

Week 3

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 2 quiz	3
Exercise sheet 2.1	6
Exercise sheet 2.2	10
Past-paper questions 2.2	14
Exercise sheet 2.3	15
Past-paper questions 2.3	19
Exercise sheet 2.4	20
Exercise sheet 2.5	24
Exercise sheet 2.6	28
Exercise sheet 2.7	32
Past-paper questions 2.7	36
Exercise sheet 2.8	37

Past-paper questions 2.8	41
--------------------------------	----

AP United States History

Name: _____ Score: _____

1. Select **all** three sources of variety the CED names.

- ☐ different imperial goals
- ☐ different cultures
- ☐ varied North American environments
- ☐ identical royal charters

Tick every correct option.

2. The CED's causal order for the Spanish pattern is...

- ☐ institutions → extraction
- ☐ extraction → institutions
- ☐ religion → migration
- ☐ climate → law

3. The Chesapeake labour force changed from...

- ☐ enslaved Africans to indentured servants
- ☐ mostly male indentured servants to enslaved Africans
- ☐ family farms to towns
- ☐ cereals to tobacco

4. Select **all** that the CED says were exchanged in the Atlantic economy.

- ☐ goods
- ☐ enslaved Africans
- ☐ American Indians
- ☐ European monarchs

Tick every correct option.

5. The CED says American Indian groups...

- ☐ were only recruited by Europeans
- ☐ frequently sought alliances with Europeans for their own purposes
- ☐ refused all contact
- ☐ were unaware of rivalries

6. Select **all** three causes the CED gives.

- ☐ the abundance of land
- ☐ a growing European demand for colonial goods
- ☐ a shortage of indentured servants
- ☐ a shortage of land

Tick every correct option.

7. The Great Awakening and Enlightenment ideas are described as...

- ☐ the origin of pluralism
- ☐ enhancing an existing pluralism
- ☐ opposing pluralism
- ☐ irrelevant

8. A comparison needs...

- ☐ a paragraph per region
- ☐ the same question asked of each region
- ☐ only dates
- ☐ only similarities

9. The CED records cultural and religious autonomy developed by enslaved people themselves.

- ☐ True ☐ False

10. Select **both** effects of continuing trade on American Indian communities.

- ☐ cultural and economic changes
- ☐ epidemic diseases causing radical demographic shifts
- ☐ industrial growth
- ☐ emigration to Europe

Tick every correct option.

AP United States History

1. **different imperial goals; different cultures; varied North American environments**

The same environmental logic 1.2 applied to native societies.

2. **extraction → institutions**

The economy determined the shape of the society.

3. **mostly male indentured servants to enslaved Africans**

'Initially... and later' — a change 2.6 explains.

4. **goods; enslaved Africans; American Indians**

The CED names people among the things exchanged.

5. **frequently sought alliances with Europeans for their own purposes**

They are agents in the CED's sentence.

6. **the abundance of land; a growing European demand for colonial goods; a shortage of indentured servants**

The third explains the timing of 2.3's change.

7. **enhancing an existing pluralism**

The base was composition; these amplified it.

8. **the same question asked of each region**

The CED's own bases are ready-made.

9. **True**

Not only what was done to them.

10. **cultural and economic changes; epidemic diseases causing radical demographic shifts**

One cause, two very different effects.

2.1 Contextualizing Period 2

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS context 背景

Objective

Build the skills to write the **context** 背景 for 1607-1754.

You must be able to:

- state the CED's two key concepts for the period
- name the three influences on colonisation patterns
- explain the two-directional claim about Britain
- state what colonists competed over and with whom

1 Worked examples

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

■ Two key concepts

KC-2.1: Europeans developed a variety of colonisation and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments. **KC-2.2:** the British colonies participated in exchanges with Great Britain that encouraged **both stronger bonds with Britain and resistance to Britain's control**.

■ Three influences

Imperial goals, cultures, and the varied North American environments where they settled. Variety is the CED's headline word for the period.

■ Both directions

The same exchanges produced closer ties and resistance. This is the period's central paradox and the thing most answers flatten into one direction.

■ Competition

They competed with each other and American Indians for resources. Two sets of competitors, and the CED names both.

2 Practice

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

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

2.3 The exchanges ran in two directions.

(a) State them. [2]

(b) State whom the colonists competed with. [1]

3 Exam-style questions

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

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

(a) State what is missing. [1]

(b) Explain why both belong in one account.

[2]

Solutions

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 imperial goals; cultures; the varied North American environments.

2.3 (a) stronger bonds with Britain; resistance to Britain's control. (b) with each other and with American Indians.

3.1 A. variety.

3.2 A. both.

3.3 (a) the stronger bonds the same exchanges produced. (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.

2.2 European Colonization

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS fur 毛皮 • trade alliances 贸易同盟 • male and female migrants 男女移民 • colonisation patterns 殖民模式
• subjugating 征服

Objective

Build the skills to compare **colonisation patterns** 殖民模式.

You must be able to:

- state the Spanish pattern
- state the French and Dutch pattern
- state the English pattern
- identify the variable that most distinguishes them

1 Worked examples

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

■ Spanish

Efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society. Incorporation, on defined and unequal terms.

■ French and Dutch

Relatively few Europeans, relying on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export.

■ English

A comparatively large number of male and female British migrants, seeking social mobility, economic prosperity, religious freedom, and improved living conditions, focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

■ The variable

The relationship to native peoples follows from what each colony wanted. Extraction needs labour; trade needs partners; agriculture needs land — and land is the only one of the three that cannot be shared.

2 Practice

2.1 State the French and Dutch pattern. [2]

2.2 State the English pattern and what English colonists sought. [2]

2.3 The relationship to native peoples follows from what each colony wanted.

(a) State what each of the three needed. [3]

(b) State why the English case differs most. [1]

3 Exam-style questions

3.1 French and Dutch colonial efforts involved [1]

- **A** relatively few Europeans
- **B** mass migration
- **C** no trade
- **D** plantation agriculture

3.2 English colonists settled on land taken from Native Americans, from whom they lived [1]

- **A** separately
- **B** intermarried

- **C** indistinguishably
 - **D** under their government
-

3.3 One colonial power intermarries with native peoples and another lives separately from them.

(a) State the underlying difference. [1]

(b) Explain the connection to what each wanted. [2]

Solutions

2.1 relatively few Europeans, relying on trade alliances and intermarriage with American Indians to acquire furs and other products for export.

2.2 a comparatively large number of male and female migrants focused on agriculture, settling on land taken from Native Americans and living separately; they sought social mobility, economic prosperity, religious freedom and improved living conditions.

2.3 (a) Spanish — labour; French and Dutch — trading partners; English — land. (b) land cannot be shared, so the English aim required displacement.

3.1 A. relatively few.

3.2 A. separately.

3.3 (a) what each colonial project needed from native peoples. (b) a fur trade needs partners and works better with alliance and intermarriage, while an agricultural settlement needs the land itself and therefore displaces.

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 that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

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.

2.3 The Regions of British Colonies

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS lax attention 松散管理 • cereal crops 谷物 • tobacco 烟草 • indentured servants 契约仆役
 • self-governing institutions 自治机构

Objective

Build the skills to compare the **colonial regions** 殖民地区域.

You must be able to:

- state each region's economy
- state the labour system of each
- state the CED's claim about self-government
- explain how New England and southern political power differed

1 Worked examples

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

■ Four regions

Chesapeake and North Carolina: tobacco, initially by white, mostly male indentured servants and later by enslaved Africans. **New England:** settled by Puritans, small towns with family farms, a thriving mixed economy of agriculture and commerce. **Middle colonies:** a flourishing export economy based on cereal crops, attracting a broad range of European migrants, with greater cultural, ethnic and religious diversity and tolerance. **Southern Atlantic coast and British West Indies:** long growing seasons, plantation economies exporting cash crops, dependent on the labour of enslaved Africans.

■ Enslaved majorities

In the southern Atlantic and West Indies colonies enslaved Africans **often constituted the majority of the population** and **developed their own forms of cultural and religious autonomy**.

■ Self-government

Distance and Britain's initially lax attention led to the colonies creating **self-governing institutions that were unusually democratic for the era**.

■ Two political forms

New England based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies. Both elected; the difference is who could effectively participate.

2 Practice

2.1 State the economy and labour system of the Chesapeake. [2]

2.2 State what produced colonial self-government. [2]

2.3 Two regions organised political power differently.

(a) State each form. [2]

(b) State what the middle colonies' economy attracted. [1]

3 Exam-style questions

3.1 The middle colonies' export economy was based on [1]

- A cereal crops
- B tobacco
- C sugar
- D furs

3.2 Colonial self-governing institutions arose from distance and [1]

- A Britain's initially lax attention
- B a royal decree

- **C** a written constitution
 - **D** military defeat
-

3.3 Both New England and the southern colonies had elected assemblies.

(a) State what nonetheless differed. [1]

(b) Explain the difference. [2]

Solutions

2.1 tobacco exporting; initially white, mostly male indentured servants and later enslaved Africans.

2.2 distance and Britain's initially lax attention.

2.3 (a) New England: participatory town meetings electing colonial legislatures; southern colonies: elite planters exercising local authority and dominating the assemblies. (b) a broad range of European migrants, producing greater cultural, ethnic and religious diversity and tolerance.

3.1 A. cereal crops.

3.2 A. lax attention.

3.3 (a) who could effectively participate. (b) New England power began in participatory town meetings, while southern assemblies were dominated by elite planters who already held local authority.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

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 that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

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.

2.4 Transatlantic Trade

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS atlantic economy 大西洋经济 • conflict 冲突

Objective

Build the skills to explain the **Atlantic economy** 大西洋经济.

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

1 Worked examples

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

■ 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.

■ 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.

■ 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.

■ 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.

2 Practice

2.1 State what was exchanged in the Atlantic economy. [2]

2.2 State the two effects of trade on American Indian communities. [2]

2.3 Imperial policy was erratically enforced.

(a) State what Britain intended. [2]

(b) State what prevented it. [1]

3 Exam-style questions

3.1 Colonial economies focused on exporting commodities valued in Europe and on [1]

- **A** gaining new sources of labor
- **B** reducing population
- **C** ending trade
- **D** importing manufactures only

3.2 Erratic enforcement resulted from conflicts with [1]

- **A** colonists and American Indians
- **B** France only
- **C** Spain only
- **D** nobody

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

(a) State what colonists learn. [1]

(b) Explain the consequence for later enforcement. [2]

Solutions

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

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

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

3.1 A. new sources of labor.

3.2 A. colonists and American Indians.

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

2.5 Interactions Between American Indians and Europeans

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS conflict 冲突 • accommodation 调适 • pueblo revolt 普韦布洛起义 • accommodation and conflict 妥协

Objective

Build the skills to explain **accommodation and conflict** 妥协与冲突.

You must be able to:

- state the CED's double claim about interactions
- explain why American Indian groups sought European alliances
- name the two named conflicts the CED gives
- state what the Pueblo Revolt led to

1 Worked examples

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

■ Both at once

Interactions between European rivals and American Indian populations fostered both accommodation and conflict. Not a sequence from one to the other.

■ Alliances

French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups. The initiative runs both ways — native groups pursued alliances for their own purposes.

■ Named conflicts

Metacom's War (King Philip's War) in New England, arising from British conflicts with American Indians over land, resources and political boundaries; and **the Pueblo Revolt** against Spanish colonising efforts.

■ The Pueblo Revolt's effect

American Indian resistance, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest. Resistance changed the colonising power's behaviour.

2 Practice

2.1 State the CED's double claim about interactions. [2]

2.2 Explain why American Indian groups sought European alliances. [2]

2.3 Resistance changed Spanish behaviour.

(a) State what the Pueblo Revolt led to. [2]

(b) Name the New England conflict the CED gives. [1]

3 Exam-style questions

3.1 The CED says interactions fostered [1]

- **A** both accommodation and conflict
- **B** conflict only
- **C** accommodation only
- **D** neither

3.2 After the Pueblo Revolt the Spanish [1]

- **A** accommodated some aspects of American Indian culture
- **B** withdrew entirely
- **C** changed nothing
- **D** abandoned Christianity

3.3 A native group allies with a European colony against another native group.

(a) State what this shows about the alliance. [1]

(b) Explain what it shows about native political action.

[2]

Solutions

2.1 they fostered both accommodation and conflict.

2.2 they frequently sought alliances with Europeans against other American Indian groups, pursuing their own political and military purposes.

2.3 (a) Spanish accommodation of some aspects of American Indian culture in the Southwest. (b) Metacom's War, also called King Philip's War.

3.1 A. both.

3.2 A. accommodation of some aspects.

3.3 (a) that it served the native group's own purposes as well as the colony's. (b) native groups acted as political powers with their own rivalries and strategies, rather than only reacting to European initiative.

2.6 Slavery in the British Colonies

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS strict racial system 严格的种族制度 • slavery in the colonies 殖民地的奴隶制 • chattel slavery 动产奴隶制
 • indentured servants 契约仆役 • chesapeake 切萨皮克

Objective

Build the skills to explain **slavery in the colonies** 殖民地的奴隶制.

You must be able to:

- state the three causes of colonial participation in the slave trade
- state the regional variation the CED describes
- state what the new racial laws did
- state how enslaved people responded

1 Worked examples

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

■ Three causes

All the British colonies participated to varying degrees **due to the abundance of land and a growing European demand for colonial goods**, as well as a **shortage of indentured servants**.

■ Regional variation

Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies. All the colonies participated; the scale differed.

■ Racial law

As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity. The system was made by legislation.

■ Response

Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion. Two kinds of resistance, and maintenance as well as resistance.

2 Practice

2.1 State the three causes of colonial participation in the slave trade. [3]

2.2 State what the new racial laws did. [2]

2.3 Enslaved people responded.

(a) State the CED's two kinds of means. [2]

(b) State what they maintained. [1]

3 Exam-style questions

3.1 The CED says the great majority of enslaved Africans were sent to [1]

- **A** the West Indies
- **B** New England
- **C** the middle colonies
- **D** Canada

3.2 The strict racial system was created by [1]

- **A** new laws
- **B** custom alone
- **C** royal proclamation only

- **D** the colonists' churches
-

3.3 A student writes that only southern colonies participated in slavery.

(a) State the error. [1]

(b) Explain the accurate claim. [2]

Solutions

2.1 the abundance of land; growing European demand for colonial goods; a shortage of indentured servants.

2.2 they created a strict racial system prohibiting interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

2.3 (a) overt and covert means of resistance. (b) their family and gender systems, culture and religion.

3.1 A. the West Indies.

3.2 A. new laws.

3.3 (a) all the British colonies participated to varying degrees. (b) New England farms used relatively few enslaved labourers and port cities held significant minorities, while the plantation systems held large numbers — a difference of scale, not of participation.

2.7 Colonial Society and Culture

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS anglicization 英国化 • pluralism 多元并存 • enlightenment 启蒙运动 • first great awakening 第一次大觉醒
• anglicization and pluralism 英国化与多元

Objective

Build the skills to explain **Anglicization and pluralism** 英国化与多元.

You must be able to:

- state what produced colonial pluralism
- name the three things that drove Anglicization
- name the sources of colonial resistance to imperial control
- explain why the same period produced closeness and mistrust

1 Worked examples

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

■ Pluralism

The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

■ Anglicization

The colonies experienced a **gradual Anglicization**, developing autonomous political communities based on English models with influence from **intercolonial commercial ties**, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.

■ Sources of resistance

Local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

■ Both at once

The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists were becoming more English and more dissatisfied at the same time, over territorial settlements, frontier defense, self-rule, and trade.

2 Practice

2.1 Name the three things that drove Anglicization. [3]

2.2 Name three sources of colonial resistance to imperial control. [3]

2.3 Closeness and mistrust grew together.

(a) State the issues colonists were dissatisfied over. [2]

(b) State what enhanced colonial pluralism. [1]

3 Exam-style questions

3.1 Anglicization was influenced by intercolonial commercial ties, a transatlantic print culture and [1]

- **A** the spread of Protestant evangelicalism
- **B** Spanish law
- **C** French trade
- **D** the encomienda

3.2 The mistrust that grew is described as [1]

- **A** on both sides of the Atlantic

- **B** colonial only
 - **C** British only
 - **D** absent
-

3.3 Colonists become more English in culture and more critical of British rule at once.

(a) State what makes this possible. [1]

(b) Explain the connection. [2]

Solutions

2.1 intercolonial commercial ties; a transatlantic print culture; the spread of Protestant evangelicalism.

2.2 any three of: local experiences of self-government; evolving ideas of liberty; Enlightenment political thought; greater religious independence and diversity; an ideology critical of perceived corruption in the imperial system.

2.3 (a) territorial settlements, frontier defense, self-rule and trade. (b) the first Great Awakening and the spread of European Enlightenment ideas.

3.1 A. Protestant evangelicalism.

3.2 A. both sides.

3.3 (a) that the English inheritance itself supplied the grounds of criticism. (b) colonists adopted English ideas of liberty and self-government, and then measured British policy against those same ideas.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

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.

2.8 Comparison in Period 2

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS comparison 比较 • compare colonial regions 比较区域 • self-governing institutions 自治机构
 • anglicization 英国化 • chesapeake 切萨皮克

Objective

Build the skills to **compare colonial regions** 比较区域.

You must be able to:

- state what a comparison must contain
- name a similarity across the British regions
- name a difference and its basis
- avoid describing regions instead of comparing them

1 Worked examples

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

■ What it contains

A similarity, a difference, and a stated basis of comparison. Two descriptions side by side are not a comparison.

■ A similarity

All the British colonies participated in the Atlantic slave trade to varying degrees, all developed self-governing institutions unusually democratic for the era, and all experienced gradual Anglicization.

■ A difference

The labour system and its scale — few enslaved labourers on New England farms, large numbers on Chesapeake and southern Atlantic plantations, with enslaved people often a majority in the southernmost colonies. The basis of comparison is the region's economy and the labour it required.

■ Not description

The comparison is the sentence naming the basis and saying how the regions stand on it. Everything before that is evidence.

2 Practice

2.1 State the three things a comparison must contain. [3]

2.2 Name a similarity across the British colonial regions. [2]

2.3 Compare two regions on labour.

(a) State the basis of comparison. [1]

(b) State how two regions stand on it. [2]

3 Exam-style questions

3.1 Two descriptions side by side are [1]

- **A** a comparison
- **B** not yet a comparison
- **C** a causation claim
- **D** a continuity argument

3.2 A similarity across all the British colonies is [1]

- **A** participation in the Atlantic slave trade to varying degrees
- **B** identical economies
- **C** no self-government
- **D** identical religions

3.3 Write a comparison of New England and the southern Atlantic colonies. [4]

Solutions

2.1 a similarity; a difference; a stated basis of comparison.

2.2 any one of: participation in the Atlantic slave trade to varying degrees; self-governing institutions unusually democratic for the era; gradual Anglicization.

2.3 (a) the region's economy and the labour it required. (b) New England's small farms used relatively few enslaved labourers; the southern Atlantic plantations depended on enslaved Africans who often formed the majority.

3.1 B. the comparative sentence is missing.

3.2 A. all participated to varying degrees.

3.3 the basis stated; a similarity with evidence; a difference with evidence; a sentence relating the two rather than describing each in turn.

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 that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.