

Exercise walk-through

2.1

Contextualizing Period 2

AP United States History

Comparison in Period 2

The unit ends with **comparison** , the reasoning skill this period is built to teach: the regions differ enough that almost any claim about "the colonies" needs qualifying.

Worked example – “briefly describe”

2025 Set 1, Q3(A): “*Briefly describe one political development in British North America from 1607 to 1753.*”

- **Teacher-written model:** *“Colonial assemblies such as the Virginia House of Burgesses developed powers over taxation and spending, which gave colonists practical experience of representative self-government before 1754.”*
- Describe what the political institution did; an isolated name is insufficient.

The official scheme requires relevant characteristics. This teacher-written model describes assemblies’ functions within the specified period.

Exam tips

- Explain regional differences through environment, export demand, migration, labour choices and law. Geography alone did not determine society.
- Never treat "the colonies" as one place. A comparison question wants New England *against* the Chesapeake, with evidence from each.
- **Mercantilism** is the theory, the **Navigation Acts** are the policy, and **salutary neglect** is the lax enforcement that made later enforcement feel like tyranny.
- For slavery, give **both** overt and covert resistance; and note that slave codes made slavery *racial and hereditary*, which is the change being tested.
- The **Pueblo Revolt** is the go-to example of successful native resistance; British-Indian conflict is the go-to contrast with French trade alliances.
- Match your answer to the task verb. **Briefly describe** takes one or two accurate sentences, while **Evaluate the extent** needs a thesis that takes a position.

Exercises 2.1·2.2

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

2.2 Name the three influences on colonisation patterns. [3]

Exercises 2.1-2.2

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

2.1

- Europeans developed a variety of colonisation and migration patterns influenced by imperial goals, cultures and environments; the British colonies' exchanges with Great Britain encouraged both stronger bonds and resistance
-

2.2 Name the three influences on colonisation patterns. [3]

2.2

- imperial goals; cultures; the varied North American environments

Exercise 2.3 (a)

2.3 The exchanges ran in two directions.

(a) State them.

[2]

Exercise 2.3 (a)

2.3 The exchanges ran in two directions.

(a) State them.

[2]

(a)

- stronger bonds with Britain; resistance to Britain's control

Exercise 2.3 (b)

2.3 The exchanges ran in two directions.

(b) State whom the colonists competed with.

[1]

Exercise 2.3 (b)

2.3 The exchanges ran in two directions.

(b) State whom the colonists competed with.

[1]

(b)

- with each other and with American Indians

Exercises 3.1-3.2

3.1 The CED's headline word for the period's colonisation patterns is

[1]

☐

A variety

B uniformity

C failure

D conquest

3.2 The same exchanges with Britain encouraged

[1]

☐

A both stronger bonds and resistance

B bonds only

C resistance only

D neither

Exercises 3.1-3.2

3.1 The CED's headline word for the period's colonisation patterns is

[1]

☐

A variety

B uniformity

C failure

D conquest

3.1 A

- variety

3.2 The same exchanges with Britain encouraged

[1]

☐

A both stronger bonds and resistance

B bonds only

C resistance only

D neither

3.2 A

- both

Exercise 3.3 (a)

3.3 A student's account of colonial-British relations describes only growing resentment.

(a) State what is missing.

[1]

Exercise 3.3 (a)

3.3 A student's account of colonial-British relations describes only growing resentment.

(a) State what is missing. [1]

(a)

- the stronger bonds the same exchanges produced

Exercise 3.3 (b)

3.3 A student's account of colonial-British relations describes only growing resentment.

(b) Explain why both belong in one account.

[2]

Exercise 3.3 (b)

3.3 A student's account of colonial-British relations describes only growing resentment.

(b) Explain why both belong in one account. [2]

(b)

- trade, print culture and Anglicisation tied the colonies more closely to Britain at the same time as they supplied the means and the ideas for resistance