

Unit 3: 1754-1800

This unit covers how a debt-ridden empire's taxes created a Patriot movement, how the war was won, and how the new nation moved from the Articles of Confederation to the Constitution and the first party system. Topics 3.2 through 3.12.

AP U.S. History

1754-1800

10-17% of the exam

About 22 minutes to read

How to use this guide

Read this one straight through the first time and follow the through-line. A victorious but debt-ridden Britain tries to make the colonies pay for their own defense, and taxation without representation turns thirteen separate colonies into one Patriot movement. The war is won with militias, a Continental Army, Washington's leadership, and European help. Victory then raised the question of what the new government should be. The answer comes in two drafts, the Articles and the Constitution, and the new republic spends the 1790s arguing over what the Constitution means.

After that first read, study from the edges. The trap boxes mark the misconceptions the exam punishes. The tables compare the Articles with the Constitution and the parties with each other, which is exactly how comparison questions are built. The practice questions are written in the exam's voice. Finish with the six recall checks, and put anything you cannot say out loud into Rycal flashcards for more practice.

What this unit is worth. Units 3 through 8 are each 10 to 17 percent of the AP exam, the heaviest band. Unit 3 carries the Revolution and the founding.

3.2 The Seven Years' War (The French and Indian War)

The **Seven Years' War**, called the French and Indian War in North America, is where the Revolution's causes begin. Britain defeated France and took France's North American holdings, which sounds like pure victory until the bill arrives. The war was tremendously expensive, and Britain emerged with more territory to govern and more debt to pay. The search for revenue from the colonies, and for tighter control over them, follows directly from that arithmetic.

The war also rearranged Indigenous politics. With France gone from the interior, Indigenous peoples faced a single expanding empire instead of two competing ones they could play against each other.

Pontiac's Rebellion, the standard example of postwar Indigenous resistance to European control, showed that the new order would be contested, and it prompted the Proclamation of 1763. Such resistance typically ended not in Indigenous control but in continued negotiation over land and space.

This topic shows a causation pattern the exam uses often, where one event's consequences become the next event's causes. Britain's victory over France was tremendously expensive, and it left Britain governing far more North American territory than before. Debt plus a bigger empire equals the search

for colonial revenue and tighter control, which is the entire imperial crisis of the next topic in one equation. The war also ended the old Indigenous diplomacy of playing two empires against each other, and Pontiac's Rebellion stands as the standard example of postwar Indigenous resistance. The CED is careful on this point. Such resistance typically ended in continued negotiation over land and space, not in Indigenous control, so the postwar West remained contested rather than settled.

Trap: treating the war as background noise before the real story. The exam treats it as the first cause in the chain, an expensive victory, a bigger empire, and then colonial taxes. If you leave out the war's cost, the Revolution's taxes are hard to explain.

3.3 Taxation Without Representation

Britain's new policy was what the colonists called **taxation without representation**. London imposed taxes and tightened economic controls without direct colonial representation or consent, and the colonists read those measures as threats to both their economic activities and their political rights. The grievance united colonies that had little else in common.

The response took the form of a broad movement. The **Patriot movement** drew financial and material support from men and women mobilized in large numbers, even under economic shortage and British military occupation. Colonial leaders energized the cause, among them **Benjamin Franklin**, whose efforts the CED singles out, alongside popular movements that included the political activism of laborers, artisans, and women. Resistance crossed class and gender lines from early on. Franklin's 1754 Albany Plan had proposed the first formal colonial union, an early attempt to get the colonies acting together.

The breadth of the movement is what made it a revolution instead of a riot. The Patriot movement drew financial and material support from men and women mobilized in large numbers, and it held together under economic shortage and British military occupation. Benjamin Franklin's efforts energized the cause, and so did the political activism of laborers, artisans, and women, groups with no formal share of power. Thirteen colonies with little in common acted as one because the grievance, taxes imposed without representation or consent, threatened both economic activities and political rights across every colony. When the exam asks what united the colonies, it is pointing to how broad the movement was, not to complete unanimity.

Trap: the exam tests why taxation without representation united the colonies, not which act did what, so lead with the principle and the movement. But know the real sequence behind the principle, because it is what made the principle felt: the **Sugar Act** of 1764, the **Stamp Act** of 1765 taxing printed materials and provoking the Stamp Act Congress and colonial boycotts, the **Townshend Acts** of 1767 taxing imported tea, glass, and paper and provoking more boycotts, and the **Tea Act** of 1773, which triggered the Boston Tea Party and Parliament's harsh Coercive Acts. Each tax reinforced the same grievance, which is why the exam focuses on the principle itself rather than on the list of acts.

3.4 Philosophical Foundations of the American Revolution

The Patriots needed more than anger; they needed a theory of why resistance was legitimate. They found it in the **Enlightenment**, the intellectual movement whose ideas taught American thinkers to value individual talent over hereditary privilege. From that soil grew the two principles that justified the Revolution.

The first was **natural rights**, the idea that people hold fundamental rights by nature, not by a king's gift. The second was **republicanism**, the colonists' belief that republican government, based on the natural rights of the people rather than monarchy or inherited rank, was the superior form. Both found their voice in **Thomas Paine's** pamphlet **Common Sense**, which carried the republican argument to ordinary readers, and both were set down as founding text in the **Declaration of Independence**.

Natural rights and republicanism are a two-part argument, and the exam tests each part. Natural rights is about where rights come from. The idea is that rights come from nature, not from a king's gift. Republicanism is about what kind of government follows from that, a republic built on those rights rather than monarchy or hereditary privilege. The Enlightenment supplied the framework, teaching American thinkers to value individual talent over inherited rank. Thomas Paine's *Common Sense* carried the republican half to ordinary readers, and the Declaration of Independence set down both halves as founding text. The later history shows these ideas mattered beyond the war itself, since the same principles later inspired independence movements in France, Haiti, and Latin America.

Trap: treating the Declaration as only a breakup letter. Its philosophical claims, natural rights and republican government, outlived the war and were later taken up by independence movements in France, Haiti, and Latin America. The exam tests the ideas, not just the event.

3.5 The American Revolution

The **American Revolution** should have been a mismatch. Britain held apparently overwhelming military and financial advantages. The Patriot cause won anyway, and the reasons are the ones to memorize: colonial **militias** and the **Continental Army** did the fighting, **George Washington's** military leadership held the army together, the colonists' ideological commitment and resilience sustained the cause through defeats, and assistance from European allies supplied what the colonies could not.

Not every colonist joined the cause. The **Loyalists** remained loyal to Britain and opposed the Patriots, in considerable numbers. Their presence matters because the Revolution was a civil conflict inside colonial society as well as a war against an empire, and the Patriot victory came despite real internal opposition.

Use the five factors as an essay kit, because the exam's causation questions are graded by completeness. Colonial militias and the Continental Army did the fighting. George Washington's military leadership held the army together through defeats. The colonists' ideological commitment and resilience sustained the cause when the ledger said quit. Assistance from European allies supplied what the colonies could not make or buy. Britain held the military and financial edge; the Patriots answered with organization, shared ideas, and help from European allies. The CED never names the allies, so write European allies rather than France. The Loyalists are also part of this picture, since considerable colonial opposition to the Patriots means the victory was a civil conflict that was won, not a unanimous uprising.

Trap: crediting a single cause of victory, usually Washington alone. The material lists five factors, and exam answers that name only one leave points on the table. Militias, the Continental Army, Washington, ideology, and European assistance all belong in the answer.

Trap: on the exam, write European allies, the material's term, because the material never names them. The fuller story is that after the American victory at Saratoga in 1777, **France** signed a Treaty of Alliance in 1778, sending money, arms, troops under Rochambeau, and the fleet that sealed the British surrender at Yorktown in 1781. Spain and the Dutch aided the cause as well. Know the story for understanding; use the material's term for the answer.

3.6 The Influence of Revolutionary Ideals

Winning the war raised a difficult question about whether the Revolution's ideals applied to everyone. The ideals pointed that way, and their pressure produced real change. An increased awareness of inequality moved some Americans to call for the **abolition of slavery** and for greater political democracy in the new state governments. The Revolution's language became a tool its own society could be measured against.

Women's place in the new republic was reimagined through **republican motherhood**, the ideal that called on women to teach republican values within the family. It granted women new importance in American political culture while keeping them outside formal politics. The ideal was both a recognition and a limit, and the exam rewards answers that hold both halves.

The principles set down in the founding documents also reverberated in France, Haiti, and Latin America, where they inspired later independence movements.

The exam's analytical frame for this topic is the gap between ideal and practice. An increased awareness of inequality moved some Americans to call for the abolition of slavery and for greater political democracy in the new state governments. The Revolution's language became a standard its own society could be measured against, and found wanting. Republican motherhood is a case where the exam expects you to hold two ideas at once. The ideal called on women to teach republican values within the family, which gave women new importance in American political culture while keeping them outside formal politics, so a good answer keeps both the recognition and the limit in view. The principles also traveled beyond the United States to France, Haiti, and Latin America.

Trap: claiming the Revolution immediately delivered equality. It delivered the language of equality, which abolitionists, democrats, and women then used to press claims the founders had not settled. The exam tests the gap between ideal and practice.

3.7 The Articles of Confederation

The first American government was deliberately weak. The **Articles of Confederation** created a central government with limited power, reflecting the Revolution's fear of concentrated authority. But the 1780s

exposed the design's flaws: difficulties over trade, finances, foreign relations, and internal unrest made the case for a stronger central government.

The Articles were not a total failure. Under them, Congress passed the **Northwest Ordinance**, the 1780s law that set up the process for admitting new states from the western **Northwest Territory**, promoted public education and the protection of private property, and banned slavery in the territory. The ordinance is the Articles' strongest achievement and a favorite exam topic because it covered orderly expansion, education, and a slavery ban in one law.

ARTICLES OF CONFEDERATION	U.S. CONSTITUTION
Central government with limited power	Limited but dynamic central government
Struggled with trade, finance, foreign relations, internal unrest	Created to solve those failures
Northwest Ordinance: new states, public education, slavery banned in the Northwest Territory	Federalism and separation of powers as the structural answer

The Articles failed in four specific ways, and the exam names all four: difficulties over trade, finances, foreign relations, and internal unrest. Each is a causal path to the Constitutional Convention. Trade disputes between states with no central commercial policy, a Congress that could not reliably raise revenue, a weak center negotiating from weakness abroad, and unrest at home signaling that order itself was at risk. The Articles were not replaced because people disliked them in the abstract; they were replaced because concrete breakdowns made a stronger central government look necessary. The Northwest Ordinance is the counterweight the exam expects you to know: a 1780s law admitting new states from the Northwest Territory, promoting public education and protecting private property, and banning slavery in the territory. It was one law doing three jobs at once, which is why the Articles should not be treated as a complete failure.

Trap: calling the Articles a failure with nothing to show. The Northwest Ordinance is the counterexample the exam expects you to know. Weak government still governed, and its one great law shaped the nation's expansion.

3.8 The Constitutional Convention and Debates over Ratification

The **Constitutional Convention** met to replace the Articles, and its product came from negotiation, collaboration, and compromise among state delegations. The result was a limited but dynamic central government, stronger than the Articles' but still bounded.

Ratification was a fight, and the fight had names. The **Federalists** supported the Constitution and made their case in the **Federalist Papers**, essays written primarily by **Alexander Hamilton** and **James Madison**. The **Anti-Federalists** opposed ratification. The Federalists won by promising what the Anti-Federalists demanded: a **Bill of Rights** enumerating individual rights and explicitly restricting federal power. The promise ensured ratification, and the Bill of Rights followed.

Slavery nearly broke the convention. The delegates compromised over the representation of slave states in Congress and the federal government's role in regulating slavery and the slave trade, a deal known as the **Three-Fifths Compromise**, which also set 1808 as the earliest date for banning the international slave trade. Note that the material describes this compromise without ever using the name, so treat the name as the standard historical label for the deal it describes.

The same men reappear in new roles. Hamilton led the Federalists as a 1790s political party; Madison, co-author of the Federalist Papers, became a leader of the opposition Democratic-Republicans alongside Thomas Jefferson. The ratification fight also set up the party system that followed.

The Convention's product was compromise, and the exam tests what each compromise cost. On slavery, delegates settled the representation of slave states in Congress and the federal government's role in regulating slavery and the slave trade, with 1808 as the earliest date for banning the international trade. It also matters that the CED describes this deal without ever using the name Three-Fifths Compromise, so use the standard historical name as the label for the deal it describes. The ratification fight was the rehearsal for party politics. The Federalists, Hamilton and Madison making the case in the Federalist Papers, faced the Anti-Federalists who opposed the Constitution, and won by promising a Bill of Rights that enumerated individual rights and restricted federal power. The same people then carried into new roles, with Hamilton leading the 1790s Federalists while Madison joined Jefferson's Democratic-Republicans, and the exam's personnel questions turn on that shift.

Trap: confusing the three factions. Federalists wanted the Constitution ratified. Anti-Federalists opposed it. Democratic-Republicans, a different and later group, opposed Hamilton's Federalists in the 1790s, even though some of the same people were involved.

3.9 The Constitution

The **U.S. Constitution** built its answer to concentrated power into the structure itself. **Federalism** divided authority between the national government and the states, so no single level held everything. The **separation of powers** divided the federal government into three branches, so no single branch held everything either. The government could act, but every action ran through divided power, which is what the CED means by limited but dynamic.

Federalism and separation of powers answer the same fear in two directions, and the exam tests whether you can tell them apart. Federalism divides power vertically, between the national government and the states, so no single level holds everything. Separation of powers divides the federal government horizontally, into three branches, so no single branch holds everything. Students merge them; the exam separates them. Together they make the Constitution's central government what the CED calls limited but dynamic, able to act but with every action passing through divided power.

Trap: defining federalism as the states being supreme, or as the national government being supreme. It is the division itself. Exam answers that pick one side of the division miss the principle.

3.10 Shaping a New Republic

The Constitution was a framework, not a finished building. During the administrations of **George Washington** and **John Adams**, political leaders created the institutions and precedents that put its principles into practice, and in doing so they disagreed about nearly everything: the national government's relationship to the states, economic policy, foreign policy, and the balance between liberty and order.

The disagreements hardened into parties. The **Federalists**, led by Alexander Hamilton, faced the **Democratic-Republican Party**, led by **Thomas Jefferson** and James Madison. Two organized visions of the republic, and the republic's first party system, emerged from arguments the Constitution's text had not settled.

Washington tried to set the terms of the argument on his way out. His **Farewell Address** encouraged national unity, cautioned against political factions, and warned of the danger of permanent foreign alliances. The address against factions was delivered to a nation that was already splitting into factions.

Foreign events forced the arguments. The **French Revolution** and the resulting war between France and Britain challenged the United States over free trade and foreign policy, and the American response split along the new party lines. Diplomacy on the borders mattered too, since initiatives dealing with British and Spanish presence and securing free navigation of the Mississippi River shaped the young nation's boundaries and commerce. In the west, Spain expanded **mission settlements into California**, worked by bonded Indigenous labor, which offered social mobility to soldiers and produced new cultural blending.

The 1790s were the Constitution's stress test. During the administrations of Washington and Adams, political leaders created the institutions and precedents that put constitutional principles into practice, and their disagreements, over the national government's relationship to the states, economic policy, foreign policy, and the balance between liberty and order, hardened into the first party system, with Hamilton's Federalists against Jefferson and Madison's Democratic-Republicans. The French Revolution and the resulting war between France and Britain forced the foreign-policy split, challenging the United States over free trade and alliances. Washington's Farewell Address, urging national unity and warning against factions and permanent foreign alliances, landed in a nation already dividing into the factions it warned against. In the West, Spain was also expanding, with mission settlements into California built on bonded Indigenous labor, offering soldiers social mobility and producing new cultural blending.

Trap: treating the 1790s as a calm founding moment. It was a decade of fierce partisan division over what the Constitution meant, fought out through foreign crises, economic policy, and the first party system.

3.11 Developing an American Identity

Beneath the politics, a national culture was forming. The early republic developed new forms of national expression in art, literature, and architecture, but the culture was never uniform. Regional variations persisted and deepened, as different economies and societies produced different ways of life within the same nation.

The makers of that culture were real people. **Gilbert Stuart** painted the young republic's face, his portraits of Washington becoming the image of the founding itself. **John Trumbull** painted its story, Revolutionary scenes commissioned for the Capitol rotunda. **Washington Irving** gave it a literature, the Sketch Book's Rip Van Winkle and Sleepy Hollow turning American settings into American myths. **James Fenimore Cooper** gave it a frontier epic in the Leatherstocking Tales. **Noah Webster** gave it an American language, his spelling books and dictionary standardizing how the new nation wrote. In architecture, the Federal style and Jefferson's own designs, Monticello and the Virginia Capitol, declared that republican government deserved a classical dress.

The material names none of these figures, and the exam tests the pattern behind them, a shared national culture emerging alongside lasting regional difference, rather than a roster of names. The names still help you picture that pattern. Regional variations persisted and deepened because different economies and societies produced different ways of life within the same nation, which is why this topic sets up the regional-conflict stories of later units.

3.12 Movement in the Early Republic

Americans moved, and movement reshaped the republic. Frontier cultures developed their own practices as settlement pushed westward. In the deep South, slavery expanded with the plantation economy. Indigenous groups adjusted their alliances and strategies as the new nation's borders pressed against them.

Like the last section, this one offers no proper nouns, only patterns. The exam asks what movement did to the republic, since it spread slavery, created frontier cultures, and forced Indigenous peoples to adapt, all at the same time.

The exam wants all three consequences of westward movement held together. As settlement pushed westward, frontier cultures developed their own practices. In the deep South, slavery expanded with the plantation economy. Indigenous groups adjusted their alliances and strategies as the new nation's borders pressed against them. The same westward push that opened opportunity on the frontier deepened bondage in the South and displaced Native peoples, and answers that name only one consequence leave out much of what happened. Like the last section, this one offers no proper nouns, only patterns, and the exam asks what movement did to the republic rather than who led it.

Trap: treating westward movement as only opportunity. The same movement that opened frontier cultures expanded slavery in the deep South and displaced Indigenous peoples. Hold all three consequences together.

Your 20-minute plan for this unit

- Minutes 0-5. Skim the guide once, then open the Unit 3 flashcards in Rycal and run the Core cards in topic order: war, ideas, revolution, Articles, Constitution, new republic. This unit carries a lot of exam weight, so cover it completely.
- Minutes 5-12. Do a Brain Dump on one prompt: trace the line from the Seven Years' War debt to the Constitution, naming each step. Then check the guide and fill every gap in the chain.

- Minutes 12-18. Work the AP-style questions for Unit 3 in Rycal. Read every trap explanation, even for questions you answered correctly, since the wrong options preview the exam's favorite misreadings.
- Minutes 18-20. Pick an FRQ drill and outline a comparison of the Articles of Confederation and the Constitution. Write one thesis, one similarity, and one difference.

Where students lose points

The mistakes below show up on every version of this unit.

THE MIX-UP	THE FIX
Skipping the Seven Years' War as background	Expensive victory plus bigger empire equals colonial taxes. It is the first cause in the chain.
Answering 3.3 with a list of tax acts	The material names none. Lead with the principle, taxation without representation, and the movement it built; keep the act sequence, Sugar to Stamp to Townshend to Tea, as the story behind the principle.
Crediting Washington alone for victory	Five factors: militias, Continental Army, Washington, ideology, European assistance. Name them all.
Calling the Articles a total failure	The Northwest Ordinance admitted new states, promoted education, and banned slavery in the Northwest Territory.
Confusing Federalists, Anti-Federalists, and Democratic-Republicans	Federalists wanted ratification. Anti-Federalists opposed it. Democratic-Republicans later opposed Hamilton's Federalists.
Defining federalism as one side winning	It is the division of power between nation and states. The division is the principle.
Claiming the Revolution delivered equality at once	It delivered the language of equality, which abolitionists and women then used to press unsettled claims.
Treating the 1790s as calm	It was a decade of argument over parties, foreign crises, and what the Constitution meant.

These same mix-ups are in the Unit 3 deck in Rycal under AP U.S. History as flashcards. If you see your own mistake in the table above, find that card and drill it until you can state the fix without looking.

Practice Questions

Original questions written for this guide in the style of the AP exam. Answers and explanations follow. Do not peek.

1. The Seven Years' War contributed to the coming of the American Revolution primarily because it:
 - A. France won the war and demanded repayment from the colonies
 - B. The war left Britain with huge debts and expanded territory, prompting new efforts to tax and control the colonies
 - C. Britain lost its North American holdings and withdrew from colonial affairs
 - D. The war's cost convinced Britain to grant the colonies full self-government

2. Which statement best describes the debate over ratifying the Constitution?
- A. The Federalists opposed ratification and demanded the Constitution's rejection
 - B. The Anti-Federalists opposed ratification, and the Federalist promise of a Bill of Rights won enough support to secure it
 - C. The Bill of Rights was written at the Constitutional Convention before any debate
 - D. European allies intervened to force ratification

Answer Key

1. B. B is correct because the CED presents the war as expensive for Britain, and the postwar drive for colonial revenue and control as the direct cause of the imperial crisis. A misreads who lost, since France lost the war and its North American position, which is why Britain, not France, imposed the new policies. C reverses the power shift, since Britain's territorial holdings grew enormously, which made governing them harder, not easier. D mistakes the consequence, since the war's cost pushed Britain toward the colonies for revenue rather than toward leaving them alone.

2. B. B is correct because the Anti-Federalists opposed ratification and the Federalists' promise of a Bill of Rights is what secured their support and ensured ratification. A confuses the factions, since Federalists supported the Constitution and wrote the Federalist Papers defending it. C misplaces the Bill of Rights, which was promised during the ratification fight rather than written at the Constitutional Convention itself. D invents a cause, since the ratification debate was won by argument and the Bill of Rights promise rather than by European diplomacy.

If you missed one, write the distinction you missed as a flashcard in the Unit 3 deck in Rycal under AP U.S. History and drill it spaced over the next few days. The card should hold the one idea you got wrong, not the whole paragraph.

Six questions to answer without looking

Say each answer out loud or write it down. Peeking first turns this into rereading, and rereading builds recognition of the page instead of recall of the ideas.

1. Trace the chain from the Seven Years' War to the imperial crisis in four steps.
2. What were the two philosophical principles behind the Revolution, and where did each find expression?
3. Name all five factors the material credits for the American victory.
4. What did the Northwest Ordinance do, and why is it the Articles' strongest achievement?
5. How did the Federalists win the ratification fight?
6. What two structural principles define the Constitution, and what does each divide?

Anything you cannot say out loud goes into the Unit 3 deck in Rycal under AP U.S. History. Make a flashcard for it and let spaced repetition bring it back over several days instead of rereading the guide.

Key terms for this unit

Seven Years' War (French and Indian War), Pontiac's Rebellion, Taxation without representation, Benjamin Franklin, Patriot movement, Natural rights, Republicanism, Thomas Paine, Common Sense, Declaration of Independence, American Revolution (Revolutionary War), Loyalists, Continental Army, Colonial militias, George Washington, Abolition of slavery (abolitionism), Republican motherhood, Articles of Confederation, Northwest Ordinance, Northwest Territory, Constitutional Convention, Federalists, Anti-Federalists, Federalist Papers, Alexander Hamilton, James Madison, Bill of Rights, Three-Fifths Compromise, U.S. Constitution, Federalism, Separation of powers, John Adams, Democratic-Republican Party, Thomas Jefferson, Washington's Farewell Address, French Revolution, Spanish missions in California.

Questions students ask about Unit 3

How is the APUSH exam structured?

Section I: 55 multiple-choice questions in 55 minutes (40% of the score), then 3 short-answer questions in 40 minutes (20%). Starting with the May 2027 exam, all 3 short-answer questions are required, no choosing, and each includes a specified kind of source. Section II: one document-based question with 7 documents in 60 minutes, including a 15-minute reading period (25%); the 2027 DBQ draws evidence from a wider stretch of the course. Then one long essay in 40 minutes (15%), a single required prompt instead of a choice of three. Total exam time is 3 hours 15 minutes.

How much of the exam is Unit 3?

Units 3 through 8 are each 10 to 17 percent of the AP exam, the heaviest band. Unit 3 carries the Revolution and the founding.

Do I need to name the Stamp Act or the Townshend Acts?

It helps to know the acts as the story behind the principle, and to answer with the principle itself. The real sequence ran from the Sugar Act of 1764 through the Stamp Act of 1765, the Townshend Acts of 1767, and the Tea Act of 1773, each one provoking boycotts, congresses, and finally the Tea Party. The CED describes British efforts to collect taxes without colonial representation or consent and names no specific act, so on the exam write about the principle, taxation without representation, and the movements it energized. The acts help you remember the principle, but they are not the vocabulary the exam expects in the answer.

What is the difference between Federalists, Anti-Federalists, and Democratic-Republicans?

The Federalists supported ratification and became Hamilton's party. The Anti-Federalists opposed ratification. The Democratic-Republicans were the later opposition party of Jefferson and Madison. The names overlap in personnel but belong to different fights.

What did the Three-Fifths Compromise actually decide?

The Three-Fifths Compromise settled how enslaved people would count for representation and taxation, and set 1808 as the earliest date Congress could ban the international slave trade. Note that the CED describes this deal without using the name, so use the name carefully.

What about Shays's Rebellion and Jay's Treaty?

The fuller stories are worth knowing. **Shays's Rebellion** (1786 to 1787) was an uprising of debt-crushed Massachusetts farmers, led by Revolutionary veteran Daniel Shays, who shut down courts to stop foreclosures and marched on the federal arsenal at Springfield. Its suppression proved the Articles government could not keep order, which is why the material's phrase internal unrest points straight at the Constitutional Convention. **Jay's Treaty** (1795) settled lingering disputes with Britain, British evacuation of western forts and prewar debts, and was denounced as too friendly to London.

Pinckney's Treaty (1795) with Spain won free navigation of the Mississippi and the right to deposit goods at New Orleans. The exam tests the concepts, unrest driving the call for stronger government and diplomacy managing British and Spanish presence, in the material's terms; the names and the stories are the memory behind those terms.

Can I name Shays's Rebellion, Jay's Treaty, or the French alliance on the exam?

Understand the stories, but answer in the material's terms. The material says internal unrest, not Shays's Rebellion; diplomatic initiatives and Mississippi River navigation, not Jay's or Pinckney's treaties; European allies, not France. Named details from outside the material do not earn points the exam is not offering, and they can cost you when a question tests the CED's framing. This guide tells the fuller stories so you know what the material's phrases point at; the exam answers should still use the material's words.

Where to go next

Turn every missed item above into a flashcard and drill it spaced out over several days rather than in one sitting. In Rycal, use the Unit 3 deck under AP U.S. History. The deck covers the terms from this guide, and the practice questions there target the same traps named in the boxes here. Set your test date in the Test Planner so the cards come back on a schedule, and begin the next session with a Brain Dump on the chain from the Seven Years' War debt to the Constitution before you open the deck.