

Week 1

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

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AP United States History

Name: _____ Score: _____

1. Select **both** claims that open the course.

- ☐ native populations developed distinct and increasingly complex societies
- ☐ contact resulted in the Columbian Exchange and changes on both sides
- ☐ Europe industrialised
- ☐ the Americas were empty

*Tick every correct option.*2. Select **all** four things maize cultivation supported.

- ☐ economic development
- ☐ settlement
- ☐ advanced irrigation
- ☐ social diversification

*Tick every correct option.*3. Select **all** three motives the CED names.

- ☐ a search for new sources of wealth
- ☐ economic and military competition
- ☐ a desire to spread Christianity
- ☐ scientific curiosity alone

Tick every correct option.

4. A joint-stock company is...

- ☐ a shipbuilding technique
- ☐ an organisational invention spreading a voyage's risk
- ☐ a navigation instrument
- ☐ a treaty

5. Select **both** purposes the encomienda system served.

- ☐ plantation-based agriculture
- ☐ extracting precious metals and other resources
- ☐ building universities
- ☐ naval defence

Tick every correct option.

6. Select **all** the issues the CED says the worldviews diverged on.

- ☐ religion
- ☐ gender roles and family
- ☐ land use
- ☐ power

Tick every correct option.

7. The most useful demographic sentence contrasts...

- ☐ two European countries
- ☐ devastated native populations against stimulated European growth
- ☐ two crops
- ☐ two centuries

8. 'Distinct' rules out...

- ☐ regional variety
- ☐ treating the continent's peoples as one society
- ☐ complexity
- ☐ migration

9. Aridity and grasslands produced...

- ☐ permanent villages
- ☐ largely mobile lifestyles
- ☐ irrigation
- ☐ ocean fishing

10. 'Economic and military competition' means a state may act because...

- ☐ the venture pays
- ☐ a rival is acting
- ☐ of a treaty
- ☐ of geography

AP United States History

1. **native populations developed distinct and increasingly complex societies; contact resulted in the Columbian Exchange and changes on both sides**

One about the continent before contact, one about what contact did.

2. **economic development; settlement; advanced irrigation; social diversification**

One crop, four consequences, listed as a chain.

3. **a search for new sources of wealth; economic and military competition; a desire to spread Christianity**

No ranking among them.

4. **an organisational invention spreading a voyage's risk**

The CED pairs a hardware change with an institutional one.

5. **plantation-based agriculture; extracting precious metals and other resources**

A system — a legal and administrative arrangement.

6. **religion; gender roles and family; land use; power**

Land use is the one that becomes a conflict rather than a debate.

7. **devastated native populations against stimulated European growth**

One period, opposite directions on the two shores.

8. **treating the continent's peoples as one society**

And 'increasingly complex' rules out treating them as static.

9. **largely mobile lifestyles**

'Responded to' makes this an adaptation.

10. **a rival is acting**

A different logic from the search for wealth.

1.1 Contextualizing Period 1

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS context 背景 • columbian exchange 哥伦布大交换

Objective

Build the skills to write the **context** 背景 for 1491-1607.

You must be able to:

- state the CED's two key concepts for the period
- explain the verbs 'adapting to and transforming'
- state what 'on both sides of the Atlantic' claims
- distinguish context from narrative

1 Worked examples

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

■ Two key concepts

KC-1.1: native populations developed distinct and increasingly complex societies **by adapting to and transforming their diverse environments**. **KC-1.2:** contact resulted in the Columbian Exchange and significant social, cultural and political changes **on both sides of the Atlantic Ocean**.

■ Two verbs

Adapting to and transforming. The CED refuses a one-way relationship between people and environment: societies were shaped by their environments and reshaped them.

■ Both sides

Europe changed too. An account in which Europe acts and the Americas are acted upon has taken half of KC-1.2.

■ Context and narrative

Context is what was already true when the period's events began — the societies present, the pressures acting on Europe, the technologies available. A narrative of what happened is not a context for it.

2 Practice

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

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

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

(a) State what it claims. [1]

(b) Distinguish context from narrative. [2]

3 Exam-style questions

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

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

(a) State the problem. [1]

(b) Explain what a context should contain instead.

[2]

Solutions

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

2.3 (a) that Europe was changed as well as the Americas. (b) context is what was already true when the events began, while a narrative reports the events themselves.

3.1 B. the CED's own words.

3.2 A. the changes on the European side are missing.

3.3 (a) it narrates rather than contextualises. (b) the societies already present, the pressures acting on Europe and the technologies that made the voyages possible.

1.2 Native American Societies Before European Contact

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS maize 玉米 • mobile lifestyles 流动性生活方式 • advanced irrigation 先进灌溉 • mixed agricultural and hunter-gathering 混合农业和狩猎采集 • regional diversity 区域差异

Objective

Build the skills to explain **regional diversity** 区域差异 before 1492.

You must be able to:

- state what maize cultivation supported
- match each region to the way of life the CED gives
- explain why environment does not simply determine society
- avoid describing pre-contact America as one society

1 Worked examples

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

■ Maize

The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification. Four consequences from one crop.

■ Four regions

Great Basin and western Great Plains: aridity and grassland → largely mobile lifestyles. **Northeast, Mississippi River Valley, Atlantic seaboard:** mixed agricultural and hunter-gatherer economies favouring permanent villages. **Northwest and present-day California:** hunting and gathering, with settled communities in some areas supported by ocean resources.

■ Not determinism

The CED says societies **responded** and **developed**. Two societies in similar environments could respond differently, so environment sets the problem and does not dictate the answer.

■ Not one society

Four regions, four ways of life, in one CED subtopic. Writing about “Native Americans” as a single society contradicts the source before the answer begins.

2 Practice

2.1 State the four consequences maize cultivation supported. [2]

2.2 Match two regions to their ways of life. [2]

2.3 Environment is not destiny.

(a) State the CED’s verbs. [1]

(b) Explain why writing about “Native Americans” as one society fails. [2]

3 Exam-style questions

3.1 Mobile lifestyles developed in response to [1]

- **A** the aridity of the Great Basin and the grasslands of the Great Plains
- **B** ocean resources
- **C** maize irrigation
- **D** permanent villages

3.2 Settled communities supported by ocean resources developed in [1]

- **A** the Northwest and present-day California
- **B** the Great Basin
- **C** the Southwest only

- D the Mississippi Valley
-

3.3 Two societies in similar environments organise themselves differently.

(a) State what this shows. [1]

(b) Explain the CED's position on environment. [2]

Solutions

2.1 economic development; settlement; advanced irrigation; social diversification.

2.2 any two matched correctly, e.g. Great Basin — mobile lifestyles; Northeast — mixed economies with permanent villages.

2.3 (a) responded and developed. (b) the CED gives four distinct regional ways of life, so a single description contradicts the source.

3.1 A. aridity and grassland.

3.2 A. the Northwest and California.

3.3 (a) that environment does not determine social organisation. (b) the CED says societies responded to and developed within their environments, so the environment sets the problem without dictating the answer.

1.3 European Exploration in the Americas

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS christianity 基督教 • new sources of wealth 新的财富来源 • causes of exploration 探索的原因

Objective

Build the skills to explain the **causes of exploration** 探索的原因.

You must be able to:

- name the three causes the CED gives
- distinguish the economic from the religious cause
- explain why competition is a distinct cause
- avoid reducing the causes to one

1 Worked examples

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

■ Three causes

European nations' efforts stemmed from **a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.**

■ Economic and religious

The first is a want; the third is a mission. They can reinforce each other, and the CED lists them separately rather than treating one as a cover for the other.

■ Competition

Economic and military competition is a cause in its own right: a nation may explore because a rival is exploring, regardless of what it expects to find.

■ Not one cause

A single-cause answer — “they wanted gold” — drops two of the CED’s three and cannot explain why the effort was sustained through failures.

2 Practice

2.1 Name the three causes the CED gives. [3]

2.2 Explain why competition is a distinct cause. [2]

2.3 A single-cause answer fails.

(a) State what it drops. [1]

(b) State what it cannot explain. [1]

3 Exam-style questions

3.1 The CED's causes include a desire to [1]

- **A** spread Christianity
- **B** end slavery
- **C** found universities
- **D** map the poles

3.2 A nation exploring because a rival is exploring illustrates [1]

- **A** economic and military competition
- **B** the search for wealth
- **C** religious mission
- **D** none of the causes

3.3 A voyage returns with no wealth and another is funded the following year.

(a) State which cause this supports. [1]

(b) Explain the reasoning.

[2]

Solutions

2.1 a search for new sources of wealth; economic and military competition; a desire to spread Christianity.

2.2 a nation may explore because a rival is exploring, regardless of what it expects to find.

2.3 (a) two of the CED's three causes. (b) why the effort continued through failures.

3.1 A. spreading Christianity.

3.2 A. competition.

3.3 (a) competition, or religious mission. (b) the wealth motive alone would predict abandonment after a failed voyage, so continuing implies a motive that does not depend on the return.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Briefly describe one way in which religion influenced European migration to the Americas from 1500 to 1700.
- b. Briefly explain one similarity in how religion influenced the development of two colonies in North America from 1600 to 1700.
- c. Briefly explain one difference in how religion influenced the development of two colonies in North America from 1600 to 1700.

1.4 Columbian Exchange, Spanish Exploration, and Conquest

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS european population growth 欧洲人口增长 • columbian exchange 哥伦布大交换 • maritime technology 航海技术

Objective

Build the skills to explain the **Columbian Exchange** 哥伦布大交换.

You must be able to:

- state the two effects of the Exchange on Europe
- state what the CED says about the shift from feudalism to capitalism
- name the two developments that drove economic change
- state the CED's account of epidemics

1 Worked examples

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

■ Two effects on Europe

The Exchange brought **new crops to Europe from the Americas**, stimulating **European population growth**, and **new sources of mineral wealth**, which **facilitated the European shift from feudalism to capitalism**.

■ Feudalism to capitalism

The CED says the mineral wealth **facilitated** the shift — it made it possible, not inevitable. A shift already under way was accelerated by an external supply of money.

■ Two developments

Improvements in maritime technology and more organized methods for conducting international trade, such as **joint-stock companies**, helped drive changes to economies in Europe and the Americas.

■ Epidemics

Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas. “Accompanied and furthered” — the epidemics did not merely coincide with conquest; they advanced it.

2 Practice

2.1 State the two effects of the Exchange on Europe. [2]

2.2 Explain the force of “facilitated” in the CED’s claim about capitalism. [2]

2.3 The CED writes “accompanied and furthered”.

(a) State what “furthered” adds. [2]

(b) Name the two developments that drove economic change. [1]

3 Exam-style questions

3.1 New crops from the Americas stimulated European [1]

- **A** population growth
- **B** military defeat
- **C** feudal revival
- **D** depopulation

3.2 “Facilitated” indicates the mineral wealth made the shift [1]

- **A** possible, not inevitable
- **B** impossible
- **C** certain
- **D** unnecessary

3.3 A population falls sharply before an army arrives.

(a) State what the CED’s wording implies about the conquest. [1]

(b) Explain the connection.

[2]

Solutions

2.1 new crops stimulating population growth; new sources of mineral wealth facilitating the shift from feudalism to capitalism.

2.2 it made the shift possible rather than inevitable; a change already under way was accelerated by an external supply of money.

2.3 (a) that the epidemics advanced the conquest rather than merely coinciding with it. (b) improvements in maritime technology and organised methods of trade such as joint-stock companies.

3.1 A. population growth.

3.2 A. possible, not inevitable.

3.3 (a) that the conquest was furthered by the epidemics. (b) disease reduced the capacity of societies to resist, so the military effort met weakened opposition.

1.5 Labor, Slavery, and Caste in the Spanish Colonial System

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS caste system 种姓等级制度 • encomienda system 委托监护制 • mining 采矿 • spanish colonial system

Objective

Build the skills to explain the **Spanish colonial system** 西班牙殖民体系.

You must be able to:

- state what the encomienda system did
- state the CED's account of the trade in enslaved Africans
- state what the caste system did
- use the CED's precise wording on this subject

1 Worked examples

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

■ Encomienda

In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

■ The trade

European traders partnered with some West African groups who practiced slavery to forcibly extract enslaved laborers for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining. Note **some**, and note **forcibly extract**.

■ Caste

The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire. A system of law, not of custom.

■ Precision

The CED’s qualifiers are exact and each one does work: “some West African groups” refuses a generalisation, “forcibly extract” names the act, “carefully defined” makes the caste system deliberate. Reproduce them.

2 Practice

2.1 State what the encomienda system did. [2]

2.2 State the CED’s account of the trade in enslaved Africans. [2]

2.3 The CED’s qualifiers do work.

(a) State what “some West African groups” refuses. [1]

(b) State what “carefully defined” makes the caste system. [2]

3 Exam-style questions

3.1 The caste system defined the status of Europeans, Africans and [1]

- A Native Americans
- B Asians only
- C nobody else
- D the clergy only

3.2 The CED’s verb for how enslaved labourers were obtained is [1]

- A forcibly extract
- B freely recruit

- **C** peacefully purchase
 - **D** voluntarily employ
-

3.3 A student writes that West African societies supplied enslaved people.

(a) State what the CED's wording adds. [1]

(b) Explain why the qualifier matters. [2]

Solutions

2.1 it marshaled Native American labor to support plantation agriculture and extract precious metals and other resources.

2.2 European traders partnered with some West African groups who practiced slavery to forcibly extract enslaved laborers; the Spanish imported enslaved Africans for plantation agriculture and mining.

2.3 (a) a generalisation about West African societies. (b) it makes the caste system a deliberate legal construction rather than a custom that grew up.

3.1 A. Native Americans.

3.2 A. forcibly extract.

3.3 (a) “some” West African groups, and that the extraction was forcible. (b) the CED declines to generalise across West African societies, and naming the force accurately is what makes the account true.

1.6 Cultural Interactions Between Europeans, Native Americans, and Africans

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS mutual misunderstanding 相互误解 • divergent worldviews 世界观差异

Objective

Build the skills to explain **divergent worldviews** 世界观差异.

You must be able to:

- name the five issues on which worldviews diverged
- state what defined the early years of interaction
- state the two means by which native peoples defended sovereignty
- state what extended contact fostered in Europe

1 Worked examples

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

■ Five issues

Europeans and Native Americans **asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.**

■ Early years

Mutual misunderstandings often defined the early years as each group sought to make sense of the other, and **over time, Europeans and Native Americans adopted some useful aspects of each other's culture.** Mutual, and then partial adoption.

■ Defence

As encroachments increased, native peoples **sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.** Two means, and diplomacy is named first.

■ The European debate

Extended contact fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans. A debate and a set of justifications, produced together.

2 Practice

2.1 Name the five issues on which worldviews diverged. [3]

2.2 State the two means by which native peoples defended sovereignty. [2]

2.3 Extended contact produced two things in Europe.

(a) Name them. [2]

(b) State what “mutual misunderstandings” claims. [1]

3 Exam-style questions

3.1 The CED names diplomatic negotiations and [1]

- A military resistance
- B surrender
- C migration only
- D conversion

3.2 “Mutual misunderstandings” indicates the incomprehension was [1]

- A on both sides
- B European only

- **C** Native American only
 - **D** nonexistent
-

3.3 European leaders argue about how non-Europeans should be treated while justifications for subjugation develop.

(a) State what the CED says about the two. [1]

(b) Explain why they can coexist. [2]

Solutions

2.1 religion; gender roles; family; land use; power.

2.2 diplomatic negotiations; military resistance.

2.3 (a) a debate about how non-Europeans should be treated; evolving religious, cultural and racial justifications for subjugation. (b) that the incomprehension ran in both directions.

3.1 A. military resistance.

3.2 A. both sides.

3.3 (a) that both were fostered by extended contact. (b) a debate implies the question was open, and one side of that debate was the elaboration of justifications for what was already being done.

1.7 Causation in Period 1

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS effects 影响 • european population growth 欧洲人口增长 • caste system 种姓等级制度
• encomienda system 委托监护制

Objective

Build the skills to explain **effects** 影响 of transatlantic voyages.

You must be able to:

- state what the LO asks for
- name an effect in the Americas and one in Europe
- distinguish an effect from a subsequent event
- rank effects against a stated criterion

1 Worked examples

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

■ The question

“Explain the effects of the development of transatlantic voyages from 1491 to 1607.” Effects, plural, and on both sides.

■ Two effects

In the Americas: epidemics that devastated native populations; the encomienda system; the caste system. **In Europe:** population growth from new crops; mineral wealth facilitating the shift from feudalism to capitalism; a debate about the treatment of non-Europeans.

■ Effect and sequel

An effect is caused by the thing; a subsequent event merely follows it. The test is whether the event would have occurred without the voyages.

■ Ranking

If asked which effect mattered most, name a criterion — number of people affected, duration, irreversibility — and rank against it. The demographic catastrophe and the shift in European economies rank differently under different criteria.

2 Practice

2.1 Name one effect in the Americas and one in Europe. [2]

2.2 Distinguish an effect from a subsequent event. [2]

2.3 Effects can be ranked.

(a) Name two criteria. [2]

(b) State the test for whether something is an effect. [1]

3 Exam-style questions

3.1 The LO asks for the effects of transatlantic voyages [1]

- **A** on both sides of the Atlantic
- **B** in Europe only
- **C** in the Americas only
- **D** in Africa only

3.2 The test for an effect is whether the event [1]

- **A** would have occurred without the cause
- **B** happened later
- **C** was recorded
- **D** was intended

3.3 Write a paragraph ranking two effects of transatlantic voyages against a stated cri-

terion.

[4]

Solutions

2.1 any one from each side, e.g. epidemics devastating native populations; European population growth from new crops.

2.2 an effect is caused by the thing; a subsequent event merely follows it in time.

2.3 (a) any two of: number of people affected; duration; irreversibility. (b) whether it would have occurred without the voyages.

3.1 A. the CED covers both sides.

3.2 A. the counterfactual test.

3.3 the criterion stated; two effects with evidence; a ranking; the ranking justified by the criterion rather than asserted.