Citizen</b>” <b>Genet</b> was a thirty-year-old representative of France who came to believe that the Neutrality Proclamation did not reflect the true wishes of the American people began to recruit armies to invade Spanish-Florida, Louisiana, and British-Canada</p>	
<p><b>Treaty of Grenville</b> involved the <b>Miami Confederacy</b> giving up vast tracts of the <b>Old Northwest</b> to the US for \$20,000 initially and \$9,000 annually thereafter, hunting grounds, and the right to be recognized as a sovereign nation. It was signed after the <b>Battle of Fallen Timbers</b>.</p>	

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<p><b>Whiskey Rebellion</b> involved distillers in southwest Pennsylvania objected to the whiskey excise tax, tarring and feathering revenue collectors. Washington summoned several state militias—about 13,000 troops all told—and ended the rebellion. The leaders of the rebellion were pardoned and only three rebels were killed.</p>					
<p><b>Public Land Act, 1796</b> passed after victory at the Battle of Fallen Timbers, this act established procedures for dividing and selling federal lands in the Ohio Valley.</p>					
<p><b>FIRST TWO-PARTY SYSTEM ...Federalists v. Republicans, 1780s – 1801</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p><b>Federalists</b></p> <ol style="list-style-type: none"> <li>1. <b>Favored strong central government.</b></li> <li>2. <b>"Loose" interpretation of the Constitution.</b></li> <li>3. <b>Encouragement of commerce and manufacturing.</b></li> <li>4. <b>Strongest in Northeast.</b></li> <li>5. <b>Favored close ties with Britain.</b></li> <li>6. <b>Emphasized order and stability.</b></li> </ol> </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p><b>Republicans</b></p> <ol style="list-style-type: none"> <li>1. <b>Emphasized states' rights.</b></li> <li>2. <b>"Strict" interpretation of the Constitution.</b></li> <li>3. <b>Preference for agriculture and rural life.</b></li> <li>4. <b>Strength in South and West.</b></li> <li>5. <b>Foreign policy sympathized with France.</b></li> <li>6. <b>Stressed civil liberties and trust in the people</b></li> </ol> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <p><b>[In practice, these generalizations were often blurred and sometimes contradicted.]</b></p> </td> </tr> </table>		<p><b>Federalists</b></p> <ol style="list-style-type: none"> <li>1. <b>Favored strong central government.</b></li> <li>2. <b>"Loose" interpretation of the Constitution.</b></li> <li>3. <b>Encouragement of commerce and manufacturing.</b></li> <li>4. <b>Strongest in Northeast.</b></li> <li>5. <b>Favored close ties with Britain.</b></li> <li>6. <b>Emphasized order and stability.</b></li> </ol>	<p><b>Republicans</b></p> <ol style="list-style-type: none"> <li>1. <b>Emphasized states' rights.</b></li> <li>2. <b>"Strict" interpretation of the Constitution.</b></li> <li>3. <b>Preference for agriculture and rural life.</b></li> <li>4. <b>Strength in South and West.</b></li> <li>5. <b>Foreign policy sympathized with France.</b></li> <li>6. <b>Stressed civil liberties and trust in the people</b></li> </ol>	<p><b>[In practice, these generalizations were often blurred and sometimes contradicted.]</b></p>	
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<p><b>XYZ Affair...</b>After Jay's Treaty was written up the French were very upset by the fact that the U. S. was becoming allied with Britain, France's foe. In retaliation France attacked many of American merchant ships and then... when American diplomats travelled to France to talk... wanted to be paid a bribe and an "unneutral loan" in return for the American's wrong-doing. This was known as the <b>X, Y, Z Affair</b>. The diplomats came home without paying the bribe.</p>					
<p><b>Continued Neutrality (started by G.W.)</b> Despite much public support for war (supporting the French in their Revolution) or against France (they were seizing American ships and privateers, Adams tried to continue the be neutral.</p>					
<p><b>U.S. Navy...</b>Adams is sometimes called the "Father of the Navy" because he strengthened it considerably as it was evident that America was too weak to prevent foreign bullying. He also strengthened the army.</p>					

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<p><b>Quasi-War, 1798-1800</b>...an undeclared war fought mostly at sea between the United States and the French Republic from 1798 to 1800. In the United States, the conflict was sometimes also referred to as the <b>Undeclared War With France</b>, the <b>Pirate Wars</b>, or the <b>Half-War</b>.</p>	
<p><b>Convention of 1800</b>...a treaty signed in Paris to annul the “marriage” between the U.S. and France. Also, in return the U.S. had to pay Alimony to the damages of American Shippers.</p>	
<p><b>Naturalization Act</b>...New law stating immigrants had to be residents for 14 years instead of 5 before they became citizens</p>	
<p><b>Alien Acts</b>...New law giving the president power to detain or deport foreigners at time of war.</p>	
<p><b>Sedition Act</b>...New law stating that anyone who impeded the policies of the government or falsely defamed the officials, including the president, would be liable to a heavy fine and imprisonment. (basically making it illegal to publically criticize the president)</p>	

Did you actually complete the entire review? Are you crazy? About history? Yeah baby! Fight Fiercely!