

# Exercise walk-through

Transatlantic Trade ■ 2.4

eXercise

## You must be able to

- state what was exchanged in the Atlantic economy
- state what colonial economies focused on
- state the two effects of trade on American Indian communities
- explain why imperial policy was erratically enforced

## Method — The exchange

**An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks.** The CED names enslaved American Indians as well as Africans.

## Method — Colonial focus

**Acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.** The labour is part of the economic aim, not a consequence of it.

## Method — Two effects on native communities

Continuing trade **increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.**

## Method — Erratic enforcement

**The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.** The intention was systematic; the practice was not.

## Practice 2.1 ■ 2 marks

State what was exchanged in the Atlantic economy.

## Solution 2.1

Method: The exchange

### Worked steps

goods, as well as enslaved Africans and American Indians **B1**, between Europe, Africa and the Americas **B1**.

## Practice 2.2 ■ 2 marks

State the two effects of trade on American Indian communities.

## Solution 2.2

Method: Two effects on native communities

### Worked steps

stimulating cultural and economic changes **B1**; spreading epidemic diseases that caused radical demographic shifts **B1**.

## Practice 2.3 ■ 2 marks

Imperial policy was erratically enforced.

- (a) State what Britain intended.
- (b) State what prevented it.

## Solution 2.3

### Worked steps

(a) to incorporate the colonies into a coherent, hierarchical, imperial structure **B1** in pursuit of mercantilist economic aims **B1**. (b) conflicts with colonists and American Indians **B1**.

## Exam-style 3.1 ■ 1 mark

Colonial economies focused on exporting commodities valued in Europe and on

**A** gaining new sources of labor

**B** reducing population

**C** ending trade

**D** importing manufactures only

## Solution 3.1

Method: Colonial focus

**A** gaining new sources of labor



**B** reducing population

**C** ending trade

**D** importing manufactures only

### Worked steps

**A.** new sources of labor.

## Exam-style 3.2 ■ 1 mark

Erratic enforcement resulted from conflicts with

**A** colonists and American Indians

**B** France only

**C** Spain only

**D** nobody

## Solution 3.2

Method: Erratic enforcement

**A** colonists and American Indians



**B** France only

**C** Spain only

**D** nobody

### Worked steps

**A.** colonists and American Indians.

## Exam-style 3.3 ■ 1 mark

A government announces a trade policy and does not consistently enforce it.

- (a) State what colonists learn.
- (b) Explain the consequence for later enforcement.

## Solution 3.3

Method: Erratic enforcement

### Worked steps

(a) that the rule is negotiable in practice **B1**. (b) later strict enforcement is experienced as a change in the relationship **B1** rather than as the application of an existing rule **B1**.