

## 3.12 Movement in the Early Republic

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

### Objective

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Build the skills to explain **westward movement** 西进 and its tensions.

**You must be able to:**

- state what American Indian groups did about alliances
- state what frontier cultures produced
- state the CED's claim about regional attitudes to slavery
- explain why migration is a political subject

### 1 Worked examples

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Study these first. Each one shows the method for a task used later.

#### ■ Alliances

Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. Repeated evaluation is deliberate policy, not reaction.

#### ■ British alliances

British alliances with American Indians contributed to tensions between the United States and Britain.

#### ■ Frontier cultures

As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

#### ■ Slavery

The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery. Both movements at once, and the CED says "began" —this is the origin of period 5's crisis.

## 2 Practice

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**2.1** State what American Indian groups did about alliances and why. [2]

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**2.2** State what growing frontier cultures fuelled. [3]

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**2.3** Regional attitudes to slavery began to diverge.

(a) State the two developments the CED names. [2]

(b) State the force of "began". [1]

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## 3 Exam-style questions

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**3.1** American Indian groups' repeated evaluation of alliances shows [1]

- **A** deliberate policy
- **B** confusion
- **C** passivity
- **D** indifference

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**3.2** British alliances with American Indians contributed to tensions between the United States and [1]

- **A** Britain
- **B** Spain
- **C** France
- **D** Mexico

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**3.3** Slavery expands westward while antislavery sentiment rises.

(a) State what the two together produce. [1]

(b) Explain why this matters for the next period. [2]

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#### 4 Go further

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- work through the **3.12 Movement in the Early Republic** lesson on the **Learn** page;
- read the **Period 3: 1754-1800** section of the AP US History handout on the **Know** page.

## Solutions

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**2.1** they repeatedly evaluated and adjusted their alliances with Europeans, other tribes and the United States, seeking to limit white settler migration and maintain control of tribal lands and natural resources.

**2.2** social, political and ethnic tensions.

**2.3** (a) the expansion of slavery in the deep South and adjacent western lands; rising antislavery sentiment. (b) that the divergence starts here rather than being complete.

**3.1 A.** deliberate policy.

**3.2 A.** Britain.

**3.3** (a) distinctive regional attitudes toward slavery. (b) each new western territory then raises the question of which attitude will govern it, which is the mechanism of period 5's crisis.