

PERIOD 3:

Directions: In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

Answer (a), (b), and (c), confining your response to the period 1700 to 1776.

- a) Briefly describe ONE specific historical difference in North America between the First Great Awakening and the Enlightenment.
- b) Briefly describe ONE specific historical similarity in North America between the First Great Awakening and the Enlightenment.
- c) Briefly explain ONE specific historical effect in North America of either the First Great Awakening or the Enlightenment.

Directions: In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

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.

In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

“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.”

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

“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.”

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

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

- a) Briefly describe ONE major difference between Crane’s and Zagarri’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 Zagarri’s argument.

In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

“The members of the Philadelphia convention which drafted the Constitution were, with a few exceptions, immediately, directly, and personally interested in, and derived economic advantages from, the establishment of the new system. The Constitution was essentially an economic document based upon the concept that the fundamental private rights of property are [superior] to government and morally beyond the reach of popular majorities.”

Charles Beard, historian, *An Economic Interpretation of the Constitution of the United States*, 1913

“Anxious and uncertain, the convention delegates . . . brought to bear their political experience, their sensitivities to legal loopholes, their commitment to representative government, and they focused their energies and attentions on resolving existing conflicts, correcting existing errors, and protecting . . . against a descent into tyranny. When they were done, they submitted their handiwork to the citizens for ratification rather than attempting to impose it by assassination or military force. In this way, they invited their neighbors to share responsibility for the fate of their experiment in representative government.”

Carol Berkin, historian, *A Brilliant Solution: Inventing the American Constitution*, 2002

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

- a) Briefly describe ONE major difference between Beard’s and Berkin’s historical interpretations of the drafting of the United States Constitution.
- b) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Beard’s interpretation.
- c) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Berkin’s interpretation.