

Exercise walk-through

1.1

Contextualizing Period 1

AP United States History

Which reasoning is missing?

Consider three student statements about Spanish colonial labour:

- A Colonists sought wealth from agriculture and mining.
- B Disease killed many Native people; colonial labour demands continued.
- C Disease alone created African slavery in the Americas.

Which describes a motive or setting? Which begins a causal explanation? Which overclaims? Improve the explanation using demand, decisions and trade networks.

Build the explanation, then qualify it

Context gives relevant wider circumstances. **Contextualization** explains how they relate to a development. **Causation** explains how and why it happened.

A identifies the search for wealth. **B** links population loss to pressure on labour supply, while agriculture and mining still required workers.

C goes too far. European traders and colonists forcibly obtained and exploited enslaved Africans through existing networks. Profits and coercive choices also mattered. Disease was not a complete explanation or a justification.

Compare societies with specific evidence

Compare livelihoods in the Southwest and Great Basin before European contact.

Give one difference, explain an environmental connection, and avoid saying that all Native American societies were the same.

Before answering: select the regions, identify the relevant evidence, and decide whether the task needs description, comparison or a causal explanation. Historical questions can also ask about sources and arguments.

From evidence to a comparison

Southwest: maize agriculture and irrigation supported permanent settlement.

Great Basin: arid conditions encouraged mobile hunting and gathering.

Connection: different conditions helped shape different livelihoods. Name both sides of the comparison and explain the difference.

These are regional patterns, not a claim that every community within a region was identical. “Native Americans farmed” loses the distinction the question asks for.

Improve context for an exam-linked prompt

2023 Set 1, LEQ2 (paraphrased): evaluate change from transatlantic trade in British North American colonial society, **1607–1776**. We practise its context requirement here, not a full essay.

A student opens: *“Europeans travelled across the ocean. Many things happened before 1607.”*

Why is this too general? Write a short opening that connects earlier Spanish colonization, the search for wealth and later English colonial investment.

Exercises 2.1-2.2

2.1 State the CED's two key concepts for the period.

[2]

2.2 Explain what “adapting to and transforming” refuses.

[2]

Exercises 2.1-2.2

2.1 State the CED's two key concepts for the period. [2]

2.1

- native populations developed distinct and increasingly complex societies by adapting to and transforming their environments; contact resulted in the Columbian Exchange and significant changes on both sides of the Atlantic
-

2.2 Explain what “adapting to and transforming” refuses. [2]

2.2

- a one-way relationship between people and environment; societies were shaped by their environments and reshaped them

Exercise 2.3 (a)

2.3 “On both sides of the Atlantic” is load-bearing.

(a) State what it claims.

[1]

Exercise 2.3 (a)

2.3 “On both sides of the Atlantic” is load-bearing.

(a) State what it claims.

[1]

(a)

- that Europe was changed as well as the Americas

Exercise 2.3 (b)

2.3 “On both sides of the Atlantic” is load-bearing.

(b) Distinguish context from narrative.

[2]

Exercise 2.3 (b)

2.3 “On both sides of the Atlantic” is load-bearing.

(b) Distinguish context from narrative.

[2]

(b)

- context is what was already true when the events began, while a narrative reports the events themselves

Exercises 3.1-3.2

3.1 The CED says native societies were

[1]

☐

A static

B distinct and increasingly complex

C identical across the continent

D recently arrived

3.2 An account in which only Europe acts has taken

[1]

☐

A half of KC-1.2

B all of KC-1.2

C none of the CED

D the correct approach

Exercises 3.1-3.2

3.1 The CED says native societies were

[1]

☐

A static

B distinct and increasingly complex

C identical across the continent

D recently arrived

3.1 B

- the CED's own words

3.2 An account in which only Europe acts has taken

[1]

☐

A half of KC-1.2

B all of KC-1.2

C none of the CED

D the correct approach

3.2 A

- the changes on the European side are missing

Exercise 3.3 (a)

3.3 A student's contextualisation retells the voyages of 1492.

(a) State the problem.

[1]

Exercise 3.3 (a)

3.3 A student's contextualisation retells the voyages of 1492.

(a) State the problem.

[1]

(a)

- it narrates rather than contextualises

Exercise 3.3 (b)

3.3 A student's contextualisation retells the voyages of 1492.

(b) Explain what a context should contain instead.

[2]

Exercise 3.3 (b)

3.3 A student's contextualisation retells the voyages of 1492.

(b) Explain what a context should contain instead.

[2]

(b)

- the societies already present, the pressures acting on Europe and the technologies that made the voyages possible