

Week 6

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** causes the CED joins in its first claim.

- ☐ British attempts to assert tighter control
- ☐ the colonial resolve to pursue self-government
- ☐ French invasion
- ☐ a native confederation

Tick every correct option.

2. The CED's cause of the sharpened rivalry is...

- ☐ religion
- ☐ the growing population of the British colonies expanding inland
- ☐ a French invasion of Britain
- ☐ a trade treaty

3. Select **all** four grounds for resistance the CED names.

- ☐ the rights of British subjects
- ☐ the rights of the individual
- ☐ local traditions of self-rule
- ☐ the ideas of the Enlightenment

Tick every correct option.

4. Select **both** sources the CED puts in one sentence.

- ☐ Enlightenment ideas and philosophy
- ☐ religion
- ☐ mercantilism
- ☐ military tradition

Tick every correct option.

5. Select **all** the reasons the CED gives for Patriot success.

- ☐ colonial militias and the Continental Army
- ☐ George Washington's military leadership
- ☐ ideological commitment and resilience
- ☐ assistance sent by European allies

Tick every correct option.

6. Select **both** demands that awareness of inequality produced.

- ☐ the abolition of slavery
- ☐ greater political democracy
- ☐ higher tariffs
- ☐ westward expansion

Tick every correct option.

7. 'Alongside continued regional variations' means the two were...

- ☐ sequential
- ☐ simultaneous
- ☐ identical
- ☐ unrelated

8. 'Repeatedly evaluated and adjusted' describes native alliances as...

- ☐ accidental
- ☐ deliberate, ongoing policy
- ☐ imposed
- ☐ permanent

9. 'New experiments with different forms of government' implies...

- ☐ one settled design
- ☐ a sequence of provisional attempts
- ☐ no change
- ☐ foreign models only

10. 'Perceived and real constraints' means...

- ☐ all constraints were imagined
- ☐ some existed and some were feared, and both mobilised people
- ☐ no constraints existed
- ☐ only taxes mattered

AP United States History

1. British attempts to assert tighter control; the colonial resolve to pursue self-government

Joined by 'and' — the war is what the two produced together.

2. the growing population of the British colonies expanding inland

2.2's family migration compounding over a century.

3. the rights of British subjects; the rights of the individual; local traditions of self-rule; the ideas of the Enlightenment

The first is an argument made from inside the empire's own law.

4. Enlightenment ideas and philosophy; religion

A secular argument and a religious self-understanding.

5. colonial militias and the Continental Army; George Washington's military leadership; ideological commitment and resilience; assistance sent by European allies

Five factors, unranked.

6. the abolition of slavery; greater political democracy

From 'some individuals and groups' — a deliberate qualifier.

7. simultaneous

Not "a national culture replaced regional ones".

8. deliberate, ongoing policy

Not reaction — and it shaped international relations.

9. a sequence of provisional attempts

The Constitution is not the first thing tried.

10. some existed and some were feared, and both mobilised people

The CED being precise, not vague.

3.1 Contextualizing Period 3

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS context 背景

Objective

Build the skills to write the **context** 背景 for 1754-1800.**You must be able to:**

- state the CED's three key concepts for the period
- explain why KC-3.1 names two causes
- state what the revolution's ideals inspired
- state what intensified conflicts among peoples and nations

1 Worked examples

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

■ Three key concepts

KC-3.1: British attempts to assert tighter control **and** the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

KC-3.2: the Revolution's democratic and republican ideals inspired new experiments with different forms of government. **KC-3.3:** migration within North America and competition over resources, boundaries and trade intensified conflicts among peoples and nations.

■ Two causes

The CED makes the war the product of **both** British policy and colonial resolve. An answer blaming only British taxation has removed the colonists' own agency from their revolution.

■ Experiments

“**New experiments with different forms of government**” — plural, and experimental. The Articles and the Constitution are two attempts, not a plan and its execution.

■ The third thread

KC-3.3 runs alongside the other two and is the one most often dropped: the period is also about migration west, competition over land, and the conflicts that followed.

2 Practice

2.1 State the CED's three key concepts for the period. [3]

2.2 Explain why KC-3.1 names two causes. [2]

2.3 KC-3.2 speaks of experiments.

(a) State what this implies about the Articles and the Constitution. [2]

(b) State the thread most often dropped. [1]

3 Exam-style questions

3.1 KC-3.1 attributes the independence movement to British control and [1]

- **A** the colonial resolve to pursue self-government
- **B** French intervention
- **C** Spanish policy
- **D** nothing else

3.2 “New experiments with different forms of government” is [1]

- **A** plural and experimental
- **B** a single plan
- **C** a description of Britain
- **D** about the colonies before 1754

3.3 A student's context for the Revolution mentions only British taxation.

(a) State what is missing. [1]

(b) Explain why it matters.

[2]

Solutions

2.1 British attempts at tighter control and colonial resolve leading to independence and war; the Revolution's ideals inspiring new experiments with forms of government; migration and competition intensifying conflicts among peoples and nations.

2.2 the war was the product of both British policy and colonial resolve; an answer with only the first removes the colonists' agency.

2.3 (a) they are two attempts rather than a plan and its execution. (b) KC-3.3's migration and competition over land.

3.1 A. colonial resolve.

3.2 A. plural and experimental.

3.3 (a) the colonial resolve to pursue self-government. (b) the CED makes the movement the product of both, so a policy-only account cannot explain why colonists responded as they did.

3.2 The Seven Years' War (The French and Indian War)

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS war's consequences 战争的后果

Objective

Build the skills to explain the **war's consequences** 战争的后果.

You must be able to:

- state what intensified colonial rivalry in the mid-18th century
- state the double outcome for Britain
- state the two reactions to the westward proclamation
- explain how a victory produced a crisis

1 Worked examples

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

■ Rivalry

Colonial rivalry intensified between Britain and France as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy. Colonial growth was itself the pressure.

■ Double outcome

Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies. Victory and debt in one sentence.

■ Two reactions

Attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands. Neither party was satisfied.

■ Victory into crisis

The war removed the French threat that had made British protection valuable, and left a debt that made British taxation necessary. Both halves of the crisis come from the same victory.

2 Practice

2.1 State what intensified colonial rivalry and how. [2]

2.2 State the double outcome for Britain. [2]

2.3 A victory produced a crisis.

(a) Explain how. [2]

(b) State the two reactions to the westward proclamation. [2]

3 Exam-style questions

3.1 Britain's territorial expansion came [1]

- A at tremendous expense
- B at no cost
- C without war
- D by purchase

3.2 Native groups sought both to continue trading with Europeans and to [1]

- A resist encroachments on tribal lands
- B join the British army

- **C** move to Europe
 - **D** end all trade
-

3.3 A power wins a war and finds its own colonies harder to govern.

- (a) State the two mechanisms. [1]
- (b) Explain how each follows from the victory. [2]
-
-
-

Solutions

2.1 the growing population of the British colonies expanding into the interior, threatening French-Indian trade networks and American Indian autonomy.

2.2 a major expansion of territorial holdings by defeating the French, at tremendous expense, setting the stage for efforts to raise revenue and consolidate control.

2.3 (a) the war removed the French threat that made British protection valuable and left a debt that made taxation necessary. (b) colonial opposition to the westward restriction; native groups continuing to trade while resisting encroachment.

3.1 A. at tremendous expense.

3.2 A. resist encroachments.

3.3 (a) the removal of the rival threat and the cost of removing it. (b) with the French gone, colonists needed British protection less, and the debt incurred required revenue that had to come from somewhere.

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 British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

3.3 Taxation Without Representation

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS the rights of british subjects 英国臣民的权利 • benjamin franklin 富兰克林 • collect taxes 征税
 • colonial resistance 殖民地的抵抗 • military occupation 军事占领

Objective

Build the skills to explain **colonial resistance** 殖民地的抵抗.

You must be able to:

- state what began to unite the colonists
- name the four grounds of the colonial argument
- state who energized the independence effort
- state what men and women did in the face of shortages

1 Worked examples

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

■ What united them

The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority, began to unite the colonists against perceived and real constraints on their economic activities and political rights. “Perceived and real” — the CED does not require every grievance to be well founded.

■ Four grounds

The rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment. The first is a claim under British law; the others are broader.

■ Who energized it

Colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women. Leaders and popular movements together.

■ Mobilisation

In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

2 Practice

2.1 Name the four grounds of the colonial argument. [2]

2.2 State who energized the effort for independence. [2]

2.3 The CED writes “perceived and real”.

(a) State what this allows. [2]

(b) State what men and women did in the face of shortages. [1]

3 Exam-style questions

3.1 The first of the four grounds is the rights of [1]

- A British subjects
- B enslaved people
- C French citizens
- D the monarch

3.2 Popular movements included the political activism of [1]

- A laborers, artisans and women
- B royal governors
- C British generals

- **D** nobody
-

3.3 A colonist argues that a tax violates his rights as a British subject.

(a) State which ground this is. [1]

(b) Explain why this ground is different from the others. [2]

Solutions

2.1 the rights of British subjects; the rights of the individual; local traditions of self-rule; the ideas of the Enlightenment.

2.2 colonial leaders such as Benjamin Franklin, and popular movements including the activism of laborers, artisans and women.

2.3 (a) that not every grievance need be well founded for it to have united colonists. (b) they mobilized in large numbers to provide financial and material support to the Patriot movement.

3.1 A. British subjects.

3.2 A. the CED's own list.

3.3 (a) the rights of British subjects. (b) it is a claim under existing British law, so it asks Britain to keep its own rules rather than appealing to a broader principle.

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.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

3.4 Philosophical Foundations of the American Revolution

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS individual talent over hereditary privilege 才能重于世袭特权 • natural rights 天赋权利
• revolution's ideas 革命思想

Objective

Build the skills to explain the **revolution's ideas** 革命思想.

You must be able to:

- state what Enlightenment ideas emphasized
- state what religion contributed
- name the two documents the CED gives
- state the CED's claim about the documents' later influence

1 Worked examples

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

■ Enlightenment

Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege.

■ Religion

Religion strengthened Americans' view of themselves as a people blessed with liberty. The CED gives religion a distinct contribution rather than folding it into the Enlightenment.

■ Two documents

The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence.

■ Later influence

The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based. The CED explicitly makes these documents matter beyond their moment.

2 Practice

2.1 State what Enlightenment ideas emphasized. [2]

2.2 State what religion contributed. [2]

2.3 The documents outlived their moment.

(a) State the CED's claim. [2]

(b) Name the two documents. [1]

3 Exam-style questions

3.1 Enlightenment ideas emphasized individual talent over [1]

- **A** hereditary privilege
- **B** natural rights
- **C** religion
- **D** commerce

3.2 The CED treats religion's contribution as [1]

- **A** distinct from the Enlightenment's
- **B** identical to it
- **C** absent
- **D** hostile to liberty

3.3 A later generation appeals to the Declaration to argue for a right it does not yet have.

(a) State what the CED's claim predicts. [1]

(b) Explain the mechanism. [2]

Solutions

2.1 individual talent over hereditary privilege.

2.2 it strengthened Americans' view of themselves as a people blessed with liberty, a contribution the CED keeps distinct from the Enlightenment's.

2.3 (a) the ideas resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based. (b) Common Sense and the Declaration of Independence.

3.1 A. hereditary privilege.

3.2 A. distinct.

3.3 (a) exactly this. (b) the documents state principles in general terms, so anyone excluded can appeal to them against the practice that excludes them.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

3.5 The American Revolution

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS george washington 华盛顿

Objective

Build the skills to explain **why the Patriots won** 独立战争的胜利.

You must be able to:

- name the five reasons the CED gives
- state what the Patriots were up against
- explain what 'despite' contributes to the sentence
- avoid a single-cause explanation of the outcome

1 Worked examples

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

■ Five reasons

The actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

■ Against

Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages. Loyalist opposition was internal; the British advantage was external.

■ 'Despite'

The word marks the outcome as requiring explanation. The CED is signalling that the Patriot victory was not the expected result, which is why five reasons are given rather than one.

■ Not one cause

Ideological commitment without European assistance, or an army without leadership, would not obviously have produced the outcome. The CED's list is the answer to a question about an unexpected result.

2 Practice

2.1 Name the five reasons the CED gives. [3]

2.2 State what the Patriots were up against. [2]

2.3 “Despite” marks the outcome.

(a) State what it signals. [2]

(b) State why five reasons are given rather than one. [1]

3 Exam-style questions

3.1 The CED calls Britain’s military and financial advantages [1]

- **A** apparently overwhelming
- **B** negligible
- **C** nonexistent
- **D** decisive

3.2 Loyalist opposition was [1]

- **A** internal to the colonies
- **B** a British army
- **C** French
- **D** irrelevant

3.3 A student explains the Patriot victory entirely by French assistance.

(a) State what is missing. [1]

(b) Explain why the CED's list matters.

[2]

Solutions

2.1 colonial militias; the Continental Army; Washington's military leadership; ideological commitment and resilience; assistance from European allies.

2.2 considerable loyalist opposition; Britain's apparently overwhelming military and financial advantages.

2.3 (a) that the outcome requires explanation because it was not the expected result. (b) no single factor obviously accounts for an unexpected outcome.

3.1 A. apparently overwhelming.

3.2 A. internal.

3.3 (a) the four other reasons the CED gives. (b) European assistance arrived to support a cause already sustained by militias, an army and ideological commitment, so it explains part of the outcome and not the whole of it.

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.
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“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

3.6 The Influence of Revolutionary Ideals

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS republican motherhood 共和母亲身份 • revolution's wider effects 革命理想的影响 • natural rights 天赋

Objective

Build the skills to explain the **revolution's wider effects** 革命理想的影响.

You must be able to:

- state what increased awareness of inequality motivated
- define republican motherhood and what produced it
- state where the revolution's ideals reverberated
- explain the tension between the ideals and the society

1 Worked examples

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

■ Awareness

During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. “Some” — the CED does not claim a general movement.

■ Republican motherhood

In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

■ Reverberation

The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

■ The tension

A revolution made in the name of natural rights left slavery in place. The CED records both the calls for abolition and the fact that they were made by **some** — which is the tension the period bequeaths to the next.

2 Practice

2.1 State what increased awareness of inequality motivated. [2]

2.2 Define republican motherhood and state what produced it. [3]

2.3 Where did the ideals reverberate?

(a) Name the three places. [3]

(b) State the force of “some individuals and groups”. [1]

3 Exam-style questions

3.1 Republican motherhood granted women [1]

- **A** a new importance in American political culture
- **B** the vote
- **C** military command
- **D** no change

3.2 The Declaration’s ideals reverberated in France, Haiti and [1]

- **A** Latin America
- **B** China

- **C** Russia
 - **D** Australia
-

3.3 A revolution made in the name of natural rights leaves slavery in place.

(a) State what this creates. [1]

(b) Explain what the CED records about it. [2]

Solutions

2.1 calls for the abolition of slavery and greater political democracy in the new state and national governments.

2.2 an ideal calling on women to teach republican values within the family, granting them a new importance in American political culture; produced by women's participation in the Revolution, Enlightenment ideas and women's appeals for expanded roles.

2.3 (a) France; Haiti; Latin America. (b) the calls were made by some rather than by a general movement.

3.1 A. a new importance in political culture.

3.2 A. Latin America.

3.3 (a) a tension between the stated ideals and the society. (b) that an increased awareness of inequality motivated some to call for abolition, which records both the calls and their limited extent.

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

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“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

3.7 The Articles of Confederation

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS articles 邦联条例 • northwest ordinance 西北法令

Objective

Build the skills to explain the **Articles** 邦联条例.

You must be able to:

- state what the Articles created
- name the five difficulties that led to calls for a stronger government
- state what many new state constitutions did
- state the three provisions of the Northwest Ordinance

1 Worked examples

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

■ What they created

The **Articles of Confederation unified the newly independent states, creating a central government with limited power.** Both halves: they did unify, and the power was limited by design.

■ Five difficulties

International trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

■ State constitutions

Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. The revolution did not remove the property qualification.

■ Northwest Ordinance

As settlers moved westward in the 1780s, Congress enacted it for admitting new states; it **promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.** A working achievement of the Articles government.

2 Practice

2.1 State what the Articles created. [2]

2.2 Name four of the five difficulties. [2]

2.3 The Northwest Ordinance was a working achievement.

(a) Name its three provisions. [3]

(b) State what many state constitutions maintained. [1]

3 Exam-style questions

3.1 Many new state constitutions placed power in [1]

- **A** the legislative branch
- **B** the executive
- **C** the courts
- **D** the army

3.2 The Northwest Ordinance banned [1]

- **A** slavery in the Northwest Territory
- **B** public education
- **C** private property
- **D** new states

3.3 A student describes the Articles government as a total failure.

(a) State what this overlooks. [1]

(b) Explain the accurate description.

[2]

Solutions

2.1 they unified the newly independent states, creating a central government with limited power.

2.2 any four of: international trade; finances; interstate commerce; foreign relations; internal unrest.

2.3 (a) public education; the protection of private property; a ban on slavery in the Northwest Territory. (b) property qualifications for voting and citizenship.

3.1 A. the legislative branch.

3.2 A. slavery in the Northwest Territory.

3.3 (a) that the Articles unified the states and produced the Northwest Ordinance. (b) they created a central government with deliberately limited power which proved inadequate to specific difficulties, not to everything.

3.8 The Constitutional Convention and Debates over Ratification

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS compromise 妥协 • ratification 批准 • federalists 联邦党人 • bill of rights 权利法案
• constitutional convention 制宪会议

Objective

Build the skills to explain the **Convention and ratification** 制宪与批准.

You must be able to:

- state the three means by which the delegates proposed a constitution
- state what the Convention compromised over
- state the date the CED gives for the international slave trade
- state how the Federalists secured ratification

1 Worked examples

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

■ Three means

Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution. Three verbs, and the third is the one that carries the cost.

■ The compromises

The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

■ The date

After 1808. The prohibition was permitted, not enacted, and it was postponed for twenty years — a compromise with a timetable.

■ Ratification

Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured ratification by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

2 Practice

2.1 State the three means by which delegates proposed a constitution. [3]

2.2 State what the Convention compromised over. [2]

2.3 Ratification was secured by a promise.

(a) State the promise and what it did. [2]

(b) State the date for the international slave trade. [1]

3 Exam-style questions

3.1 The Federalist Papers were primarily written by [1]

- A Hamilton and Madison
- B Franklin and Adams
- C Jefferson and Paine
- D Washington alone

3.2 The Constitution allowed prohibition of the international slave trade [1]

- A after 1808

- **B** immediately
 - **C** never
 - **D** after 1850
-

3.3 A compromise postpones a prohibition for twenty years.

(a) State what both sides obtained. [1]

(b) Explain why this counts as a compromise. [2]

Solutions

2.1 negotiation; collaboration; compromise.

2.2 the representation of slave states in Congress and the federal government's role in regulating slavery and the slave trade.

2.3 (a) the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government. (b) after 1808.

3.1 A. Hamilton and Madison.

3.2 A. after 1808.

3.3 (a) one side obtained the eventual prohibition; the other obtained twenty more years. (b) neither side got what it asked for, and the agreement held only because each got part of it.

3.9 The Constitution

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS constitution's design 宪法的设计

Objective

Build the skills to explain the **Constitution's design** 宪法的设计.

You must be able to:

- state the CED's description of the central government created
- define federalism
- define separation of powers
- explain how 'limited but dynamic' can both be true

1 Worked examples

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

■ The description

The Convention **created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.**

■ Federalism

Power divided between a central government and the states, with each holding authority the other cannot simply override.

■ Separation of powers

The three branches hold distinct functions, so no single body both makes and enforces a rule.

■ Limited and dynamic

Limited in that its powers are enumerated and divided; **dynamic** in that it can act, expand and adapt within them. The CED's phrase holds both, and an answer keeping only one describes a different constitution.

2 Practice

2.1 State the CED’s description of the central government created. [2]

2.2 Define federalism and separation of powers. [2]

2.3 “Limited but dynamic” holds two ideas.

(a) Explain each. [2]

(b) State what an answer keeping only one describes. [1]

3 Exam-style questions

3.1 The CED says the central government embodied federalism and provided for [1]

- **A** a separation of powers between three branches
- **B** a hereditary monarchy
- **C** a single legislature only
- **D** no courts

3.2 Separation of powers means no single body [1]

- **A** both makes and enforces a rule
- **B** may hold office
- **C** may vote
- **D** may raise taxes

3.3 A government has enumerated powers and still grows in what it does.

(a) State the CED’s phrase. [1]

(b) Explain how both hold.

[2]

Solutions

2.1 a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

2.2 federalism divides power between a central government and the states; separation of powers gives the three branches distinct functions.

2.3 (a) limited because its powers are enumerated and divided; dynamic because it can act, expand and adapt within them. (b) a different constitution from the one the CED describes.

3.1 A. three branches.

3.2 A. makes and enforces.

3.3 (a) limited but dynamic. (b) the enumeration fixes the boundary of its authority without fixing how fully it acts inside that boundary.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

3.10 Shaping a New Republic

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS washington's farewell address 华盛顿告别演说 • first administrations 最初的政府 • george washington 乔治·华盛顿
 • federalists 联邦党人 • john adams 亚当斯

Objective

Build the skills to explain the **first administrations** 最初的政府.

You must be able to:

- state what Washington's and Adams's administrations created
- name the four issues on which political leaders divided
- name the two parties and their leaders
- state the two warnings of Washington's Farewell Address

1 Worked examples

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

■ Precedents

During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. A written constitution needed practices before it could operate.

■ Four issues

The relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order.

■ Two parties

The Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison. Parties formed from disagreement over the issues, not before it.

■ The Farewell Address

It encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances. Two warnings, and the first was already being ignored.

2 Practice

2.1 State what the first two administrations created and why it was needed. [2]

2.2 Name the four issues on which leaders divided. [2]

2.3 Washington's Farewell Address gave two warnings.

(a) Name them. [2]

(b) State which was already being ignored and why. [2]

3 Exam-style questions

3.1 The Democratic-Republican Party was led by [1]

- **A** Jefferson and Madison
- **B** Hamilton and Adams
- **C** Washington
- **D** Franklin

3.2 Political parties formed [1]

- **A** from disagreement over the issues
- **B** before any disagreement
- **C** by constitutional provision
- **D** by royal decree

3.3 A leader warns against factions while two parties are forming.

(a) State the situation. [1]

(b) Explain why the warning failed.

[2]

Solutions

2.1 institutions and precedents that put the principles of the Constitution into practice; a written constitution needed practices before it could operate.

2.2 the relationship between the national government and the states; economic policy; foreign policy; the balance between liberty and order.

2.3 (a) against political factions; against the danger of permanent foreign alliances. (b) the caution against factions, since the Federalists and Democratic-Republicans had already formed.

3.1 A. Jefferson and Madison.

3.2 A. from disagreement.

3.3 (a) the warning came after the development it warned against. (b) the parties formed from genuine disagreement over the four issues, and a warning cannot dissolve a disagreement that already exists.

Source 1

“The...rise of American democracy was an extraordinary part of the most profound transformation in modern history...

The American Revolution had proved more egalitarian¹ in its outcome than many of its leaders had hoped or expected it would be in 1776.... Portions of the [people] once largely excluded from the exercise of power were now among the people’s governors. Efforts to rein in the egalitarian impulse had faltered.... [But] democracy’s achievements were fragile...and its future far from guaranteed....

[After 1800,] by beating back [the Federalists], the Jeffersonian ascendancy opened up the political system.... The filters on democracy created by the Framers [of the Constitution] were proving porous, while the suppression of democracy sought by the Federalists in the 1790s was thoroughly discredited.”

Source: Sean Wilentz, historian, *The Rise of American Democracy: Jefferson to Lincoln*, 2005

Source 2

“[After the American Revolution] elite men from [many] states...create[d] a new national government designed to be a stronger barrier against democracy.... Ordinary folk continued to resist.... But they remained unable to mobilize in ways that would bring the changes they wanted....

It would be an enduring victory for the elite. Although the Federalists both fell politically and personally, the system they created to check democracy has lasted.... Although the Democratic-Republicans rode to power...across the nation by promising to restore the popular vision of the Revolution,...most Democratic-Republican leaders...were content to leave the bulk of the Federalist system in place.... To these men, ‘reform’...did not mean pulling down the barriers to democracy that they had helped to create.”

Source: Terry Bouton, historian, *Taming Democracy: “The People,” the Founders, and the Troubled Ending of the American Revolution*, 2007

1: equal

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

- A.** Briefly describe one major difference between Wilentz’s and Bouton’s historical interpretations of early United States politics.
- B.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz’s argument about early United States politics.
- C.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton’s argument about early United States politics.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one United States government policy from 1783 to 1840.
- b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
- c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

3.11 Developing an American Identity

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS national culture 民族文化

Objective

Build the skills to explain **national culture** 民族文化.

You must be able to:

- state the CED's double claim about national culture
- name the three forms in which national identity found expression
- explain why regional variation persisted
- avoid describing a single American identity

1 Worked examples

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

■ The double claim

New forms of national culture developed in the United States alongside continued regional variations. Both at once, and “alongside” refuses a replacement.

■ Three forms

Ideas about national identity increasingly found expression in works of art, literature, and architecture.

■ Regional variation

Period 2 established four distinct colonial regions with different economies, labour systems and political forms. Independence did not merge them, so the national culture developed over a persisting regional structure.

■ Not one identity

The CED puts the national and the regional in one sentence. An answer describing only an emerging American identity has dropped the half that explains the next sixty years.

2 Practice

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

2.2 Name the three forms of expression. [3]

2.3 Regional variation persisted.

(a) Explain why. [2]

(b) State what an answer describing only national identity drops. [1]

3 Exam-style questions

3.1 “Alongside” indicates that national culture [1]

- **A** developed without replacing regional variation
- **B** replaced regional variation
- **C** never developed
- **D** was imported

3.2 National identity found expression in art, literature and [1]

- **A** architecture
- **B** agriculture
- **C** taxation
- **D** the militia

3.3 A nation forms from regions with different economies and labour systems.

(a) State what independence did not do. [1]

(b) Explain the consequence for the period ahead.

[2]

Solutions

2.1 new forms of national culture developed alongside continued regional variations.

2.2 works of art; literature; architecture.

2.3 (a) the colonial regions had different economies, labour systems and political forms which independence did not merge. (b) the half that explains the sectional conflict of the following decades.

3.1 A. alongside, not instead of.

3.2 A. architecture.

3.3 (a) it did not merge the regions. (b) a national culture developed over a persisting regional structure, so the differences remained available to become political divisions.

3.12 Movement in the Early Republic

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS evaluated and adjusted their alliances 重新评估并调整结盟 • westward movement 西进
• antislavery 反奴隶制

Objective

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

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

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

2.2 State what growing frontier cultures fuelled. [3]

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]

3 Exam-style questions

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

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

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

- A Britain

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

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]

Solutions

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.

3.13 Continuity and Change in Period 3

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** continuity and change 延续与变化 • republican motherhood 共和母亲身份

Objective

Build the skills to write **continuity and change** 延续与变化 for 1754-1800.**You must be able to:**

- state what a continuity-and-change answer requires
- name a change with evidence
- name a continuity with evidence
- avoid describing only the break

1 Worked examples

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

■ The requirement

A change and a continuity, both with evidence, and a judgment relating them. A list of changes is not an answer to the question.

■ Changes

Independence from Britain; a written constitution creating a limited but dynamic central government; republican forms of government replacing monarchy; the ideal of republican motherhood.

■ Continuities

Property qualifications for voting and citizenship were maintained in many new state constitutions; slavery expanded; the westward pressure on American Indian lands continued from period 2 and intensified.

■ Not only the break

A revolution is the most tempting subject to describe as pure rupture. The CED's own evidence — maintained property qualifications, expanding slavery, continued encroachment — is the correction.

2 Practice

2.1 State what a continuity-and-change answer requires. [2]

2.2 Name a change and a continuity with evidence. [2]

2.3 A revolution invites an account of pure rupture.

(a) Name two continuities from the CED. [2]

(b) State why they correct such an account. [1]

3 Exam-style questions

3.1 Many new state constitutions maintained [1]

- **A** property qualifications for voting
- **B** hereditary titles
- **C** royal governors
- **D** British courts

3.2 A list of changes without a continuity [1]

- **A** does not answer the question
- **B** is ideal
- **C** is a comparison
- **D** is a causation argument

3.3 Write a paragraph on continuity and change in political participation from 1754 to

1800.

[4]

Solutions

2.1 a change and a continuity, both with evidence, and a judgment relating them.

2.2 change: independence, a written constitution or republican government; continuity: maintained property qualifications, expanding slavery or continued encroachment on tribal lands.

2.3 (a) any two of: property qualifications maintained; slavery expanding; westward pressure on American Indian lands continuing. (b) they show the period's most obvious rupture left significant structures unchanged.

3.1 A. property qualifications.

3.2 A. it answers a different question.

3.3 a change with evidence; a continuity with evidence; both located in the period; a sentence relating them rather than listing them.