



AP[®] United States History

PRACTICE EXAM QUESTIONS

Covering periods 1 through 5

Fall 2014

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contents

iv	Introduction
1	Section I: Multiple-Choice Questions
12	Multiple Choice Answer Key
13	Section II: Short-Answer Questions
15	Section III: Long-Essay Question
16	Scoring Guidelines and Notes for Short-Answer and Long-Essay Questions

Introduction

The practice questions in this publication are provided by the College Board to help teachers prepare students for the AP United States History Exam. This publication includes multiple-choice, short answer, and essay questions addressing content from Periods 1 through 5. Another set of practice questions supporting Periods 6 through 9, including a Document-Based Question, will be made available in February 2015.

In order to make sure that these questions remain useful for instruction, teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of these questions, teachers should collect all materials after their administration and keep them in a secure location. These questions should not be posted on school or personal websites, nor electronically redistributed for any reason. Further distribution of these materials will disadvantage teachers who rely on uncirculated questions for classroom testing.

Section I: Multiple-Choice Questions

Questions 1 - 4 refer to the excerpt below.

“Their world, quite literally, changed before the Indians’ eyes as European colonists transformed the forest into farmland. . . . In the Southeast, hogs ran wild. Sheep and goats became permanent parts of the economy and culture of Pueblo and Navajo peoples in the Southwest. Horses transformed the lives and cultures of Indian peoples on the plains. Europeans also brought honeybees, black rats, cats, and cockroaches to America.”

— Colin G. Calloway, historian, *First Peoples: A Documentary Survey of American Indian History*, 2012

1. The excerpt describes effects of the
 - (A) Columbian Exchange
 - (B) Great Awakening
 - (C) Middle Passage
 - (D) European Enlightenment
2. American Indian societies most commonly reacted to the changes described in the excerpt by
 - (A) embracing European religious and agricultural practices
 - (B) adapting European material goods while attempting to preserve cultural autonomy
 - (C) borrowing European political structures to organize their own societies
 - (D) encouraging European colonists to accept American Indian cultural practices
3. The process described in the excerpt most affected Europeans through
 - (A) an increase in cooperation among European nations
 - (B) a decline in religious activity and the secularization of Europe
 - (C) significant population growth and economic development in many parts of Europe
 - (D) widespread epidemics of American diseases that decreased European population
4. Europeans most typically explained the process described in the excerpt in which of the following ways?
 - (A) Denying that such changes had taken place
 - (B) Interpreting it as evidence of a need to protect the rights of artisans and farmers
 - (C) Viewing it as proof of the higher level of civilization among Europeans
 - (D) Asserting that all people were equal and deserving of the same rights

Questions 5 - 7 refer to the excerpt below.

“English expectations of the New World and its inhabitants died hard. America was supposed to be a land of abundance, peopled by natives who would not only share that abundance with the English but increase it under English direction. Englishmen simply did not envisage a need to work for the mere purpose of staying alive. The problem of survival as they saw it was at best political and at worst military.

“Although Englishmen long remained under the illusion that the Indians would eventually become useful English subjects, it became apparent fairly early that Indian labor was not going to sustain the founders of Jamestown [Virginia].”

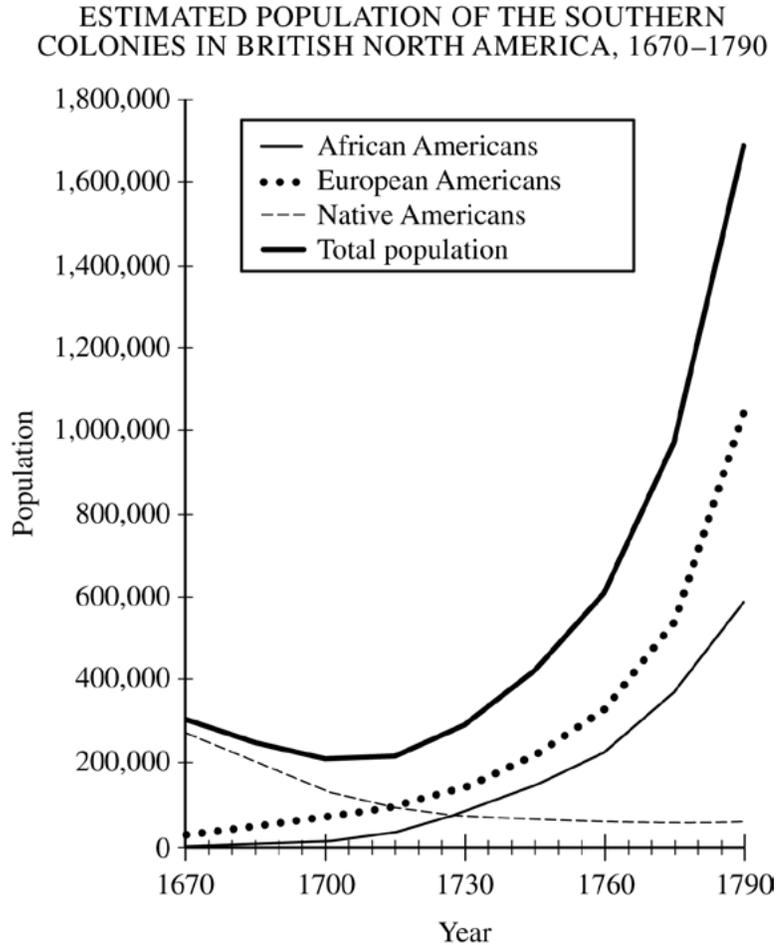
— Edmund S. Morgan, historian, “The Labor Problem at Jamestown, 1607–18,” published in 1971

5. In the first half of the 1600s, American Indians in Virginia and Maryland most typically responded to the English colonization described in the excerpt by
 - (A) organizing communities to adopt English customs
 - (B) defending their territory against the English
 - (C) voluntarily moving farther west, away from the English
 - (D) allying with the French to counter English encroachment

6. Which of the following was a long-term result of the situation in Jamestown described in the excerpt?
 - (A) The rapid growth of family-centered towns and villages
 - (B) The prioritizing of trade and shipbuilding over agricultural production
 - (C) The rise of the plantation system and the use of African slaves
 - (D) The removal of Spanish and French military threats to regional control

7. Compared to New England, early English settlement in Virginia and Maryland was characterized by
 - (A) lower life expectancy, a larger population of indentured servants, and a greater gender imbalance
 - (B) lower life expectancy, many immigrants from Spanish colonies, and a diversified economy
 - (C) higher life expectancy, government organized at the village level, and an established church
 - (D) higher life expectancy, greater population diversity, and rapid urbanization

Questions 8 - 11 refer to the graph below.



8. The trend in total population from 1670 to 1700 depicted on the graph is best explained by
- (A) food scarcity and extensive malnutrition among African Americans
 - (B) the spread of epidemic diseases among Native Americans
 - (C) large-scale European migration
 - (D) increases in life expectancy
9. The population trend for African Americans depicted on the graph resulted most directly from which of the following?
- (A) A decline in the birth rate among enslaved people
 - (B) The increased use of White indentured servants as a labor force
 - (C) The outlawing of the international slave trade
 - (D) The development of an economy based on growing crops for export

10. By 1790, the population trend depicted on the graph led to the
- (A) creation of new settlements on the western edge of territory occupied by European Americans
 - (B) expansion of French influence in the Great Lakes region and in the Mississippi River valley
 - (C) contraction of Spanish mission settlements in California and the Southwest
 - (D) reduction of conflicts between Native Americans and European Americans
11. By the 1860s, the long-term effects of the population trends depicted on the graph most directly contributed to the
- (A) increased political tensions between the Northern and Southern states
 - (B) relocation of the remaining American Indian groups to reservations in the Dakotas
 - (C) faster population growth in the Southern states than in the Northern states
 - (D) redistribution of land in the South to African Americans who cultivated it

Questions 12 - 14 refer to the excerpt below.

“The voice of the people has been said to be the voice of God; [but] it is not true in fact. The people are turbulent and changing; they seldom judge or determine right. . . . Can a democratic assembly, who annually revolve in the mass of the people, be supposed steadily to pursue the public good? Nothing but a permanent body can check the imprudence of democracy.”

— Alexander Hamilton, speech at the Constitutional Convention, 1787

12. Hamilton’s views expressed in the excerpt most directly supported which of the following?
- (A) The process of electing members of the House of Representatives
 - (B) The method of counting slaves for representation and taxation
 - (C) The establishment of the Supreme Court
 - (D) The addition of the Bill of Rights
13. Based on the excerpt, Hamilton would most likely support
- (A) the abolition of slavery
 - (B) reconciliation with Great Britain
 - (C) a weak central government
 - (D) property qualifications for voting
14. In the decade following the ratification of the Constitution, divisions emerged between Hamilton’s political party, the Federalists, and their rivals, the Democratic-Republicans, over all of the following issues EXCEPT the
- (A) relationship between national and state governments
 - (B) relationship between religion and the federal government
 - (C) federal government’s degree of support for manufacturing and finance
 - (D) United States policy toward the French Revolution

Questions 15 - 18 refer to the excerpt below.

“On the subject of slavery . . . I will be as harsh as truth, and as uncompromising as justice. . . . On this subject, I do not wish to think, or speak, or write, with moderation. . . . I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.”

— William Lloyd Garrison, first issue of abolitionist newspaper *The Liberator*, January 1831

15. The excerpt was likely to have found the most support among which of the following groups?
- (A) Immigrants from Ireland
 - (B) Members of Congress
 - (C) Justices on the Supreme Court
 - (D) Advocates for women’s rights
16. A person who agreed with Garrison’s views expressed in the excerpt would most likely have advocated
- (A) paying slaveholders to gradually free enslaved people
 - (B) encouraging free Black people to migrate to Africa
 - (C) the preservation of the Missouri Compromise
 - (D) immediate emancipation of enslaved people
17. The type of views expressed in the excerpt emerged most directly from which of the following trends?
- (A) Growing nativism
 - (B) Opposition to industrialization
 - (C) The Second Great Awakening
 - (D) Support for the idea of Manifest Destiny
18. Opponents of Garrison’s ideas expressed in the excerpt would most likely have argued that
- (A) slavery was a positive social institution and should not be changed
 - (B) Garrison was too conservative in his vision of social change
 - (C) new discoveries about racial equality had made Garrison’s ideas obsolete
 - (D) African Americans were already guaranteed basic rights

Questions 19 - 21 refer to the 1833 image below.



Courtesy of the Library of Congress.

19. All of the following groups would have been likely to agree with the image's depiction of Andrew Jackson EXCEPT
- (A) South Carolinians who opposed federal tariffs
 - (B) American Indians such as Cherokees
 - (C) western farmers who opposed the national bank
 - (D) advocates of federally funded internal improvement projects

20. The creator of the image would most likely agree with which of the following statements?
- (A) Jackson's natural leadership skills made him an ideal president.
 - (B) Jackson's political actions were unconstitutional.
 - (C) Jackson would have accepted internal improvements if Congress had consulted him.
 - (D) Jackson was celebrated by the people because his foreign policies benefited the nation.
21. Which of the following events could best be interpreted as reflecting the exercise of power depicted in the image?
- (A) The completion of the transcontinental railroad despite concerns about costs
 - (B) American Indian removal despite the Supreme Court ruling in *Worcester v. Georgia*
 - (C) The publication of the *South Carolina Exposition and Protest*, which explained nullification
 - (D) The formation of the Whig Party

Questions 22 - 25 refer to the excerpt below.

“Much of the national harmony had rested upon the existence of a kind of balance between the northern and southern parts of the United States. The decision to fight the [Mexican-American War] had disturbed this balance, and the acquisition of a new empire which each section desired to dominate endangered the balance further. Thus, the events which marked the culmination of six decades of exhilarating national growth at the same time marked the beginning of sectional strife which for a quarter century would subject American nationalism to its severest testing.”

— David M. Potter, historian, *The Impending Crisis: America Before the Civil War, 1848–1861*, published in 1976

22. Which of the following most directly helped maintain the “balance between the northern and southern parts of the United States” before the Mexican-American War referenced in the excerpt?
- (A) The federal government’s policies on a national bank and tariffs
 - (B) The emergence of reform movements during the Second Great Awakening
 - (C) The outlawing of the international slave trade
 - (D) The passage of the Missouri Compromise
23. Which of the following historical developments during the nineteenth century best supports Potter’s argument about the underlying cause of sectional conflict?
- (A) The expansion of voting rights for White males
 - (B) The increase in economic opportunities in the West
 - (C) The influx of Irish and German immigrants to Northern cities
 - (D) The increasing prominence of the Whig Party in national politics
24. The “acquisition of a new empire” referenced in the excerpt most directly fostered sectional division through the
- (A) extension of trade westward toward Asia
 - (B) renewed debate over the expansion of slavery
 - (C) rise of anti-immigrant sentiment
 - (D) decline of the Democratic Party

25. Which of the following most directly contributed to the decision by the United States to fight the Mexican-American War?
- (A) The idea of Manifest Destiny
 - (B) The overcultivation of land in the Southeast
 - (C) The efforts of the federal government to assert authority over American Indians
 - (D) The economic competition that emerged during the market revolution

Questions 26 - 28 refer to the excerpt below.

“[G]ranting all their mistakes, the radical governments were by far the most democratic the South had ever known. They were the only governments in southern history to extend to Negroes complete civil and political equality, and to try to protect them in the enjoyment of the rights they were granted.”

— Kenneth M. Stampp, historian, *The Era of Reconstruction, 1865–1877*, published in 1965

26. Which of the following provides the best evidence in support of the argument in the excerpt?
- (A) Political corruption in Southern state governments
 - (B) The emergence of the sharecropping system during Reconstruction
 - (C) Divisions within the women’s movement over the Fourteenth and Fifteenth Amendments
 - (D) Changes in voting patterns and office holding that occurred during Reconstruction
27. Which of the following later historical developments is most similar to the actions of the governments described in the excerpt?
- (A) The United States Supreme Court decision in *Plessy v. Ferguson* in 1896
 - (B) The passage of immigration legislation during the 1920s
 - (C) The creation of New Deal job programs in the 1930s
 - (D) The desegregation of the United States military in 1948
28. Which of the following contributed most directly to the end of Reconstruction?
- (A) The political struggles to pass the Thirteenth Amendment
 - (B) The waning commitment to reform in the North
 - (C) The distribution of patronage jobs by Republican politicians
 - (D) The growing influence of the federal government over the states

Multiple-Choice Answer Key

1 - A

2 - B

3 - C

4 - C

5 - B

6 - C

7 - A

8 - B

9 - D

10 - A

11 - A

12 - C

13 - D

14 - B

15 - D

16 - D

17 - C

18 - A

19 - C

20 - B

21 - B

22 - D

23 - B

24 - B

25 - A

26 - D

27 - D

28 - B

Section II: Short-Answer Questions

The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

Use complete sentences; an outline or bulleted list alone is not acceptable.

Question 1

“At the very inception of the American Republic the most dynamic popular movements were expressly religious. . . . Preachers in the early republic . . . became the most effective agents in constructing new frames of reference for people living through a profoundly transitional age. . . . Churches came to be places in which fundamental political assumptions were forged: ideas about the meaning of America, the priority of the individual conscience, the values of localism, direct democracy, and individualism, and the necessity of dynamic communication. . . . To understand the democratization of American society, one must look at what happened to Protestant Christianity in the years 1780–1830.”

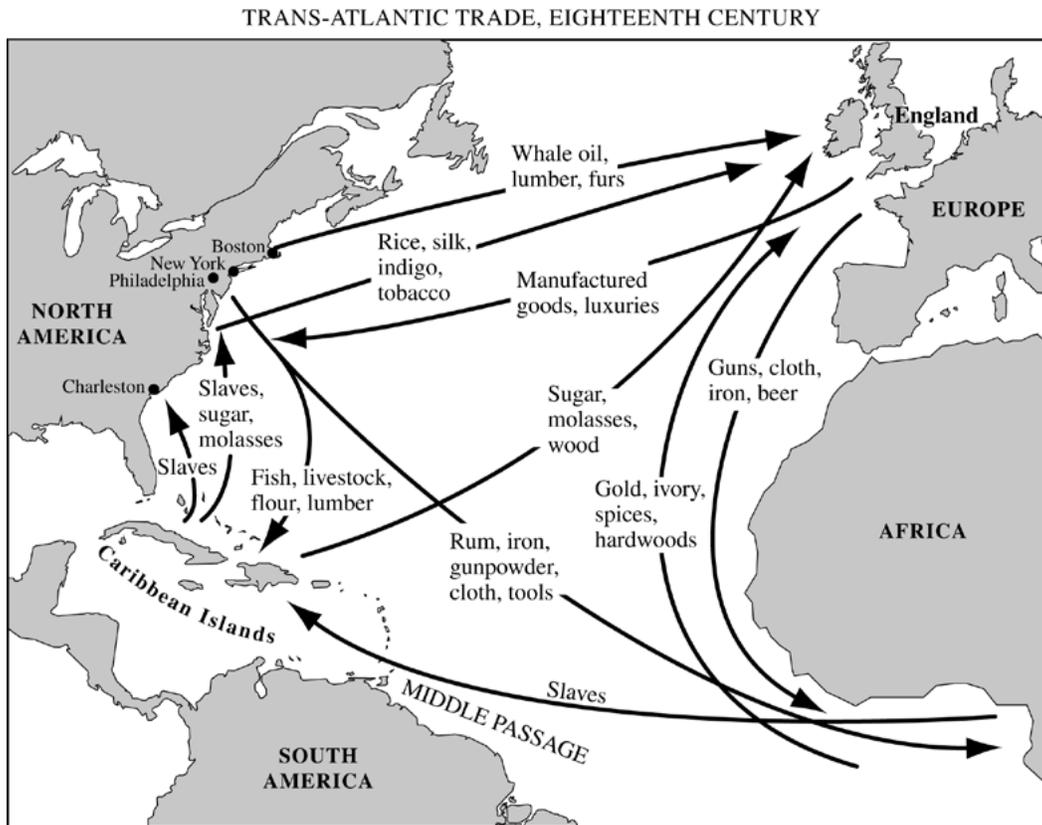
— Nathan O. Hatch, historian, “The Democratization of Christianity and the Character of American Politics,” 1990

“By 1815 Americans had experienced a transformation in the way they related to one another and in the way they perceived themselves and the world around them. . . . The population grew dramatically, doubling every twenty years or so. . . . People were on the move as never before. . . . They were busy buying and selling not only with the rest of the world, but increasingly with one another. . . . All these demographic and commercial changes could not help but affect every aspect of American life. . . . The essentially aristocratic world of the Founding Fathers . . . was largely replaced by a very different democratic world . . . under the banner of modern political parties. . . . ordinary Americans developed a keen sense [that] they were anybody’s equal.”

— Gordon S. Wood, historian, *Empire of Liberty*, 2009

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly explain ONE major difference between Hatch’s and Wood’s historical interpretations of how political values were formed in the United States between 1780 and 1840.
 - b) Briefly explain how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Hatch’s argument.
 - c) Briefly explain how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Wood’s argument.

Question 2



2. Using the map above, answer (a), (b), and (c).
- Briefly explain ONE specific historical development that contributed to the emergence during the eighteenth century of the patterns depicted in the map.
 - Briefly explain ONE specific historical effect that resulted from the patterns depicted in the map.
 - Briefly explain ANOTHER specific historical effect that resulted from the patterns depicted in the map.

Section III: Long-Essay Question

The following question is meant to illustrate the type of question that might appear in this section of the exam. Each question focuses on a particular historical thinking skill (in this case, **periodization**).

Responses should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends the argument, connects it to a different historical context, or connects it to a different category of analysis.

Question 1

1. Evaluate the extent to which the Declaration of Independence marked a turning point in American history, analyzing what changed and what stayed the same from the period immediately before the declaration to the period immediately following it.

Scoring Guidelines and Notes

Short-Answer Question 1 INTERPRETATION

SCORING SCALE AND GUIDE

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

SCORING NOTES

- A. Briefly explains ONE major difference between Hatch’s and Wood’s historical interpretations of how political values were formed in the United States between 1780 and 1840.
- Hatch credits Protestant Christianity as the important source of democratization in the early republic.
 - Wood credits social, demographic, and economic change, as well as politics, as the sources of democratization in the early republic.
- B. Briefly explains how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Hatch’s argument. Examples could include but are not limited to the following.
- Second Great Awakening, camp-meeting revivals, itinerant preachers
 - Direct relationship with God, individuals reading the Bible
 - Abolitionism in the Protestant churches
 - Participation of women in the Second Great Awakening and related reform movements
 - Leadership extended beyond trained preachers; anyone who motivated the public through dynamic speaking could preach; undermining of traditional authority
 - Rise of membership in evangelical denominations
 - Built on the Great Awakening of the 1730s and 1740s

- C. Briefly explains how ONE specific event, development, or circumstance in the period 1780 to 1840 that is not explicitly mentioned in the excerpts could be used to support Wood's argument. Examples could include but are not limited to the following.
- Rise of political parties such as the Federalist Party, Democratic-Republican Party
 - Market revolution; development of a wage economy
 - Expansion of territory; Louisiana Purchase; settlers moving west
 - New roads, canals, movement of goods and people in market network
 - Universal suffrage for adult white males

Short-Answer Question 2

CAUSATION

SCORING SCALE AND GUIDE

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

SCORING NOTES

- A. Briefly explains ONE specific historical development that contributed to the emergence during the eighteenth century of the patterns depicted in the map. Examples could include but are not limited to the following.
- Exchange of goods and labor between Africa, the Americas, and Europe led to the emergence of a trans-Atlantic economy.
 - Technological advances in navigation and ships allowed for improved transportation, communication, and trade volume across the Atlantic.
 - American demands for slave labor and English and European efforts to export manufactured goods led to the emergence of a trans-Atlantic economy.

Notes:

- Some responses attempt to simply describe triangular trade but often omit a connection to the historical development(s) that caused it.
- More than one triangle or trade pattern may be interpreted from the map.
- Responses that note “a growing demand for slave labor” must connect this demand to the trade patterns that developed.

- B. Briefly explains ONE specific historical effect that resulted from the patterns depicted in the map.

AND

- C. Briefly explains ANOTHER specific historical effect that resulted from the patterns depicted in the map. Examples could include but are not limited to the following.
- Emergence of a shared market for labor and large movements of people.
 - Anglicization of the British colonies in the New World/less regional distinctiveness among British colonies.
 - Spread of the Enlightenment ideals through a trans-Atlantic print network.
 - Emergence of slavery as an important labor system that influenced culture and society.
 - Spread of ideas about religion throughout the Atlantic world.
 - Atlantic economy and mercantilist system accompanied by salutary neglect in the colonies (e.g., Navigation Acts not enforced).
 - Unique political development of the British North American colonies that set the stage for the eventual break from England.
 - Codification of racialized slavery by law in the British North American colonies set the stage for political tensions, sectionalism, and conflict over the system of slavery in the colonies and the early republic.

Long-Essay Question 1

SCORING SCALE AND GUIDE

0–6 points

Evaluate the extent to which the Declaration of Independence marked a turning point in American history, analyzing what changed and what stayed the same from the period immediately before the declaration to the period immediately following it.

Thesis: 0–1 point

Skills assessed: Argumentation + Periodization

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence.

1 point

OR

Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.

2 points

Application of targeted historical thinking skill: 0–2 points

Skills assessed: Periodization

Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.

1 point

OR

Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis.

2 points

Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
Appropriately extends or modifies the stated thesis or argument. 1 point	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race, gender) beyond that called for in the prompt. 1 point	OR	The argument appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances. 1 point	OR	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument. 1 point

SCORING NOTES

This question allows test takers to determine what “immediately” means in this context and to define the chronological beginning and end points of their essays accordingly. The evidence and information in the essay should be accurate and reflective of the time period focused on by the test taker.

Thesis

An acceptable thesis would evaluate the extent to which the Declaration of Independence was a turning point, indicating the extent of change OR continuity.

Note: Explicitly indicating the extent of change implies the extent of continuity and vice versa.

Possible thesis statements emphasizing change could include the following.

- The Declaration of Independence marked a decisive break between the American colonies and Great Britain; once it was signed, there was no going back.
- Note: The break could be described as political or ideological or both.

Possible thesis statements emphasizing continuity could include the following.

- The Declaration of Independence was an important political gesture, but it did not create a truly independent United States. The United States was not truly independent until it created a national government and won a hard-fought war with Great Britain years later.

Support for Argument

Possible evidence that could be used includes the following.

- Roles of Thomas Jefferson, John Adams, Benjamin Franklin, John Hancock, and other founders of the United States

- Events leading up to the Declaration of Independence: Stamp Act, Boston Massacre, Boston Tea Party, Olive Branch Petition, outbreak of hostilities at Lexington and Concord, Thomas Paine's *Common Sense*
- Roles of George Washington and the Continental Army
- Battles of Saratoga, Yorktown
- Articles of Confederation
- 1783 Treaty of Paris
- Levels of support for and against independence in the colonies (Patriots and Loyalists)
- State constitutions modeled after the Declaration
- Support for American independence by other European powers such as France
- Constitution not drafted and ratified until the late 1780s
- Terms of independence from Great Britain remained contested through 1815

Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to analyze the extent to which the circumstances of the Declaration of Independence were different from OR (1 point) AND (2 points) similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis.
- Examples could include but are not limited to the following.
 - Discussion of colonists' attitudes toward the British Empire before and after the Declaration
 - Discussion of military situation before and after the Declaration
 - Discussion of political structures in North America before and after the Declaration
 - Discussion of ideas about equality before and after the Declaration
 - Discussion of ideas about independence before and after the Declaration
 - Discussion of importance of the Declaration as an ideological model after it was signed

Synthesis

Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context.

Examples could include but are not limited to the following.

- Explicitly calling out the social, cultural, gender, or racial elements of a largely political and intellectual story.
- Concretely and explicitly linking the Declaration of Independence to earlier influences such as the European Enlightenment.
- Concretely and explicitly calling out the influence of the Declaration of Independence on other revolutionary movements such as those in France and Haiti.

