

Period 3: 1754-1800

AP US History ■ Period 3

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What we will cover

- 1 The Seven Years' War and Its Consequences
- 2 Taxation Without Representation
- 3 The Ideas Behind the Revolution
- 4 The War and Its Wider Effects
- 5 From Confederation to Constitution
- 6 The New Republic

1

The Seven Years' War and Its Consequences

Why did victory create new disputes?

Teaching evidence, paraphrased from CED Topic 3.2

Before 1763 British colonial expansion into the interior threatened French–Indian trade networks and Native autonomy.

After 1763 Britain gained territory at great expense. Officials sought revenue and tighter control, including limits on westward settlement.

Try it: Explain one cause of the war and one problem victory created. For each, name whose interests were threatened.

Worked reasoning: land, trade and imperial expense

Cause of the war

More British colonists moved inland. This threatened French-Indian trade networks and Native control of land, increasing rivalry with France.

Consequence of victory

Britain's **major expansion of territory** 领土大扩张 came with an **enormous war debt** 巨额战争债务. Raising revenue and controlling settlement brought imperial policy into conflict with colonial interests.

Period 3 begins with the North American fighting in 1754 and ends in 1800. The Revolution is one development to explain, not the only possible question.

One policy, different interests

The **Proclamation of 1763** 1763 年公告线 restricted colonial settlement west of the Appalachian Mountains.

British officials

Wanted to limit costly frontier conflict and control settlement.

Colonists seeking land

Wanted access to western land after helping Britain win the war.

Native groups

Sought to defend their lands while continuing trade with Europeans.

Try it: Why could a policy intended to reduce conflict produce colonial opposition? Explain why imperial claims did not mean Native peoples had surrendered their lands.

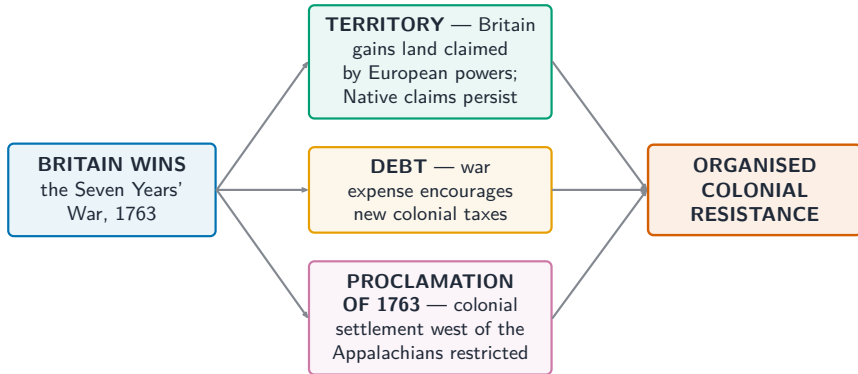
Worked reasoning: restriction did not settle the conflict

Policy and response: British limits on westward settlement challenged the aims of colonists seeking land. Their opposition therefore concerned access to land as well as the cost of taxes.

Native agency: Native groups continued trading with Europeans and resisting colonial encroachment. A European territorial claim did not remove Native communities or their resistance.

A wider British empire created problems of revenue and control. Different policies met different interests; victory did not make independence inevitable.

One victory, three consequences, one response, in detail



War expense encouraged new revenue measures; settlement restrictions also provoked opposition. These were routes to conflict, not a guarantee of independence.

2

Taxation Without Representation

Taxation Without Representation

New British efforts to **collect taxes** 征税 without the consent of colonial assemblies, and to assert imperial authority, provoked organised resistance.

Colonial leaders based their arguments on **the rights of British subjects** 英国臣民的权利, on the **ideals of the Enlightenment** 启蒙思想, and on their own long experience of self-government – the assemblies built up during Period 2.

Resistance was action as well as argument

boycotts

non-importation agreements starved British merchants of their American market

men and women 男女双方

both took part – women's spinning and refusal to buy imported cloth made the boycotts work

crowd action

the Sons of Liberty, tarring and feathering, and the destruction of stamped paper

military occupation 军事占领

in some regions British troops were quartered among civilians, which turned a tax dispute into a daily grievance

shortages

colonists faced real hardship, and enduring it **was** the political statement

The AP question is usually about **who participated**. Naming women's role in the boycotts is the difference between a general answer and a specific one.

Resistance, and the idea underneath it

Ordinary people

Boycotts of British goods, home manufacture, crowd action and committees of correspondence – **men and women** both took part, some under military occupation.

Benjamin Franklin

Leaders such as **Benjamin Franklin** energised the movement and carried the colonial case abroad.

The slogan

“No taxation without representation” – Parliament could not tax colonists who elected none of its members.

The idea

Enlightenment thinking put **individual talent over hereditary privilege** and asserted natural rights and the **sovereignty of the people**.

The slogan is the surface; the claim underneath is that authority comes from the governed, not from birth.

3

The Ideas Behind the Revolution

Which idea explains the claim?

Teacher-written claims, not historical quotations

- A** People possess rights before any government exists. A government that violates them can face justified resistance.
- B** Public authority should rest on the people's consent. Citizens should put the public good above private gain.

Try it: Match each claim to **natural rights** 天赋权利 or **republicanism** 共和主义. Explain the difference in focus, rather than only naming the ideas.

Worked distinction: rights and public government

A: Natural rights

Rights belong to people before government. Government should protect them; violations can justify resistance.

B: Republicanism

Government rests on consent rather than hereditary rule. Civic virtue means acting for the public good, not only private interests.

The ideas connect: supporters could argue that republican government would protect natural rights. They are useful together, not interchangeable labels.

Revise a claim about revolutionary ideas

A student's claim to test

Natural rights mattered only when Americans broke with Britain. Republicanism mattered only after independence.

Evidence, paraphrased from CED Topic 3.4: During the independence movement, colonists' support for republican government based on natural rights appeared in *Common Sense* and the Declaration of Independence.

Try it: Rewrite the claim using this evidence. Explain how the two ideas could support the same political argument.

Worked revision: the ideas operated together

Revised claim: Republicanism and natural rights helped colonists criticise British rule and imagine a different government during the independence movement.

Reasoning: The argument was not simply that an old ruler should be replaced. Natural rights supplied standards for judging authority, while republicanism offered government based on the people's consent.

Use the evidence to explain the idea's role. Naming two terms alone does not establish an argument, and the terms do not belong to separate, fixed stages.

Republicanism and natural rights are not synonyms

	REPUBLICANISM	NATURAL RIGHTS
MAIN FOCUS	public government based on consent	rights people possess before government
GOVERNMENT AND CITIZENS	civic virtue — acting for the public good	government should protect rights, not violate them
POLITICAL USE	supports self-government and challenges hereditary rule	provides standards to judge authority and justify resistance

Natural rights concern rights people possess; republicanism concerns public government. Revolutionary arguments often linked the two.

The ideas, and what the Convention had to compromise

Enlightenment ideas 启蒙运动

led American thinkers to emphasise **individual talent over hereditary privilege** 才能重于世袭特权

the Constitutional Convention 制宪会议

1787 – a stronger national government built on **compromise** 妥协

Great Compromise 大妥协

a Senate with equal state representation, a House by population

the three-fifths compromise 五分之三妥协

counted three of every five enslaved people for representation and taxation

ratification 批准 **was contested**

Federalists 联邦党人 argued the government was strong enough to govern yet checked enough to be safe; **Anti-Federalists** 反联邦党人 feared it would swallow the states

The Bill of Rights was the price of ratification. Saying *that* – rather than listing its contents – is what the essay question rewards.

4

The War and Its Wider Effects

Why did the Patriot cause succeed?

Evidence, paraphrased from CED Topic 3.5

Obstacles	Loyalist opposition and Britain's military and financial advantages.
Patriot resources	Colonial militias, the Continental Army, Washington's leadership and commitment to the cause.
Outside support	Foreign assistance 外国援助 from European allies, including France.

Try it: Why is "Britain was too weak to win" a poor explanation? Use one obstacle and two Patriot resources to revise it.

Worked explanation: victory despite advantages

Britain had military and financial advantages, but those advantages did not guarantee victory.

Military organisation and leadership: Militias and the Continental Army fought the war; Washington's leadership helped sustain the Patriot effort.

Commitment and allies: Patriot resilience and European assistance helped the movement continue despite opposition and hardship.

An explanation should connect contributing factors to the outcome. Neither British weakness nor one isolated Patriot advantage explains the whole victory.

Did revolutionary ideals change everyone's position?

Teaching evidence, paraphrased from the CED

Freedom petition, 1777 Prince Hall and other free Black men used natural-rights and Christian ideas to argue for enslaved people's freedom.

Pennsylvania, 1780 The state passed an act for gradual abolition of slavery.

Republican motherhood Women gained importance as teachers of republican values within the family.

Try it: Explain one change supported by this evidence. Why does it not prove immediate freedom and equal political rights for everyone?

Worked judgment: change with important limits

Antislavery change: Revolutionary rights language supported **movements to abolish slavery** 废奴运动. Pennsylvania's gradual abolition act shows a change in law, not immediate freedom throughout the country.

Continuity: Slavery continued and expanded in the deep South and adjacent western lands, while **antislavery** 反奴隶制 sentiment grew.

Women's roles: Republican motherhood 共和母亲身份 changed ideas about the **status of women** 妇女地位 by valuing their political education within families. That role did not itself establish equal political rights.

A petition shows a demand; an act shows a legal change; an ideal shows a valued role. They are different kinds of evidence, with different limits.

Transfer: influence beyond the new United States

Teacher-written practice, based on CED Topic 3.6

The American Revolution and the Declaration's ideals influenced movements in France, Haiti and Latin America. Does that mean those movements were identical or had only one cause?

Try it: Write a qualified claim about global influence. Distinguish “inspired” from “fully explains” and name the places in the evidence.

Worked transfer: inspiration is not a complete cause

Qualified claim: The American Revolution and its rights language offered inspiration to movements in France, Haiti and Latin America.

Limit: This evidence establishes influence, not identical aims or a single cause for each movement. Explaining a particular revolution would also require evidence about its own circumstances and participants.

The same caution applies at home: revolutionary ideals encouraged challenges to inequality, but did not automatically produce equal rights or abolish slavery.

Exam transfer: rights and a group's response

2025 AP US History, Set 1, Question 3(C), paraphrased

Briefly explain how one group responded to debates about British colonists' rights during 1765–1783.

Try it: Identify a group, its response and the reasoning connecting that response to the rights debate. Keep the response within the dates.

Check your wording: Did you explain a response, or only name “natural rights” or “the Revolution”?

Worked response: Patriots and independence

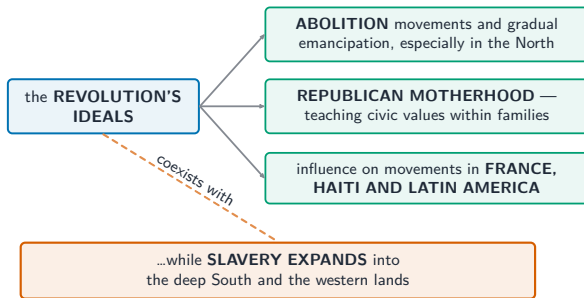
Teacher-written model

Some Patriot colonists argued that British government had violated their natural rights. They therefore supported declaring independence in 1776 as a justified response to a government that failed to protect those rights.

Why this fits: It identifies a group and explains why a rights argument supported a particular response within 1765–1783. The official scheme accepts colonists using natural-rights arguments to justify independence.

This is one defensible response, not the response of every colonist. The scheme also accepts Loyalist defence of the Crown and other relevant responses.

The ideals spread, and slavery expanded



Calls for freedom and new public roles coexisted with slavery's continuation and expansion.

Explain the limit: Rights language shows changing arguments. It does not prove equal institutional change for every group.

5

From Confederation to Constitution

The powers that moved, and the ones that did not

After declaring independence, leaders wrote new **constitutions and declarations of rights** 宪法与权利宣言 that reflected republican ideals, generally limiting executive power.

The **Articles of Confederation** 邦联条例 created a deliberately weak central government: no power to tax, no power to regulate commerce, no executive, and no national judiciary.

Two documents worth naming

Northwest Ordinance

The Confederation's one real success: it organised western settlement, set out how territories became states, and barred slavery north-west of the Ohio.

Washington's Farewell Address

George Washington urged national unity and warned against political factions and permanent foreign alliances – a warning issued as the first party system was already forming.

Naming a document *and* what it did converts a date into evidence.

The new republic's first arguments

the central dispute

under **Washington 华盛顿** and Adams, leaders split over the **national-state balance of power**

Hamilton's programme

a national bank, assumed state debts – a **broad** reading of federal power

Jefferson's objection

a strict reading, and an agrarian republic of independent farmers

the French Revolution 法国大革命

war between France and Britain forced hard choices; the government pursued **neutrality** and diplomatic initiatives

a national culture 民族文化

developed in art, literature and architecture – **alongside** continued regional variation

American Indian nations

repeatedly **re-evaluated their alliances 重新评估结盟** with European powers and the new republic

The first party system grew out of a constitutional argument, not a policy one – which is why it was so bitter so quickly.

Moving west, and the competition it caused

Migration west

Growing numbers of migrants moved west, intensifying competition over **resources, boundaries, and trade**.

Shifting alliances

American Indian groups repeatedly **evaluated and adjusted their alliances** with European powers and the new United States as circumstances changed.

An ambiguous status

The relationship between the federal government and American Indian tribes stayed **ambiguous**, and conflict recurred.

In the Southwest

Spain expanded its **mission system**, supported by the bonded labour of local American Indians.

Westward expansion is the period's clearest *continuity*: independence changed the government, not the pressure on Native land.

The powers that moved, and the ones that did not, in detail

	Articles of Confederation	The Constitution	Why it mattered
Taxation	no power to tax; could only request funds	Congress may lay and collect taxes	<i>war debts went unpaid</i>
Commerce	no power to regulate trade between states	Congress regulates interstate and foreign trade	<i>states taxed each other</i>
Executive	no president	a single executive with defined powers	<i>no one could enforce law</i>
Judiciary	no national courts	a federal judiciary	<i>no way to settle disputes</i>
Amendment	unanimous consent of all states	three-quarters of states	<i>reform was impossible</i>

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6

The New Republic

7

Movement and Conflict in the Early Republic

The powers that moved, and the ones that did not, continued

The **Constitutional Convention** 制宪会议 of 1787 moved exactly the four powers the Articles had withheld: the new government could **tax**, could **regulate commerce**, and gained an **executive** and a **national judiciary**.

What did **not** move is as examinable: the states kept their own governments, and the new powers were **checked** 制衡 rather than pooled – which is what let **Federalists** 联邦党人 call the government strong enough to govern yet safe enough to trust.

Argue from the **specific weakness** a clause was written to fix. “The Articles were too weak” earns nothing; “no power to tax, so the war debt could not be paid” is the evidence.

The price of the new powers

Great Compromise 大妥协

representation by **population** in one house and by **state** in the other – the price of keeping the small states in the union

the slavery compromises

counting enslaved people for representation, and postponing any ban on the slave trade – the Convention bought agreement by leaving the question open

Federalists 联邦党人

the new government is strong enough to govern and **checked** enough to be safe

Anti-Federalists 反联邦党人

centralised power is the danger; individual liberties must be written down – and that demand produced the **Bill of Rights** 权利法案

Ratification 批准 was contested, and the Bill of Rights was its **price** – not an afterthought, and not part of the document the Convention sent out.

8

Continuity and Change in Period 3

Continuity and Change in Period 3

The period's reasoning skill is **continuity and change** 延续与变化.

The strongest answers hold both: political institutions changed radically, while slavery, westward expansion, and conflict with American Indians continued and intensified.

Exam transfer: describe one effect

2025 AP US History, Set 1, Question 3(B)

“Briefly describe one effect of the Seven Years’ War from 1754 to 1765.”

Try it: Write a response using one effect within the dates. Give relevant details, rather than only naming a term.

Compare: Would a response about the Declaration of Independence in 1776 answer this question? Explain your decision.

Worked response: an effect within the dates

Teacher-written model

Britain's costly victory encouraged Parliament to raise revenue from its North American colonies. The Stamp Act of 1765 imposed a tax on printed materials in the colonies.

Why this fits: It describes a postwar tax policy within 1754–1765. The official scheme accepts further British taxation to pay for the war; it also accepts the end of French colonies and heightened tensions.

1776 is outside this prompt's dates. "Describe" requires relevant characteristics beyond an isolated term; it is not a universal instruction to supply two separate parts.

Exam tips

- Explain links from war expense and territorial expansion to revenue measures, settlement restrictions and resistance; avoid treating independence as inevitable.
- Explain how **republicanism** and **natural rights** support an argument; relate each to evidence.
- For the Constitution, argue from the **specific weakness** it fixed – no power to tax, no power to regulate commerce, no executive.
- Keep **Federalist** and **Anti-Federalist** positions straight, and remember the **Bill of Rights** was the price of ratification.
- The Revolution's effects on **slavery and women** are examinable, and both are partial: ideals spread further than rights did.
- On continuity-and-change prompts, give one of each. An answer that only lists changes has answered half the question.

9

Recap

Period 3 – key takeaways

1

Chain

war expense / territory → new
policies → resistance

2

Ideas

government by consent; protect
rights

3

Constitution

fix a named weakness: tax,
commerce, executive

4

C&C

new claims and roles; slavery
continued

Check yourself

- 1 What did the Seven Years' War leave Britain with?
- 2 How could republicanism and natural rights support the same argument?
- 3 Why was the Bill of Rights added?
- 4 On a C&C prompt, what must you give?

Answers: debt and new territory ▪ consent-based government should protect rights ▪ the price of ratification ▪ one continuity and one change