

APUSH FRQ's for Period 3 (1754-1800)

2015

Source: Former president John Adams to former president Thomas Jefferson, August 1815

“As to the history of the revolution, my ideas may be peculiar, perhaps singular. What do we mean by the revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760 to 1775, in the course of fifteen years, before a drop of blood was shed at Lexington.”

Source: Benjamin Rush, signer of the *Declaration of Independence* and delegate to the Continental Congress, January 1787

“There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over: but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed. It remains yet to establish and perfect our new forms of government; and to prepare the principles, morals, and manners of our citizens, for these forms of government, after they are established and brought to perfection.”

3. Using the excerpts above, answer (a), (b), and (c).

1. a) Briefly describe ONE significant difference between Adams' understanding and Rush's understanding of the American Revolution.
2. b) Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams' interpretation.
3. c) Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush's interpretation.

2016

4. Answer (a), (b), and (c).

- a) Identify ONE factor that increased tensions between Great Britain and its North American colonies in the period 1763-1776, and briefly explain how this factor helped lead to the American Revolution.
- b) Identify a SECOND distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.
- c) Identify a THIRD distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.

2017

1. Answer (a), (b), and (c).

- a) Briefly explain how ONE specific historical development represents an accomplishment of the national government under the Articles of Confederation.
- b) Briefly explain ONE specific argument critics used in the 1780s to support revising the Articles of Confederation.
- c) Briefly explain ONE specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.

Source: Gary B. Nash, historian, *The Urban Crucible*. 1986

“Although eighteenth-century America was predominantly a rural, agricultural society, its seaboard commercial cities were the cutting edge of economic, social, and political change.... In America. It was in the colonial cities that the transition first occurred from a barter economy to a commercial one.... The cities predicted the future.... Urban people, at a certain point in the preindustrial era, upset the equilibrium of an older system of social relations and turned the seaport towns into crucibles of revolutionary agitation.”

Source: Pauline Maier, historian. *From Resistance to Revolution*. 1991

“The colonist’s attitudes toward civil uprising were part of a broader Anglo-American political tradition. In the course of the eighteenth century, colonists became increasingly interested in the ideas of seventeenth-century English revolutionaries ... and the later writers who carried on and developed this tradition ... By the 1760s ... this ... tradition provided a strong unifying element between colonists North and South. It offered, too, a corpus of ideas about public authority and popular political responsibilities that shaped the American revolutionary movement. Spokesmen for this English revolutionary tradition were distinguished in the eighteenth century above all by their outspoken defense of the people’s right to rise up against their rulers.”

1. Using the excerpts above, answer (a), (b), and (c).

- a) Briefly describe ONE major difference between Nash’s and Maier’s historical interpretations of the origins of the American Revolution.
- b) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Nash’s argument.
- c) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Maier’s argument.

Source: Elaine Forman Crane, historian. *Ebb Tide in New England: Women, Seaports, and Social Change, 1630-1800*, published in 1998

“The revolutionary moment was neither radical nor a watershed for American women. Those who disregard America’s commitment to patriarchal rule and plead for a historical interpretation that favors enlightened exceptionalism have overlooked the conditions that made large-scale change all but impossible at that time and place.”

Source: Rosemarie Zagari, historian, *Revolutionary Backlash: Women and Politics in the Early American Republic*, published in 2007

“The coming of the American Revolution ... created new opportunities for women to participate in politics. Responding to men’s appeals, women engaged in a variety of actions in support of the revolutionary cause, which led women to experience a greater sense of connection to and involvement with the polity. After the war their political contributions were praised, celebrated, and remembered.... Women now were seen as political beings who had the capacity to influence the course of war, politics, and history.”

1. Using the excerpts above, answer (a), (b), and (c).

- a) Briefly describe ONE major difference between Crane’s and Zagari’s historical interpretations of the immediate impact of the American Revolution on women.
- b) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument.
- c) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagari’s argument.

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello, study of a family of enslaved people held by Thomas Jefferson*, 2008

“As [the American Revolution] unfolded ... many white colonists ... began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

“...[Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“... Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance The newly empowered actors were neither owners of large plantations nor prosperous merchants Most people who ... accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

1. Using the excerpts, respond to parts a, b, and c.
 - a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
 - b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
 - c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.