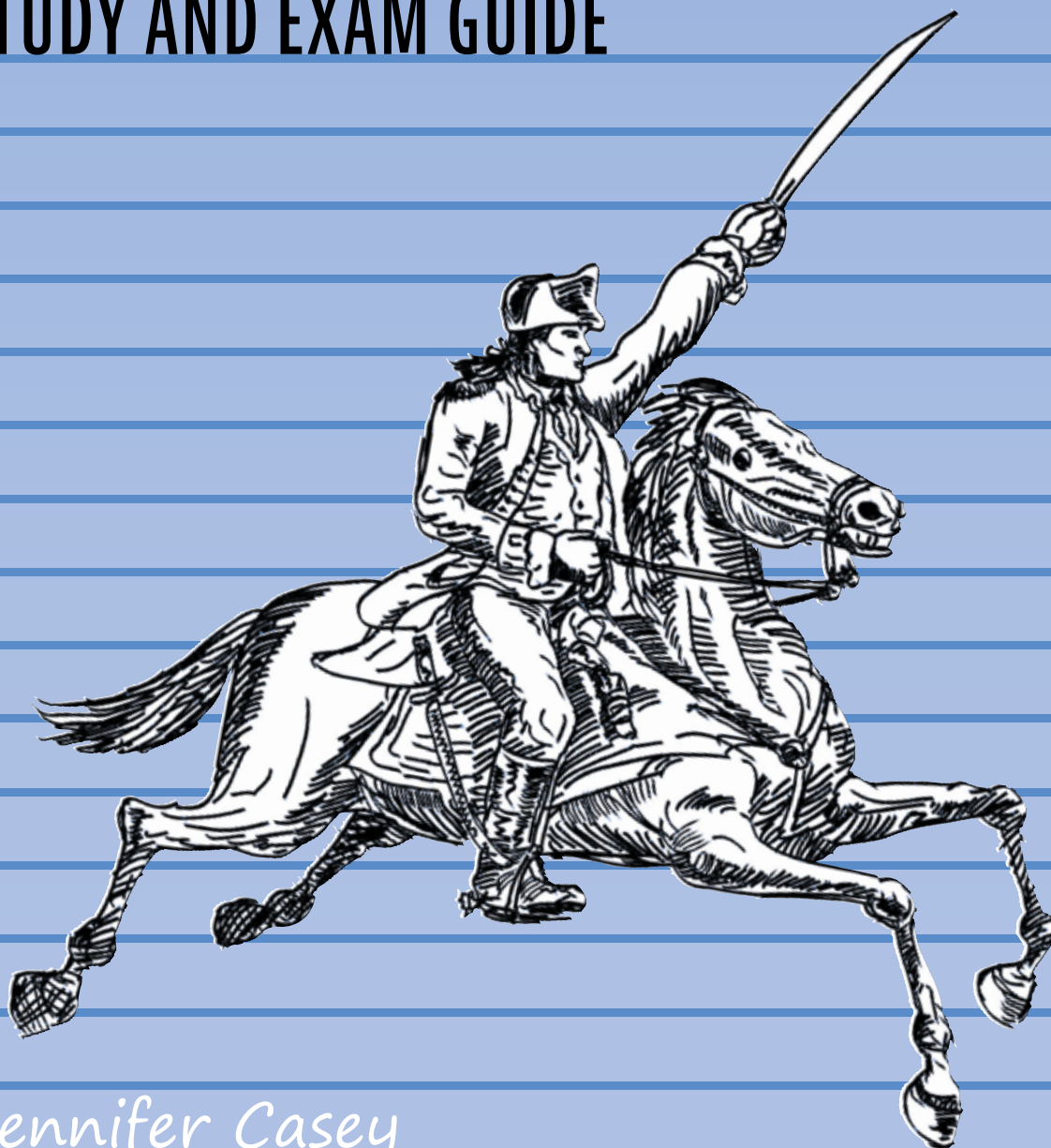


AMERICAN REVOLUTION

2ND
EDITION

STUDY AND EXAM GUIDE



Jennifer Casey
Elisa A. Litvin
Ian Lyell

First published 2022 by:



History Teachers' Association of Victoria

Suite 105

134–136 Cambridge Street

Collingwood VIC 3066

Australia

Phone 03 9417 3422

Email admin@htav.asn.au

Web www.htav.asn.au

Shop www.htavshop.com.au

© HTAV 2022

American Revolution Study and Exam Guide 2nd edition

by Jennifer Casey, Elisa A. Litvin and Ian Lyell

978 1 922481 15 3

Publisher: Georgina Argus

Typesetting and design: Sally Bond

Editor: Giuliana Cincotta

Printed by: Southern Impact

www.southernimpact.com.au

Cover images: patrimonio designs ltd/ Shutterstock.com;

MoonRock/Shutterstock.com; Tortoon/Shutterstock.com

Reproduction and communication for educational purposes:

This publication is protected by the Australian Copyright Act 1968 (the Act). The Act allows a maximum of one chapter or 10 per cent of the pages of this publication, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act. For details of the CAL licence for educational institutions contact:

Copyright Agency Limited

Level 12, 66 Goulburn Street,

Sydney NSW 2000

Telephone: (02) 9394 7600 | Facsimile: (02) 9394 7601

Email: memberservices@copyright.com.au

Reproduction and communication for other purposes:

Except as permitted under the Act (for example, a fair dealing for the purposes of study, research, criticism or review) no part of this publication may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission from the History Teachers' Association of Victoria. All inquiries should be made to the publisher at the address above.

Every effort has been made to trace and acknowledge copyright. However, should any infringement have occurred, the publishers offer their apologies and invite the copyright owners to contact them.



A catalogue record for this book is available from the National Library of Australia

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the HTAV. While reasonable checks have been made to ensure the accuracy of statements and advice, no responsibility can be accepted for errors or omissions, however caused. No responsibility for any loss occasioned to any person acting or refraining from action as a result of material in this publication is accepted by the authors or the HTAV.

AMERICAN REVOLUTION

STUDY AND EXAM GUIDE

2ND EDITION

HTAV

*Jennifer Casey
Elisa A. Litvin
Ian Lyell*



CONTENTS

REVISION CHECKLISTS	6
Area of Study 1: Causes of Revolution (1754–4 July 1776)	6
Area of Study 2: Consequences of Revolution (4 July 1776–1789)	8
 AREA OF STUDY 1: CAUSES OF REVOLUTION	 10
Timeline of Key Events	10
Key Ideas	12
Key Movements and Their Role in the Revolution	13
Key Individuals	14
Topic 1: Colonial America and the French and Indian War (1754–1763)	16
Topic 2: Aftermath of the French and Indian War (1763–1764)	18
Topic 3: Taxes and Tensions (1764–1771)	20
Topic 4: Organised Opposition to the British (1772–1775)	22
Topic 5: War of Independence (Focus on April 1775–4 July 1776)	24
Mind Map: Causes of the Revolution	26
 AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION	 28
Timeline of Key Events	28
Key Individuals	30
Topic 6: War of Independence (Focus on 4 July 1776–1783)	32
Topic 7: The New Nation (1776–1789)	34
Topic 8: Creating and Maintaining a Political System (1783–1789)	36
Features of the Constitution	38
Topic 9: Continuity and Change in American Society (1754–1789)	40
Mind Map: Consequences of the Revolution	44

GUIDE TO ASSESSMENT IN VCE HISTORY: REVOLUTIONS 46

School-Assessed Coursework (SAC) Tasks ...	46	General Guidance for SACs and Exams	62
Historical Inquiry	46	How to Use Your Reading Time Effectively	62
Extended Responses	49	How to Unpack Questions	62
What you should do	49	Source-based questions	63
What you should not do	49	Two-part questions	63
Sample responses	50	Timeframes in questions	64
Evaluation of Historical Sources	52	How to Manage Your Time	64
Working with primary sources	52	Time management in SACs	64
Working with secondary sources	53	Time management in the exam	65
Sample responses	54	Aim for good, not perfect, responses ...	65
Essay	56	If you have time left	65
How to structure an essay	56	If you run out of time	65
What to avoid in an essay	56	If you want to write faster	65
Sample response	57		
		Tips for Historical Writing	66
		Beginning Your Response	66
		Linking Back to the Question	66
		TEEL Paragraphs	67
		Signposting	68
		The Examination	68
		Structure of the Exam	68
		Should You Decide in Advance Which Question	
		to Answer in Section B?	69
		Practice Exam Questions	69

Exam Section A (Source Analysis)	69
How to Answer <u>Comprehension</u> Questions	72
Example 1 ('identify')	
Unpacking the question	72
Unpacking the source	72
Answering the question	73
Example 2 ('outline')	
Unpacking the question	73
Unpacking the source	73
Answering the question	74
How to Answer <u>Explanation</u> Questions	74
Example 1 ('explain')	
Unpacking the question	74
Unpacking the sources	75
Gathering evidence from your own knowledge	75
Answering the question	76
Sample response	76
Example 2 ('explain')	
Unpacking the question	77
Unpacking the source	77
Gathering evidence from your own knowledge	78
Answering the question	78
Sample response, with connective phrases highlighted	78
How to Answer <u>Extended Response</u> Questions	79
Unpacking the question	79
Using the sources	79
Answering the question	80
Sample response	80

Exam Section B (Essay)_____	81
How to Answer an Essay Question Focused on <u>Causes</u> of Revolution _____	82
Unpacking the question_____	82
Forming an evaluation_____	82
Forming a balanced argument _____	83
Sample response_____	83
How to Answer an Essay Question Focused on <u>Continuity and Change</u> _____	85
Unpacking the question_____	85
Assessing continuity and change_____	85
Sample plan _____	87
Sample response_____	87





REVISION CHECKLISTS






AREA OF STUDY 1: CAUSES OF REVOLUTION (1754–4 JULY 1776)























Below are all of the key knowledge outcomes for Area of Study 1 (AOS1) in the VCE History Study Design. You may be required to answer a SAC or an exam question about any of these.

Revise each outcome carefully. Test whether you can explain it to another person or write about it in a practice exam question. Once you have revised each item, tick it off the checklist below.

There are four types of key knowledge outcomes. Basically, you need to be able to explain how each of the following *caused* the revolution. More specifically:

KEY KNOWLEDGE OUTCOME TYPE	WHAT YOU NEED TO BE ABLE TO DO
 the events and conditions that contributed to the outbreak of revolution	Can you explain the causes and effects of each of these events? Can you explain how they were significant in bringing about a revolutionary situation?
 the ideas that played a significant role in challenging the existing order	Can you explain how these inspired Americans to challenge their government?
 the role of individuals in challenging or maintaining the power of the existing order	Can you explain how the actions of this person helped strengthen and/or weaken the government?
 the contribution of popular movements in mobilising society and challenging the existing order.	Can you explain how these groups gained the support of Americans and challenged the government ?

Notes	Test	AMERICA AOS1 KEY KNOWLEDGE	
<input type="checkbox"/>	<input type="checkbox"/>	TOPIC 1 Colonial America and the French and Indian War (1754–1763)	 The colonial experience
<input type="checkbox"/>	<input type="checkbox"/>		 French and Indian War
<input type="checkbox"/>	<input type="checkbox"/>		 Proclamation Act (1763)
<input type="checkbox"/>	<input type="checkbox"/>		 King George III
<input type="checkbox"/>	<input type="checkbox"/>	TOPIC 2 Aftermath of the French and Indian War (1763–1764)	 British mercantilist policy
<input type="checkbox"/>	<input type="checkbox"/>		 British management of the colonies
<input type="checkbox"/>	<input type="checkbox"/>		 John Hancock

AMERICA AOS1 KEY KNOWLEDGE			Notes	Test
TOPIC 3 Taxes and Tensions (1764–1771)		British tax revenue Acts: Sugar Act (1764) and Stamp Act (1765)	<input type="checkbox"/>	<input type="checkbox"/>
		Colonial responses to the British tax revenue Acts	<input type="checkbox"/>	<input type="checkbox"/>
		Sons of Liberty	<input type="checkbox"/>	<input type="checkbox"/>
		Objections to taxation without representation: Townshend Acts (1767–1768)	<input type="checkbox"/>	<input type="checkbox"/>
		Daughters of Liberty	<input type="checkbox"/>	<input type="checkbox"/>
		Boston Massacre	<input type="checkbox"/>	<input type="checkbox"/>
		John Adams	<input type="checkbox"/>	<input type="checkbox"/>
TOPIC 4 Organised Opposition to the British (1772–1775)		Samuel Adams	<input type="checkbox"/>	<input type="checkbox"/>
		Committees of Correspondence	<input type="checkbox"/>	<input type="checkbox"/>
		The Patriots	<input type="checkbox"/>	<input type="checkbox"/>
		Colonial responses to British tax revenue Acts: Boston Tea Party	<input type="checkbox"/>	<input type="checkbox"/>
		Coercive Acts (1774)	<input type="checkbox"/>	<input type="checkbox"/>
		Colonial responses to Coercive Acts	<input type="checkbox"/>	<input type="checkbox"/>
		Powder Alarms	<input type="checkbox"/>	<input type="checkbox"/>
		Provincial Congresses	<input type="checkbox"/>	<input type="checkbox"/>
TOPIC 5 War of Independence (focus on April 1775– 4 July 1776)		Battles of Lexington, Concord and Bunker Hill	<input type="checkbox"/>	<input type="checkbox"/>
		Second Continental Congress (focus on 10 May 1775–4 July 1776)	<input type="checkbox"/>	<input type="checkbox"/>
		George Washington	<input type="checkbox"/>	<input type="checkbox"/>
		Declaration of Independence	<input type="checkbox"/>	<input type="checkbox"/>
		Thomas Jefferson	<input type="checkbox"/>	<input type="checkbox"/>
		Enlightenment ideas: natural rights, representative government, republicanism, liberty	<input type="checkbox"/>	<input type="checkbox"/>
		Thomas Paine	<input type="checkbox"/>	<input type="checkbox"/>

If you want to achieve the highest marks on the exam, it is very helpful to gather and memorise a range of quotations that illustrate different **historical perspectives** (views of people at the time) and **historical interpretations** (views of historians) of the causes of the American Revolution. A good target would be to gather three quotations on each of the following:





HISTORICAL PERSPECTIVES AND INTERPRETATIONS		Notes	Test
AMERICA AOS1	Significance of British management of colonies	<input type="checkbox"/>	<input type="checkbox"/>
	Nature of Coercive Acts (Intolerable Acts)	<input type="checkbox"/>	<input type="checkbox"/>
	Significance of Boston Massacre	<input type="checkbox"/>	<input type="checkbox"/>
	Significance of Enlightenment ideas	<input type="checkbox"/>	<input type="checkbox"/>
	Role of popular groups and individuals such as Samuel Adams and the Sons of Liberty in mobilising society and challenging the existing order	<input type="checkbox"/>	<input type="checkbox"/>

AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION (4 JULY 1776–1789)

Below are all of the key knowledge outcomes for Area of Study 2 (AOS2) in the VCE History Study Design. You may be required to answer a SAC or an exam question about any of these.









Revise each outcome carefully. Test whether you can explain it to another person or write about it in a practice exam question. Once you have revised each item, tick it off the checklist below.


















There are four types of key knowledge outcomes. Basically, you need to be able to assess how effectively the revolutionary government overcame challenges and changed society. More specifically:

KEY KNOWLEDGE OUTCOME TYPE	WHAT YOU NEED TO BE ABLE TO DO
 the challenges the new regime faced in attempting to consolidate its power	Can you explain how each of these challenged the revolutionary government, how it responded , and what the outcomes were?
 the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals	Can you identify what changed versus what stayed the same ? Can you identify where the revolutionaries achieved their goals , and where they had to compromise ?
 the role of significant individuals that influenced and changed society	Can you explain how the actions of this person changed society?
 the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life.	Can you explain how each of these groups was affected by the decisions made by the revolutionary government? Can you explain how each of these groups reacted to, supported or challenged the revolutionary government?

Notes Test

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

AMERICA AOS2 KEY KNOWLEDGE	
TOPIC 6 War of Independence (focus on 4 July 1776–1783)	 The War of Independence
	 George Washington
TOPIC 7 The New Nation (1776–1789)	 Post-war recession
	 Articles of Confederation
	 Continental Army soldiers and the Pennsylvania mutinies
	 Treaty of Paris 1783
	 Shays' Rebellion
	 Northwest Ordinance and slavery

AMERICA AOS2 KEY KNOWLEDGE		Notes	Test
TOPIC 8 Creating and Maintaining a Political System (1783–1789)	 Creating and maintaining a political system under the Articles of Confederation	<input type="checkbox"/>	<input type="checkbox"/>
	 Philadelphia Convention (1787) and framing of the Constitution	<input type="checkbox"/>	<input type="checkbox"/>
	 Ratification of the Constitution	<input type="checkbox"/>	<input type="checkbox"/>
	 Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>
	 Individual rights	<input type="checkbox"/>	<input type="checkbox"/>
	 Debates on federal and state rights	<input type="checkbox"/>	<input type="checkbox"/>
	 Debates between Federalists and Anti-federalists	<input type="checkbox"/>	<input type="checkbox"/>
	 Alexander Hamilton	<input type="checkbox"/>	<input type="checkbox"/>
	 Patrick Henry	<input type="checkbox"/>	<input type="checkbox"/>
	 James Madison	<input type="checkbox"/>	<input type="checkbox"/>
	 Features of the Constitution	<input type="checkbox"/>	<input type="checkbox"/>
TOPIC 9 Continuity and Change in American Society (1754–1789)	 Patriots	<input type="checkbox"/>	<input type="checkbox"/>
	 Loyalists	<input type="checkbox"/>	<input type="checkbox"/>
	 Continental Army soldiers	<input type="checkbox"/>	<input type="checkbox"/>
	 Women	<input type="checkbox"/>	<input type="checkbox"/>
	 Native Americans	<input type="checkbox"/>	<input type="checkbox"/>
	 African Americans and slaves	<input type="checkbox"/>	<input type="checkbox"/>

If you want to achieve the highest marks on the exam, it is very helpful to gather and memorise a range of quotations that illustrate different **historical perspectives** (views of people at the time) and **historical interpretations** (views of historians) of the consequences of the American Revolution. A good target would be to gather three quotations on each of the following:

HISTORICAL PERSPECTIVES AND INTERPRETATIONS		Notes	Test
AMERICA AOS2	Methods used to consolidate power	<input type="checkbox"/>	<input type="checkbox"/>
	Nature and outcomes of the War of Independence	<input type="checkbox"/>	<input type="checkbox"/>
	Role of George Washington	<input type="checkbox"/>	<input type="checkbox"/>
	Causes and effects of debates about the Constitution	<input type="checkbox"/>	<input type="checkbox"/>
	Diverse experiences of social groups	<input type="checkbox"/>	<input type="checkbox"/>
	Change and continuity in American society between 1754 and 1789	<input type="checkbox"/>	<input type="checkbox"/>

AREA OF STUDY 1: CAUSES OF REVOLUTION

TIMELINE OF KEY EVENTS

1754

French and Indian War; Albany Congress (Start of AOS1)

10 February 1763

Treaty of Paris ends the French and Indian War

7 October 1763

King George III issues Royal Proclamation blocking settlement west of the Appalachian Mountains (Proclamation Line)

1763–1766

Pontiac's Rebellion

5 April 1764

British Parliament passes the Sugar Act

1765

British Parliament passes the Stamp Act and Quartering Act; Stamp Act Congress formed in objection to taxation without representation

1766

Stamp Act repealed; Declaratory Act passed

1767

British Parliament introduces customs charges, called the Townshend Duties

11 February 1768

Samuel Adams issues Circular Letter in response to Townshend Duties

5 March 1770

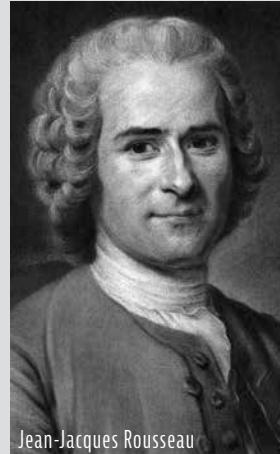
Boston Massacre; John Adams successfully defends British soldiers involved

- 20 November 1772**
First Committee of Correspondence is set up in Boston
- 16 December 1773**
Boston Tea Party
- 1774**
British Parliament passes the Coercive Acts
- 1 September 1774**
Powder Alarms
- 5 September–26 October 1774**
First Continental Congress
- 19 April 1775**
Battles of Lexington and Concord
- 10 May 1775**
Second Continental Congress begins with John Hancock as president
- 17 June 1775**
Battle of Bunker Hill
- July 1775**
George Washington appointed commander-in-chief of newly created Continental Army
- 10 January 1776**
Thomas Paine publishes *Common Sense*
- 4 July 1776**
Declaration of Independence, drafted by Thomas Jefferson,
is passed by the Continental Congress ◀ (End of AOS1)

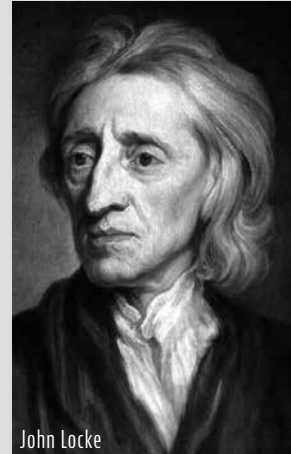
KEY IDEAS

THE ENLIGHTENMENT

- European intellectual and philosophical movement of the seventeenth and eighteenth centuries.
- Questioned traditional institutions such as the Church and argued that individuals should be free to reach their own reasoned judgements.
- Enlightenment thinkers challenged the divine right of monarchs and argued that, under the 'social contract', individuals should give up some rights only to the extent that governments act in their best interests overall.
- Thinkers such as Montesquieu, Rousseau and Locke influenced American revolutionary thinkers such as Paine.



Jean-Jacques Rousseau



John Locke

ENLIGHTENMENT IDEAS

Natural rights

- The view that people have inalienable rights just because they are human (Locke).
- Based on the idea that one's social position is an accident of birth; therefore, we all have the same inalienable rights to:
 - ▷ life—everyone is entitled to live, once born
 - ▷ liberty—everyone is entitled to do what they wish so long as they do not interfere with the first right
 - ▷ property—everyone is entitled to own all they gain/create through gift/trade so long as it does not conflict with the rights above.
- Colonists saw British interference in local affairs as a breach of their natural rights.

Representative government

- Based on the idea that, as per Locke's social contract, citizens give up certain rights in exchange for the benefits of organised government.
- Government can only be formed with the 'consent of the governed', as sovereignty resides with the people; only leaders elected by the people are legitimate.
- If representatives fail to represent the will of the people, they are no longer legitimate rulers and citizens are justified in overthrowing them.
- The Magna Carta set limitations of monarchical power and identified parliament as the source of legitimate authority.

Republicanism

- Based on the idea of civic virtue as the basis for government.
- Emphasises political participation and avoidance of corruption.
- A republican government should protect the rights of individuals through a system of checks and balances.
- Key proponents in America were Jefferson and Madison.

Liberty

- The concept that people are free to conduct their lives without interference unless they are infringing other people's rights.
- Became the guiding principle for colonial dissent in America, as the British breached the colonists' right to life at the Boston Massacre, liberty through the lack of parliamentary representation, and property through arbitrary taxation and confiscation of trade vessels. The British also conducted illegal searches and imposed trade restrictions.
- Embraced by colonists to justify revolution (i.e. an unjust government that breaches the social contract is no government at all).
- Immortalised by Patrick Henry's call, 'Give me liberty, or give me death'.

KEY MOVEMENTS AND THEIR ROLE IN THE REVOLUTION

PATRIOTS

- Vocal critics of British colonial policies who rebelled against 'interference' from Britain, arguing that the colonies should be ruled by their directly elected representatives.
- Progressives or 'Whigs' who argued that they could only be taxed by their directly elected representatives.
- Increased in membership in the lead-up to 1776.
- Included key individuals such as Thomas Jefferson, Benjamin Franklin, John Adams and Alexander Hamilton.



COMMITTEES OF CORRESPONDENCE

- Created by Samuel Adams to aid communication between colonies, the Committees comprised Patriots seeking to destabilise British rule.
- Circulated pamphlets and spread information unhelpful to the British, such as their troop movements.
- Operated as de facto governments, overshadowing the Crown-controlled colonial assemblies.
- Alongside the Sons and Daughters of Liberty, they organised boycotts of British goods.



SONS OF LIBERTY

- Radical group formed in response to the Stamp Act of 1765, vowing to protect the rights of colonists against encroachments of the Crown.
- Orchestrated the Boston Tea Party in 1773, the harassment of Loyalists and other acts of resistance to British rule.
- Created correspondence and spy networks to coordinate propaganda and the proliferation of materials in support of colonists' rights.
- Established chapters in a range of colonies.



PROVINCIAL CONGRESSES

- Created by Royal Decree or Royal Charter to 'make laws for' the colonies; dissolved by the Coercive Acts.
- Continued to operate as quasi-legislative bodies and were seen as legitimate authorities by many colonists. They began to function practically as governments by 1775.
- Membership included revolutionary leaders, who saw colonial assemblies and Committees of Correspondence as the legitimate sources of authority.
- Operated in Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina and Pennsylvania.



Massachusetts seal of 1775

DAUGHTERS OF LIBERTY

- Similar to the Sons of Liberty, they formed in response to British taxation.
- Crucial in boycotts and the enforcement of non-importation agreements, they helped the war effort by sewing soldiers' uniforms and melting metal for bullets.
- Created groups for spinning wool into garments and hosted tea parties serving 'liberty tea' made from berries and herbs.
- Notable members included Abigail Adams, Mercy Otis Warren and Martha Washington.





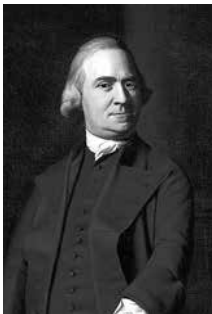
KING GEORGE III (1738-1820)

- Ascended the throne of Great Britain in 1760, aged twenty-two.
- Constitutional monarchist and staunch conservative.
- Respected the role of parliament and largely acted on the advice of his ministers.
- Portrayed by the Patriots as a tyrant exercising arbitrary power, but in the context of the times it was expected that he would try to retain such large territories.



GEORGE WASHINGTON (1732-1799)

- Fought for Virginia in the French and Indian War.
- Virginia delegate to the Continental Congress.
- Appointed commander-in-chief of the Continental Army.
- Oversaw the Battle of Long Island and retreat through New Jersey.



SAMUEL ADAMS (1722-1803)

- Businessman, merchant, prolific writer and propagandist who generated significant support for the Patriot cause through his writing for the *Boston Gazette* and pamphlets.
- Helped form the Sons of Liberty in response to the Stamp Act in 1765.
- Authored the Massachusetts Circular Letter in 1768, in which the Massachusetts Assembly criticised British 'interference' in domestic issues.
- Formed the Committees of Correspondence in 1772 to circulate propaganda and information about troop movements.
- Represented Massachusetts at the First and Second Continental Congresses.



JOHN HANCOCK (1737-1793)

- Bostonian merchant, politician and political agitator who used his wealth to support the revolutionary cause.
- Alleged smuggler whose economic interests were threatened by increased British presence.
- His ship the *Liberty* was confiscated in 1768 by the British. It was captured and destroyed by Rhode Islanders the following year in one of the earliest acts of open rebellion.
- President of the Second Continental Congress and known for his prominent signature on the Declaration of Independence.

JOHN ADAMS (1735–1826)

- Prominent Bostonian writer and lawyer.
- Authored the 'Braintree Instructions' and letters to the *Boston Gazette* in 1765 opposing the Stamp Act.
- Defended British soldiers accused of murder after the Boston Massacre.
- Massachusetts delegate to the Continental Congress where he nominated George Washington as commander-in-chief of the army and helped to draft the Declaration of Independence.
- Cousin to Samuel Adams.



THOMAS PAINE (1737–1809)

- Migrated from England in 1774 with the help of Benjamin Franklin.
- His 1776 pamphlet *Common Sense* popularised the revolution by making a convincing argument against the monarchy in favour of a republic.
- Penned *The American Crisis* in 1776, on the eve of the Continental Army's retreat from New York, to inspire soldiers and link military service with civic virtue.
- Best known for the statement, 'These are the times that try men's souls'.



THOMAS JEFFERSON (1743–1826)

- Virginian planter, writer, politician and champion of individual rights and Enlightenment ideals.
- Represented Virginia in the Continental Congress.
- Primary author of the Declaration of Independence.



TOPIC 1: COLONIAL AMERICA AND THE FRENCH AND INDIAN WAR (1754–1763)

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
The colonial experience	<ul style="list-style-type: none"> ▶ British colonial interests. 	<ul style="list-style-type: none"> ▶ Diverse settlements on the eastern seaboard. ▶ Creation of thirteen distinct areas of settlement. 	<ul style="list-style-type: none"> ▶ Formed the basis of the thirteen original colonies, which became states.
Territorial interests	<ul style="list-style-type: none"> ▶ French and Spanish conduct American expeditions in the seventeenth century. ▶ French later move into fertile Ohio River Valley. ▶ British and French compete for land. 	<ul style="list-style-type: none"> ▶ Increased tensions between French and British empires. ▶ Increased tensions between Native Americans and colonists. 	<ul style="list-style-type: none"> ▶ Britain and France have expanding interests worldwide.
Albany Congress (1754)	<ul style="list-style-type: none"> ▶ Colonists more in touch with events in Britain than with each other. ▶ Highlighted the need for a coherent response to competing colonial interests. 	<ul style="list-style-type: none"> ▶ Meeting of colonial leaders in Albany, New York. ▶ Franklin presents first plan for colonial unity: Albany Plan. 	<ul style="list-style-type: none"> ▶ Colonies recognise that they have some shared interests. ▶ Increased communication achieved between colonial elites.
French and Indian War Washington's mistake (1754)	<ul style="list-style-type: none"> ▶ Virginia militia under the command of 21-year-old George Washington. ▶ Lieutenant Colonel Washington is sent by Governor Dinwiddie (on behalf of the British Crown) to expel the French and construct a fort in the north-west. 	<ul style="list-style-type: none"> ▶ In the Battle of Jumonville Glen, Washington's militia ambushes a Canadian scouting party, killing Frenchman Duc de Jumonville. 	<ul style="list-style-type: none"> ▶ Marked the start of the French and Indian War (North American theatre of Seven Years' War between Britain and France).
Fort Necessity (1754)	<ul style="list-style-type: none"> ▶ After the Jumonville incident, Washington retreats to Fort Necessity but is overwhelmingly defeated by the French and their Native American allies. 	<ul style="list-style-type: none"> ▶ Washington signs statement of guilt regarding Jumonville's death. 	<ul style="list-style-type: none"> ▶ France and Britain boost troop numbers in American colonies. ▶ George Washington's military career gets off to a shaky start.
Fort Duquesne (1755)	<ul style="list-style-type: none"> ▶ 1500 British/American troops march to take Fort Duquesne from the French. ▶ Braddock, a British general, alienates Native American allies. 	<ul style="list-style-type: none"> ▶ General Braddock is killed in an ambush. ▶ 1000 troops die or are injured. 	<ul style="list-style-type: none"> ▶ Disastrous defeat results in a stalemate.
Seven Years' War (1756–1763)	<ul style="list-style-type: none"> ▶ French and Indian War expands to European theatre between France and Britain. 	<ul style="list-style-type: none"> ▶ Countries embroiled in worldwide conflict. ▶ Britain wins key battles in North America. 	<ul style="list-style-type: none"> ▶ Control of American colonies contested. ▶ General Wolfe is branded a hero for defeating the French in the Battle of the Plains of Abraham (Quebec, Canada) in 1759.

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
Treaty of Paris (1763)	► Allocation of territorial spheres of influence at the end of the Seven Years' War.	► Britain receives Canada from France and Florida from Spain. ► European rivals of Britain drop out of the contest to control North America.	► Britain emerges as the dominant power in North America and globally.
Proclamation Act (1763) King George III	► Britain needs to regulate violent relations between colonists and Native Americans along the frontier.	► To prevent further colonial expansion, King George III issues the Royal Proclamation banning settlements west of the Appalachian Mountains.	► Colonists breach the Proclamation Line by continuing to claim farmland west of the Appalachians.

VIEWPOINT

KEY QUOTATION

Benjamin Franklin (1760)

HISTORICAL PERSPECTIVE

Britain's victory in Canada in 1759 consolidated its empire in America.

*'No one can rejoice more sincerely than I do on the Reduction [defeat] of Canada; and this, not merely as I am a Colonist, but as I am a Briton [British person]. I have long been of Opinion that the Foundations of the **future Grandeur and Stability of the British Empire lie in America.**'*

Howard Zinn

HISTORICAL INTERPRETATION

The French and Indian War increased the divide between rich and poor.

*'The war had brought glory for the generals, death to the privates, wealth for the merchants, **unemployment for the poor.**'*

Francis Jennings

HISTORICAL INTERPRETATION

The British in the colonies believed themselves superior to the colonists.

*'The armies' commanders made no effort to win the **hearts and minds** of the people among whom they lived.'*

George Washington

HISTORICAL INTERPRETATION

The Proclamation Line was a hastily conceived solution to frontier tensions.

*'I can never look upon that Proclamation in any other light ... than as a temporary expedient [tactic] to **quiet the Minds of the Indians.**'*

TOPIC 2: AFTERMATH OF THE FRENCH AND INDIAN WAR (1763–1764)

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
British mercantilist policy	<ul style="list-style-type: none"> ▶ Economic system whereby Britain imports raw materials (e.g. wood) from the colonies, manufactures products, then sells these products back to the colonies. 	<ul style="list-style-type: none"> ▶ Lack of secondary industry (e.g. manufacturing) in colonies. ▶ Colonies economically dependent on Britain to buy raw materials. ▶ Prosperous trading relationship but disproportionately favours Britain. 	<ul style="list-style-type: none"> ▶ Smuggling and trading with other colonial powers rife in colonies. ▶ Restrictive trade practices stifle some enterprises.
British management of the colonies Pontiac's Rebellion (1763–1766)	<ul style="list-style-type: none"> ▶ Pontiac leads the Odawa to attack several British forts erected by General Amherst. ▶ Westward expansion seen to encroach on Native American territories. 	<ul style="list-style-type: none"> ▶ Other tribes follow the Odawa and attack forts and settlements in the Ohio Valley. ▶ Increase in frontier violence. ▶ 'Paxton Boys' form vigilante group to strike Iroquois; none are prosecuted. 	<ul style="list-style-type: none"> ▶ Increased tensions between Native Americans and colonists. ▶ Sets the tone for future relations.
End of Britain's 'salutary neglect' (1763)	<ul style="list-style-type: none"> ▶ After the Seven Years' War, Britain ends its policy of salutary neglect, which had allowed thirteen colonies to break some trade and navigation laws. ▶ British seek to recoup war debt of £133 million from colonies. 	<ul style="list-style-type: none"> ▶ Increased British inspection of ships and cargo through writs of assistance. ▶ Increased enforcement of trade embargos and import taxes. ▶ Standing army of 10,000 British redcoats remains to protect colonies from foreign powers. 	<ul style="list-style-type: none"> ▶ Some members of the colonial elite (e.g. John Hancock) resent British interference in their business affairs.

VIEWPOINT

KEY QUOTATION

British Prime Minister Robert Walpole (1720s) HISTORICAL PERSPECTIVE	Salutary neglect allowed the colonies some freedom and prosperity.	<i>'If no restrictions were placed on the colonies, they would flourish.'</i>
Howard Zinn HISTORICAL INTERPRETATION	Britain's victory in the Seven Years' War removed France's threat to the colonists, but increased Britain's financial demands on America.	<i>'The American leadership was less in need of English rule [after the French were defeated], the English more in need of the colonists' wealth [to pay for the war]. The elements were there for conflict.'</i>
Francis Jennings HISTORICAL INTERPRETATION	The colonists had only limited control over their economy.	<i>'The colonists were only partially masters of their own house.'</i>
William Johnson HISTORICAL INTERPRETATION	Pontiac's Rebellion showed weaknesses in British control.	<i>'Pontiac's Rebellion ... proved the need for imperial supervision of the trans-Appalachian frontier.'</i>

ACTIVE REVISION! Topics 1 and 2

Choose an option for each topic and complete it here.

1. Select, elect: List five key points from the topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from the topic.

TOPIC 3: TAXES AND TENSIONS (1764–1771)

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
British tax revenue Acts Sugar Act (1764)	<ul style="list-style-type: none"> ▶ British economic slump and increased debt after Seven Years' War with France. ▶ Britain seeks to regulate American trade, such as by enforcing taxes avoided by colonists. 	<ul style="list-style-type: none"> ▶ Britain reduces tax on foreign molasses (sugar syrup used to make rum) but enforces it properly. ▶ Britain imposes other taxes on foreign sugar, some wines, coffee and spices. ▶ Britain issues writs of assistance (search warrants) for smuggled goods. 	<ul style="list-style-type: none"> ▶ Act reduces colonists' profits. ▶ James Otis publicly condemns the Act. ▶ Resentment of British attempt to limit colonial livelihoods.
Stamp Act (1765)	<ul style="list-style-type: none"> ▶ British Parliament seeks to recoup cost of defending colonies in the French and Indian War. ▶ Combined with the Tea Act, the Stamp Act was forecast to bring in £60,000. 	<ul style="list-style-type: none"> ▶ Considerable opposition from colonial elites. ▶ Stamp Act Congress 1765 attempts to unify opposition to taxes. ▶ Act repealed in 1766 by British Parliament. 	<ul style="list-style-type: none"> ▶ Failure of first attempt by British to tax colonies' internal affairs.
Colonial responses to the British tax revenue Acts	<ul style="list-style-type: none"> ▶ Considerable opposition to British taxation of internal affairs. 	<ul style="list-style-type: none"> ▶ Home of Boston governor, Thomas Hutchinson, burnt to the ground (26 August 1765). ▶ Effigy (dummy) of Stamp Tax officer Andrew Oliver hung from Boston's Liberty Tree and burnt (17 August 1765). ▶ Increased intimidation and harassment of British officials. 	<ul style="list-style-type: none"> ▶ Indicative of increased public unrest and mob violence.
Sons of Liberty	<ul style="list-style-type: none"> ▶ Formed in Boston in response to the Stamp Act (1765). ▶ Originally known as the Loyal Nine. 	<ul style="list-style-type: none"> ▶ Rallied support for colonial resistance through propaganda and protest. 	<ul style="list-style-type: none"> ▶ Represent the first organised opposition to British management of the colonies and a focal point for colonial dissent.
Objections to taxation without representation Townshend Acts (1767–1768)	<ul style="list-style-type: none"> ▶ Britain seeks to reinforce its authority after the repeal of the Stamp Act. ▶ Britain seeks to enforce compliance with trade regulations, marking the end of salutary neglect. 	<ul style="list-style-type: none"> ▶ British treasurer Charles Townshend imposes five key import duties on colonies: <ul style="list-style-type: none"> ▷ Revenue Act (1767) ▷ Indemnity Act (1767) ▷ Commissioners of Customs Act (1767) ▷ New York Restraining Act (1767) ▷ Vice Admiralty Court Act (1768) 	<ul style="list-style-type: none"> ▶ Unified colonial opposition to Acts. ▶ Colonists see Acts as a breach of their natural rights, as they are not represented in British Parliament. ▶ 'No taxation without representation' becomes revolutionary catchcry.
Daughters of Liberty	<ul style="list-style-type: none"> ▶ Formed in response to increased British taxes of colonial imports. 	<ul style="list-style-type: none"> ▶ Societies of women that organised boycotts of British imports and promoted locally produced commodities. ▶ Less centrally organised than the Sons of Liberty. 	<ul style="list-style-type: none"> ▶ Highlighted the role of women in playing a role in public affairs and the impact of British policies on the domestic sphere.

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
Boston Massacre <i>(5 March 1770)</i> John Adams	<ul style="list-style-type: none"> ▶ Standing army of 2000 British redcoats posted in Boston, Massachusetts, in a time of peace, housed by Bostonians as directed by the Quartering Act (1765). ▶ Colonists resent accommodating soldiers. ▶ Colonists consider the standing army a breach of their natural rights. 	<ul style="list-style-type: none"> ▶ British Army soldiers shoot and kill five colonists while under attack by a mob (5 March 1770). ▶ Solicitor John Adams defends soldiers in ensuing court case. 	<ul style="list-style-type: none"> ▶ Paul Revere's engraving, 'The Bloody Massacre in King Street', starts a propaganda war against the British. ▶ Incident further heightens tensions between the British and colonists.

VIEWPOINT

KEY QUOTATION

John Adams (1770)HISTORICAL
PERSPECTIVE

The British soldiers were only acting in self-defence in the Boston 'massacre'.

*'Facts are stubborn things; and whatever may be our wishes, ... if an assault was made to endanger [the soldiers'] lives, ... **they had a right to kill in their own defence.***

Gary NashHISTORICAL
INTERPRETATION

A part-African, part-Native American man was killed in the Boston Massacre.

*'Crispus Attucks, half African and half Wampanoag, ... shed blood in the Boston Massacre. ... "The first to defy, and the first to die." ... **Attucks ... charged the British soldiers with a stout cordwood stick.***

Edward CountrymanHISTORICAL
INTERPRETATION

Opposition to British policies was primarily driven by the crowd.

*'Crowds or mobs or **popular uprisings were central** to the public life of colonial and revolutionary America.'*

Charles BeardHISTORICAL
INTERPRETATION

Opposition to British policies was primarily driven by a self-serving colonial elite.

*'The direct, impelling motive ... was the **economic advantages.***

ACTIVE REVISION! Topic 3

Choose an option and complete it here.

1. Select, elect: List five key points from the topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from the topic.

TOPIC 4: ORGANISED OPPOSITION TO THE BRITISH (1772–1775)

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
Committees of Correspondence Samuel Adams Patriots	<ul style="list-style-type: none"> ▶ Created by Samuel Adams in 1772 for purposes of communication, correspondence, observation and safety between colonies. ▶ After 1773, became shadow governments comprising 7000–8000 Patriots. 	<ul style="list-style-type: none"> ▶ Committees fostered contact between colonies. ▶ Committees observed and reported on troop movements and violations of non-importation agreements. 	<ul style="list-style-type: none"> ▶ Mobilisation of public resistance to British actions. ▶ Backbone of revolutionary movement following the Declaration of Independence. ▶ Increased cohesion between colonies.
Colonial responses to British tax revenue Acts: Boston Tea Party (15 December 1773)	<ul style="list-style-type: none"> ▶ Oversupply of tea from British East India Company. ▶ Tea Act (1773) means tea from India can bypass Britain on its way to the colonies. 	<ul style="list-style-type: none"> ▶ Fifty-nine Bostonians, some dressed as Mohawk Indians, board British vessel and throw 342 chests of tea into the Boston Harbor following a stand-off with local officials. 	<ul style="list-style-type: none"> ▶ Britain sees the destruction of property as a serious act of rebellion. ▶ Powerful symbol of 'spirit of revolution'.
Coercive Acts (1774)	<ul style="list-style-type: none"> ▶ British seek to reassert authority through punitive measures after the Boston Tea Party. ▶ British seek to isolate Boston, a 'hotbed' of rebellion. 	<ul style="list-style-type: none"> ▶ Boston Port Bill closes Port of Boston. ▶ Massachusetts Government Act imposes military rule under General Thomas Gage as governor. ▶ Administration of Justice Act allows British officials to be tried in England or other colonies. ▶ (Second) Quartering Act reinforces British right to requisition buildings for troops. 	<ul style="list-style-type: none"> ▶ Retaliation for acts of colonial defiance. ▶ Boston declared to be in a state of rebellion (February 1775). ▶ Acts confirm many Patriots' fears of arbitrary British power over colonies.
Colonial responses to Coercive Acts	<ul style="list-style-type: none"> ▶ Many colonists see Coercive Acts as an arbitrary violation of their natural rights. 	<ul style="list-style-type: none"> ▶ Colonies united in opposition. 	<ul style="list-style-type: none"> ▶ Acts used as justification for calling the First Continental Congress.
Powder Alarms (1 September 1774)	<ul style="list-style-type: none"> ▶ Fear that colonists are stockpiling resources in case of armed conflict. ▶ General Gage orders removal of gunpowder from public stores. 	<ul style="list-style-type: none"> ▶ Thousands of militia men descend on Boston fearing war is at hand and that the British wish to disarm the population. ▶ Small skirmishes occur between troops and militia defending arms. ▶ Increased colonial resentment towards British. 	<ul style="list-style-type: none"> ▶ 'Dress rehearsal' for Battles of Lexington and Concord. ▶ Indicative of tense atmosphere in Massachusetts.
Provincial Congresses	<ul style="list-style-type: none"> ▶ Colonists sought to rule themselves rather than be subject to British institutions. 	<ul style="list-style-type: none"> ▶ Increased independence from British governmental institutions. ▶ Promoted self-rule. 	<ul style="list-style-type: none"> ▶ In ten of the thirteen colonies, they operated as shadow governments formalising the operations of the Committees of Correspondence. ▶ Representatives were sent to the First Continental Congress.

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
First Continental Congress <i>(5 September–26 October 1774)</i>	► Fifty-five men from twelve colonies gathered in Philadelphia to debate the best response to the Coercive Acts and situation in Boston.	► Congress passes Articles of Association and a list of grievances for the British Parliament.	► First opportunity for colonial leaders to express common ideas publicly. ► First cohesive response from the colonies.

VIEWPOINT

KEY QUOTATION

Boston Gazette
(1773)HISTORICAL
PERSPECTIVE

The Boston Tea Party was necessary to save the colonies from ruin.

'A number of brave and resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours emptied ... 342 [tea] chests, into the sea. ... The people are almost universally congratulating each other on this happy event.'

Hugh BroganHISTORICAL
INTERPRETATION

The Boston Tea Party provoked Britain into harsh measures in the form of the Coercive Acts.

'The Tea Party was the last straw for Britain. ... They were now resolved on very different measures.'

Gordon S. WoodHISTORICAL
INTERPRETATION

Britain's overreaction to the Boston Tea Party made colonists resent its intrusion.

'To the British the Boston Tea Party was the ultimate outrage. It led to the Coercive Acts which convinced Americans once and for all that Parliament had no more right to make laws for them than to tax them.'

Edward CountrymanHISTORICAL
INTERPRETATION

Committees of Correspondence were instrumental in generating support for the Patriot cause between 1774 and 1776.

'[The Committees] created a counter-government on radically different lines from the old one, took power to themselves until the old institutions were hollow shells, and then destroyed in name what they had drained of power in fact.'

ACTIVE REVISION! Topic 4

Choose an option and complete it here.

1. Select, elect: List five key points from the topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from the topic.

TOPIC 5: WAR OF INDEPENDENCE (FOCUS ON APRIL 1775–4 JULY 1776)

KEY KNOWLEDGE	CAUSE	EFFECT	SIGNIFICANCE
Battles of Lexington and Concord <i>(19 April 1775)</i>	<ul style="list-style-type: none"> ▶ 700 British Army regulars given secret orders to destroy colonist militia stores. ▶ Increased tensions in Boston under military governor, Thomas Gage. 	<ul style="list-style-type: none"> ▶ 400 colonial militia men confront British at Concord, Massachusetts, with a so-called 'shot heard around the world'. ▶ British forces return to Lexington, Massachusetts, only to be met with 1700 men and harangued by militia men all the way back to Boston. ▶ Results in the Siege of Boston. 	<ul style="list-style-type: none"> ▶ First battles in the Revolutionary War or War of Independence. ▶ Battles confirm colonists' fears that the British would use violence to subdue them.
Battle of Bunker Hill <i>(17 June 1775)</i>	<ul style="list-style-type: none"> ▶ Boston under siege by British forces. ▶ 1200 colonial troops under the command of William Prescott sought to liberate Boston. 	<ul style="list-style-type: none"> ▶ Discouraged British from frontal attacks. ▶ Victory for the British, despite incurring more casualties than the colonists. 	<ul style="list-style-type: none"> ▶ Showed the British that the colonial forces were determined and capable. ▶ Increased colonial military confidence. ▶ Made the British more cautious about future military engagements, giving colonists time to tactfully retreat.
Second Continental Congress <i>(focus on 10 May 1775–4 July 1776)</i>	<ul style="list-style-type: none"> ▶ Three weeks after Lexington and Concord, colonists meet to develop a coordinated response to British aggression. 	<ul style="list-style-type: none"> ▶ Congress creates the Continental Army, with George Washington as commander-in-chief. ▶ John Dickinson's Olive Branch Petition sent as a last-ditch attempt at reconciliation with Britain; King George III refuses to receive the petition. 	<ul style="list-style-type: none"> ▶ Congress legitimises military resistance to Britain.
George Washington	<ul style="list-style-type: none"> ▶ Military opposition to the British begins. 	<ul style="list-style-type: none"> ▶ George Washington appointed commander-in-chief of the Continental Army. 	<ul style="list-style-type: none"> ▶ Confirms Washington's role as a colonial leader.
Declaration of Independence <i>(4 July 1776)</i> Thomas Jefferson Enlightenment ideas	<ul style="list-style-type: none"> ▶ Attempt to reconcile with Britain refused by the king. 	<ul style="list-style-type: none"> ▶ Group of five drafts of the Declaration of Independence, listing grievances with Britain. ▶ Justifies revolution by claiming the Crown has breached the social contract. ▶ Thomas Jefferson is the primary author. 	<ul style="list-style-type: none"> ▶ Formal independence from Britain. ▶ Comprehensive list of grievances the colonies have with Britain. ▶ Uses Enlightenment ideas as justification for armed conflict that started with Lexington and Concord.
Thomas Paine	<ul style="list-style-type: none"> ▶ Common Sense pamphlet written and widely circulated. 	<ul style="list-style-type: none"> ▶ Uses Enlightenment ideas to justify break from the Crown in plain and accessible language. 	<ul style="list-style-type: none"> ▶ Demonstrates and solidifies widespread grassroots support for rebellion.

VIEWPOINT

KEY QUOTATION

John Adams (1775)HISTORICAL
PERSPECTIVE

Once shots had been exchanged at Lexington and Concord, a break from Britain was inevitable.

*'The Die was cast, **the Rubicon crossed**.'*

Benjamin Franklin (1776)HISTORICAL
PERSPECTIVE

Unity was the only solution for the colonies.

*'We must, indeed, **all hang together**, or most assuredly **we shall all hang separately**.'*

Edward CountrymanHISTORICAL
INTERPRETATION

Some revolutionaries used high oratory while others used popular protest to get their message across.

*'If inflated rhetoric, climbing to the heights of principle, was a prime social weapon of the elite, **crowd action was a prime social weapon of the ordinary people**.'*

Gary NashHISTORICAL
INTERPRETATION

Several African Americans fought on the Patriot side early in the war.

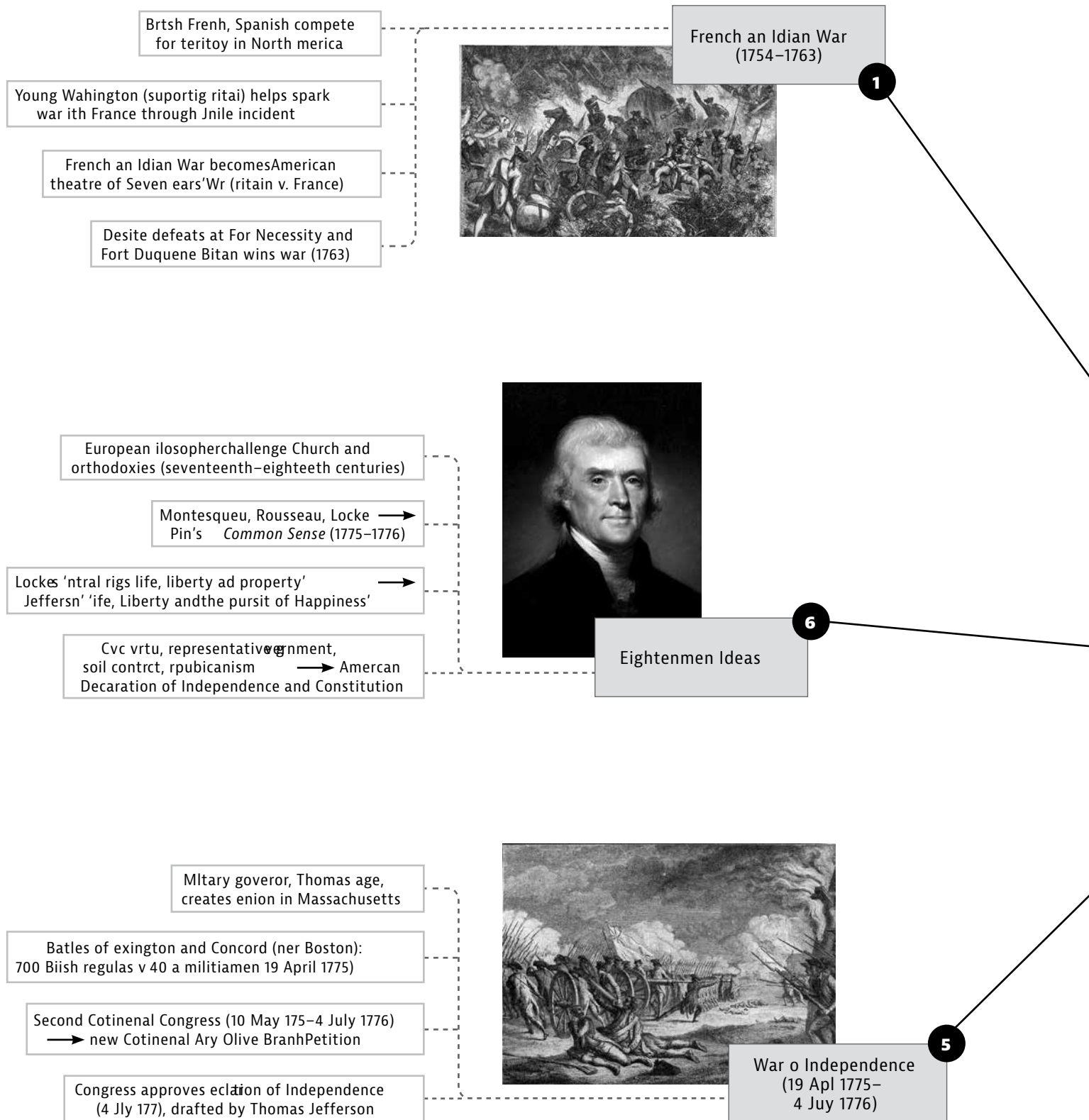
*'Those who fought at Lexington and Concord ... must have noticed the dusky Lemuel Haynes among the contingent of militiamen. ... Haynes ... was the son of a full-blooded African and a young white woman. ... **He was by no means the only free African American who joined the patriot cause in the early years of the war**.'*

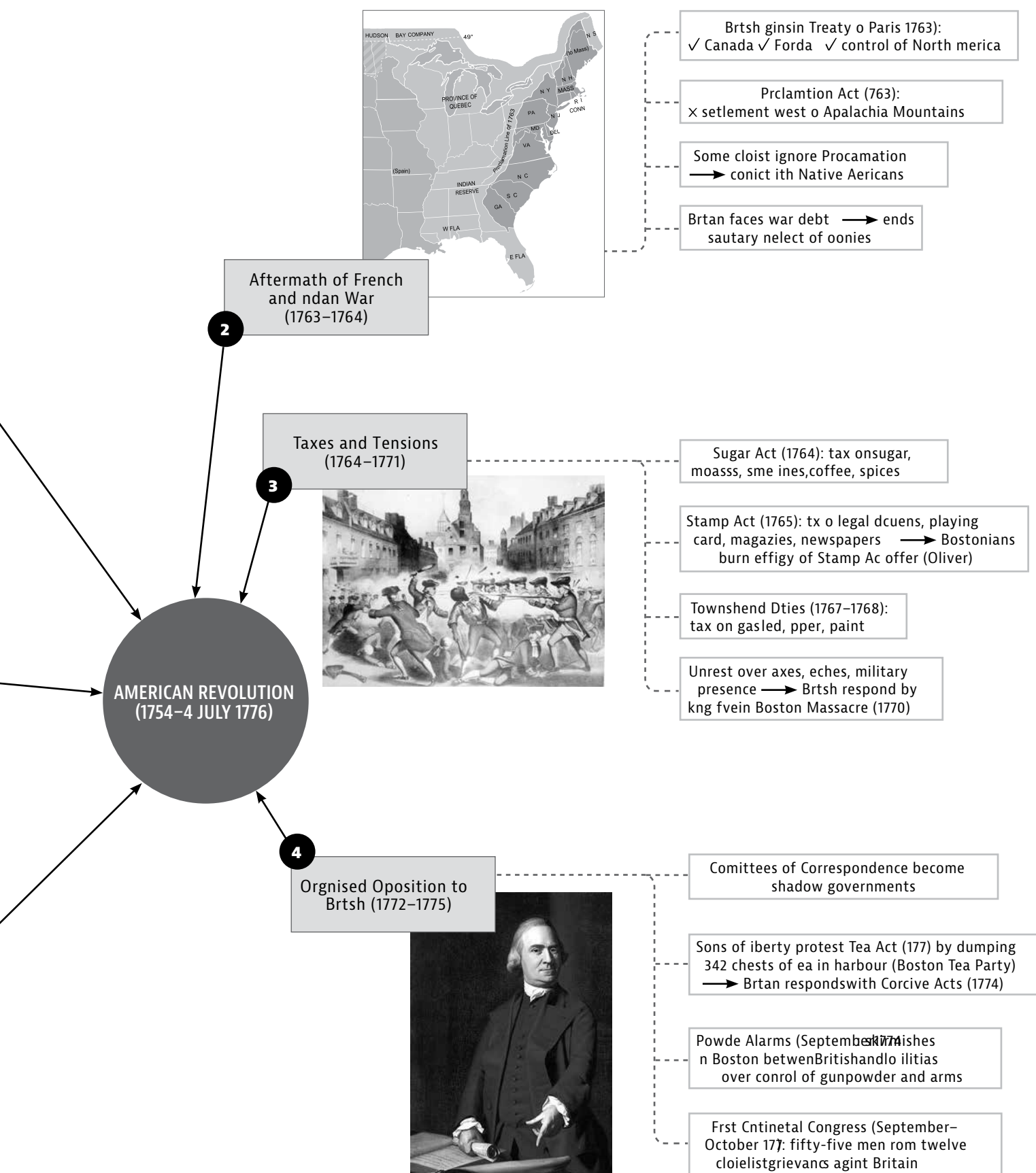
ACTIVE REVISION! Topic 5

Choose an option and complete it here.

1. Select, elect: List five key points from the topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from the topic.


MIND MAP: CAUSES OF THE REVOLUTION





AREA OF STUDY 2: CONSEQUENCES OF REVOLUTION

TIMELINE OF KEY EVENTS

- 
- **4 July 1776**
Declaration of Independence ◀ (Start of AOS2)
- **27 August 1776**
Battle of Long Island (Battle of Brooklyn)
- **15 September 1776**
Landing at Kip's Bay
- **26 December 1776**
Battle of Trenton
- **3 January 1777**
Battle of Princeton
- **19 September 1777**
Battle of Saratoga
- **17 October 1777**
Surrender of General Burgoyne at Saratoga
- **15 November 1777**
Congress adopts Articles of Confederation
- **19 December 1777–19 June 1778**
Continental Army spends winter and spring at Valley Forge
- **6 February 1778**
Treaty of Amity and Commerce; Treaty of Alliance with France

- 28 June 1778**
Battle of Monmouth

- 8 April–12 May 1780**
Siege of Charleston

- 1 March 1781**
Articles of Confederation ratified

- 19 October 1781**
British surrender at Yorktown

- 3 September 1783**
Treaty of Paris

- 1786**
Shays' Rebellion; Annapolis Convention

- 1787**
Northwest Ordinance; Philadelphia Convention

- 30 April 1789**
George Washington inaugurated as president

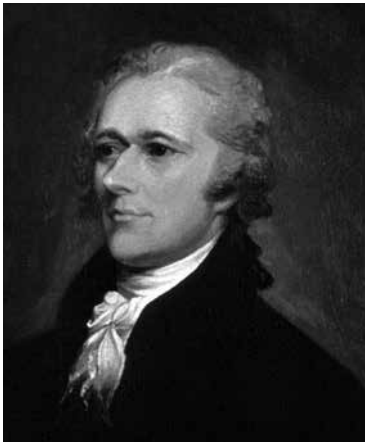
- 1789**
Ratification of the Constitution ◀ (End of AOS2)

KEY INDIVIDUALS



GEORGE WASHINGTON (1732-1799)

- Nicknamed 'the armadillo' for his 'Fabian tactics'—the ability to strike and retreat, avoiding direct confrontation and confounding the enemy.
- Commander-in-chief of the Continental Army from 1775 to 1783.
- A natural leader with great personal charisma, he used patriotism, nationalism and political ideology to inspire and motivate his men.
- Elected as the first president of the United States in 1789.



ALEXANDER HAMILTON (C. 1755-1804)

- Migrated from the British West Indies to New York, where he became a lawyer and later Washington's aide-de-camp/chief of staff in the War of Independence.
- Led the Annapolis Convention and actively participated in the Philadelphia Convention.
- A Federalist and prolific writer in support of the Constitution who wrote fifty-one of the Federalist Papers.
- In response to the weaknesses of the Articles of Confederation, he argued fervently for a strong central government with a powerful executive branch—brilliant but considered arrogant by many, including his nemesis, Jefferson.

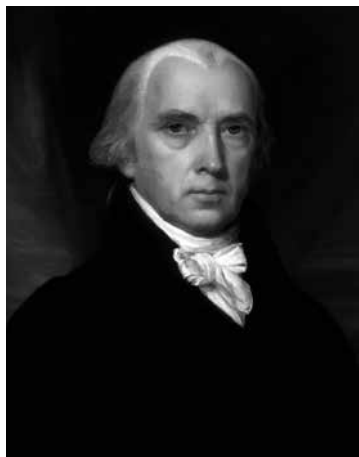
PATRICK HENRY (1736–1799)

- Virginian lawyer, politician, orator, planter, and member of the House of Burgesses.
- Stated, 'If this be treason, make the most of it' in support of the Virginia Stamp Act Resolves of 1765. Henry argued that taxation without parliamentary representation was a breach of colonists' natural rights.
- Most famous for his statement, 'Give me liberty, or give me death', at the Second Continental Congress in 1775.
- Champion of republicanism who led opposition to the Stamp Act in 1765.



JAMES MADISON (1751–1836)

- Virginian who was mentored by Thomas Jefferson.
- Contributed to the Federalist Papers with then ally Alexander Hamilton.
- Known as the 'Father of the Constitution'.
- Best known for the statement, 'If men were angels, no government would be necessary'.



TOPIC 6: WAR OF INDEPENDENCE (FOCUS ON 4 JULY 1776–1783)

KEY KNOWLEDGE	DESCRIPTION	SIGNIFICANCE
War of Independence Siege of Boston <i>(concludes 17 March 1776 [AOS1])</i>	<ul style="list-style-type: none"> ▶ Continental Army fortifies Bunker Hill. ▶ Army holds its ground but loses conflict due to a shortage of ammunition. ▶ Army retreats to New York. 	<ul style="list-style-type: none"> ▶ Continental Army gains confidence that it can hold ground against the British.
Battle of Long Island <i>(27 August 1776)</i>	<ul style="list-style-type: none"> ▶ Continental Army defends southern end of Manhattan Island. ▶ British General Howe brings 32,000 troops to bear on colonists. ▶ High number of casualties, resulting in retreat by Washington. 	<ul style="list-style-type: none"> ▶ New York traditionally a Loyalist stronghold. ▶ Howe underestimates the Continental Army.
Battle of Harlem Heights <i>(15 September 1776)</i>	<ul style="list-style-type: none"> ▶ British land at Kip's Bay, forcing the Continental Army to retreat to Brooklyn Heights. ▶ 15,000 British troops under Howe defeat the Continental Army. ▶ Washington employs Fabian tactics to avoid battle. 	<ul style="list-style-type: none"> ▶ Howe fails to pursue the Continental Army, believing Washington will surrender.
Battle of Trenton <i>(26 December 1776)</i>	<ul style="list-style-type: none"> ▶ Washington crosses Delaware River overnight to attack 1500 Hessians at Trenton. ▶ Two weeks later, the Continental Army defeats forces at Princeton. 	<ul style="list-style-type: none"> ▶ Significantly boosts morale of the Continental Army.
Battle of Saratoga <i>(19 September and 7 October 1777)</i>	<ul style="list-style-type: none"> ▶ Howe launches a two-pronged attack, seeking to cut New England off from New Jersey with 7700 troops from Canada. ▶ British General John Burgoyne brings forces south from Canada. ▶ General Sir Henry Clinton's forces from New York are too late to assist. ▶ British forced to surrender. 	<ul style="list-style-type: none"> ▶ Marked the first significant American victory. ▶ Turning point in war, after which the French and Spanish support America.
Siege of Charleston <i>(29 March–12 May 1780)</i>	<ul style="list-style-type: none"> ▶ Clinton lays siege to Charleston, South Carolina. 	<ul style="list-style-type: none"> ▶ Key Southern theatre of war after the British fail in the North.
Battle of Yorktown <i>(September–October 1781)</i>	<ul style="list-style-type: none"> ▶ 30,000 British and 7000 Hessians killed under British Lieutenant General Cornwallis. ▶ French navy enters conflict under Comte de Rochambeau, winning first sea battle of war. 	<ul style="list-style-type: none"> ▶ Cornwallis surrenders, leading to American victory in war.

VIEWPOINT

KEY QUOTATION

Thomas Paine (1776)HISTORICAL
PERSPECTIVE

The Patriot cause was not for the faint-hearted.

'These are the times that try men's souls. The summer soldier and the sunshine patriot will ... shrink from the service of their country. ... Tyranny, like hell, is not easily conquered.'

George Washington (1776)HISTORICAL
PERSPECTIVE

The Revolutionary War was won more quickly than hoped, on account of the unceasing commitment of the Continental Army.

'I have the Honor to inform Congress, that a Reduction [defeat] of the British Army under the Command of Lord Cornwallis, is most happily effected. The unremitting Ardor which actuated the Officers and Soldiers in the combined Army on this Occasion, has principally led to this Important Event, at an earlier period than my most sanguine Hopes had induced me to expect.'

John ShyHISTORICAL
INTERPRETATION

The British relied heavily on their navy, while the Continental Army had the advantage of George Washington's Fabian tactics.

'[The Patriots were like] sand in the gears, ... a great spongy mass that could be pushed aside or maimed temporarily but that had no vital center and could not be destroyed.'

Ray RaphaelHISTORICAL
INTERPRETATION

The war consisted of a series of stalemates, which the British eventually lost rather than which the Americans won.

'It was a war of endurance, to be lost rather than won.'

ACTIVE REVISION! Topic 6

Choose an option and complete it here.

1. Select, elect: List five key points from this topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from this topic.

TOPIC 7: THE NEW NATION (1776–1789)

KEY KNOWLEDGE	CHALLENGE	RESPONSE	OUTCOME
Post-war recession	<ul style="list-style-type: none"> ▶ War debt: <ul style="list-style-type: none"> ▷ Congress owes £54 million. ▷ States owe £21 million. ▶ Farmers frustrated without a market for goods. 	<ul style="list-style-type: none"> ▶ Congress seeks diplomatic ties with Europe as a market for American goods. 	<ul style="list-style-type: none"> ▶ Shays' Rebellion (see below). ▶ Pennsylvania mutinies (see below). ▶ Newburgh Conspiracy.
Articles of Confederation (drafted 1777) <i>(See more on p. 35)</i>	<ul style="list-style-type: none"> ▶ Need for legitimacy and international recognition of the new government. ▶ Need for a federal governmental framework. 	<ul style="list-style-type: none"> ▶ Government of the United States is established. ▶ Diplomatic relations commence with European powers. 	<ul style="list-style-type: none"> ▶ 'Firm league of friendship' established (essentially a military alliance). ▶ Congress formally recognised.
Continental Army soldiers and the Pennsylvania mutinies (June 1783)	<ul style="list-style-type: none"> ▶ Continental Army soldiers remain unpaid, and supply shortages remain. ▶ 500 men annex weapons stores outside Philadelphia. ▶ 400 soldiers march on State House to confront Congress. 	<ul style="list-style-type: none"> ▶ Hamilton initially defuses situation. ▶ Pennsylvania Council refuses to protect Congress. ▶ George Washington brings 1500 troops to Philadelphia. 	<ul style="list-style-type: none"> ▶ Congress retreats to Princeton; unable to defend itself. ▶ Leads to creation of a federal district where Congress would be safe.
Treaty of Paris 1783	<ul style="list-style-type: none"> ▶ Need for formal end to hostilities with Britain. ▶ Need for territorial boundaries to be redrawn. ▶ Question of how to deal with Loyalists. 	<ul style="list-style-type: none"> ▶ United States gains all land east of Mississippi, north of Florida and south of Canada. ▶ Confiscation of Loyalist property banned. 	<ul style="list-style-type: none"> ▶ End of the War of Independence. ▶ Britain acknowledges United States as 'free, sovereign and independent states'. ▶ Treaty is 'exceedingly generous' to the United States.
Economic conditions: Challenges	<ul style="list-style-type: none"> ▶ States begin to create their own money. ▶ Lack of tax revenue. ▶ Lack of manufacturing sector. 	<ul style="list-style-type: none"> ▶ Congress prints more money, leading to inflation and trade deficit. ▶ State interests diverge. 	<ul style="list-style-type: none"> ▶ Fragility of new society is exposed.
Shays' Rebellion (1786)	<ul style="list-style-type: none"> ▶ Economic slump in post-war era. ▶ Inflation means farmers are unable to pay taxes, leading to foreclosures. ▶ Farmers jailed when unable to pay taxes. 	<ul style="list-style-type: none"> ▶ Daniel Shays and 1200 armed men close Massachusetts debtors' courts and march on colonial assembly. ▶ Militia sent out to respond; sides with farmers. 	<ul style="list-style-type: none"> ▶ Congress unable to put down internal rebellion. ▶ Strengthening of argument for a centralised government.
Northwest Ordinance (1787) and slavery	<ul style="list-style-type: none"> ▶ States and surveyors compete in westward expansion. 	<ul style="list-style-type: none"> ▶ Government creates Northwest Territory and allows new states to join the Union. ▶ Slavery banned in the new territory. 	<ul style="list-style-type: none"> ▶ Ohio River becomes an effective boundary between free states and slave states. ▶ Pattern set for future settlements. ▶ Some Native American nations refuse to cede territory.

ARTICLES OF CONFEDERATION (1781–1789)		
ABOUT	STRENGTHS	WEAKNESSES
After the War of Independence, the Continental Congress created the Articles of Confederation to formalise the new United States government. The Articles created a loose alliance of sovereign states and a weak central government, leaving most of the power with state governments. The Articles were drafted in 1777 but were not ratified by all states until 1781. They were later replaced by the US Constitution.	<ul style="list-style-type: none"> ▶ Effectively the first United States constitution for the original thirteen colonies. ▶ Retained state sovereignty. ▶ Free from British control. ▶ Encouraged trade and competition (unfairly blamed for debt, which was largely caused by the War of Independence). ▶ Encouraged equality, requiring each state's consent. ▶ Supplied the Continental Army somewhat successfully. ▶ Northwest Ordinance 1787 provided the framework for how new states would be established. 	<ul style="list-style-type: none"> ▶ Did not provide tax revenue. ▶ Lacked central control over currency, banking, credit and trade. ▶ Failed to build national unity. ▶ Rivalry and self-interest prevailed. ▶ Population size of state was not necessarily proportionate to its power under the Articles. ▶ No 'muscle' to deal with critical problems. ▶ Slow to react, cumbersome—several powers required a majority of nine states, and changing the Articles required unanimous support. ▶ Favoured landed gentry (upper-class landowners).

VIEWPOINT

KEY QUOTATION

Alexander Hamilton (1780)**HISTORICAL PERSPECTIVE**

The Articles of Confederation did not give Congress enough power to keep the union of states together.

'The confederation ... is defective and requires to be altered; it is neither fit for war nor peace. The idea of an uncontrollable sovereignty [power] in each state over its internal police [militia] will defeat the other powers given to Congress and make our union feeble.'

Ray Raphael**HISTORICAL INTERPRETATION**

The British gave land to the Americans in the Treaty of Paris not because they were in a weak position but because they believed they would gain from it.

'By ceding this land to the United States, Britain would facilitate the growth of a new power that could challenge its traditional adversaries, France and Spain, for control of the American interior, thereby placing a strain on their resources.'

George Bancroft**HISTORICAL INTERPRETATION**

The revolution was largely the result of Enlightenment ideas.

'[The revolution was] waged to establish, defend and consolidate Enlightenment-based ideas that were already embedded in colonial society well before 1776.'

Louis Hacker**HISTORICAL INTERPRETATION**

Economic and class interests drove the revolution in favour of the colonial elite.

'The contribution of individuals to the American Revolution was insignificant; it was instead driven by classes, interest groups and the merchant elite.'

TOPIC 8: CREATING AND MAINTAINING A POLITICAL SYSTEM (1783–1789)

KEY KNOWLEDGE	CHALLENGE	RESPONSE	OUTCOME
Articles of Confederation (1781–1789)	► Need for centralised government in the absence of British administration.	► ‘ Firm league of friendship ’ developed in the form of a loose confederation of states. ► States retain sovereignty.	► Over time, government becomes more centralised.
Creating and maintaining a political system under the Articles of Confederation Virginia Declaration of Rights (1776)	► Need for formal rights in the absence of British rule.	► Declaration elaborates individual rights.	► Language later reflected in the US Constitution.
Statute for Religious Freedom (drafted 1777)	► Jefferson seeks separation of Church and state . ► Need for expression of Enlightenment ideals in new nation.	► Virginia Assembly rejects statute (Madison has it passed in 1786).	► Sets precedent of secularism (non-religious government). ► Later reflected in the Bill of Rights .
Annapolis Convention (1786)	► Need for coordinated response to weaknesses of the Articles of Confederation.	► Five of the thirteen colonies attend (New Jersey, New York, Pennsylvania, Delaware, Virginia).	► Representatives including Hamilton and Madison agree that urgent reform is needed and further recommend that all states meet. This leads to the Philadelphia Convention.
Philadelphia Convention (1787) and framing of the Constitution Debates about state and federal rights	► Need for overhaul of Articles. ► Delegates agree that the easiest option is to write an entirely new document rather than improve the Articles.	► Washington elected chairman. ► Protracted debates about federal and state rights and model of government. ► ‘The Great Compromise’ is put forward.	► Draft Constitution. ► System of checks and balances to federal power is a key feature. ► Slavery addressed in two sections but not prohibited.
Ratification of the Constitution Debates between Federalists and Anti-federalists Bill of Rights Individual rights	► Ratification process involves lots of debate between Federalists (who favoured the Constitution) and Anti-federalists (who opposed the Constitution) over state and federal rights. ► The draft Constitution had no explicit protections or guarantees of personal rights.	► Republican model adopted to balance state and federal rights. ► Bill of Rights adopted to protect individual rights .	► Agreement between the colonies. ► US Constitution ratified on 21 June 1788.

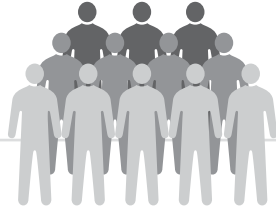
DEBATES BETWEEN FEDERALISTS AND ANTI-FEDERALISTS			
ABOUT	FEDERALISTS	ANTI-FEDERALISTS	COMPROMISE
In the new United States government, two groups emerged in opposition to each other: Federalists and Anti-federalists. The Federalists argued for a strong central government and the US Constitution, while the Anti-federalists argued for states' rights as supported in the Articles of Confederation. Some Anti-federalists also argued for individual rights that would keep the power of the central government in check.	<ul style="list-style-type: none"> ▶ Endorsed the proposed Constitution as the best way to achieve a working federal government. ▶ Concerned that a Bill of Rights would ultimately limit other natural rights. ▶ Key Federalists: James Madison, Alexander Hamilton and George Washington. 	<ul style="list-style-type: none"> ▶ Endorsed a republican model whereby states retained a greater degree of sovereignty. ▶ Feared tyrannical executive branch. ▶ Endorsed a republican model whereby states retain sovereignty. ▶ Key Anti-federalists: Patrick Henry, Samuel Adams and Thomas Jefferson. 	<ul style="list-style-type: none"> ▶ Twelve amendments subsequently made to the US Constitution, comprising Bill of Rights (passed September 1789).

VIEWPOINT		KEY QUOTATION
Thomas Jefferson (1789) <div>HISTORICAL PERSPECTIVE</div>	Government should be based on popular sovereignty.	<i>'Wherever the people are well informed they can be trusted with their own government; that whenever things get so far wrong as to attract their notice, they may be relied on to set them to rights.'</i>
Alexander Hamilton (1787) <div>HISTORICAL PERSPECTIVE</div>	A strong executive moderates the passions of the people.	<i>'The people are turbulent and changing; they seldom judge or determine right. ... Nothing but a permanent body can check the imprudence [poor judgement] of democracy.'</i>
Charles Beard <div>HISTORICAL INTERPRETATION</div>	The US Constitution favoured the colonial elite.	<i>'Four groups ... were not with representation at the [Philadelphia] Convention: those without property, slaves, indentured servants and women. ... The [Constitution] did not represent the interests of those groups.'</i>
Gordon S. Wood <div>HISTORICAL INTERPRETATION</div>	The Constitution was widely debated across America.	<i>'Nothing before had ever engaged such a large proportion of Americans as did the debates over the Constitution.'</i>

FEATURES OF THE CONSTITUTION

In 1787, Thomas Jefferson wrote to John Adams, 'the first principle of good government is certainly a distribution of its powers into executive, judiciary, and legislative, and subdivision of the latter into two or more branches'. This approach was adopted in the US Constitution, which was ratified by the states between 1787 and 1789.

SEPARATION OF POWERS



EXECUTIVE

- ▶ Headed by the president, who is also the commander-in-chief of armed forces.
- ▶ Vice-president assists the president.
- ▶ Cabinet secretaries appointed by the president and confirmed by the Senate.
- ▶ Federal departments and agencies, including diplomats and armed forces, administer federal affairs.

LEGISLATURE

- ▶ Bicameral—Senate and House of Representatives.*
- ▶ Regulates commerce.
- ▶ Imposes federal taxes.
- ▶ Makes laws.
- ▶ Senate has two members per state, while the House has members according to the size of the population.



JUDICIARY

- ▶ Enforces laws in courts.
- ▶ Interprets the Constitution and Bill of Rights.
- ▶ Regulates disputes between states.
- ▶ Comprise district courts, courts of appeal and the Supreme Court.
- ▶ Supreme Court justice appointed by the president and confirmed by the Senate.



**The nature of the legislature was one of the most contested ideas at the Constitutional Convention in 1787. Below is a brief review of how it was decided that the legislature would be bicameral (two houses).*

Propose 'Virginia Plan'

- ▶ Bicameral (two houses)
- ▶ Representation in both houses based on population
- ▶ Favoured by the states with large populations

Proposed 'New Jersey Plan'

- ▶ Unicameral (one house)
- ▶ Representation equal for each state
- ▶ Favoured by the states with small populations

Connecticut Compromise' or 'Great Compromise'

- ▶ Bicameral (two houses)
- ▶ House of Representatives (lower house): representation based on population
- ▶ Senate (upper house): two senators for every state

ACTIVE REVISION! Topics 7 and 8

Choose an option for each topic and complete it here.

1. Select, elect: List five key points from the topic. Then, highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from the topic.

TOPIC 9: CONTINUITY AND CHANGE IN AMERICAN SOCIETY (1754–1789)

	CHANGE	EXAMPLES OF SIGNIFICANCE
Patriots	► Filled a power vacuum left by departing Loyalists.	<ul style="list-style-type: none"> ► Before the revolution, most official posts were held by Loyalists. Afterwards, Patriots took posts in the Confederation government. ► Thus, Patriots influenced the ideals and values of the new society.
	► Gained unprecedented access to land.	<ul style="list-style-type: none"> ► When the Treaty of Paris (1783) removed the 1763 Proclamation Line, ample land became available for speculation and settlement. ► Vast quantities of Crown and Tory (Loyalist) land was confiscated and redistributed to the winning side.
	► Gained more access to education.	<ul style="list-style-type: none"> ► From 1776 to 1791, sixteen colleges were established in America. Revolutionary leaders drew up plans for 'comprehensive publicly supported school systems'. ► In Pennsylvania, the proportion of children receiving a formal education doubled to reach almost 70% after 1787.
	► Gained economic opportunities after post-war recession.	<ul style="list-style-type: none"> ► After the war there was a period of recession and hyperinflation. ► As trade with foreign nations recovered in the mid-1780s, the Patriot-dominated government and business sector enjoyed greater opportunities, as they were no longer subject to British mercantilism. ► Domestic trade also improved with the new constitution (from 1787 in some states), as currency and trade barriers between states were removed.
Loyalists	► Supported British in the war.	<ul style="list-style-type: none"> ► Robert Calhoon estimates that half a million American colonists were known to have Loyalist sympathies; 19,000 of these actively served with British or Loyalist units. ► Calhoon estimates that of the adult, white, male population, 15–20% were Loyalist.
	► Experienced brutality and antagonism.	<ul style="list-style-type: none"> ► Tarring and feathering of Loyalists was commonplace during the revolutionary period, as were other brutal acts of mob justice.
	► Fled America in large numbers.	<ul style="list-style-type: none"> ► After the British defeat, Calhoon estimates that 60,000–80,000 Loyalists fled America. Many went to Nova Scotia or other colonies, while some ended up in Britain.
	► Lost property, turning many into refugees.	<ul style="list-style-type: none"> ► It is estimated that revolutionary governments seized Crown and Tory property valued at millions of pounds. These properties were placed on the market immediately.

	CHANGE	EXAMPLES OF SIGNIFICANCE
Continental Army soldiers	► Faced harsh conditions in the war.	<ul style="list-style-type: none"> ► Over the winter of 1777–1778, soldiers at Valley Forge, Pennsylvania, suffered hypothermia, malnutrition, typhus, smallpox and dysentery; around one in seven died. ► Soldiers frequently deserted from the Continental Army. ► However, experiences varied. Private Martin, posted a few miles away from Valley Forge, wrote that he had a ‘snug room’ and ‘very good provisions all winter’.
	► Were denied payment and land.	<ul style="list-style-type: none"> ► In 1778, soldiers were promised USD\$80 and 100 acres of land if they served the rest of the war. The promised payment went up several times. ► However, Congress had no means to fund the promises, and the paper currency printed to cover wages was often not accepted by shopkeepers.
	► Rebelled against the government.	<ul style="list-style-type: none"> ► In January 1781 and June 1783, soldiers in Pennsylvania mutinied over poor wages and conditions. ► In March 1783, soldiers at Newburgh, New York, circulated a petition and threatened mutiny over lack of payment and pensions. George Washington convinced them to give up the mutiny. ► In 1786–1787, former army captain Daniel Shays led farmers in a rebellion that closed some debtors’ courts, forced the Massachusetts Supreme Court to adjourn, and tried to capture arms in Springfield.
Women	► Gained limited access to divorce.	<ul style="list-style-type: none"> ► Although it had been nearly impossible to divorce in colonial America, after the revolution almost every state introduced divorce laws of some kind; however, divorce was still difficult to attain.
	► Received some recognition for their army service.	<ul style="list-style-type: none"> ► In 1779, Margaret Corbin was awarded a pension and a suit of clothes by Congress in recognition of her active service in the War of Independence. ► In 1783, Deborah Sampson was given an honourable discharge and money to travel home after serving under the guise of a male soldier.
	► Still struggled for equality.	<ul style="list-style-type: none"> ► ‘They won’t even allow us liberty of thought, and that is all I want.’ (Eliza Wilkinson, 1783) ► Women initially lost ground in some states. For example, the Massachusetts state constitution took away their right to vote in 1780.
	► Were encouraged to represent ‘republican motherhood’.	<ul style="list-style-type: none"> ► In the new society, a woman’s role was to display civic virtue and nurture the morality of her husband and children. ► In the 1790s, literature aimed at women began to appear, such as Susanna Haswell Rowson’s novel <i>Charlotte Temple</i> (1791), which warned of the dangers of passion and vice.
	► Became more involved in the economy and education.	<ul style="list-style-type: none"> ► The education of women became more widespread; however, this mainly applied to wealthier women. ► During and after the Revolutionary War, many women operated farms or businesses or otherwise provided for their families, as a minimum of 8000 men died and many more were injured.

	CHANGE	EXAMPLES OF SIGNIFICANCE
Native Americans	<ul style="list-style-type: none"> ▶ Were forced to choose sides and suffered from the fighting. 	<ul style="list-style-type: none"> ▶ Generally, Native Americans attempted to remain neutral during the Revolutionary War. However, many joined the British, as they feared the expansionary Americans more. ▶ In the late 1770s, George Washington ordered a series of raids into Iroquois territory. Warriors who had fought for Britain were slain, and villages and fields were destroyed.
	<ul style="list-style-type: none"> ▶ Lost traditional lands to states and settlers. 	<ul style="list-style-type: none"> ▶ With the removal of the 1763 Proclamation Line, Americans were free to settle west of the Appalachians, proving disastrous for Native Americans, many of whom had sided with the British during the war. ▶ The 1787 Northwest Ordinance almost guaranteed their loss of land.
	<ul style="list-style-type: none"> ▶ Were neglected in the Treaty of Paris. 	<ul style="list-style-type: none"> ▶ The 1783 Treaty of Paris did not provide lands to Native Americans, although many had fought for Britain. ▶ A Wea spokesperson said to the British, 'In endeavouring to assist you, it seems we have wrought our own ruin'.
African Americans and slaves	<ul style="list-style-type: none"> ▶ Suffered from increased slavery in the South. 	<ul style="list-style-type: none"> ▶ While the revolution centred on liberty and equality, this did not extend to slaves, whose condition was protected by the revolution's commitment to protecting 'property', especially in the South.
	<ul style="list-style-type: none"> ▶ Received limited rights in the North. 	<ul style="list-style-type: none"> ▶ Many states north of Delaware passed laws abolishing slavery. However, in general, these applied only to the children of current slaves, and only once they turned twenty-five. ▶ In 1781, Elizabeth Freeman ('Mum Bett') was released from slavery and was paid damages, having used the 1780 Massachusetts Bill of Rights to argue that all people are equal.
	<ul style="list-style-type: none"> ▶ Were likely to be freed if they had been a slave and fought for the British. 	<ul style="list-style-type: none"> ▶ British forces promised slaves their freedom if they would flee their masters and fight for the British; John Murrin et al. estimate that 50,000 slaves fled (around 10% of the slave population). ▶ The British evacuated or freed approximately 20,000 slaves after the war. ▶ While the Americans made similar promises, these were often not followed through, due to fears of arming ex-slaves.

VIEWPOINT

KEY QUOTATION

**Martha Washington
(1784)**

HISTORICAL
PERSPECTIVE

Members of the new society should work for peace and civility.

*[Letter to friend]: 'The difficulties and distresses to which we have been exposed during the war must not be forgotten. **We must endeavor to let our ways be the ways of pleasantness and all our paths Peace.**'*

**Elizabeth Freeman
(ex-slave) (1781)**

HISTORICAL
PERSPECTIVE

Slavery is worse than death.

*'Any time while I was a slave, **if one minute's freedom had been offered to me, and I had been told I must die at the end of that minute, I would have taken it**—just to stand one minute on God's [earth] a free woman.'*

**Cornstalk
(Shawnee leader)
(1778)**

HISTORICAL
PERSPECTIVE

Native Americans should band together to fight for their land and future.

*[Approach to Cherokee to join him in resisting revolutionaries]: 'It is better for the red men [Native Americans] to die like warriors than to diminish away by inches. Now is the time to begin. **If we fight like men, we may hope to enlarge our bounds [territories].**'*

John Murrin et al.

HISTORICAL
INTERPRETATION

The British ceded territory to the new government without concern for Native American claims.

'In the treaty that ended the War of Independence in 1783, the British ignored Indian claims and ceded all of the land from the Atlantic Ocean to the Mississippi River to the new republic, with the exceptions of Spanish Florida and New Orleans.'

Jack Greene

HISTORICAL
INTERPRETATION

Over time, attitudes towards Loyalists softened for economic reasons.

'In 1783–4 most states ignored the provisions of the treaty protecting loyalists. ... [However] by 1787 most states, needing the commercial skills of departed loyalist merchants, began repealing anti-Tory legislation.'

ACTIVE REVIEW! Topic 9

Choose an option and complete it here.

1. Select five key points from this topic. Highlight the one you think is most significant and explain why.
2. Mind map: present one sub-topic or concept as a mind map or other type of diagram.
3. Memory: create a mnemonic, acronym or rhyme to help you remember something from this topic.

MIND MAP: CONSEQUENCES OF THE REVOLUTION

Battle of Long Island (27 August 1776): × American defeat

Battles of Red Bank (15 September 1776),
Trenton (26 December 1776) and Saratoga (19 September,
7 October 1777): ✓ American victories overall

Battle of Charleston (29 March–12 May 1780):
× American defeat

Battle of Yorktown (September–October 1781):
✓ American victory leading to end of war in 1783

War of Independence
(4 July 1776–1783)



1

Women: ✓ gain education
✓ gain business opportunities ✓ some gain divorce

Native Americans: × loss of land
× suffer reprisals for supporting Britain × lose some protections

African American: ✓ many slaves freed after joining war
✓ slavery banned in Northwest Territory × slavery continues in South

Patriots: ✓ gain land ✓ dominate government posts
✓ gain international trade

Continental Army soldiers: × poor pay and provisioned
× many face debts and enclosures ✓ enjoy relative equality in army

Loyalists: × loss of land × suffer reprisals × many become refugees



Uneven Progress
(1776–1789)

6

Federalists (Alexander Hamilton, Washington):
✓ president and strong executive
✓ three branches of government ✓ bicameral system

Anti-federalists (Henry, Samuel Adams, Jefferson): × president
and strong executive ✓ state sovereignty ✓ unicameral system

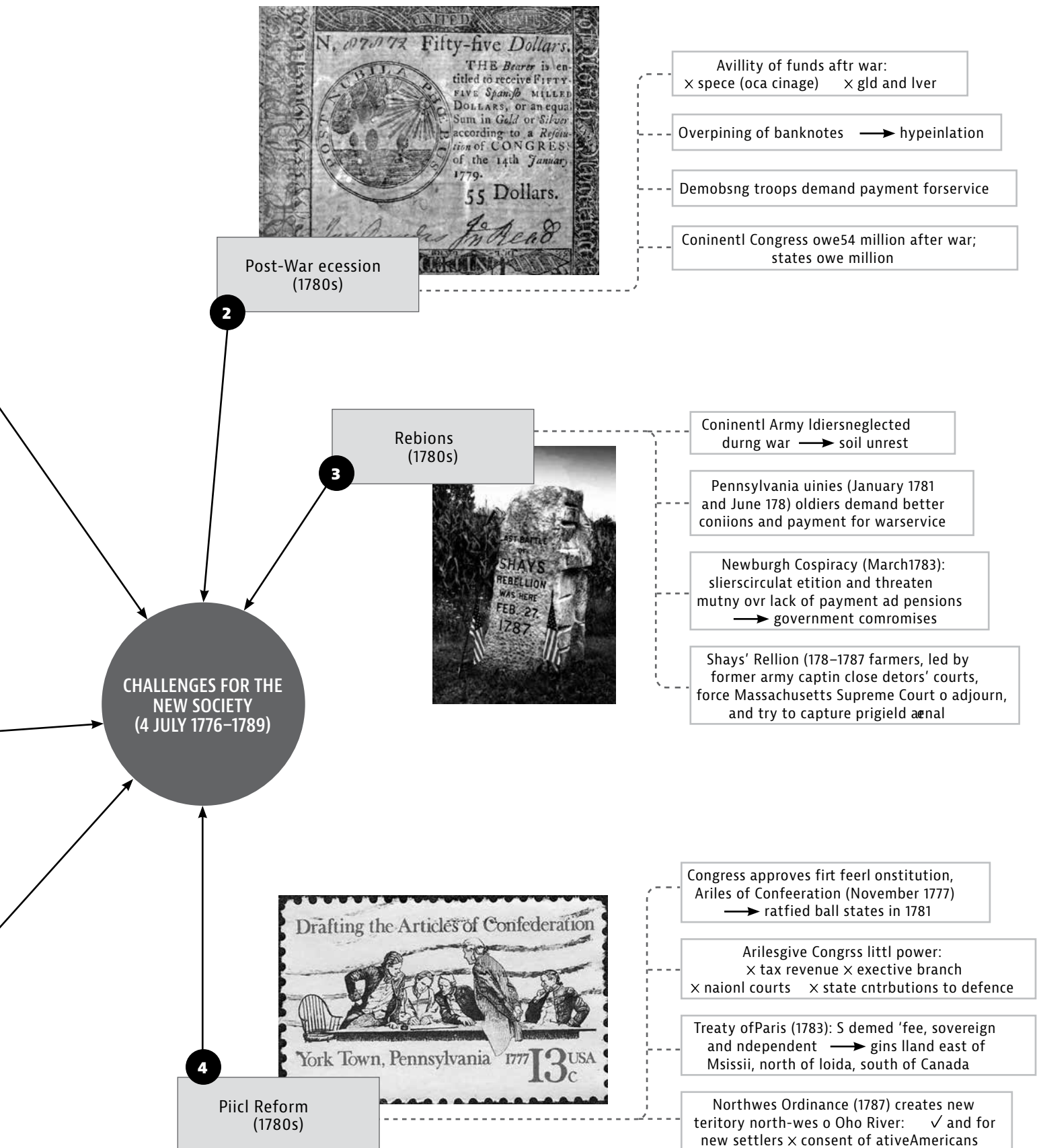
Annapolis (1786) and Philadelphia (1787) conventions
Connecticut Compromise → US Constitution (4 March 1789)

Virginia's Declaration of Rights (1776) and Statute
for Religious Freedom (1786) → creation of
Federal Bill of Rights (September 1789)



Constitution and
Bill of Rights
(late 1780s)

5



GUIDE TO ASSESSMENT IN VCE HISTORY: REVOLUTIONS

SCHOOL-ASSESSED COURSEWORK (SAC) TASKS

Fifty per cent of your marks in VCE History: Revolutions are derived from School-Assessed Coursework (SAC) tasks. These are tasks devised by your teacher to assess your level of knowledge and skill, which you will complete throughout the school year.

At the beginning of each Area of Study, your teacher should tell you:

- the date(s) of each SAC
- the format of each SAC
- the time you will receive to complete each SAC, and what materials are permitted
- how each SAC will be assessed
- what is required to achieve full marks on each SAC.

It is helpful to ask your teacher to provide you with sample SAC questions and exemplar responses to past SACs, but they are not necessarily required to do this.

You will complete at least four SACs in History: Revolutions, with one in each of the following formats:

- ▶ historical inquiry
- ▶ extended responses
- ▶ evaluation of historical sources
- ▶ essay.

HISTORICAL INQUIRY

This SAC will focus on undertaking independent historical inquiry. This means you will use a question to guide an investigation of the past, gather relevant evidence, and use that evidence to develop an argument.

Your teacher may permit you to frame your own inquiry question for this SAC. In this case, you should consult with your teacher to ensure that your question is well-balanced. A question that is too broad will yield a poorly focused report, while a question that is too narrow will prove difficult to research and answer.

Strong questions for **Area of Study 1** will focus on evaluating how a particular idea, individual, popular movement or event contributed to the revolution. For example:

<i>How did ...</i>	[topic]	... contribute to the development of new tensions? ... shape the development of [revolutionary movement]? ... contribute to the rise of [revolutionary leader]?
<i>How important was ...</i>	[topic]	... in causing the downfall of the [old regime]? ... in shaping the development of the revolution? ... in developing [revolutionary idea]?
<i>To what extent was ...</i>	[topic]	... the main cause of the revolution? ... responsible for the failure of the [old regime]? ... responsible for the victory of [revolutionary group]?
<i>To what extent did ...</i>	[topic]	... fulfil their/its revolutionary goals? ... undermine the ruling government? ... create the conditions necessary for revolution?

Strong questions for **Area of Study 2** will focus on evaluating how the revolutionary government responded to particular challenges, or on evaluating the degree of change and continuity experienced by a particular group in society. For example:

<i>How effective was ...</i>	... the revolutionary government in achieving its goal of the revolutionary government in overcoming the challenge of ...	[topic]?
<i>Evaluate ...</i>	... the extent of change and continuity in the experiences and responses of the reasons why the revolutionary government was forced to compromise its goal of ...	[topic].
<i>To what extent did ...</i>	[topic]	... influence the development of the new society? ... assist the revolutionary government in consolidating its power? ... fulfil their/its revolutionary goals? ... undermine the ruling government? ... create the conditions necessary for revolution?

Your teacher might permit you to access research materials in the lessons leading up to this SAC. Consult with your teacher to determine what resources you are permitted to access. Take dot-point notes in your own words that you can quickly and easily refer to when writing up your inquiry SAC. Ensure that you develop a timeline of key events, and select a range of suitable quotations from primary sources (participants in the action) and historical interpretations (historians' views).

If your teacher permits you to access research materials for this SAC, some useful resources include the following:

- Alpha History provides short essays, primary sources and a detailed timeline of the American Revolution: <https://alphahistory.com/americanrevolution/>.
- Fordham University's Modern History Sourcebook provides lots of primary source materials: <https://sourcebooks.fordham.edu/mod/modsbook12.asp>.
- The Library of Congress Resource Guide provides lots of primary source materials: <https://guides.loc.gov/american-revolution>.
- Open Yale Courses: The American Revolution is an excellent series of lectures that includes historical perspectives and interpretations: <https://oyc.yale.edu/history/hist-116>.
- Khan Academy's series of videos on the lead-up to the revolution: <https://www.khanacademy.org/humanities/us-history/road-to-revolution>.
- You can access several ebooks and journal articles using a free State Library of Victoria membership.
 - » Refer to the American Revolution research guide here: <https://guides.slv.vic.gov.au/revolutions/america>.
 - » *Encyclopedia of the American Revolution*, edited by Harold E. Selesky, is an encyclopedia with entries on a variety of battles, including maps.
 - » *The American Revolution: A Historical Guidebook*, edited by Frances H. Kennedy, provides overviews of different time periods and events, including historical interpretations.

The conclusions of your historical inquiry will likely be written up as an extended response, essay or analytical report under exam conditions. Appropriate planning, a clear introduction, clear topic and linking sentences, and a clear conclusion will all help your reader to understand your research findings. General guidance on writing a focused response can be found by consulting p. 49 on writing extended responses and p. 56 on writing essays. You will also need to ask your teacher about their requirements for the SAC.

EXTENDED RESPONSES

This SAC will require you to develop a detailed response to one or more questions. You will be expected to present an argument with two or three supporting discussion points that contain evidence. A suitable response might be between 100 and 400 words in length, depending on the demands of the question and the time provided.

Below are some examples of what questions on this SAC might look like:

- *Explain how British management of the colonies contributed to the development of the American Revolution up to 1776.*
- *Explain the difference between the intended and actual outcomes of the Coercive Acts.*
- *Using three or four main points, discuss how different revolutionary ideas challenged the government of America between 1754 and 1776.*
- *Evaluate the extent of change and continuity in American colonial society from 1754 to 1789. Comment on at least two of the following: how America was governed, how revolutionary ideas influenced society, and/or the rights of a particular social group.*

You should ask your teacher about their requirements for this SAC. However, here is some general advice that is likely to help you write an extended response.

WHAT YOU SHOULD DO

- Highlight the key terms of the question and determine exactly what it is asking you to do. Refer to the advice on p. 62 on how to unpack questions.
- Select three or four discussion points or arguments and write these as a dot-point plan.
- Provide a direct answer to the question in the first sentence.
- Develop your main ideas or themes in short, focused discussion points of 3–5 sentences. It may help to begin each paragraph with a signpost such as 'Firstly' or 'Secondly' to help your reader see the structure of your argument.
- If you are answering a question focused on **causes**, order your discussion points chronologically, beginning with the earliest, and concluding with the last. If a time period is provided in the question, try to select discussion points that cover the entire period.
- If you are answering a question that requires you to **evaluate** or **compare**, order your discussion points by theme. For example, group together examples of change in one paragraph and examples of continuity in another, or group together effects on peasants in one paragraph and effects on workers in another.
- Ensure that you include some form of specific **evidence** in each discussion point, such as dates, names, quotations, laws, statistics, and so on.

WHAT YOU SHOULD NOT DO

- This is not an essay, so there is no expectation that you write full introduction and conclusion paragraphs. One or two sentences is sufficient. Rather than trying to outline or summarise your arguments, aim to capture the central argument or big idea explored throughout your response.
- Avoid narrative (retelling the story without any argument) or irrelevant discussion (anything the question does not ask for).

SAMPLE RESPONSES

The following are examples of extended responses that display a high level of knowledge and skill.

Q

Explain how economic challenges posed a threat to the newly established government of America. Use evidence to support your response. (10 marks)

Clear, one-sentence **direct response** to the question.

Economic challenges after the War of Independence—such as recession and high inflation, debts and taxes, and the loss of international trade—posed a significant threat to the new government and to the stability of the new society.

Paragraphs are used to organise the main points in the response.

A range of specific evidence is provided, such as quotations, dates, laws and events.

The colonies had long relied on British manufacturing for essential goods that could not be produced in America. However, following the Treaty of Paris (1783), British authorities implemented tight restrictions on trade with the colonies. Thus, the American trade deficit increased from one million pounds to 2.7 million pounds, and American vessels were barred from trading in many British territories. James Madison described American trade as being in a 'deplorable condition' in 1785, as the lack of international buyers caused a widespread devaluation of American products such as tobacco, which fell in value by as much as 50%.

Signposts are used to introduce each main discussion point.

Each discussion point focuses on a single time period or development, listed in **chronological order**. The first point focuses just on the effects of the War of Independence, and the second point focuses on post-war developments.

This discussion point shows **breadth of knowledge** by covering the full scope of the inflation from 1776 to 1789, and **depth of knowledge** by supplying precise statistics and quotations.

Further, inflation, debt and high taxes created tension and division in the new society, representing a threat to the government. During the War of Independence, the Continental Congress had issued 242 million dollars' worth of currency, which rapidly declined in value to the point where 167.5 American dollars was worth only one Spanish dollar. A significant division emerged between debtors and creditors in the mid-1780s, with debtors' courts in rural Massachusetts conducting 4789 legal actions. Many former soldiers had received minimal payment for their service and were facing high taxes and the possible seizure of their land by creditors, leading to their attempt, in Shays' Rebellion (1786–1787), to break into a Springfield armoury and overthrow the government. The rebellion had significant consequences for the new government and contributed to the Constitutional Convention of 1787.

Discussion is regularly **linked back to the question** using the terms 'economic challenges'.

Historian's view (**historical interpretation**) supports the argument.

Economic challenges also hindered the ability of the colonies to agree on a new political model for the country. Historian Melvin Yazawa states that 'competing commercial interests, mutually discriminatory trade legislation ... and wild speculation prompted by ... the demand for paper currency threatened to break the Union'. The Federalist debates in the lead-up to the creation of the Constitution and Bill of Rights (1789) were heavily influenced by issues of representation and the perceived financial disparities between the states. For example, Virginia had a thriving economy while Massachusetts and New York were in hardship as a result of being the site of many battles during the war.

ACTIVITY

Use different highlighter colours to identify where the response:

- » provides evidence from own knowledge
- » links to the key terms of the question.

Conclusion: The student identifies and links to a revolutionary situation.

Thus, the economic challenges after, and to a large extent resulting from, the War of Independence posed a significant threat to the newly established government of America. (405 words)



Discuss how differing ideas of representative government challenged the British government of America from 1754 to 1776. (10 marks)

Colonial ideas about representative government, and the differences they had to British views, directly challenged the British government's rule over the American colonies from 1754 to 1776, particularly around the time of the Stamp Act crisis.

Both the British Parliament and colonial assemblies were set up based on British custom and precedent. Custom and precedent dictated that landowners elect representatives to Parliament or other representative assemblies. However, by 1754, who and how parliamentarians were elected in Britain had diverged significantly from how colonial assemblymen were elected in America. In Britain, because of landowning requirements to vote in parliamentary elections, the number of adult males allowed to vote varied from as little as 17% in some parts of Britain to no more than 23% in other areas. As well, it had become customary in some parts of Britain that the member of Parliament for the area did not live in that area. This led to a political belief that a representative did not need to directly reflect or address the needs of a particular electorate.

Conversely, in the colonies, by 1754 a much different form of representative government had developed. While landownership was still a voting requirement, the high level of freehold farming meant that up to 75% of adult males were entitled to vote. As well, most colonies had passed local laws requiring representatives to colonial assemblies to be residents of the areas they represented. This led colonists to develop the view that political representation was, and should be, direct in all situations.

These two views of representation significantly challenged the British government around the time of the Stamp Act crisis. Colonial politicians and lawyers had begun arguing for direct colonial representation in the British Parliament as early as 1763. In 1764, James Otis argued that the colonies should be 'represented in some proportion to their number and estates, in the grand legislature of the nation'. However, Prime Minister George Grenville and Thomas Whately, the secretary to the Treasury, came up with the theory of 'virtual representation' in 1765 to support passage of the Stamp Act. They argued that the colonists, like the majority of people in Britain who did not have the right to vote, were represented 'virtually' by all members of Parliament. Colonists vehemently disagreed with this theory of virtual representation. Several colonial assemblies passed resolutions that highlight this philosophical and political difference and the challenge it presented to the British government. The Pennsylvania Assembly passed a resolve declaring 'that it is the inherent Birth-right ... of every British Subject, to be taxed only by his own Consent, or that of his legal Representatives'. This debate over representation would continue through writings such as John Dickinson's Letters from a Farmer in Pennsylvania (1767), Samuel Adams's Massachusetts Circular Letter (1768), and key grievances outlined in the Declaration of Independence (1776).

Consequently, the divergent views of representation that developed in Britain and her colonies between 1754 and 1776 proved to be a highly significant challenge to the British government in this period. (356 words)

Clear, one-sentence **direct response** to the question.

Paragraphs are used to organise the main points in the response.

A range of specific evidence is provided, such as quotations, dates, laws and events.

Signposts are used to introduce each new discussion point.

Each discussion point focuses on a single time period or development, listed in **chronological order**. The first point focuses just on the British context, and the second point focuses on the colonial context.

This discussion point shows **breadth of knowledge** by covering the impact of the differing views, and **depth of knowledge** by supplying precise events and quotations.

Discussion is regularly **linked back to the question** using the terms 'views of representation' and 'significantly challenged'.

Ends with a clear, one-sentence **summary** of the main argument.

► EVALUATION OF HISTORICAL SOURCES

This SAC will require you to analyse historical sources and use them to construct arguments about the revolution. Your teacher may choose any combination of primary and secondary sources, and any combination of written and visual sources.

For this SAC, teachers often assign questions that are formatted in a similar way to the questions that appear in Section A of the exam. You can find guidance on how to respond to these types of exam questions on p. 69. You will also need to ask your teacher about their requirements for the SAC.

WORKING WITH PRIMARY SOURCES

Primary sources are documents and objects created at the time being studied. These include transcripts of speeches, political manifestos, government reports, decrees, political cartoons and propaganda posters. They provide contemporary **historical perspectives** that give historians direct insight into how the history we are studying was understood by people living at the time. Historians use primary sources as evidence to support their arguments about how and why change occurred in history.

When working with primary sources, it is important to pose intelligent questions that help you to contextualise them and evaluate their usefulness as historical evidence. To prepare for the SAC, you might practise unpacking some sources using the method below.

ASPECT	GUIDING QUESTIONS
Format	What type of source is this (e.g. speech, poster, cartoon)? How might the source's format affect its context, purpose and reliability?
Context	When was the source created? What insight does it provide into the period being studied? What people, groups, ideas or events are discussed or depicted in this source? How does this source fit in to the larger history we are studying?
Perspective	Who created the source? What view of the past does this source present? To what extent might this be influenced by the creator's involvement in the event/development?
Purpose	Who is the intended audience ? What effect is the author hoping to have on them?
Strength of evidence	Are the claims or views expressed in this source corroborated by other sources of evidence? To what extent does the source present a compelling argument or viewpoint? What, if anything, would make you doubt its claims/depictions?

WORKING WITH SECONDARY SOURCES

Secondary sources are texts created by historians after the time being studied. They present **historical interpretations** of how and why change occurred in history. This SAC may require you to analyse and evaluate different interpretations about the revolution.

Your teacher may provide you with one or more extracts from historians that offer interpretations of an aspect of the revolution. You may be required to compare and evaluate different interpretations, or to use an interpretation to help contextualise and interpret one or more primary sources. You should aim to use these interpretations to assist you in forming your own conclusions about the revolution.

When historians differ in their interpretations of history, it is often because of one or more of the following factors:

- Limited evidence: No historian has access to a complete and an objective record. Sometimes educated guesses must be made where gaps appear in the record.
- New evidence: occasionally, new evidence emerges, thus, changing prior interpretations.
- Different emphases: Some historians tend to focus on structural factors (such as broad political/social/economic conditions), while others focus on the role of individuals. Some historians adopt a certain political viewpoint that affects their conclusions. In the context of revolutions, historians may differ over the extent to which leaders were justified in using coercion or force to bring about change.

Some historians comment on several aspects of the revolution, often drawing similar conclusions as they go; for example, one might be generally critical of the revolutionaries, while another is generally supportive. However, **do not get too distracted by the historians themselves**. The key skill you are being asked to use is to analyse how a historical event, group or an idea or individual can be interpreted, and to reach your own conclusion about the revolution. You might prepare for the SAC by identifying historians' interpretations of a key event in your Revolutions textbook, and what evidence can be used to justify these.

SAMPLE RESPONSES

The following are sample responses to three possible types of source-based questions you might receive on this SAC.

Q

Identify two examples of British attitudes towards the colonies given in Source 1. (2 marks)

Clear, one-sentence **direct response** to the question.

The student **clearly signposts** their use of the source with the phrase 'Source 1 also suggests'.

All points extracted from the source are illustrated with **short, direct quotations** and are clearly explained in the student's own words.

In Source 1, Britain perceives the colonies as rebellious children, with the king (the 'poor old' man) struggling to rein in his 'wicked American children'. The scornful and mocking behaviour of the colonists shows the unwillingness of the colonies to obey their patriarch. Source 1 also suggests that Britain will not hesitate to punish the colonists for their disobedience, shown by the whip held by the king/England. (67 words)

Q

Using Source 2 and your own knowledge, explain the weaknesses of the Articles of Confederation. (5 marks)

The source is used as a springboard to launch into the response.

Specific evidence from the student's own knowledge is provided, such as legislation, dates and events.

The student uses **signposts** 'Firstly', 'Secondly' and 'Thirdly' to identify the main points they have extracted from the source.

All points extracted from the source are illustrated with **short, direct quotations** and are clearly explained in the student's own words.

The Articles of Confederation (adopted by the Continental Congress in 1777) are depicted in Source 2 as a sailing ship, destined to capsize with 'rough sailing ahead'. Firstly, the Articles did not allow for an executive branch that could compel the states to abide by its laws—shown in Source 2 with the label 'no power to enforce laws'. Secondly, 'no national court system' refers the lack of a judicial branch to enforce or interpret laws across the country. Thirdly, the Articles lacked a central diplomatic mandate, such as the inability to enforce the treaties it signed or to appoint diplomats to other countries ('no power to enforce treaties'). Finally, the labels 'no power to raise an army' or to 'collect taxes' reflects the lack of provision in the Articles for a tax base or a way of raising an army in defence. (143 words)



Evaluate the extent to which Enlightenment ideas contributed to the outbreak of revolution in America. Use evidence to support your response. (10 marks)

Enlightenment ideas significantly contributed to the American Revolution because they gave the revolutionaries the language to argue for political rights, oppose British taxation, and protect their economic interests.

Enlightenment ideas such as Locke's principle of 'natural rights' gave colonists the ideological language with which to seek greater rights and prevent British intrusions into their affairs. Colonists believed that the British were violating their natural rights to 'life, liberty and property'. For example, they took life in the Boston Massacre (5 March 1770), reduced colonists' liberty through a standing army and arbitrary taxation, and threatened property rights with the writs of assistance and Quartering Act (1765). Colonists felt that Thomas Hobbes's 'social contract' had been breached if they had no say in their own governance. James Otis's cry of 'no taxation without representation' in relation to the writs of assistance (1761) became widespread in response to the Stamp Act (1765). As Source 1 shows, Patrick Henry and others encouraged colonists to strongly resist the Act. This was explained both in terms of asserting rights and avoiding unfair taxes.

Enlightenment ideas helped colonists to advance the case for separating from Britain, partly to protect their economic interests. Historian Howard Zinn contends that revolutionaries used 'the language of liberty and equality' as a 'device' to 'unite just enough whites to fight a Revolution against England, without ending either slavery or inequality', which many revolutionary leaders benefited from (such as John Hancock, Thomas Jefferson, George Washington and Patrick Henry). Historian Charles Beard argues that the revolutionaries' main motive was 'the economic advantage which [they] expected would accrue to themselves'.

Enlightenment ideas and practical concerns came together in the defining struggle of the revolution: opposition to British taxation. Colonists engaged in legal and illegal activity to protest the Sugar Act (1764), Stamp Act (1765), Tea Act (1773) and others, as seen in the Sons of Liberty's Boston Tea Party (16 December 1773), depicted in Source 2. In turn, such actions provoked escalating measures from the British Parliament, such as the Coercive Acts (1774), and led to open hostilities between the colonies and Britain. In the resulting Declaration of Independence (1776), Thomas Jefferson used Enlightenment language when he wrote about 'unalienable rights' to 'Life, Liberty and the pursuit of Happiness', 'the consent of the governed', and so on. Therefore, Enlightenment ideas played a significant part in the revolution because they expressed the colonists' desire for political rights and helped them to preserve their economic interests. (421 words)

Clear, one-sentence **direct response** to the question.

Analysis of source used as a springboard for the first main discussion point.

Quotation from written source is integrated into the argument.

Written source is **linked** to two relevant historians' views.

Source is linked to '**other views**' of the revolution (i.e. James Otis's statement).

Specific evidence such as key events is used to support the argument.

Each discussion point ends by **linking back to the question**.

Historical interpretations (also indicative of '**other views**') are used as a springboard for the second main discussion point.

Historian's view is linked to the source and topic.

ACTIVITY

Use different highlighter colours to identify where the response:

- » provides evidence from own knowledge
- » links to the key terms of the question.

Specific evidence such as statistics and policies are used to support commentary on the source.

Response shows **breadth of knowledge** by moving beyond the ideas discussed in the sources to another topic.

Specific evidence such as dates, documents, quotations, slogans, events and institutions are used to support the discussion.

Response ends by **linking back to the question**.

ESSAY

This SAC will focus on constructing and sustaining a complex historical argument in essay format. Your teacher will provide you with one or more essay questions, and you will be expected to develop and support a contention in response to it.

For this SAC, teachers often assign questions that are similar to the essay questions in Section B of the exam. You can find guidance on how to respond to these types of exam questions on p. 81. You will also need to ask your teacher about their requirements for the SAC.

HOW TO STRUCTURE AN ESSAY

Introduction

1. State your contention (your opinion).
2. Outline your arguments
(list the 3–4 main points you will explore in your 3–4 body paragraphs).
3. Explicitly respond to the question.

Body paragraphs (traditionally at least three) using the TEEL model

- **Topic sentence:** Outline your **scope** (what you will discuss) and your **purpose** (why you will discuss it). Try to use at least one key word from the question in this sentence.
- **Evidence:** Give facts, dates, statistics and quotations.
- **Explanation/Analysis:** Analyse what your facts reveal or suggest. If you are having difficulty with this, try using sentence starters such as ‘this shows’, ‘this suggests’, ‘this implies’ or ‘this reveals’ to connect your evidence to your explanation.
- **Linking sentence:** Clarify how this helps answer the question and/or support your contention. Again, try to use at least one key word from the question in this sentence.

Conclusion

1. Restate your contention.
2. Summarise your arguments.
3. Return to the question and explicitly answer it again.

WHAT TO AVOID IN AN ESSAY

- Do not begin writing without planning. Your essay will score better if you spend 2–3 minutes on planning (and 2–3 minutes less on writing).
- Do not launch straight into your facts or evidence. You must guide the reader through your argument with a clear introduction and clear topic sentences.
- Do not narrate or try to tell the entire story of the revolution. Your goal is to interpret and judge specific causes or consequences of the revolution. Only tell your reader what is absolutely necessary to answer the question. If you are simply describing events in order, it is likely that you have fallen into the trap of telling a story. You can avoid this trap by writing a plan before you start, re-reading the essay question regularly, and ending each paragraph with a strong linking sentence that uses the key terms of the question.

Writing tip: TEEL (or ‘TEAL’) is an important tool and ‘checklist’

While it is often helpful to present your ideas in this order (topic sentence, then evidence, then explanation/analysis, then linking sentences), you should experiment with presenting arguments in a range of ways. Just ensure that all four of these elements are present in your body paragraphs.

- Do not ignore the view/factor presented in the question and discuss something else entirely. It is perfectly appropriate to reject the viewpoint in an essay question, but you should take it seriously and explore it first. Devote at least your first body paragraph to exploring the view/factor presented in the questions before you broaden your discussion to other views/factors. When you begin exploring other evidence in your later paragraphs, ensure that you end each with a linking sentence that justifies how your discussion remains focused on challenging, qualifying or extending beyond the viewpoint in the question.
- Avoid using pre-learnt essays. No matter how you try, you will not make them fit the question properly! Instead, aim to plan and write responses to a range of practice questions. This will help build your confidence in applying your knowledge in a range of ways.

SAMPLE RESPONSE



'The American Revolution was ultimately caused by British attempts to raise revenue from the colonies.' Discuss. (20 marks)

It is an oversimplification to define the American Revolution as ultimately a response to British efforts to raise revenue. There were several social conditions that equipped the colonists to break away from the mother country. However, British taxation was a significant catalyst for revolutionary action (such as the Boston Tea Party, boycotts, protests by the Sons of Liberty, and other popular movements) and revolutionary ideology (such as Enlightenment arguments about the unfairness of imposing taxation without providing political representation or honouring the social contract).

Opposition to British taxes was a key motivating factor for popular movements in the American colonies. As historian Grover Norquist writes, 'Americans watched as the British monarchy attempted to raise taxes on the colonists to pay down its war debt and pay for the 10,000 British soldiers barracked in the colonies'. Laws including the Sugar Act (1764) and Stamp Act (1765) prompted colonists to create resistance groups like the Sons of Liberty, the Loyal Nine and others. The Sons of Liberty engaged in a wide variety of violent activities including tarring and feathering and hanging individuals in effigy. These revolutionary protests were important in the eventual repeal of the Stamp Act (1766), and similar tactics emerged each time the British government attempted to impose taxes on the American colonies. Colonists also engaged in successful boycotts of many imported British goods in response to the Townshend Duties of 1767. These boycotts, which imposed an economic cost on Britain, were a successful form of colonial resistance, bringing about the repeal of the Duties (1770). Such successes fostered a sense of power among colonists, who came to view themselves as capable of influencing British lawmakers. Thus, colonists were encouraged to conduct further dramatic protests like the Boston

Introduction

Provides a clear **contention** and **outline** of supporting arguments, and engages with the view presented in the question

Supporting Argument 1

A clear **topic sentence** outlines the scope of the paragraph (opposition to taxes) and the purpose of the paragraph (how opposition escalated).

In this first paragraph, the student has selected **examples that support the significance of the factor identified in the question** (resistance groups).

This paragraph provides **specific evidence** (events, dates, statistics, quotations) and **analyses** the relevance of this evidence to the question.

This paragraph provides **specific evidence** (events, dates, statistics, quotations) and **analyses** the relevance of this evidence to the question.

The paragraph closes with a **linking sentence** that draws the discussion back to the question.

Tea Party (1773), in which 342 chests of British tea were destroyed. Such events heightened tensions between colonists and the British government and paved the way for further retaliation and escalation, ultimately resulting in the eruption of civil and revolutionary war in response to the Coercive Acts (1774).

Supporting Argument 2

A clear topic sentence outlines the scope of the paragraph (ideology) and its purpose (how ideological justification developed in response to British management of the colonies).

The student continues to explore **examples related to the factor identified in the question**; however, in this paragraph, the student is linking their examples to a different revolutionary factor (ideology).

A range of **specific evidence** is provided, including **quotations from primary sources**.

Paragraph concludes with a **linking sentence** drawing the discussion back to the question.

In responding to British revenue-raising laws, the colonists also developed a robust ideological foundation for revolution, which was influenced by Enlightenment ideals. Prominent dissenters such as Patrick Henry used Locke's and Rousseau's principles of the 'social contract' and 'general will' to argue that they should receive 'actual representation' in the Parliament if they were to be taxed by Britain. This went against the notion that the Parliament represented the interests of British citizens in the colonies (who could not vote in elections due to their physical distance from Westminster) through 'virtual representation'. James Otis's argument that 'taxation without representation is tyranny', thus, became a catchcry for those opposing laws such as the Sugar Act (1764), Stamp Act (1765) and Tea Act (1773). The Stamp Act Congress stated 'That it is inseparably essential to the Freedom of a People ... that no taxes be imposed on them, but with their own consent, given personally, or by their Representatives'. Colonists also argued that since they were fulfilling their social contract to the British government through the policy of mercantilism, under which the colonies' first function was to enrich the mother country, it was unjust for them to be taxed in addition to this. Thus, attempts to tax the colonies helped to foster revolutionary ideology.

Supporting Argument 3

A clear topic sentence outlines the scope of the paragraph (social conditions) and its purpose (to show that social conditions were ripe for revolutionary sentiment).

The student shows **breadth of knowledge** and develops a **balanced argument** by exploring examples beyond the factor identified in the question.

The student is incorporating a **range of examples** (e.g. social mobility, literacy) and provides **specific evidence** about each.

The paragraph concludes with a **linking sentence** drawing the discussion back to the question.

However, British attempts to raise revenue were not the only cause of the revolution. Several social conditions existed in the colonies that differentiated the colonies from Britain and gave them the courage to break away from the empire. Social mobility, or the ability of people to improve one's social standing, provided an opportunity for many people in the colonies, placing them in contrast to the more hierarchical, class-based society of Britain. The relative availability of land in the colonies allowed many common citizens to improve their social standing by acquiring land, giving many colonists a sense of equality to the wealthy gentry in Britain. This confidence helped the colonists to argue for the equality of political representation mentioned above. Similarly, the high levels of literacy in some colonies (e.g. seen in New England in 1758–1762, where 85% of white males were literate) helped to facilitate the spread of Enlightenment ideas and revolutionary materials. As historian Angus Maddison writes, 'The North American colonies had a significant urban population in Boston, New York and Philadelphia. They had a politically sophisticated elite. ... Their incentive to break the colonial tie was reinforced ... after the Seven Years War.' Clearly, there were long-term social causes and conditions that played a part in the revolution in addition to taxation.

Conclusion

The student clearly restates their **contention**.

The student has provided a **summary of supporting arguments** and how they illustrate the contention.

Therefore, British attempts to raise revenue in the American colonies were highly significant in causing the revolution, but the colonists would not have had the means to become independent if key citizens had not enjoyed several social benefits. (801 words)

HOW CAN I ACHIEVE HIGHLY ON SACS AND THE EXAM?

Assessors look for three things when marking student responses: relevance, knowledge and skill.

RELEVANCE

Assessors will look at **how effectively you have responded to each question**.

You can maximise the relevance of your responses by focusing carefully on the key terms of the question. Check the guidance on how to unpack questions on p. 62.

Remember that you will *not* receive marks for irrelevant information. For example, if a question asks you to discuss political challenges from 1787 to 1789, you will not receive marks for discussing a political development from 1783 (as this is outside the timeframe), or an economic development (as this is outside the scope of the question).

HISTORICAL KNOWLEDGE

Assessors want to know **how well you understand the key knowledge** specified in the VCE History Study Design. This is achieved through showing your understanding of the key knowledge outlined in the Study Design. Use the revision checklists on pp. 6–9 to check that you understand the key knowledge outcomes.

When developing written arguments, aim to show off your own knowledge by including **evidence**. This might include names, events, dates, statistics, laws, policies, documents or anything else that shows your intimate understanding of the revolution.

A particularly useful form of evidence are **quotations** that illustrate **historical perspectives** (the views of people who experienced the revolution) and **historical interpretations** (the judgements of historians analysing the revolution). If you cannot memorise direct quotations, you can still demonstrate your knowledge by **paraphrasing and describing a person's viewpoint in your own words**.

You can maximise the level of understanding you show through carefully gathering evidence for all key knowledge outcomes and revising it regularly. Some helpful strategies include:

- extending your knowledge each week by **reading** another textbook or history book about the revolution (Ask your teacher for recommendations.)
- creating your own **summary tables** like those contained in this study guide
- creating **flashcards** that list the key knowledge outcome on one side, and useful evidence about it on the other (Test yourself with these every few days.)
- creating annotated **timelines** that list important events, their dates and a short explanation of their significance
- creating **mind maps** that organise different causes/consequences of the revolution, like those contained at the end of each Area of Study in this study guide.

HISTORICAL SKILLS

Assessors want to see **how well you can use the key skills** specified in the VCE History Study Design. These are listed below.

As a general rule, the best way to develop your skills is by writing responses to practice SAC and exam questions, and seeking feedback from your teacher on how to improve your arguments. You can also develop your skills by actively participating in class discussions, asking questions and justifying your own interpretation of the revolution.

KEY SKILL	STRATEGIES FOR DEVELOPING AND DEMONSTRATING THIS SKILL
Ask and use a range of historical questions to explore the causes/ consequences of the revolution.	<ul style="list-style-type: none"> ▶ Ask questions in class to help deepen your understanding of the revolution. ▶ Ask your teacher for guidance on where you can find information to extend your understanding of the questions explored in class. ▶ Read and listen purposefully. Try to fit everything you are learning into answering a bigger question about what caused the revolution to break out, or why the revolutionaries had to compromise their ideals.
Evaluate sources for use as evidence.	<ul style="list-style-type: none"> ▶ Ask questions about the sources you are given to analyse and discuss in class. Try to find out who created them and when, what they refer to, and how reliable they are. Examples of suitable questions can be found on pp. 52–53, 'working with primary sources' and 'working with secondary sources'. ▶ When responding to source-based questions, ensure that you integrate short, direct quotations from the sources. Briefly explain what you think these quotations reveal or suggest. Use connective phrases like 'this shows' or 'this is supported by' to connect quotations to your own knowledge.
Analyse the perspectives of people before, during and after the revolution, and how their perspectives changed and/or remained the same over time.	<ul style="list-style-type: none"> ▶ Gather quotations from people who lived through the revolution that help show why and how the revolution happened, and how people responded. Integrate these quotations in support of your written arguments. ▶ If you cannot remember a suitable quotation, try paraphrasing and explaining a perspective in your own words. ▶ At the end of each Area of Study, construct a table that defines the grievances and objectives of each major social group, and judges whether these were addressed or achieved. ▶ Look for opportunities to connect and compare these perspectives to the views you are given to discuss in source-based questions and essays.
Evaluate historical interpretations about the causes/consequences of the revolution.	<ul style="list-style-type: none"> ▶ Gather quotations from historians that offer judgements of why and how the revolution happened. Integrate these quotations in support of your written arguments. ▶ If you cannot remember a suitable quotation, try paraphrasing and explaining an interpretation in your own words. ▶ Look for opportunities to connect and compare these interpretations to the views you are given to discuss in source-based questions and essays.

KEY SKILL	STRATEGIES FOR DEVELOPING AND DEMONSTRATING THIS SKILL
Analyse the causes/ consequences of the revolution.	<ul style="list-style-type: none"> ▶ Use an argument model to structure your written arguments. In this study guide, we have used the cause-effect-significance model for AOS1 and challenge-response-outcome for AOS2. Ensure you can explain all three steps when writing about a cause/consequence of the revolution. ▶ In your writing, use signpost phrases that help signal connections between causes and consequences, such as 'this led to', 'as a result' and 'consequently'. ▶ When writing arguments about causes, try to keep your ideas in chronological order. This will help show how one development led to another, or how several causes built gradually towards a crisis.
Evaluate the extent of continuity and change before, during and after the revolution.	<ul style="list-style-type: none"> ▶ At the end of AOS2, construct a table that compares political, social and economic conditions before, during and after the revolution. For each area, offer a judgement of how much it changed/continued. ▶ When writing arguments about change and continuity, organise your ideas by theme. Start by identifying the area you will discuss, then compare conditions before and after the revolution, then give an explicit judgement of what level of change and/or continuity occurred.
Evaluate the historical significance of the causes/consequences of the revolution.	<ul style="list-style-type: none"> ▶ Apply the 'so what?' test to each development you study. Basically, you must be able to justify <i>why it is worth learning about</i> each development: why does it matter, and what does it reveal about the revolution? ▶ Use an argument model to structure your arguments. In this study guide, we have used the cause-effect-significance model for AOS1 and challenge-response-outcome for AOS2. The third step in this argument model is where we establish historical significance—why a development matters and what it reveals. ▶ Use evaluative language that signals to your reader how important you consider a development to be, or how you think different developments interacted with one another (e.g. <i>This was of critical importance because ...</i>, or <i>This combined with existing grievances to cause ...</i>).
Construct arguments about the causes/consequences of the revolution using sources as evidence.	<ul style="list-style-type: none"> ▶ Read and unpack each question carefully before you begin writing a response. See the advice on p. 62 about how to unpack questions. ▶ Underline the key terms of the question and use these regularly when writing your response. ▶ If a question is worth more than a few marks, write a dot-point plan before you commence. This will help you select relevant arguments and evidence and present them clearly. ▶ Ensure that your response is clearly structured. Refer to the sections of this text on SAC and exam questions for guidance on how to structure different types of arguments. ▶ When responding to source-based questions, ensure that you integrate short, direct quotations from the sources. Briefly explain what you think these quotations reveal or suggest. Use connective phrases like 'this shows' or 'this is supported by' to connect quotations to your own knowledge.

GENERAL GUIDANCE FOR SACS AND EXAMS

HOW TO USE YOUR READING TIME EFFECTIVELY

Read every question at least twice. Unpack each question methodically. What are your teachers or the examiners looking for, and why?

After you have read the questions, examine the sources thoroughly (where applicable). If time permits, read each written source twice, so that you do not miss any subtle nuances or details.

As you read through the questions, develop mental plans for questions with high mark values, like the extended response questions in Section A of the exam, and your chosen essay question in Section B of the exam. What will your main points be? What relevant facts or quotations will you use?

HOW TO UNPACK QUESTIONS

Take time to 'listen' to the question before thinking of the answer, rather than assuming you know what the question will be about the first time you read it. It is helpful to:

- read all parts of a question before beginning to answer
- read every question at least twice
- highlight the key terms of the question
- re-read the question after you finish writing each discussion point
- use key words from the question at the start of your response and in each of your main discussion points to help show how you are answering the question.

Well-prepared students often lose marks because they overlook or ignore the requirements of the question. You need to focus on what your teacher or the examiners want you to show, *not* what you want to say.

Command words tell you what historical skill you are expected to show in your answer. Below is a list of the most common instructional verbs, ordered from the lowest value (e.g. 1–2-mark questions) to the highest value (e.g. 20-mark essay questions).

n.b. Victorian Curriculum and Assessment Authority has published a **glossary of command terms** commonly used across difference VCE subjects and examinations. You can find it here:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/GlossaryofCommandTerms.aspx>.

COMMAND WORDS	
Identify	Extract or list the most relevant information.
Describe	Give an account of the main features of a concept or source.
Outline	Provide a summary of the most relevant or essential points.
Compare	Discuss similarities and differences between two concepts or sources.
Explain	Provide a methodical commentary on how or why something occurred. Break your response into several steps. Offer commentary on causes, responses and outcomes.
Analyse	Break a concept into its components—for example, the different causes of a revolution—and explain each of them in a connected manner.
Evaluate	Present a judgement. Discuss strengths/merits and weaknesses/limitations and use these to support an overall opinion.
Discuss	Present a fluent and coherent viewpoint or interpretation on a topic. Organise your justifications or reasons into separate discussion points. Support with evidence.
To what extent	Present a judgement as to how much you agree with a proposition. Weigh up evidence for and against the idea in the question and use these to support an overall opinion.

Scope words define what aspect of history you should discuss. Below are common examples.

SCOPE WORDS	
Explain how	Focus on the <i>manner</i> in which this happened. Describe details/processes.
Causes/reasons/explain why	Focus on <i>why</i> it happened. Examine the causes <i>before and leading up to</i> this. Avoid simply describing what happened, or what happened afterwards.
Outcomes/effects/impact/how this affected	Focus on <i>results</i> . Examine the developments <i>afterwards and resulting from</i> this. Avoid simply describing what happened, or what happened before.
Significance/importance	Focus on what this reveals about the broader revolutionary process. Does it help us understand why a government was later overthrown? Does it reveal why the revolution failed to achieve its ideals? Consider how this affected other people, groups or events. Avoid simply describing what happened, or what the consequences were.
Challenged/threatened	Focus on explaining how and why this created problems.
Contributed to development of revolution	Focus on how this reduced the authority and support of the government, or how this increased the power and support of revolutionary groups.
Consolidated power	Focus on how this strengthened the government or reduced opposition.
Compromised ideals	Focus on how and why the revolutionary government chose to abandon or modify its original goals.
Political conditions	Focus on government and groups who want to change the government.
Economic conditions	Focus on workplace conditions, ownership of wealth, and supply of goods.
Social conditions	Focus on different groups in society, their grievances and their rights.

SOURCE-BASED QUESTIONS

These often contain additional requirements:

- If a question asks you to use a named source, you must use quotations or details from that source to support your response and to achieve the highest marks.
- If a question asks you to 'use evidence' or use 'your own knowledge', you must extend beyond the ideas contained in the source and include other facts you have learnt to achieve the highest marks.

TWO-PART QUESTIONS

Some questions will contain two key knowledge outcomes or two scope words. When this happens, you effectively need to answer *two separate questions* to achieve full marks. It is usually easy to spot these questions, as the word 'and' will appear in between two key knowledge or scope words.

SAMPLE QUESTION	WHAT YOU NEED TO DO TO ACHIEVE FULL MARKS
<i>Evaluate the significance of the First and Second Continental Congresses in contributing to the outbreak of revolution.</i>	<ul style="list-style-type: none"> • Evaluate the significance (present a judgement on the impact) of the First Continental Congress in contributing to the outbreak of revolution (e.g. creation of the Articles of Association). • Evaluate the significance (present a judgement on the impact) of the Second Continental Congress in contributing to the outbreak of revolution (e.g. Declaration of Independence).
<i>Analyse the challenges faced by the new regime in creating and maintaining a political system.</i>	<ul style="list-style-type: none"> • Analyse the challenges faced in creating a new political system (e.g. deciding on its features in the ratification debates). • Analyse the challenges in maintaining a new political system (e.g. difficulty in enforcing the Articles of Confederation).

TIMEFRAMES IN QUESTIONS

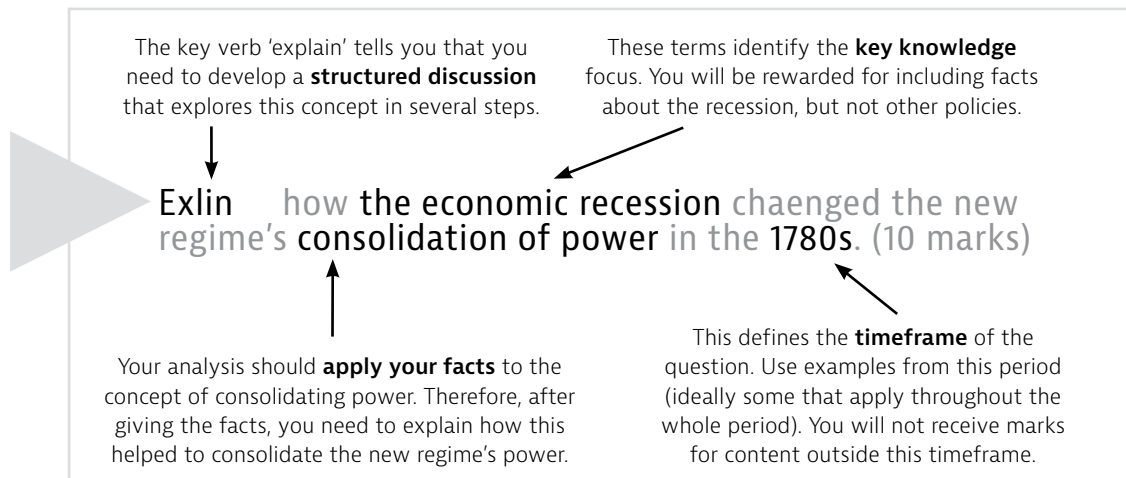
Some questions will restrict you to discussing developments during a certain timeframe. In this case, you should ignore developments that occur before or after the nominated timeframe, as these will not earn any marks. In these cases, questions usually provide *inclusive* definitions of timeframes—if a question says ‘by 1776’, that means you can discuss events during the year 1776, as well as before the year 1776.

The dates chosen in the question will usually correspond to major events that provide logical starting and ending points for your response.

You will find it easier to tackle these types of questions if you create an annotated timeline, like the ones located earlier in this study guide, to help you revise the key developments of the American Revolution.

SAMPLE QUESTION	WHAT YOU NEED TO DO TO ACHIEVE FULL MARKS
<i>Evaluate the significance of the Boston Massacre in contributing to the outbreak of revolution by 4 July 1776.</i>	<ul style="list-style-type: none">• This question asks you to evaluate the significance of the Boston Massacre, which took place on 5 March 1770.• This question does not ask you to evaluate events prior to the Boston Massacre.• 4 July 1776 relates to the Declaration of Independence.
<i>Using Source 2 and your own knowledge, explain how the Stamp Act caused a tense situation in the colonies from 1765 to 1766.</i>	<ul style="list-style-type: none">• 1765 relates to the introduction of the Stamp Act (which ignited colonial opposition).• 1766 relates to the repeal of the Stamp Act and the introduction of the Declaratory Act (asserting Britain’s right to make laws binding on the American colonies ‘in all cases whatsoever’).

Below is an example of how you can unpack a question.



HOW TO MANAGE YOUR TIME

Bring a watch into all SACs and the exam and place it at the top of your table. Regularly check your watch to ensure that you do not spend too long on one question, thereby leaving you with insufficient time to complete the rest.

TIME MANAGEMENT IN SACs

Try to divide your time equally between questions. For example, if you are completing a 100-minute SAC with questions totalling 50 marks, then for every 1 mark allocated to a question, you should devote two minutes of writing time. A 5-mark question would be allocated ten minutes, while a 20-mark question would be allocated forty minutes.

TIME MANAGEMENT IN THE EXAM

The simplest approach is to allocate forty minutes to each question in Section A, and forty minutes to the essay. From the forty minutes allocated to each Section A question, reserve about fifteen minutes for the extended response.

You can also try to divide your time exactly between the questions. The final exam has 120 minutes of writing time to complete questions totalling 70 marks. Therefore, for every 1 mark allocated to a question, you should devote about 1.7 minutes of writing time. This works out to:

- about three minutes for a 2-mark question
- about eight minutes for a 5-mark question
- about seventeen minutes for a 10-mark extended response in Section A
- about thirty-five minutes for the 20-mark essay in Section B.

AIM FOR GOOD, NOT PERFECT, RESPONSES

Resist the temptation to keep adding to a response, or to aim for a perfect response. Once you have used up the time you have allocated to a question, move on to the next question.

Remember that incomplete answers still earn marks. You are likely to achieve higher marks by giving an incomplete answer to *every* question on an assessment than you will if you give detailed responses to a *few* questions, thereby running out of time and forcing you to leave entire questions blank.

IF YOU HAVE TIME LEFT

Start by re-reading the examination booklet to verify that you have answered all of the questions. Sometimes students forget to answer a question when they answer the questions out of order, or when they skip a question with the intention of returning to it later.

If you are certain that you have answered all of the questions, you should then review your responses to see which would benefit from additional detail. Look for opportunities to add an extra date or fact, to add an extra quotation that shows your understanding of a source, or to add a final sentence that helps link your discussion back to the question.

IF YOU RUN OUT OF TIME

If you lose track of time and have only a few minutes left, ensure that you put **at least one sentence in response to each remaining question**. A single relevant sentence will earn a single mark, and one mark may be enough to make a difference when determining your final study score for VCE History: Revolutions.

IF YOU WANT TO WRITE FASTER

Practice, practice, practice! Each practice question you tackle will give you greater experience in selecting relevant evidence, planning your arguments, articulating your ideas, and getting them down on paper. In particular, make sure you write your practice responses by hand, under time limits, and with minimal reliance on your notes. This will help simulate the conditions you will be working under in your SACs and exams.

TIPS FOR HISTORICAL WRITING

BEGINNING YOUR RESPONSE

Do not make your reader guess where you are going, and do not hide your answer at the bottom of the page—put the answer to the question in your first sentence!

A good opening sentence will give a **direct, concise and complete answer** that matches exactly what the question is asking. Everything you write after the first sentence should simply be backing up, or elaborating on, your original opening sentence.

A good strategy is to try flipping the question into a statement, and then filling in your reasons, justifications or outcomes.

QUESTION	STATEMENT
<i>Explain how Shays' Rebellion (1786–1787) was a threat to the newly established government of America.</i>	Shays' Rebellion (1786–1787) was a threat to the newly established government of America because it highlighted ...
<i>'By 1776, the relationship between Britain and the American colonies had deteriorated to the point where separation was inevitable.' Discuss.</i>	To a large extent it is true that ' the relationship between Britain and the American colonies had deteriorated ' to the point of inevitable separation by 1776, because ... However, there were opportunities for reconciliation, such as ...

However, you want to be careful that you do not just repeat the question. Make sure you add to the question. Consider the following student responses to the question, 'Using Source 3 and your own knowledge, explain how the American War of Independence challenged the new government's consolidation of power following the Declaration of Independence'.

OPENING SENTENCE	EFFECTIVENESS OF SENTENCE
<i>The War of Independence was a challenge for the new government following the Declaration of Independence.</i>	This is a typical, but weak, opening sentence. It simply repeats the question and provides no indication of where the response is going.
<i>The War of Independence exacerbated economic and political problems faced by the new government as they sought to consolidate power.</i>	This is a strong opening sentence. The student has identified two main themes they will analyse in their response.
<i>The new regime struggled to find trade partners and financial support during the War of Independence (1776–1783), which they needed to win to claim political legitimacy.</i>	This is a strong opening sentence. The student has identified the examples they will examine in their response, and how these are relevant to the question.

LINKING BACK TO THE QUESTION

When writing longer arguments, many students go 'off topic' or forget what question they are answering. A good strategy is to re-read the question at the end of each paragraph or argument you are making, and to then insert a linking sentence that connects your evidence to the key terms of the question. Remember, if it is in the question, then it needs to be in your answer!

QUESTION	LINKING SENTENCE
Using Source 2 and your own knowledge, explain the methods used by the Sons of Liberty and the Daughters of Liberty to protest against British actions.	As a result, the Daughters of Liberty played a pivotal role in the boycott of British household goods to protest against British actions .
Evaluate the significance of popular movements in mobilising society and challenging British authority . Use evidence to support your response.	Therefore, popular movements were integral to mobilising society and challenging British authority because of their ability to spread information quickly and implement boycotts and other protests.

TEEL PARAGRAPHS

The TEEL (or 'TEAL') paragraph model can be helpful in answering longer questions. A 5-mark question might comprise a single TEEL paragraph, a 10-mark extended response might comprise 2–4 short TEEL paragraphs, and an essay will need three TEEL paragraphs after the introduction and before the conclusion.

There are four steps in writing a TEEL paragraph:

- **Topic sentence:** Outline your **scope** (what you will discuss) and your **purpose** (why you will discuss it). Try to use at least one key word from the question in this sentence.
- **Evidence:** Give facts, dates, statistics, quotations, and so on.
- **Explanation/Analysis:** Analyse what your facts reveal or suggest. If you are having difficulty with this, try using sentence starters such as 'this shows', 'this suggests', 'this implies' or 'this reveals' to connect your evidence to your explanation.
- **Linking sentence:** Clarify how this helps answer the question and/or support your contention. Again, try to use at least one key word from the question in this sentence.

Below is an example of a TEEL paragraph that forms part of a response to the question:

'Revolution was ultimately caused by British attempts to raise revenue from the colonies.' To what extent do you agree with this view?

British attempts to raise revenue were not the only cause of the revolution. **Social mobility, or the ability of people to improve one's social standing, provided an opportunity for many people in the colonies placing them in contrast to the more hierarchical, class-based society of Britain. The relative availability of land in the colonies allowed many common citizens to improve their social standing by acquiring land, giving many colonists a sense of equality to the wealthy gentry in Britain.** These social conditions in the colonies differentiated them from Britain and gave them the courage to break away from the empire. This confidence helped the colonists to argue for the equality of political representation, which became a major cause of the revolution.

- Topic sentence
- **Evidence**
- Explanation
- Linking sentence

SIGNPOSTING

To make it easy for a reader to follow your arguments, you should make active use of **signposts**. These are words and phrases that indicate the purpose of key sentences in your response.

Signposting the start of a new discussion point <ul style="list-style-type: none"> • Firstly, • Secondly, • Additionally, • Further, 	Signposting a cause–effect relationship <ul style="list-style-type: none"> • As a result, ... • This led to ... • This caused ... • Consequently, ... 	Signposting analysis of significance <ul style="list-style-type: none"> • This shows ... • This reveals ... • This demonstrates ... • Therefore, ... 	Signposting introduction of a quotation <ul style="list-style-type: none"> • Depicted in Source 1 by ... • Reflects the view ... • Source 1 discusses the idea that ...
---	--	---	---

THE EXAMINATION

Fifty per cent of your marks in VCE History: Revolutions are derived from the exam. The examination paper is set by the Victorian Curriculum and Assessment Authority (VCAA), and follows a specification that can be found on the VCAA website (<https://www.vcaa.vic.edu.au>).

You will receive fifteen minutes of reading time and two hours of writing time to complete the exam.

STRUCTURE OF THE EXAM

EXAM SECTION	DESCRIPTION	MARK VALUE	SUGGESTED TIME ALLOCATION
Section A Source Analysis	<p>This section contains four questions, worth 25 marks each:</p> <ul style="list-style-type: none"> • Q1 American Revolution • Q2 French Revolution • Q3 Russian Revolution • Q4 Chinese Revolution <p>You must answer both questions that relate to the two revolutions you studied.</p> <p>Each question will comprise four or five parts, worth a total of 25 marks. One part will be an extended response worth 8–10 marks.</p> <p>Each question will require you to read and discuss 3–4 sources, totalling about 600–700 words (including all descriptions, etc.).</p>	50 marks	40–42 minutes for each question (80–85 minutes total)
Section B Essay	<p>This section contains four essay questions, worth 20 marks each:</p> <ul style="list-style-type: none"> • Q1 American Revolution • Q2 French Revolution • Q3 Russian Revolution • Q4 Chinese Revolution <p>You must choose one question to answer. You only need to write an essay about one of the revolutions you have studied.</p>	20 marks	35–40 minutes

SHOULD YOU DECIDE IN ADVANCE WHICH QUESTION TO ANSWER IN SECTION B?

Preparing for VCE exams can be stressful, so many students look for ways to reduce the amount of preparation they do.

Some students say it is helpful to decide in advance which revolution they plan to write about in Section B of the exam. The advantage of this approach is that you can invest additional time into revising and writing practice essays on one revolution. This approach is recommended if you are worried that you have not left enough time to revise and prepare for the exam, as it reduces how much work is needed to attain a strong result.

The other option is to decide during reading time which revolution you plan to write about in Section B. This approach is recommended by VCAA and gives you more flexibility. After you have read the exam paper, you can choose the question you are better prepared for, or which you think will be easier. This approach is recommended for students who want to achieve the best possible results, and for students who are willing to prepare by revising both revolutions as thoroughly as possible and writing practice essays about both revolutions.

PRACTICE EXAM QUESTIONS

This guide contains practice questions on the American Revolution. The real exam will contain questions on both revolutions you have studied. You can find practice questions and guidance for your other revolution by purchasing the relevant Exam and Study Guide from HTAV: <https://www.htavshop.com.au/>.

You can find full VCE History: Revolutions examination papers on the VCAA website (<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/revolutions/Pages/index.aspx>). Note that you should refer only to exam papers from 2022 onwards, including the 2022 Sample Examination paper.

EXAM SECTION A (SOURCE ANALYSIS)

Section A of the exam will contain four questions, one on each of the four revolutions in History: Revolutions. **You must answer two** of these questions.

Each question will require you to analyse 3–4 historical sources and to use these to support your responses. This may include a combination of primary, secondary, written and visual sources.

Each question will be worth a total of 25 marks and will have four or five parts labelled (a), (b), (c), (d) and possibly (e). Some of the questions may be relatively simple, such as a 1–2-mark question that simply asks you to identify key features of a source. One of the questions will be an extended response worth 8–10 marks.

About half of the marks in this question will relate to key knowledge from AOS1, and about half will relate to key knowledge from AOS2. Some questions may ask you to draw on key knowledge from both.

You should allocate about 40–42 minutes to each source analysis question.

Page 71 contains one example of what this exam question might look like. The following pages then contain detailed explanations of how you can unpack and respond to each part of the question.

SECTION A

America

Sources 1–3 relate to Question 1.

Source 1

Map showing the line dividing land available for colonial settlement from land reserved for Native Americans in 1763.



Source: Elisa A. Litvin and Christopher L. Hart, *Forging America*, 3rd ed. (Melbourne: HTAV, 2021), 51.

Note: In the actual exam, sources will be presented in a separate sources book.

Source 2

Letter from George Washington to William Crawford, 17 September 1767.

The other matter just now hinted at and which I propos[e]d in my last [letter] is to join you in attempting to secure some of the most valuable Lands in the Kings part which I think may be accomplished after a while notwithst[an]ding the Proclamation that restrains it at present & prohibits the Settling of them at all for I can never look upon that Proclamation in any other light (but this I say between ourselves) than as a temporary expedien[t] to quiet the Minds of the Indians & must fall of course in a few years esp[e]cially when those Indians are consenting to our Occupying the Lands. [A]ny Person therefore who neglects the present oppertunity [sic] of hunting ou[t] good Lands & in some measure Marking & distinguishing them for their own (in order to keep others from settling them) will never regain it.

Source: 'From George Washington to William Crawford, 17 September 1767', Founders Online, National Archives, <https://founders.archives.gov/documents/Washington/02-08-02-0020>.

Source 3

An extract from a historical interpretation, published in 2001, of two different results of the American Revolution on different social groups.

There were at least two wars of independence—one Indian and one White. And both traced their origins to [the Royal Proclamation of] 1763. ... It would take more than fifty years for White Americans to win, and Indian Americans to lose, their respective wars for independence, for events on the battlefield, in the conference hall, and on the treaty ground to recast eastern North America conclusively as a White rather than an Indian country. But the increasingly powerful idea that the continent must become one or the other—and nevermore both—was the cultural legacy of 1763.

Source: Daniel Richter, *Facing East from Indian Country* (Cambridge: Harvard University Press, 2001), 190–191.

Question 1 (25 marks)

- Using Source 2, identify three reasons why George Washington chose to challenge the Proclamation of 1763. (3 marks)
- Using Source 1, Source 2 and your own knowledge, explain how the Proclamation Act influenced the development of the revolution. (5 marks)
- Using Source 3, outline two points of the historian's argument of how the American Revolution affected different social groups. (2 marks)
- Using Source 3 and your own knowledge, explain how the American Revolution affected Patriots after 1783. (5 marks)
- Evaluate the extent to which the lives of Native Americans changed as a result of the American Revolution. Use the sources provided and other evidence to support your response. (10 marks)

HOW TO ANSWER COMPREHENSION QUESTIONS

Some exam questions will require you to closely read and interpret a historical source. They will be worth only a few marks (e.g. 1–4 marks), and you should be able to complete them very quickly. These questions will likely use verbs like *identify*, *describe* or *outline*.

Aim to answer these questions quickly and concisely. A good target is to write one full sentence for each 1 mark allocated to the question. Even if you know more about this topic, you should not waste time adding extra detail. You should instead invest your time and energy into other, more valuable questions.

For example, if you were given a 2-mark question, ‘*Identify two causes of the Boston Massacre described in Source 1*’, there is no point giving three or four causes, and there is no point giving detailed facts from your own knowledge. You just need two sentences, with two clearly explained quotations from Source 1.

The following are examples of how to unpack and respond to the two comprehension sub-questions given on p. 71.



a) Using Source 2, identify three reasons why George Washington chose to challenge the Proclamation of 1763. (3 marks)

UNPACKING THE QUESTION

- The verb ‘identify’ indicates that you just need to select the features of the source. You do not need to offer any detailed explanations or analysis.
- The scope of the question is ‘challenge the Proclamation of 1763’, so you need to look for reasons why Washington wanted to go against the Proclamation.
- The question requires you to find ‘three reasons’, and it is worth 3 marks. This suggests that you need to develop a response of at least three full sentences identifying three different reasons to get full marks.
- The question only requires you to use Source 2. Do not waste any time discussing other sources or introducing facts from your own knowledge.

UNPACKING THE SOURCE

- Start by reading the description of the source. This will tell you that it is a primary source—a letter written by George Washington to William Crawford. The date of the source indicates that it was written four years after the Proclamation of 1763.
- Quickly skim the source to get a general understanding of what it is about.
 - » Washington mentions ‘Lands’ three times. This letter has something to do with buying or owning land. You will want to mention that in your response.
 - » Washington mentions both the Proclamation and ‘Indians’ twice. To mention both twice in such a short paragraph indicates that Washington knew what the Proclamation said and its significance. You will want to mention that in your response.
- Then, closely re-read the source. This will ensure that you have not missed anything and will allow you to select useful quotations. Underline or highlight three short quotations that reveal why Washington wanted to challenge or ignore the Proclamation of 1763. Look for quotations of ten or fewer words in length.

ANSWERING THE QUESTION

Any three of the following would be sufficient for full marks:

- Washington sought to 'secure some of the most valuable Lands in the Kings part' (Source 2), challenging the Proclamation of 1763.
- Source 2 indicates that Washington viewed the Proclamation of 1763 as 'a temporary expedient' that could be challenged.
- Washington writes that the Proclamation of 1763 'must fall of course in a few years' (Source 2), indicating that he believed it could be challenged.
- In Source 2, Washington writes that anyone who 'neglects the present opportunity' of 'Marking & distinguishing' land on the other side of the Proclamation Line 'will never regain' the opportunity, thus, challenging the law.

Writing tip: Signpost where you use evidence from the source

Make it obvious to your reader how you are using the sources to answer the question. When using written sources, copy distinctive phrases from the source and enclose these in 'quotation marks'. When using visual sources, describe precise features and explain what they represent. Introduce your evidence from the source with a phrase like 'Source 1 states that' or 'Source 1 shows'. Alternatively, you might put (Source 1) in brackets immediately after a quotation from a written source.



c) Using Source 3, outline two points of the historian's argument of how the American Revolution affected different social groups. (2 marks)

UNPACKING THE QUESTION

- The verb 'outline' means you should provide the main features of the author's argument or point of view, without closely analysing evidence or providing background detail.
- The scope of the question is 'the historian's argument of how the American Revolution affected different social groups', so your answer should focus on identifying what the historian thinks about how the American Revolution affected different social groups.
- The question only requires you to use Source 3 and is not worth many marks. It should be possible to answer this just using information from the source.
- The question does not tell you how many points you must include in your response, but it is worth 2 marks. This suggests that at least two full sentences with two details from the source are sufficient to earn full marks.

UNPACKING THE SOURCE

- Start by reading the description of the source. This will tell you that it is a historical interpretation—a historian's argument/point of view of how the War of Independence affected different social groups. If you look further, the specific source information states that it was written by Daniel Richter.
- Quickly skim the source to get a general understanding of what it is about.
 - » The historian mentions 'Indian' (Native American) and 'White'. These are the 'different social groups' alluded to in the question. You will want to discuss how both groups were affected, as argued by the author.
- Then, closely re-read the source. This will ensure you have not missed anything and will allow you to select useful quotations. Underline or highlight three short quotations that reveal what the historian argues are the differences between how Native Americans and Patriots were affected by the American Revolution. Look for quotations of ten or fewer words in length.

Writing tip: Use the terms for groups that are in the Study Design when using your own words

In American history, there are several different accepted terms for Native Americans: American Indian, Indian, Native American, or Native Peoples. When quoting a historical interpretation, use the term provided by the author. When using your own words, though, use the term in the Study Design: Native Americans. This demonstrates that you recognise the term the author used and that it is the same group listed in the Study Design.

ANSWERING THE QUESTION

Any two of the following would be sufficient to gain full marks:

- *In Source 3, Richter argues that the result of the American Revolution was two different wars, 'one Indian and one White'.*
- *In Source 3, Richter argues that 'White Americans [won], and Indian Americans [lost], their respective wars for independence'.*
- *Richter argues in Source 3 that the American Revolution led to America becoming 'conclusively ... a White rather than an Indian country'.*
- *Richter argues in Source 3 that a 'powerful idea' of the American Revolution was that 'the continent must become one [white] or the other [Native American]—and nevermore both'.*

HOW TO ANSWER EXPLANATION QUESTIONS

Some exam questions will require you to develop a detailed explanation of a particular historical development, and to use both the source and evidence from your own knowledge in your response.

These questions will likely use verbs like *explain* and will be worth a few more marks (e.g. 4–6 marks). You should write at least as many sentences as the mark value of the question, and aim to fill or exceed the allocated writing space.

The best responses to these questions will move smoothly back and forth between evidence from the sources and evidence from your own knowledge. Treat the source like a 'springboard': use evidence from it to launch into your response, then dive into exploring other developments you know about in great depth. End your response by returning to the source with a second (or third) short quotation that helps sum up your answer and clarifies how you are answering the question.

The following are examples of how to unpack and respond to the two explanation sub-questions given on p. 71.



b) Using Source 1, Source 2 and your own knowledge, explain how the Proclamation Act influenced the development of the revolution. (5 marks)

UNPACKING THE QUESTION

- The key knowledge outcome assessed by this question is the Proclamation Act.
- The verb 'explain' means you need to give a step-by-step explanation of a historical process.
- The scope of the question is how 'the Proclamation Act influenced the development of the revolution'. That means you need to discuss how the events after 1763 led to the outbreak of revolution.
 - » Think about the reasons why colonists were unhappy with the restrictions put on them by the Crown.

- The question instructs you to use Sources 1 and 2. You will need to select 1–2 feature(s)/quotation(s) from each. If you just use one source, you will not be able to achieve full marks, no matter how good your response is.
- The question instructs you to use ‘your own knowledge’. This means you need to extend beyond the points in the sources and include other points. To get full marks, you will need some specific evidence (such as laws, facts, dates, statistics, quotations, etc.).

UNPACKING THE SOURCES

- You will need to spend some time looking at Source 1, as you have not been asked to discuss its content before this question. We examined Source 2 when answering the comprehension questions on the previous pages. However, this question has a different focus. So, you need to re-examine Source 2 using George Washington as a representative of a wider group of colonists who wanted to expand beyond the Proclamation Line.

	What the source shows	How this links to the cause of the revolution
Source 1	<ul style="list-style-type: none"> • The map in Source 1 shows the Proclamation Line dividing the British colonies from the Native American reserve, with the Appalachian Mountains forming most of the natural border. 	<ul style="list-style-type: none"> • The Proclamation Line in Source 1 shows the western limit of allowed settlement. Some colonists had settled west of this line before 1763 and saw settlement beyond this line as their right. This caused conflict with the Crown.
Source 2	<ul style="list-style-type: none"> • Source 2 states that colonists viewed land west of the Proclamation Line as ‘the most valuable Lands in the Kings part’. • Source 2 can be used to discuss how colonists were willing to take land west of the Appalachians ‘notwithst[an]ding the Proclamation’. 	<ul style="list-style-type: none"> • The ideas in Source 2 can be seen as one of the causes of the revolution. Colonists wanted to expand beyond the boundaries set up by the Crown, ignoring laws set out for them in England.

GATHERING EVIDENCE FROM YOUR OWN KNOWLEDGE

Now, reflect on what you have learnt about other conflicts that arose over this territory and how colonists reacted:

- The French and Indian War (1754–1763) was fought in part by the colonists to secure settlement rights to the land west of the Appalachian Mountains and in the Ohio Valley.
- The Quebec Act (1774) allowed the expansion of British Canada south to the Ohio River and west to just before the Mississippi River.
- The passage of the Quebec Act angered several prominent Virginians, such as Richard Henry Lee, George Mason, George Washington, Patrick Henry and Thomas Jefferson.
- Historian Gary Nash argues that ‘the roll call of Virginia revolutionary leaders was also the roll call of Virginia [land] speculators’.

ANSWERING THE QUESTION

Planning tip: Some students find it difficult to strike a balance between using sources and using their own knowledge. A helpful strategy for building balanced answers is to develop a plan or to brainstorm in two columns. On the left, put the ideas or facts you have gained from the source. On the right, record what other ideas you can use to help show off the breadth and depth of your knowledge.

You *do not* need a perfectly even balance of ideas, but you do need to have multiple ideas in each column.

From the source

- Source 1 shows the extent of land blocked from settlement by the Proclamation Act, with the line drawn parallel to the Appalachian Mountains. This excludes the land to the west all the way to the Mississippi River.
- Source 2 states that colonists viewed land west of the Proclamation Line as 'the most valuable Lands in the Kings part'.
- Source 2 can be used to discuss how colonists were willing to take land west of the Appalachians 'notwithst[an]ding the Proclamation'.

From my knowledge

- The French and Indian War (1754–1763) was fought in part by colonists to secure the right to colonise west of the Appalachian Mountains.
- The Quebec Act (1774) expanded British Canada into the land excluded to colonists from the thirteen colonies.
- Several prominent revolutionaries, such as George Washington, Patrick Henry and Thomas Jefferson, were also land speculators blocked by both the Proclamation Act and later the Quebec Act.
- Historian Gary Nash argues that 'the roll call of Virginia revolutionary leaders was also the roll call of Virginia [land] speculators'.

SAMPLE RESPONSE

The Proclamation Act influenced the development of the revolution by adding to the political and economic tensions between the colonists and the British government. Source 1 shows the extent of the land that the British government removed from colonisation by the Proclamation Act, with the line drawn parallel to the Appalachian Mountains, excluding all the land west of those mountains to the Mississippi River. This angered colonists who had fought in the French and Indian War (1754–1763) in part to colonise that area of land. According to Source 2, the land west of the line was 'the most valuable Lands in the Kings part', which is why several prominent revolutionaries, such as George Washington, Patrick Henry and Thomas Jefferson, wanted to buy up land in the area as land speculators. The Proclamation Act, and later the Quebec Act (1774), blocked them from doing so. Historian Gary Nash correctly argues that 'the roll call of Virginia revolutionary leaders was also the roll call of Virginia [land] speculators'. The Proclamation Act added to tensions between colonists and the British government, which eventually resulted in revolution. (184 words)



d) Using Source 3 and your own knowledge, explain how the American Revolution affected Patriots after 1783. (5 marks)

UNPACKING THE QUESTION

- The key knowledge outcome assessed by this question is the revolutionary experiences of Patriots.
- The verb 'explain' means you need to give a step-by-step explanation of a historical process.
- The scope of the question is how 'the American Revolution affected Patriots after 1783'. That means you need to discuss how the events after 1783 affected the social group known as Patriots.
 - » Think about ways they were impacted politically, socially, culturally and economically. You may not use all of this knowledge, but you must activate your complete mental concept map about Patriots.
- The question instructs you to use Source 3. You will need to select 1–2 feature(s)/quotation(s) from the source.
- The question instructs you to use 'your own knowledge'. This means you need to extend beyond the points in the source and include other points. To get full marks, you will need some specific evidence (such as laws, facts, dates, statistics, quotations, etc.).

UNPACKING THE SOURCE

- We already examined Source 3 when answering the comprehension questions on the previous pages. However, this question has a different focus. So, you need to re-examine the source through the lens of only Patriots' experiences. Look for a way you can link each source to how Patriots' lives changed after 1783. The key here is to focus on how the limits of the Royal Proclamation of 1763 disappeared after 1783.

	What the source shows	How this links to the impact on Patriots
Source 3	<ul style="list-style-type: none"> • Source 3 talks of Patriots winning 'in the conference hall'. 	<ul style="list-style-type: none"> • This refers to political rights to land west of the Appalachian Mountains gained through the political decisions made about that land.

GATHERING EVIDENCE FROM YOUR OWN KNOWLEDGE

This question can be addressed with your own knowledge of political events:

- The Treaty of Paris (1783) gave the United States all the land west of the Appalachian Mountains to the Mississippi River. This land had previously been the excluded land under the Proclamation of 1763.
- The Northwest Ordinance of 1787 set out the procedures for settlement and governance of the new United States territory north of the Ohio River and east of the Mississippi River.

ANSWERING THE QUESTION

Writing tip: The best responses will smoothly integrate quotations from the sources and meaningfully connect these to your argument. For example, 'Source 3 talks of Patriots winning "in the conference hall", which reflects that fact that the new United States gained the land west of the Appalachians in the Treaty of Paris (1783)'.

Practise starting a sentence with a quotation, and ending it with an explanation of what the quotation refers to. Then, practise starting a sentence with your own fact, and ending with a quotation that backs this up. You can see examples of both strategies in the sample response below. Try using some of these connective phrases in your own writing:

The source	... captures the idea that ...	Your factual knowledge
	... exemplifies the belief that ...	
	... reflects the fact that ...	
	... however, in reality ...	
	... but this is misleading, because ...	

Your factual knowledge	... reflected in the source by ...	The source
	... described in the source as ...	
	... depicted in the image as ...	
	... highlighted by the source through ...	

SAMPLE RESPONSE, WITH CONNECTIVE PHRASES HIGHLIGHTED

One of the key impacts of the revolution on Patriots after 1783 was the long-sought ability to colonise west of the Appalachian Mountains. Source 3 talks of Patriots winning 'in the conference hall', **which reflects the fact** that the new United States gained the land west of the Appalachians in the Treaty of Paris (1783). The negotiations that took place in Paris between the British representatives and Patriots John Jay, John Adams, Benjamin Franklin and others gave the United States the land excluded from colonial settlement in 1763. After 1783, Patriots were allowed to colonise the valuable lands of the Ohio Valley and elsewhere, **which is described in Source 3 as** the land in 'eastern North America' becoming 'a White rather than an Indian country'. This longed-for ability to colonise lands barred to them by the Proclamation of 1763 was a significant consequence of the revolution for Patriots after 1783. (150 words)

HOW TO ANSWER EXTENDED RESPONSE QUESTIONS

One of the questions in Section A will be an extended response worth 8–10 marks. This is over 10% of your exam grade, so it is worth investing a little more time and thought into this question. Allocate about fifteen minutes of writing time to this question, and aim to write at least 250 words (about one page of handwriting).

Below is an explanation of how to unpack and respond to the extended response sub-question given on p. 71.



e) Evaluate the extent to which the lives of Native Americans changed as a result of the American Revolution. Use the sources provided and other evidence to support your response. (10 marks)

UNPACKING THE QUESTION

- The verb ‘evaluate’ means you need to give a judgement.
- The focus of this question is whether the lives of Native Americans changed as a result of the American Revolution. Before you plan your response, you should start by identifying what changes did or did not occur. Source 3 is a good starting point; it outlines what historian Daniel Richter believes changed.
- The question instructs you to use ‘the sources provided’. It does not specify which sources, but the safest approach is to take one quotation or idea from each of the three sources.
- The question instructs you to use ‘your own knowledge’. This means you need to extend beyond the points in the sources and include other points. To get full marks, you will need some specific evidence (such as laws, facts, dates, battles, statistics, quotations, etc.).

USING THE SOURCES

- Sources 1 and 2 are not directly related to the experience of Native Americans, so it will take some logical thinking to connect to this question. Consider the original reasons for the Proclamation of 1763 and the results it produced for Native Americans between 1763 and 1783.
- Source 3 is much easier to use. It clearly states a historian’s opinion on the consequences of the American Revolution for Native Americans. Daniel Richter believes that the American Revolution led ‘White Americans to win, and Indian Americans to lose, their respective wars for independence’, and that the revolution ‘recast eastern North America conclusively as a White rather than an Indian country’.

Writing tip: Incorporating viewpoints

The best responses on the final exam will incorporate **historical perspectives** (viewpoints from people who lived at the time) and **historical interpretations** (arguments made by historians). This will show how your own viewpoint of the past relates to other possible viewpoints, such as those contained in the sources you are discussing.

In your extended response and your essay, you can help your writing stand out by selecting relevant viewpoints, integrating these smoothly into your writing, and illustrating them with direct quotations from the historian or historical figure you are discussing.

Below are some examples of connective phrases that may be helpful in discussing viewpoints.

Introducing evidence from historians

- This evidence **supports the interpretation** of historian Jane Smith that ...
- An **alternative explanation is provided** by historian Jane Smith ...
- **In contrast**, historian Jane Smith argues that ...
- However, historian Jane Smith **rejects this claim**, arguing instead that ...

Referring to sources

- Source 1 **provides insight** into ...
- This is **supported by** Lenin's argument in Source 1 that ...
- This idea is **accurately captured** in Source 1, which **depicts** ...
- This **interpretation is present** in both sources, which **imply that** ...
- Both sources **stress the importance** of ...
- The sources **present contrasting views** of ...

Look at how the sample response on the next page integrates a range of references to the sources and to other perspectives.

ANSWERING THE QUESTION

- Start with a general contention in your opening sentence. This should give an overall judgement of how much or little life changed for Native Americans as a result of the revolution.
- For this question, it makes the most sense to focus on one key aspect of Native American life that was affected by the revolution, and then write a paragraph giving a judgement and thorough discussion of it.
- Aim to show off the breadth and depth of knowledge by including a range of facts and viewpoints from your own knowledge.

SAMPLE RESPONSE

The lives of Native Americans changed in fundamental ways as a result of the American Revolution. The most significant change for the lives of Native Americans was the loss of land due to the Treaty of Paris (1783). The Treaty of Paris (1783) erased the land protections provided in the Proclamation of 1763. As Source 1 shows, much of the land of eastern North America remained in the control of Native Americans between 1763 and 1783, despite colonisation of North America by both the English and the French. As a result, Native Americans were able to live their lives during this period much as they had before English and French colonisation. After the Treaty of Paris (1783), Native Americans faced the loss of land to American colonisers. George Washington's belief that the restrictions on the lands west of the Appalachian Mountains was a 'temporary expedien[t] to quiet the Minds of the Indians' (Source 2) proved true, and the new United States Congress opened the land to colonisation under the Land Ordinance of 1785 and the Northwest Ordinance of 1787. This new colonisation by Americans forced tribes such as the Delaware, Shawnee, and all of the Iroquois Confederacy, except the Oneida, off their lands, with these tribes relocating farther north into British Canada or west into the traditional lands of other tribes in the newly named Northwest Territory. This evidence supports the claim made by Daniel Richter in Source 3 that the War of Independence 'recast eastern North America conclusively as a White rather than an Indian country'. Colonisation displaced many Native American tribes from their lands, irreparably disrupting their lives and cultures. The American Revolution fundamentally changed the lives of Native Americans for the worse. (285 words)

EXAM SECTION B (ESSAY)

Section B of the exam will contain four essay questions, one on each of the four revolutions in VCE History: Revolutions. You will only answer **one** of these essay questions, which is worth 20 marks.

You should allocate about 35–40 minutes to the essay question. Strong essay responses tend to be at least 700 words or two and a half pages in length.

The essay question may focus on:

- causes of the revolution (just AOS1)
- consequences of the revolution (just AOS2)
- continuity and change over the course of the revolution (both Areas of Study).

Below are three examples of what this exam question might look like. The following pages contain explanations and examples of how you can unpack and respond to two of these.

SECTION B

America

Question 3: Essay (20 marks)

Evaluate the significance of popular movements as a cause of the American Revolution. Use evidence to support your response.

Example 1:
Causes of revolution
(1754–4 July 1776)

SECTION B

America

Question 3: Essay (20 marks)

‘Only people of wealth were represented at the Philadelphia Convention; consequently the [Constitution] protects their own interests.’

To what extent do you agree? Use evidence to support your response.

Example 2:
Consequences of revolution
(4 July 1776–1789)

SECTION B

America

Question 3: Essay (20 marks)

Evaluate the extent to which the lives of African Americans changed as a result of the American Revolution. Use evidence to support your response.

Example 3:
Continuity and change
(1754–1789)

HOW TO ANSWER AN ESSAY QUESTION FOCUSED ON CAUSES OF REVOLUTION



Evaluate the significance of popular movements as a cause of the American Revolution. Use evidence to support your response. (20 marks)

UNPACKING THE QUESTION

- The command word 'evaluate' means you need to weigh up evidence that supports and challenges the viewpoint in the question.
- The prompt focuses on popular movements. You will need to spend part of your answer discussing your opinion on how significant you deem movements such as the Sons of Liberty or Daughters of Liberty as a cause of revolution.
- However, the strongest essays will not focus solely on popular movements themselves. They will discuss other factors that led colonists to break away from Britain.
- Your discussion needs to link to the causes of the American Revolution. That means you need to establish how each development you choose to discuss helped cause a revolutionary situation by weakening the government, strengthening opposition forces, or bringing about a crisis of authority.

FORMING AN EVALUATION

- Before you can plan your response, you need to form your own evaluation. This is your judgement, as a historian, about how important you consider the different causes of the revolution to be.
- In a short essay like this, you will only have time to explore 3–4 different causes. One of these is already chosen for you in the question, but you get to choose the others.

Cause	How did this contribute to the American Revolution?	How important was this in causing the American Revolution?
Popular movements	Groups such as the Sons of Liberty agitated for change, specifically the removal of what they viewed as British government interference in the colonies.	Highly significant as a series of short-term causes
Another factor of your choice (e.g. the Enlightenment)	The Enlightenment gave a philosophical framework and language for the discontent over taxes.	Significant as a revolutionary idea
Another factor of your choice (e.g. social mobility and economic prosperity)	Social mobility and economic prosperity allowed colonists to view themselves as different to similar people in Britain.	Significant as a long-term cause

FORMING A BALANCED ARGUMENT

- The strongest essays will distinguish between **different types of causes**. The essay question will likely only identify one type of cause. It is up to you to identify the others. For example, you might argue that the question only focuses on long-term causes, when we must also examine the short-term causes and catalysts to explain the revolution:
 - » **Long-term causes** are tensions that gradually build up because of inequality and poor government, such as British mercantilist policy.
 - » **Short-term causes** are the events that heighten and worsen discontent, and discontent and desire for change, such as the Coercive Acts of 1774 that led to increasing boycotts and protests.
 - » **Catalysts or triggers** are the moments that unleash public anger and create crises, such as the Powder Alarms or subsequent battles at Lexington and Concord in 1775.
- The strongest essays will show that a revolution is the product of **very specific conditions**. The question will likely only identify one of these possible conditions. It is up to you to identify other necessary conditions. For example, you might argue that a revolution will only occur when four conditions are met:
 - » The public becomes discontented due to **inequality** and **poor government**, such as Britain's reluctance to allow the colonies' representation in British Parliament, or the perceived injustice of the Coercive Acts.
 - » **Revolutionary ideas challenge the existing order** and provide possible solutions, such as colonial demands for representative government.
 - » **Revolutionary leaders harness public anger** and turn it against the government, such as Thomas Paine and Samuel Adams.
 - » **Popular movements refuse to acknowledge the government's authority**, such as the Sons of Liberty and the Daughters of Liberty.

SAMPLE RESPONSE

From the outset, popular movements in America played a significant part in galvanising opposition to the British and seeking sovereignty. Sovereignty, in particular, became a central issue with the end of salutary neglect in 1763 and the determination of Parliament to extract revenue through taxation.

Salutary neglect set the foundation for popular movements. While mercantilism (i.e. the economic policy of colonies serving as suppliers of raw materials to the mother country and consumers of that country's finished goods) was the dominant British economic policy in the seventeenth and eighteenth centuries, it was not strictly enforced in the thirteen American colonies prior to 1763. This time of salutary neglect allowed the colonies to develop their own economies and trade alliances that often were independent of Britain. Once Britain decided to more strictly enforce trade laws, and pass new ones, popular movements arose in response.

Evaluate the significance of popular movements as a cause of the American Revolution. Use evidence to support your response.

Popular movements such as the Sons of Liberty and Daughters of Liberty added a sense of revolutionary 'spirit' to more formal actions such as petitions and remonstrance. In the Boston Tea Party (1773), the actions of 'the mob' brought punitive responses from the British and spurred the revolution forwards. In the immediate lead-up to the Declaration of Independence (1776), the Committees of Correspondence, Committees of Safety and the resistance of the Patriots added unity and popular energy to the cause.

Popular movements also helped the colonists to defeat key British legislation by spreading Enlightenment ideas to the average citizen. Enlightenment thinkers such as Locke (1689) developed the idea of the social contract: the government was in a contract with its people in the passing of laws and regulation of society. In 1764, James Otis spread these ideas to the colonial elite in his pamphlet Rights of the British Colonies Asserted and Proved, declaring that 'taxation without representation is tyranny'. When Parliament signalled its intention to increase taxes to cover the cost of colonial administration and to levy a Stamp Act, Patrick Henry, echoing Otis, wrote in his Virginia Resolves (1765) an argument against 'taxation without representation'. This led to the cry 'no taxation without representation' being taken up by groups ranging from the colonial elite to the common artisans and sailors. There were pledges to boycott taxed items, igniting 'a firestorm of opposition that swept through the colonies with unprecedented force' (Gordon Wood). In Boston, small-scale merchants, artisans and shopkeepers came together to oppose the Stamp Act under the banner of the Sons of Liberty. The group is thought to have instigated the attack on the homes of Andrew Oliver and Governor Hutchinson. It spawned groups in colonies other than Massachusetts, which, though not formally linked to each other, repeated similar tactics resulting in the resignation of more officials. Coupled with the growing concern in Parliament about the effects of the boycotts on British exports (estimated as a revenue drop of £300,000 in 1765), there were worrying reports about the violence and intimidation in the colonies; this led to the repeal of the Stamp Act in 1766. While it was the Stamp Act Congress that unified the colonies and established communication with British politicians, Gordon Wood argues that 'ultimately it was mob violence that destroyed the Stamp Act in America'.

Women, in loosely affiliated groups called the Daughters of Liberty, also played a significant role in the revolution. When Parliament passed the Townshend Duties in 1767, patriotic Americans turned again to boycotts. In their homes, women recycled products, formed spinning groups and produced homespun garments. Betty Wood contends that women in all social classes and of all ethnicities and nationalities were not insulated from or uninvolved in the political, religious and social discourses taking place in the community. They read the broadsheets brought home by their husbands and fathers, they developed a revolutionary ideology, and they formed opinions about the merits of direct action. One of the best-known women's groups, formed in Edenton, North Carolina, and led by Penelope Barker, drafted a petition (1774) pledging support for a continental boycott. Although news of the boycott reached Britain, where their actions were considered farcical, the action sent a message to Parliament that colonists considered internal taxes an affront to liberty.

Grassroots groups were involved in violent outbreaks and public meetings in both urban and rural areas. Richard Brown argues that a sequence of 'urban violence runs from the Stamp Act riots in 1765 through the Sons of Liberty violence, the Boston Massacre, the burning of the Gaspee, and the Boston Tea Party'. The events of 1774 spurred action everywhere and not only in the cities. There was a history of communicating revolutionary

ideas through Committees of Correspondence. These committees consisted of groups of like-minded people who circulated political ideas through letter-writing campaigns. In reaction to the Coercive Acts, meetings were held in towns, and attendees discussed correspondence from the cities. This was an effective means of coordinating resistance. The exchanges that followed helped build a sense of solidarity, as common grievances were discussed and common responses agreed were upon. The Committees issued orders for local militias that had formed in response to the increased presence of British force; they also coordinated requests for supplies and developed 'alarm lists' of able-bodied men who might be called on in an emergency. Up to 8000 people served on these committees, contributing directly to the colonial unity that was vital in organising future rebellion. When the First Continental Congress met in September 1774, it represented the logical evolution of the intercolonial communication that had begun with the Committees of Correspondence.

Without the actions and support of popular movements, the cause for American independence would not have succeeded. Politicians articulated the rhetoric of the revolution and opened discourse with Parliament, but it was popular movements that embodied the intensity and urgency of the revolutionary spirit that was conveyed to Britain. (967 words)

HOW TO ANSWER AN ESSAY QUESTION FOCUSED ON CONTINUITY AND CHANGE



Evaluate the extent to which the lives of African Americans changed as a result of the American Revolution. Use evidence to support your response. (20 marks)

UNPACKING THE QUESTION

- The instructional term 'evaluate' asks you to give a judgement.
- The scope of this question is continuity and change. That is, you need to focus on judging what aspects of life changed as a result of the revolution, and what aspects remained similar.
- Since this question spans both AOS1 and AOS2, you will need to try and select relevant evidence from across the *entire* period you have studied.
- The key knowledge of this question concerns the conditions of everyday life for African Americans. Note that this question is more complex than it first appears, as the scope of the African American experience was diverse and included both free and enslaved people.

ASSESSING CONTINUITY AND CHANGE

- To help establish continuity and change, create a table that compares conditions for different groups before, during and after the revolution. The next page has an example of how you could do this with African Americans—but you could equally apply the same concept to how America was governed, to the impact of war on the revolution, or to other social groups such as Loyalists, women or Native Americans.

	Conditions before the revolution	Experiments to change this during the revolution	Conditions after the revolution	Change or continuity?
Political conditions	<ul style="list-style-type: none"> Slavery was legal in Britain and its colonies. The few free African Americans had the same rights as other British citizens. 	<ul style="list-style-type: none"> The Declaration of Independence declared that 'all men are created equal'. British military promised freedom to any enslaved person who fought on the British side. Constitutional Convention of 1787: <ul style="list-style-type: none"> contained the Three-Fifths Compromise outlawed slave trade after 1808, but not before left laws over enslavement to the individual states. 	<ul style="list-style-type: none"> The political rights enslaved African Americans had did not change in most states by 1789. Some rights for free African Americans reduced under new state laws compared to British law. 	<ul style="list-style-type: none"> Continuity: African Americans had few political rights and freedoms before and after the revolution. Change: the democratic ideal that 'all men are created equal' of the American Revolution did not truly extend to all people and, in fact, regressed somewhat for free African Americans.
Economic conditions	<ul style="list-style-type: none"> Enslaved people worked for no wages and under harsh conditions. The few free African Americans worked in jobs with low pay (labourers, servants, etc.). <ul style="list-style-type: none"> Crispus Attucks Phillis Wheatley 	<ul style="list-style-type: none"> Free African Americans fought in both armies. 	<ul style="list-style-type: none"> Enslaved people were the economic backbone of the Southern states. Free African Americans mostly worked low wage jobs in urban areas. 	<ul style="list-style-type: none"> Continuity: economic conditions did not change for free or enslaved African Americans.
Social conditions	<ul style="list-style-type: none"> Enslaved people were considered a separate social class from others. <ul style="list-style-type: none"> Early in the history of the colonies, they were treated with the same standing as indentured servants. Free African Americans remained separate from the rest of colonial society. <ul style="list-style-type: none"> Exception was for Quaker or Brethren religious groups in Pennsylvania. 	<ul style="list-style-type: none"> Free African American and white Continental soldiers fought and lived alongside one another. 	<ul style="list-style-type: none"> No change in social standing for either free or enslaved African Americans up to 1789. 	<ul style="list-style-type: none"> Continuity: African Americans were considered separate from white society both before and after the American Revolution.

SAMPLE PLAN

- Contention: The revolution made little, if any, changes to the lives of African Americans. If anything, the revolution led to a loss of rights and standing for them.
- Argument 1: there was little change in the political conditions of African Americans throughout the revolutionary period, and in some cases the few rights or freedoms they had were curtailed.
- Argument 2: there was little change in the economic conditions during the entirety of the revolutionary period.
- Argument 3: there was little change in the social conditions of African Americans, despite a level of social equality for free African American soldiers during the War of Independence.

SAMPLE RESPONSE

The American Revolution made little, if any, changes to the lives of African Americans. They remained politically, economically and socially in much the same position after the revolution as they had before it began.

The political conditions of free or enslaved African Americans did not change as a result of the American Revolution. The free African American population in colonial America was small, constituting only approximately 30,000 people, or about 1% of the entire population of colonial America. These free African Americans had the same legal rights as other British colonists. While they kept their free status after the War of Independence, some of the new Southern states restricted the legal and political rights of free African Americans, denying them the right to vote or serve on juries. This was done to control the very limited number of enslaved African Americans that might be freed by slaveholders. As with other British colonies elsewhere, slavery was legal in the American colonies from their earliest founding: the first enslaved Africans landed in the colony at Jamestown in 1619, and Massachusetts legalised slavery in 1641, just over twenty years after its founding. Enslaved African Americans had no legal rights and were bought and sold as chattels in every American colony. Despite the Declaration of Independence (1776) stating that ‘all men are created equal’ and are endowed with ‘unalienable rights’, those rights did not extend to enslaved African Americans after the War of Independence (1775–1783). The outcome of the debate over slavery at the Constitutional Convention (1787) was to allow the continued importation of enslaved Africans until 1807 and to reserve decisions about the legality of slavery to the individual states. While two legal cases in Massachusetts—the Elizabeth Freeman case in 1780 and the Quock Walker case in 1783—saw slavery outlawed in Massachusetts in 1783, other states had not outlawed slavery by 1789. As historian Christopher Leslie Brown writes, ‘If the War of Independence left slavery as a new kind of problem for the Revolutionary generation, it neither prepared them nor compelled them to chart a new course for the future’. By 1789, almost nothing had changed politically for enslaved African Americans, and some political rights had been removed from free African Americans in the Southern states.

Evaluate the extent to which British attempts to raise tax revenue from the colonies led to the American Revolution. Use evidence to support your response.

Economically, things also changed very little for African Americans as a result of the American Revolution. Enslaved African Americans worked for no wages. Their economic labour benefitted the slaveowners, especially those in the Southern colonies earning profits from growing tobacco, indigo, rice, and cotton as cash crops. Tobacco was the first cash crop that benefitted from slave labour, becoming the key cash crop for the Virginia, Maryland, and North and South Carolina colonies. This did not change after the American Revolution, as plantation farming of cash crops using enslaved labour remained the backbone of the economy for the Southern states. Free African Americans also saw little change in their economic status as a result of the American Revolution. Most worked in urban areas as labourers or servants in colonial Massachusetts, such as Crispus Attucks, a labourer, and Phillis Wheatley, a servant. After the revolution, most free African Americans continued to work in urban areas in menial jobs. There was very little change economically for African Americans as a result of the American Revolution.

Social conditions remained largely the same for African Americans following the American Revolution, despite a brief change for African American men during the War of Independence (1775–1783). As discussed, enslaved people were politically considered chattels, and this political definition also led to social exclusion. For free African Americans, their low economic status combined with their association with, or often their former status as, enslaved persons put them on the social margins of society. A notable exception to this social exclusion was the acceptance of African Americans into some Quaker or Brethren communities in Pennsylvania. This social ostracisation briefly changed for men serving in both the Continental and British armies during the War of Independence. Beginning with Lord Dunmore's proclamation of 1775, African colonial troops fought alongside the Loyalists in the Virginia militia groups supporting British regulars. The Continental Army similarly saw African American soldiers serve along with white Patriots. Both Massachusetts and Rhode Island promised land to African Americans willing to fight in Continental Army units raised by those states, and those soldiers fought alongside their white compatriots. However, the social bonds of war did not lead to widespread social integration after the War of Independence. For most African Americans, their social standing did not change after the American Revolution. As a group, they remained at the margins of society.

As shown, African Americans remained politically, economically and socially in much the same position after the revolution as they had before it began. The American Revolution made little, if any, positive changes to the lives of African Americans. (808 words)