

AMERICAN REVOLUTION

STUDY AND EXAM GUIDE

2ND EDITION

HTAV

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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

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

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)	<ul style="list-style-type: none"> ▶ Allocation of territorial spheres of influence at the end of the Seven Years' War. 	<ul style="list-style-type: none"> ▶ Britain receives Canada from France and Florida from Spain. ▶ European rivals of Britain drop out of the contest to control North America. 	<ul style="list-style-type: none"> ▶ Britain emerges as the dominant power in North America and globally.
Proclamation Act (1763) King George III	<ul style="list-style-type: none"> ▶ Britain needs to regulate violent relations between colonists and Native Americans along the frontier. 	<ul style="list-style-type: none"> ▶ To prevent further colonial expansion, King George III issues the Royal Proclamation banning settlements west of the Appalachian Mountains. 	<ul style="list-style-type: none"> ▶ 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.**'*

Q 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 exemplifies the belief that reflects the fact that however, in reality but this is misleading, because ...	Your factual knowledge
Your factual knowledge	... reflected in the source by described in the source as depicted in the image as highlighted by the source through ...	The source

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)