



**PERIOD 3 (1754-1800) → British imperial attempts to reassert control over its colonies and the ensuing colonial reaction produced a new American republic, along with issues regarding the new nation's social, political, and economic identity.**

The College Board has identified the following **KEY CONCEPTS** for Period 3 (1754-1800). The total items (multiple-choice, short answer, and longer essay) related to Period 3 on the APUSH National Exam comprise approximately 12 percent of the test. Use the concepts to strategically frame and guide your personal review plan. Are you able to “make sense” of each statement? Could you generate a written response (short-answer or long) to each statement? Can you add meaningful supportive data to each statement? Can you recall a certain episode in history that would serve well as an example of the situation described by each statement? The bold-faced concepts are generally more encompassing; the others seem to lean toward specificity. Do not allow yourself to be intimidated. You cannot possibly know every square inch of the material.

**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.**

Throughout the second half of the eighteenth century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.

During and after the imperial struggles of the mid-eighteenth century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.

In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.

**In the late 1700s, 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.**

During the eighteenth century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.

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After experiencing the limitations of the Articles of Confederation, American political leaders produced a new Constitution based on the principles of federalism and separation of powers, crafted an accompanying Bill of Rights, and continued their debates about the proper balance between liberty and order.

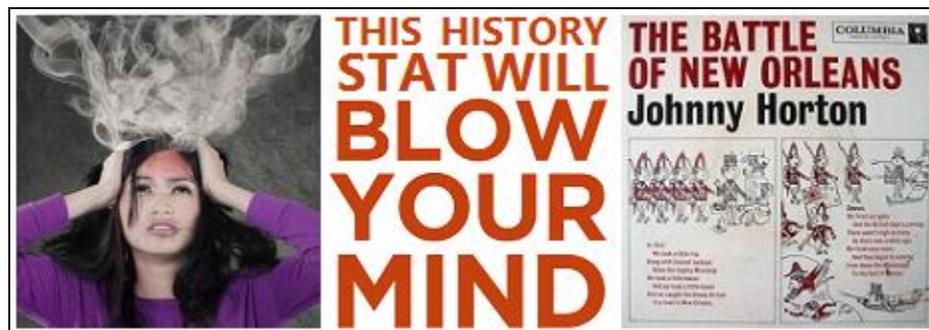
While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.

**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 multi-ethnic, multi-racial national identity.**

As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.

The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.

New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.



The most famous battle of the War of 1812, General Andrew Jackson's decisive victory over the British at New Orleans, had nothing to do with the actual end of the war. Peace had already been solidified by the Treaty of Ghent signed on Christmas Eve of 1814, a full two weeks before the battle occurred. Contrary to popular belief, the Battle of New Orleans was not the crushing blow that forced Great Britain to throw in the towel. The real significance of the battle was revealed several years later. Because the overwhelming victory instantly transformed Jackson into a national war hero, it essentially served as his campaign for the presidency (his 1824 bid for the White House fell short, but in 1828 "Old Hickory" became America's seventh President). In the fall of 1814, some 10,000 Redcoats headed toward New Orleans. Once there, the British forces prodded through a maze of swamps and bayous, initially undetected by Jackson. On January 8, the British launched an all-out frontal assault against Jackson's significantly smaller force of 4,500. [When the fighting stopped, the British had suffered 2,100 casualties \(another 500 soldiers were taken prisoner\); Jackson's losses were miniscule—eight dead and 13 wounded for a mere total of 21 casualties \(even fewer according to some sources\).](#) And, had some of the Americans not been so overzealous (they vaulted over the parapet and chased the retreating enemy forces), the American casualty numbers would have been even less! The Battle of New Orleans was made famous by singer Johnny Horton's song of the same title, which reached number 1 on the Billboard Hot 100 in 1959. The words of the catchy tune are those of Jimmy Driftwood, a school principal in Arkansas, who sought a unique way to boost his students' interest in learning history.