**[Period 3 Review](https://www.youtube.com/watch?v=mIaS6zI4qSY)** [**Period 3 Review**](https://vimeo.com/107624876)

**Key Concept 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.

1. 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. [**Brit Problems**](https://www.youtube.com/watch?v=qmPAIbd9je8)
2. 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. (Fraser; P. 130-135) [French & Indian War](https://www.youtube.com/watch?v=M5QdIEPgQ1c) [French & Indian War](https://www.youtube.com/watch?v=VuQ5SzExJNc&list=PL47F868B521713645&index=2) [Albany Plan](https://www.youtube.com/watch?v=cWM6-QLEFEs&list=PL47F868B521713645&index=3) [F & I War Song](https://www.youtube.com/watch?v=Y2fjkNgQJTA&index=10&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Crash Course: F & I War and the Great Awakening](https://www.youtube.com/watch?v=5vKGU3aEGss&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=5)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Seven Years’ War/French & Indian War** | French kicked out of N. America | **Enormous debt, new empire, decision to assert control leads to end of salutary neglect. War that changes America’s destiny!** |
| Albany Plan | Franklin tried to organize colonies | Rejected--not ready to give up autonomy |

1. 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. (Fraser; P. 134; 136; 139-143)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Treaty of Paris (1763) | Britain controls up to Mississippi River | **Leads to conflict between settlers and Indians west of Appalachians, Pontiac’s Rebellion--Proc of 1763** |
| Stamp Act | Direct tax on the colonists--any printed documents | If Parliament TRIED to find a way to anger every colonist and social class they couldn’t have done a better job! Resistance leads to Stamp Act Congress--SOVEREIGNTY IN THEMSELVESREPEALED DUE TO BOYCOTT--”Like closing the barn door after the horses scattered” |

1. 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. (Fraser; P. 134-136) [Proclamation of 1763](https://www.youtube.com/watch?v=ehRtWBuHv1c) [Crash Course: Taxes & Smuggling](https://www.youtube.com/watch?v=Eytc9ZaNWyc&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Proclamation of 1763 | Troops stationed along Appalachian line to prevent another Pontiac’s Rebellion | **Colonists see this as a violation of their rights as British citizens, generates colonial opposition** |
| Pontiac's Rebellion | Called for Indians to reject white ways and goods; attack forts in Ohio Valley | Leads to Proclamation line; Paxton Boys retaliation in western PA |

1. 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. [Road to Revolution](https://www.youtube.com/watch?v=ZwTKC1LMMQ4) [American Revolution](https://www.youtube.com/watch?v=AOjKiLDV3vI&list=PL47F868B521713645&index=8)
2. 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. (Fraser; P. 139-144) [Brit Restrictions on America](https://www.youtube.com/watch?v=xvnYX0U3-h4) [Taxation & Representation](https://vimeo.com/56890640) [Taxation](https://www.youtube.com/watch?v=dV0I2WvpGRw&index=7&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Revolution Reasons Song](https://www.youtube.com/watch?v=TcDxSICplPE&index=11&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Can Parliament Tax?](https://www.youtube.com/watch?v=cMmwDJXWjwQ&index=12&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Stamp Act Congress | Issues Stamp Act resolves demanding only assemblies could tax their own colonies | **Results in boycott, Franklin’s call for direct representation vs virtual representation, Declaratory Act** |
| **Townshend Acts** | Tax on lead, paper, paint, glass and tea  | Money being used to pay salaries of governors and judges to make them indep of colonial control as well as paying for troops--attempted to remove “power of the purse”--John Dickinson Letters from a Farmer in PA--”the intent of legislation was to raise money not regulate trade--no taxation without representation |

1. 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. (Fraser; P. 137-138; 139-144) [What Does John Locke Say Song](https://www.youtube.com/watch?v=kItXvJLnTtk)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| No taxation without representation | Response to Townshend ActsJohn Dickinson Letters from a Farmer | **Franklin argues for Direct representation-MA sends “circular Letter” to other assemblies condemning taxation without representation** |
| **English Bill of Rights** | Said King couldn’t pass taxes without Parl consent | Colonists argued their own taxes had to go through their own assemblies Enlightenment taught Americans to QUESTION and appeal to REASON |

1. 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. (Fraser; P. 139-144) [Women & the Revolution](https://vimeo.com/28411790) [Road to Revolution](https://www.youtube.com/watch?v=4ERLY0LhjcM&index=8&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Boston Tea Party](https://www.youtube.com/watch?v=PC_w4M2W3pI&index=13&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Paul Revere Song](https://www.youtube.com/watch?v=0tuG4SuTscA&index=14&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **James Otis** | Early Patriot | **Fought writs of assistance, called for Stamp Act Congress** |
| Daughters of Liberty | Women participated in the boycott | Produced homespun cloth, spinning bees, discusses politics, Committees of Correspondence |

1. 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. (Fraser; P. 139-144; 156)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **women** |  | **Made homespun cloth, supported boycotts, joined army as camp followers, ran farms and businesses while men were away** |
| **men** |  | Paid taxes to patriot gov’ts, joined Continental Army and state militias, closed courts to prevent land seizures |

1. 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. (Fraser; P. 144; 149-153; 155)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Continental Army/George Washington** | Militia throughout the states fought the British | **Despite losing 6 of 9 major battles, Washington kept the army together and kept fighting** |
| **Baron von Steuben** | Prussian General assisted at Valley Forge | Taught hygiene, drills |

**Key Concept 3.2:** The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government. [Social Impact of Revolution](https://www.youtube.com/watch?v=sSkygblbRbI) [Political Impact of the Revolution](https://www.youtube.com/watch?v=1HsDPIzayVY)

1. 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.
2. 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. (Fraser; P. 137-139 ) [Crash Course: F & I War and the Great Awakening](https://www.youtube.com/watch?v=5vKGU3aEGss&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=5)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **First Great Awakening** | Evan religious movement | **Emphasized individual salvation and a rejection of the Church of England and other religions that rejected the right of an individual to choose his own path to God, results in greater religious freedom****Preached to African Americans and women** |
| John Locke | Life, liberty, property | If natural rights are not protected, people have the right to rebel and create a new government |

1. 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. (Fraser; P. 149-151) [Common Sense](https://www.youtube.com/watch?v=xbfpck88B8E) [Declaration of Independence](https://vimeo.com/25574734) [Common Sense](https://www.youtube.com/watch?v=-1bt6bNmtg8&list=PL47F868B521713645&index=7) [Declaration of Independence](https://www.youtube.com/watch?v=O8BTq61bmuY&list=PL47F868B521713645&index=12) [Thomas Paine](https://www.youtube.com/watch?v=6sy6FRifZUg&index=11&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Declaration Song](https://www.youtube.com/watch?v=shwNBBJj15M&index=15&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Thomas Paine's *Common Sense*** | Urged undecided to support Indep | **Taught the monarchy was ridiculous** |
| **Declaration of Independence** | Life, liberty and the pursuit of happinessAll men are created equal | Massachusetts takes this very seriously becoming the first state to abolish slaveryNorth follows graduallyRevolution pushed that change |

1. 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 (Fraser; P. 144-145; 148; 171-175). [Slavery & the Revolution](https://vimeo.com/28424350) [Crash Course: Who Won the Civil War](https://www.youtube.com/watch?v=3EiSymRrKI4&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=7)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Northwest Ordinance 1787** | Plan to organize Northwest Territory | **Banished slavery there** |
| Benjamin Banneker | Free African American self educated in astronomy and mathematics | Wrote to Jefferson challenging him on his views-urging him to do what he could and to see African Americans as more than just slaves |

1. 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. (Fraser; P. 175-177)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Republican Motherhood** | Idea that women should be educated to educated their sons | **Republicanism needed an educated electorate, women having more important role but still in the home** |
| **Abigail Adams** | Wife of John Adams | “Remember the ladies” |

1. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements. (Fraser; P. 138)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **French Revolution** | Heavily inspired by American Rev |  |
| Toussaint L'Overture | Haitian slave rebellion inspired by American and French | These indep movements often replicated the language of the Declaration of Indep |

1. 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. [A New Country (includes state gov'ts)](https://www.youtube.com/watch?v=wd7LyfGx1PQ)
2. Many new state constitutions placed power in the hands  of the legislative branch and maintained property qualifications for voting and citizenship. [Crash Course: Who Won the Civil War](https://www.youtube.com/watch?v=3EiSymRrKI4&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=7)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **PA** |  | **Most Radical--unicameral legislature, no executive branch and no property requirement to vote, only males vote** |
| **SC** |  | Most conservative, restricting the right to vote or even run for office to wealthiest citizens |

1. 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. (Fraser; P. 151; 164-167; 178-179) [Articles of Confederation](https://www.youtube.com/watch?v=EsSlpZX8DOQ) [Shay's Rebellion](https://www.youtube.com/watch?v=JOws01iwrGI) [Articles of Confederation](https://www.youtube.com/watch?v=QQtJNK5_8Uk&list=PL47F868B521713645&index=9) [Shay's Rebellion](https://www.youtube.com/watch?v=YOR9O9mUObE&list=PL47F868B521713645&index=11) [Articles Song](https://www.youtube.com/watch?v=vUVbIGBvLHM&index=21&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Articles Song](https://www.youtube.com/watch?v=WxYHW8Jr0Ng&index=25&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Crash Course: Articles, Constitution, & Federalism](https://www.youtube.com/watch?v=bO7FQsCcbD8&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=8)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Articles of Confederation** | 1st plan of gov’t | **Weak central gov’t, no executive or judicial branches, every state one vote** |
| Shays’ Rebellion | MA farmers rebel against farm foreclosures | Convinced states of the need to fix the Articles |

1. Delegates from the states participated in a **Constitutional Convention** and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches. (Fraser; P. 180-184) [Constitutional Convention](https://www.youtube.com/watch?v=xXA4Ob3s-V0&list=PL47F868B521713645&index=13) [Checks & Balances](https://www.youtube.com/watch?v=2rekVGf1Qns&list=PL47F868B521713645&index=18) [Elite Democracy?](https://www.youtube.com/watch?v=wjGPfeG1HjU&list=PL47F868B521713645&index=45) [Great Compromise Song](https://www.youtube.com/watch?v=3YtfPCMF47U&index=22&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Constitutional Convention** | Revise the Articles | **“We the people” an attempt to reach beyond state governments and build popular sovereignty, national government shares power with states, but is supreme in most conflicts** |
| Separation of Powers | Three branches | Checks and balances |

1. 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. (Fraser; P. 182-184) [Slavery & the Constitution](https://vimeo.com/28422171) [3/5's Compromise](https://www.youtube.com/watch?v=xBjMZ3u_WeM&list=PL47F868B521713645&index=20)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| 3/5's Compromise | Slave representation | **South gained a substantial advantage in Electoral College and House** |
| **Slave Trade** |  | International Slave trade couldn’t be abolished until 1808 |

1. 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. (Fraser; P. 184-189) [Federalists & Anti-Federalists](https://vimeo.com/28073227) [Federalists vs. Anti-Federalists](https://www.youtube.com/watch?v=DnDh9-X12Gc&list=PL47F868B521713645&index=14) [Anti-Federalists](https://www.youtube.com/watch?v=tKdCGXtCctw&index=13&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Bill of Rights Song](https://www.youtube.com/watch?v=8KmB_PRmIhY&index=23&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Bill of Rights Song](https://www.youtube.com/watch?v=HShqKnW2hj4&index=24&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Federalist Papers** |  |  |
| **Bill of Rights** |  | Protects individuals and states from federal gov’t |

1. 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. [Washington & Adams](https://www.youtube.com/watch?v=oWhLco6S7L8)
2. 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. (Fraser; P. 193-203) [GW](https://www.youtube.com/watch?v=kKse8QlzgiM&list=PL47F868B521713645&index=49)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Washington** |  | **GW created first cabinet, Mr President, Army, capital site on Potomac, two term tradition, Farewell Address** |
| **Adams** |  | US Navy and Marines, peaceful transfer of power, appt of John Marshall--strong central gov’t |

1. 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**. (Fraser; P. 195-210) [Rise of Political Parties](https://www.youtube.com/watch?v=EUwjicwxbTg) [Hamilton's Econ Policies](https://www.youtube.com/watch?v=jR6rU3V_1Es&list=PL47F868B521713645&index=54) [Feds vs. Anti-Feds](https://www.youtube.com/watch?v=Zt4lmLK_OUc&index=15&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Hamilton vs Jefferson Rap Battle](https://www.youtube.com/watch?v=3Ixl1rI2bYY)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Federalists** |  | **Hamilton’s vision of the future was of a strong federal government and strong presidency, serving the rich mercantile elites in forming an urban, mercantile, manufacturing nation like Britain** |
| **Anti-Federalists** |  | Jefferson’s vision of a weak national government and strong local governments, serving the common man in an agricultural future of independent educated yeoman farmers |

1. The expansion of slavery  in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes  toward the institution. (Fraser; P. 171-175)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **NW Ord 1787** |  | **Banished slavery from Great Lakes region** |
| **South** |  | Spread slavery rapidly into Alabama and Mississippi, cotton gin would accelerate profitability  |

1. Ideas about national identity increasingly found expression in works of art, literature, and architecture. [Phyllis Wheatley](http://ap.gilderlehrman.org/resource/phillis-wheatley%27s-poem-tyranny-and-slavery-1772?period=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Phyllis Wheatley |  | **1st African American poet (see link)** |
| **Mercy Otis Warren** |  | History of the American Revolution |

**Key Concept 3.3:** Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

1. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
2. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., 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 U.S. and Britain. (Fraser; P. 169-171; 203-205) [Battle of Fallen Timbers & Treaty of Greenville](https://www.youtube.com/watch?v=hpgeiK89h9k)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Battle of Fallen Timbers** |  | **Defeat of the Western Confederacy after they had defeated two American armies** |
| Treaty of Greenville |  |  recognized that Native Americans owned Ohio, and paid them for it; however Native Americans accepted they were under American sovereignty |

1. 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. (Fraser; P. 167-169; 205-207) [Whiskey Rebellion](https://www.youtube.com/watch?v=fUKKJfQynEE&list=PL47F868B521713645&index=46) [Whiskey Rebellion](https://www.youtube.com/watch?v=-x20Hwy_UrY&index=28&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Speculation** |  | **Land speculators bought up huge land tracts, brought them into conflict with squatters** |
| Whiskey Rebellion |  | Frontier rebellion denying political control back East; Washington puts down |

1. 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**. (Fraser; P. 167-169) [Northwest Ordinance](https://www.youtube.com/watch?v=UgS2Ar4QBxE)[Northwest Ordinance](https://www.youtube.com/watch?v=02zP5R-3qHM&list=PL47F868B521713645&index=10)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Northwest Ordinance/Northwest Territories** |  | **Portion of land sales to finance public schools and banned slavery** |
| **Land Ord of 1785** |  | **Set up Grid survey system; process for territory to become a state** |

1. 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. (Fraser; P. 169-171; 203-205)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **See Above/Grenville** |  |  |
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1. 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. (Fraser; P. 326)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Spanish Mission Settlements** |  | **Built missions using encomienda system to secure California against possible land claims** |
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1. 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. [GW's Presidency](https://www.youtube.com/watch?v=rT6QvxmrrZA&list=PL47F868B521713645&index=47)
2. The United States 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. (Fraser; P. 2017-210) [GW's Foreign Policy](https://www.youtube.com/watch?v=3F7paFWWisw) [Jay's Treaty](https://www.youtube.com/watch?v=5PNBX7M5BGs) [Pinckney's Treaty](https://www.youtube.com/watch?v=oCD5G-4BlBw) [GW's Foreign Policy](https://www.youtube.com/watch?v=7Qc0RCwr8Ig&index=17&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Jay's Treaty |  | **Got British to agree to abandon Northwest Territory; Infuriated Jeffersonians who saw it as an alliance with British** |
| Pinckney's Treaty |  | Secured US right to use Mississippi from Spanish |

1. 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. (Fraser; P. 207-215) [French Revolution & America](https://www.youtube.com/watch?v=Yo4FPrzd3SE) [Adams’ Administration](https://www.youtube.com/watch?v=1M_LdWq0v60&index=18&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [KY & VA Resolutions](https://www.youtube.com/watch?v=Oj0nqDs-iWg&index=19&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [XYZ Affair Song](https://www.youtube.com/watch?v=sXdBP8Nol8U&index=30&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Quasi War** | Engaged French in Hostilities  | **XYZ affair drove Federalists and REpublicans further apart** |
| Alien & Sedition Acts | John Adams | Attempt to preserve Federalist power--results in Kentucky and Virginia Resolutions |

1. **George Washington’s Farewell Address** encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances. (Fraser; P. 211-212) [Farewell Address](https://www.youtube.com/watch?v=d6aX2-Zcp6w) [Farewell Address](https://www.youtube.com/watch?v=gtlNf3DmbM4&list=PL47F868B521713645&index=48)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Washington's Farewell Address** |  | **Established American FP of Neutrality** |
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