

Week 10

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 4 quiz	3
Exercise sheet 4.1	6
Exercise sheet 4.2	10
Past-paper questions 4.2	14
Exercise sheet 4.3	16
Past-paper questions 4.3	20
Exercise sheet 4.4	22
Exercise sheet 4.5	26
Exercise sheet 4.6	30
Exercise sheet 4.7	34
Past-paper questions 4.7	38
Exercise sheet 4.8	39

Past-paper questions 4.8	43
Exercise sheet 4.9	44
Past-paper questions 4.9	48
Exercise sheet 4.10	50
Past-paper questions 4.10	54
Exercise sheet 4.11	56
Past-paper questions 4.11	60
Exercise sheet 4.12	63
Exercise sheet 4.13	67
Exercise sheet 4.14	71

AP United States History

Name: _____ Score: _____

1. 'Sought to define the nation's democratic ideals' describes...

- ☐ a finished settlement
- ☐ ongoing work
- ☐ a foreign policy
- ☐ a court ruling

2. Select **all** three issues the parties continued to debate.

- ☐ the tariff
- ☐ powers of the federal government
- ☐ relations with European powers
- ☐ public schooling

Tick every correct option.

3. The CED says regional interests _____ national concerns.

- ☐ supported
- ☐ often trumped
- ☐ ignored
- ☐ equalled

4. Select **both** aims the CED names.

- ☐ claiming territory throughout the North American continent
- ☐ promoting foreign trade
- ☐ colonising Africa
- ☐ joining a European alliance

Tick every correct option.

5. The defining change of the market revolution is that...

- ☐ farms disappeared
- ☐ market relationships between producers and consumers came to prevail
- ☐ money was invented
- ☐ cities emptied

6. Select **both** movements the CED names in _____ sentence.

- ☐ international migrants to industrialising Northern cities
- ☐ Americans moving west of the Appalachians
- ☐ return migration to Europe
- ☐ migration to Canada

Tick every correct option.

7. The CED states the endpoint of suffrage expansion as...

- ☐ universal suffrage
- ☐ voting by all adult white men
- ☐ property owners only
- ☐ taxpayers only

8. Select **all** three concrete issues the CED names.

- ☐ the national bank
- ☐ tariffs
- ☐ federally funded internal improvements
- ☐ public schooling

Tick every correct option.

9. Select **all** three ingredients the CED says the culture combined.

- ☐ American elements
- ☐ European influences
- ☐ regional cultural sensibilities
- ☐ Asian influences

Tick every correct option.

10. The CED places the Second Great Awakening...

- ☐ after the reform movements
- ☐ upstream of the reform movements
- ☐ outside the period
- ☐ in the South only

AP United States History

1. **ongoing work**

The ideals are being defined, not simply applied.

2. **the tariff; powers of the federal government; relations with European powers**

The same issue areas that produced the parties in the 1790s.

3. **often trumped**

A strong verb with a strong qualifier.

4. **claiming territory throughout the North American continent; promoting foreign trade**

Territory on the continent, trade beyond it.

5. **market relationships between producers and consumers came to prevail**

Buying and selling replaced making for one's own use.

6. **international migrants to industrialising Northern cities; Americans moving west of the Appalachians**

Two movements producing different social results.

7. **voting by all adult white men**

The expansion is real and its boundary is explicit.

8. **the national bank; tariffs; federally funded internal improvements**

Each is a case of the one question about federal power.

9. **American elements; European influences; regional cultural sensibilities**

'Combined' — a mixture, not an invention or an import.

10. **upstream of the reform movements**

It influenced reforms and inspired utopian movements.

4.1 Contextualizing Period 4

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS context 背景 • specialise 专业化

Objective

Build the skills to write the **context** 背景 for 1800-1848.

You must be able to:

- state the CED's three key concepts for the period
- explain the phrase 'change their society and institutions to match them'
- state what innovations precipitated
- state what shaped foreign policy

1 Worked examples

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

■ Three key concepts

KC-4.1: the United States began to develop a modern democracy and celebrated a new national culture, **while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.** **KC-4.2:** innovations in technology, agriculture and commerce powerfully accelerated the economy, **precipitating profound changes to U.S. society and to national and regional identities.** **KC-4.3:** interest in increasing foreign trade and expanding national borders shaped foreign policy and spurred government and private initiatives.

■ Matching ideals

The phrase concedes that the institutions did **not** match the ideals. That gap is the period's reform movements, its abolitionism and its women's rights convention in a single clause.

■ Precipitating

The economy's acceleration produced social change, not the reverse. The CED puts the technological cause first and the identity change after it.

■ Both identities

"National **and** regional identities" — the same economic change strengthened a national economy and sharpened regional difference, which is why period 5 follows.

2 Practice

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

2.2 Explain what “change their society and institutions to match them” concedes. [2]

2.3 Innovation changed identity in two directions.

(a) State them. [2]

(b) State what shaped foreign policy. [1]

3 Exam-style questions

3.1 KC-4.2 says innovations precipitated changes to society and to [1]

- **A** national and regional identities
- **B** the Constitution
- **C** foreign languages
- **D** nothing

3.2 “Change their institutions to match them” concedes that the institutions [1]

- **A** did not match the ideals
- **B** already matched them
- **C** had no ideals
- **D** were foreign

3.3 A single economic change strengthens a national economy and sharpens regional difference.

(a) State how both can hold. [1]

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

Solutions

2.1 the development of a modern democracy and national culture alongside efforts to match institutions to ideals; innovations accelerating the economy and changing society and identities; interest in foreign trade and expanding borders shaping foreign policy.

2.2 that the institutions did not match the ideals, which is what the period's reform movements addressed.

2.3 (a) it strengthened national identity and sharpened regional identity. (b) U.S. interest in increasing foreign trade and expanding its national borders.

3.1 A. national and regional identities.

3.2 A. they did not match.

3.3 (a) the same trade network ties regions together and specialises them differently. (b) specialised regions develop divergent interests, which become the political divisions of period 5.

4.2 The Rise of Political Parties and the Era of Jefferson

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS louisiana purchase 路易斯安那购地 • primacy of the judiciary 司法至上 • tariff 关税
• early national politics 早期国家政治

Objective

Build the skills to explain **early national politics** 早期国家政治.

You must be able to:

- name the three issues national parties continued to debate
- state the two things Supreme Court decisions established
- state what the government sought after the Louisiana Purchase
- explain why judicial primacy is a constitutional development

1 Worked examples

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

■ Three issues

The tariff, powers of the federal government, and relations with European powers. All three carry forward from the 1790s.

■ Two establishments

Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws. Two separate claims, both about who decides.

■ After Louisiana

Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

■ Why constitutional

3.9's Constitution created three branches without settling which one says what the document means. These decisions settle it — a change in the constitutional order made by the courts rather than by amendment.

2 Practice

2.1 Name the three issues national parties continued to debate. [3]

2.2 State the two things Supreme Court decisions established. [2]

2.3 Judicial primacy is a constitutional development.

(a) Explain why. [2]

(b) State what the government sought after the Louisiana Purchase. [1]

3 Exam-style questions

3.1 The Court asserted that federal laws took precedence over [1]

- **A** state laws
- **B** treaties
- **C** the Constitution
- **D** its own decisions

3.2 After the Louisiana Purchase the government used exploration and [1]

- **A** diplomatic efforts
- **B** no other means
- **C** a new constitution
- **D** foreign occupation

3.3 A branch of government establishes its own authority to interpret the Constitution.

(a) State what has changed. [1]

(b) Explain why this did not require an amendment.

[2]

Solutions

2.1 the tariff; powers of the federal government; relations with European powers.

2.2 the primacy of the judiciary in determining the meaning of the Constitution; that federal laws took precedence over state laws.

2.3 (a) the Constitution created three branches without settling which says what it means, and these decisions settled it. (b) influence and control over North America through exploration and diplomatic efforts.

3.1 A. state laws.

3.2 A. diplomacy.

3.3 (a) the constitutional order, in who decides what the document means. (b) the Constitution was silent on the question, so the answer was supplied by decisions rather than by new text.

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.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

4.3 Politics and Regional Interests

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS regional interests 区域利益

Objective

Build the skills to explain **regional interests** 区域利益 in politics.

You must be able to:

- state the CED's claim about regional and national concerns
- state what debates over the American System were about
- state the CED's verdict on the Missouri Compromise
- explain what 'only temporarily stemmed' concedes

1 Worked examples

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

■ Regional over national

Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy. "Often" and "many" — a tendency, carefully qualified.

■ The American System

Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country. A plan for unity that produced a sectional argument.

■ Missouri

Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

■ 'Only temporarily'

The CED grants that the compromise worked and denies that it settled anything. Both halves matter: an answer calling it a failure has missed that it held, and one calling it a success has missed that the tensions were still growing.

2 Practice

2.1 State the CED’s claim about regional and national concerns. [2]

2.2 State what debates over the American System were about. [2]

2.3 “Only temporarily stemmed” has two halves.

(a) State each. [2]

(b) State what the qualifiers “often” and “many” contribute. [1]

3 Exam-style questions

3.1 The CED says regional interests often trumped [1]

- **A** national concerns
- **B** foreign policy
- **C** the Constitution
- **D** party discipline

3.2 The American System debate concerned whether policies would benefit [1]

- **A** agriculture or industry
- **B** Britain or France
- **C** courts or legislatures
- **D** cities or towns

3.3 A compromise holds for thirty years and the underlying tension grows.

(a) State the CED’s judgment. [1]

(b) Explain why both halves belong in an answer.

[2]

Solutions

2.1 regional interests often trumped national concerns as the basis for many leaders' positions on slavery and economic policy.

2.2 whether such policies would benefit agriculture or industry, potentially favouring different sections of the country.

2.3 (a) it did stem the tensions; it did so only temporarily. (b) they make the claim a tendency rather than a rule.

3.1 A. national concerns.

3.2 A. agriculture or industry.

3.3 (a) that it only temporarily stemmed growing tensions. (b) calling it a failure misses that it held; calling it a success misses that the tensions kept growing beneath it.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

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.

4.4 America on the World Stage

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS monroe doctrine 门罗主义 • independent global presence 独立的国际地位 • early foreign policy 早期外交
• tariff 关税

Objective

Build the skills to explain **early foreign policy** 早期外交.

You must be able to:

- state what the United States was struggling to create
- name the three means of seeking control over the Western Hemisphere
- explain why American Indian removal appears in a foreign-policy key concept
- state what the Monroe Doctrine is an example of

1 Worked examples

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

■ The struggle

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. “Struggling” — the CED describes an ambition not yet realised.

■ Three means

Military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

■ Removal in foreign policy

The CED lists removal among the means of seeking **control over the Western Hemisphere**. Placing it there records that the United States treated American Indian nations as an obstacle to continental control rather than as a domestic matter.

■ The Monroe Doctrine

The CED’s example of a **diplomatic** effort. A declaration is an instrument of policy even without force behind it.

2 Practice

2.1 State what the United States was struggling to create. [2]

2.2 Name the three means of seeking control over the Western Hemisphere. [3]

2.3 Removal appears among these means.

(a) State what the placement records. [2]

(b) State what the Monroe Doctrine exemplifies. [1]

3 Exam-style questions

3.1 The CED describes the United States as [1]

- **A** struggling to create an independent global presence
- **B** already dominant
- **C** uninterested in trade
- **D** withdrawn

3.2 The Monroe Doctrine is given as an example of [1]

- **A** a diplomatic effort
- **B** a military action
- **C** a tariff
- **D** a court decision

3.3 A declaration is issued that the country lacks the power to enforce.

(a) State whether it is still policy. [1]

(b) Explain the reasoning.

[2]

Solutions

2.1 an independent global presence, by claiming territory throughout the North American continent and promoting foreign trade.

2.2 military actions; American Indian removal; diplomatic efforts such as the Monroe Doctrine.

2.3 (a) that the United States treated American Indian nations as an obstacle to continental control rather than as a purely domestic matter. (b) a diplomatic effort.

3.1 A. struggling.

3.2 A. diplomatic.

3.3 (a) yes. (b) it states a position other powers must take into account, and the CED classes it as a diplomatic effort regardless of enforcement capacity.

4.5 Market Revolution: Industrialization

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS market revolution 市场革命 • cotton 棉花 • markets 市场 • railroads 铁路 • bank 银行

Objective

Build the skills to explain the **market revolution** 市场革命.

You must be able to:

- define the market revolution in the CED's terms
- name four of the innovations the CED lists
- state what transportation networks did and the asymmetry the CED notes
- state what linked Southern cotton and Northern industry

1 Worked examples

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

■ Definition

Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

■ Innovations

Textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

■ The asymmetry

Legislation and judicial systems supported roads, canals and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South. The infrastructure itself was sectional.

■ Cotton and industry

Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties. The sections were economically joined and physically separated at once.

2 Practice

2.1 Define the market revolution in the CED's terms. [2]

2.2 Name four of the innovations the CED lists. [2]

2.3 The transport network was sectional.

(a) State the asymmetry the CED notes. [2]

(b) State what linked Southern cotton and Northern industry. [1]

3 Exam-style questions

3.1 Transportation networks linked the North and Midwest [1]

- **A** more closely than they linked regions in the South
- **B** less closely than the South
- **C** identically to the South
- **D** not at all

3.2 In a market revolution, relationships between producers and consumers [1]

- **A** came to prevail
- **B** disappeared
- **C** were prohibited
- **D** stayed local only

3.3 Two sections trade heavily with each other and are poorly connected physically.

(a) State what this produces. [1]

(b) Explain the political consequence.

[2]

Solutions

2.1 market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

2.2 any four of: textile machinery; steam engines; interchangeable parts; the telegraph; agricultural inventions.

2.3 (a) transportation networks linked the North and Midwest more closely than they linked regions in the South. (b) increasing Southern cotton production and the growth of Northern manufacturing, banking and shipping.

3.1 A. the CED's own claim.

3.2 A. came to prevail.

3.3 (a) economic interdependence without shared infrastructure or daily contact. (b) the sections' interests are joined while their societies remain separate, so a commercial tie does not produce a political one.

4.6 Market Revolution: Society and Culture

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS middle class 中产阶级 • market revolution's social effects 社会影响 • markets 市场

Objective

Build the skills to explain the **market revolution's social effects** 社会影响.

You must be able to:

- state the two migrations the CED describes
- state the three-part effect on prosperity
- state what changed about how people supported themselves
- state what changed in gender and family roles

1 Worked examples

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

■ Two migrations

Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

■ Three-part effect

The growth of manufacturing drove a significant increase in prosperity and standards of living **for some**; this led to **a larger middle class, a small but wealthy business elite**, and **a large and growing population of laboring poor**.

■ Supporting themselves

Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets. Wage work replaced growing one's own food.

■ Gender and family

Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres. The separation is a product of the economic change, not a survival from before it.

2 Practice

2.1 State the two migrations the CED describes. [2]

2.2 State the three-part effect on prosperity. [3]

2.3 Gender roles changed with the economy.

(a) State what changed. [2]

(b) State what replaced semi-subsistence agriculture. [1]

3 Exam-style questions

3.1 The increase in prosperity and standards of living was [1]

- **A** for some
- **B** universal
- **C** for nobody
- **D** temporary only

3.2 The domestic ideal emphasised the separation of [1]

- **A** public and private spheres
- **B** North and South

- **C** church and state
 - **D** state and federal power
-

3.3 A family that grew its own food now buys it with wages.

(a) State what has changed. [1]

(b) Explain the new vulnerability this creates. [2]

Solutions

2.1 international migrants moving to industrializing Northern cities; Americans moving west of the Appalachians to communities along the Ohio and Mississippi rivers.

2.2 a larger middle class; a small but wealthy business elite; a large and growing population of laboring poor.

2.3 (a) definitions of domestic ideals emphasising the separation of public and private spheres. (b) supporting themselves by producing goods for distant markets.

3.1 A. for some.

3.2 A. public and private spheres.

3.3 (a) the household depends on wages rather than on its own production. (b) its food supply now depends on employment and prices it does not control, so a distant market failure reaches the family table.

4.7 Expanding Democracy

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS suffrage 选举权 • expanding suffrage 选举权的扩大 • more participatory democracy 更具参与性的民主
• tariff 关税

Objective

Build the skills to explain **expanding suffrage** 选举权的扩大.

You must be able to:

- state the CED's account of the suffrage change
- state exactly who the new franchise covered
- state what accompanied the change
- explain why the precise wording matters

1 Worked examples

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

■ The change

The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

■ Exactly whom

All adult white men. The CED states the boundary of the expansion in the same clause as the expansion. It is a real widening and an explicit exclusion.

■ What accompanied it

The growth of political parties. More voters required organisations able to reach them, so the party system grew with the electorate.

■ Why the wording

Writing "suffrage was expanded to all men" changes what the period did. The CED's phrasing is the accurate one and it costs nothing to reproduce.

2 Practice

2.1 State the CED's account of the suffrage change. [2]

2.2 State exactly who the new franchise covered. [2]

2.3 The change was accompanied by something.

(a) State it and explain the connection. [2]

(b) State why the precise wording matters. [1]

3 Exam-style questions

3.1 Suffrage moved from a system based on property ownership to one based on voting by [1]

- **A** all adult white men
- **B** all adults
- **C** all men
- **D** property holders only

3.2 The change was accompanied by the growth of [1]

- **A** political parties
- **B** the judiciary
- **C** the army
- **D** the tariff

3.3 A student writes that suffrage was expanded to all men.

(a) State the error. [1]

(b) Explain what the accurate statement is. [2]

Solutions

2.1 from a system based on property ownership to one based on voting by all adult white men.

2.2 all adult white men; the CED states the boundary in the same clause as the expansion.

2.3 (a) the growth of political parties; more voters required organisations able to reach them. (b) it is the accurate description and costs nothing to reproduce.

3.1 A. all adult white men.

3.2 A. political parties.

3.3 (a) it drops the racial boundary the CED states. (b) the franchise moved from property ownership to all adult white men, which is both a real expansion and an explicit exclusion.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

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.

4.8 Jackson and Federal Power

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS andrew jackson 杰克逊 • second party system 第二党制 • internal improvements 内部改良
• bank 银行 • tariff 关税

Objective

Build the skills to explain the **second party system** 第二党制.

You must be able to:

- name the two parties and their leaders
- name the three issues they disagreed about
- state what frontier settlers championed
- state what American Indian resistance led to

1 Worked examples

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

■ Two parties

By the 1820s and 1830s, new political parties arose — the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay.

■ Three issues

They disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements. All three are the same underlying question about federal power.

■ Frontier settlers

Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

■ A sequence

The CED says a **sequence** of wars, not a single conflict. Removal was a policy carried out over years against organised resistance, not a single event.

2 Practice

2.1 Name the two parties and their leaders. [2]

2.2 Name the three issues they disagreed about. [3]

2.3 The CED says a sequence of wars.

(a) State what this indicates. [2]

(b) State what frontier settlers tended to champion. [1]

3 Exam-style questions

3.1 The Whigs were led by [1]

- **A** Henry Clay
- **B** Andrew Jackson
- **C** Thomas Jefferson
- **D** James Madison

3.2 The three issues are all versions of a question about [1]

- **A** federal power
- **B** foreign policy
- **C** religion
- **D** immigration

3.3 Two parties disagree about a bank, a tariff and road funding.

(a) State the common question. [1]

(b) Explain why the specific issues change while the division persists.

[2]

Solutions

2.1 the Democrats led by Andrew Jackson; the Whigs led by Henry Clay.

2.2 the national bank; tariffs; federally funded internal improvements.

2.3 (a) that removal was carried out over years against organised resistance rather than in a single event. (b) expansion efforts.

3.1 A. Henry Clay.

3.2 A. federal power.

3.3 (a) the role and powers of the federal government. (b) each issue asks whether the federal government should act in a new area, so the same division reappears whenever a new proposal arises.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

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.

4.9 The Development of an American Culture

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS new national culture 新的民族文化 • judicial review 司法审查

Objective

Build the skills to explain the **new national culture** 新的民族文化.**You must be able to:**

- state the three elements the new culture combined
- name the two influences on literature and the arts
- explain what 'human perfectibility' contributed
- connect this subtopic to the reform movements

1 Worked examples

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

■ Three elements

A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities. The regional element is in the definition of the national culture.

■ Two influences

Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

■ Perfectibility

If people can be improved, then institutions that fail them can be reformed. The belief supplies the premise the reform movements of 4.11 argue from.

■ The connection

4.9 and 4.11 are the same intellectual development seen twice: once as culture and once as politics. An answer that keeps them apart misses why the reform movements arose when they did.

2 Practice

2.1 State the three elements the new culture combined. [3]

2.2 Name the two influences on literature and the arts. [2]

2.3 Perfectibility connects to reform.

(a) Explain the connection. [2]

(b) State what an answer keeping 4.9 and 4.11 apart misses. [1]

3 Exam-style questions

3.1 The new national culture combined American elements, European influences and [1]

- **A** regional cultural sensibilities
- **B** foreign languages only
- **C** nothing else
- **D** military traditions

3.2 Romantic beliefs concerned [1]

- **A** human perfectibility
- **B** hereditary rank
- **C** trade policy
- **D** judicial review

3.3 A society believes people can be improved.

(a) State what follows for its institutions. [1]

(b) Explain why this produces reform movements.

[2]

Solutions

2.1 American elements; European influences; regional cultural sensibilities.

2.2 liberal social ideas from abroad; Romantic beliefs in human perfectibility.

2.3 (a) if people can be improved, institutions that fail them can be reformed, which is the premise the reform movements argue from. (b) why the reform movements arose when they did.

3.1 A. regional sensibilities.

3.2 A. human perfectibility.

3.3 (a) that they can be judged by whether they improve people. (b) an institution that does not improve people now stands accused, and improving it becomes a project people can organise around.

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman’s Rights Movement, 1800–1850*, published in 1977

“By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women’s political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

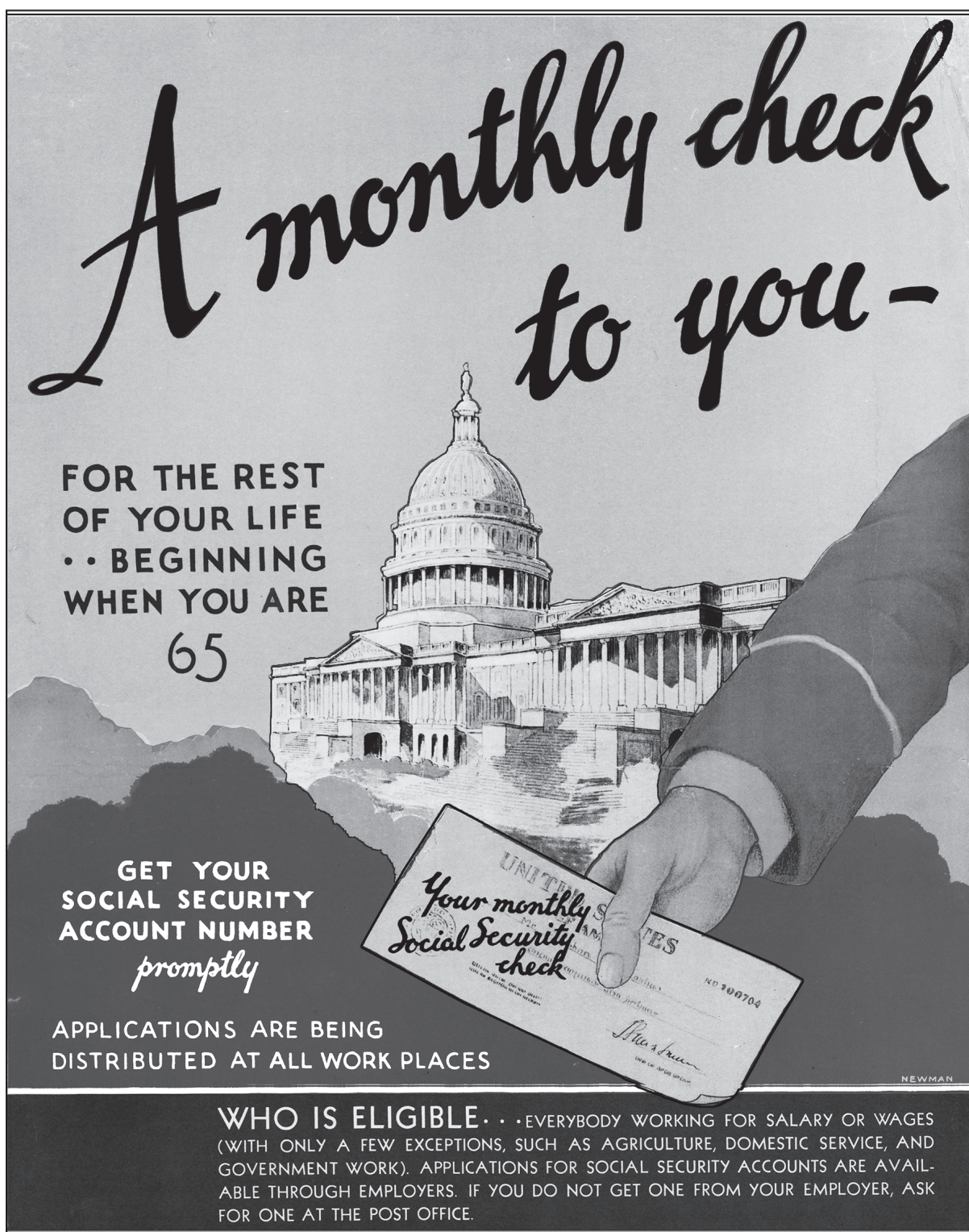
“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

Source: Gerda Lerner, historian, “Changes in the Status of Women in the Age of Jackson,” *Midcontinent American Studies Journal*, 1969

¹ unspoken

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

- a. Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century.
- b. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation.
- c. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner’s interpretation.



Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

Courtesy of Library of Congress #LC-DIG-ppmsca-07216

4.10 The Second Great Awakening

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS second great awakening 第二次大觉醒 • tariff 关税

Objective

Build the skills to explain the **Second Great Awakening** 第二次大觉醒.

You must be able to:

- name the four causes the CED gives
- explain what 'a response to rationalism' means
- state which population the CED specifies
- explain why a religious movement has social causes

1 Worked examples

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

■ Four causes

The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

■ Against rationalism

The Awakening is partly a reaction against the emphasis on reason that unit 3's Enlightenment supplied. The period contains both currents at once.

■ Among Protestants

The CED specifies **among Protestants**. It is a movement within one part of American religion, not a general religious revival.

■ Social causes

Three of the four causes are social and economic. The CED explains a religious movement by the conditions of the people in it — mobility, market change, democratic belief — which is a historian's explanation rather than a theological one.

2 Practice

2.1 Name the four causes the CED gives. [2]

2.2 Explain what “a response to rationalism” means. [2]

2.3 The CED explains a religious movement socially.

(a) State how many causes are social or economic. [1]

(b) Explain why this is a historian’s explanation. [2]

3 Exam-style questions

3.1 The CED locates the Awakening [1]

- **A** among Protestants
- **B** among Catholics
- **C** across all religions
- **D** outside religion

3.2 “A response to rationalism” means a reaction against the emphasis on [1]

- **A** reason
- **B** commerce
- **C** the tariff
- **D** removal

3.3 A revival spreads fastest in newly settled areas.

(a) Name the cause this supports. [1]

(b) Explain the connection.

[2]

Solutions

2.1 the rise of democratic and individualistic beliefs; a response to rationalism; changes to society caused by the market revolution; greater social and geographical mobility.

2.2 a reaction against the emphasis on reason that the Enlightenment had supplied.

2.3 (a) three of the four. (b) it explains the movement by the conditions of the people in it rather than by the truth or appeal of its doctrines.

3.1 A. among Protestants.

3.2 A. reason.

3.3 (a) greater social and geographical mobility. (b) settlers arriving in new areas have left their established congregations behind, so a movement offering community and belief spreads where those are missing.

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman’s Rights Movement, 1800–1850*, published in 1977

“By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women’s political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

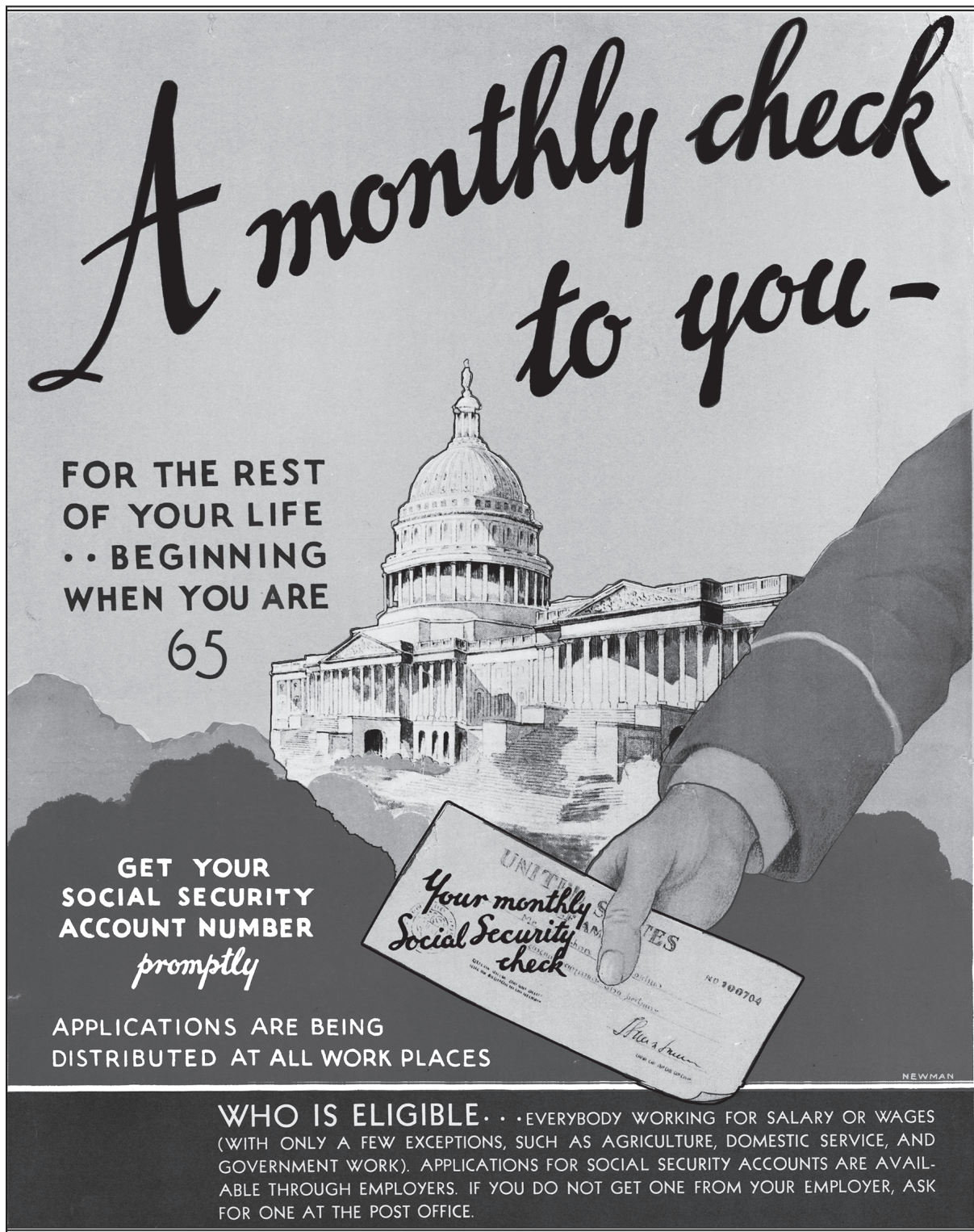
“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

Source: Gerda Lerner, historian, “Changes in the Status of Women in the Age of Jackson,” *Midcontinent American Studies Journal*, 1969

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

- a. Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century.
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Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

Courtesy of Library of Congress #LC-DIG-ppmsca-07216

2. Using the image, respond to **parts a, b, and c.**

- a. Briefly describe one historical context that might explain the creation of the image.
- b. Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
- c. Briefly explain how one previous belief about reform continued from 1875 to 1940.

4.11 An Age of Reform

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS reform movements 改革运动 • voluntary organizations 自愿团体 • women's rights movement 妇女权利
• seneca falls convention 塞内卡福尔斯会议 • temperance 禁酒运动

Objective

Build the skills to explain the **reform movements** 改革运动.

You must be able to:

- state what the Awakening influenced and inspired
- state what voluntary organizations aimed at
- state what abolitionist movements achieved and where
- state what happened at Seneca Falls and the argument that followed

1 Worked examples

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

■ Influence

The Second Great Awakening **influenced moral and social reforms and inspired utopian and other religious movements.**

■ Voluntary organizations

Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts. Two aims: individual conduct and social improvement.

■ Abolition

Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Emancipation and restriction together. Antislavery movements increased in the North.

■ Seneca Falls

A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.

2 Practice

2.1 State what voluntary organizations aimed at. [2]

2.2 State what abolitionist movements achieved and what accompanied it. [2]

2.3 The women's rights movement faced an internal argument.

(a) State it. [2]

(b) State what the Awakening inspired besides moral and social reform. [1]

3 Exam-style questions

3.1 Emancipation in the North was accompanied by [1]

- A many state governments restricting African Americans' rights
- B full equality
- C no change
- D federal protection

3.2 The women's rights movement expressed its ideals at [1]

- A the Seneca Falls Convention
- B the Constitutional Convention

- **C** the Hartford Convention
 - **D** Philadelphia
-

3.3 A movement gains legal freedom for a group whose rights are then restricted.

(a) State what this shows. [1]

(b) Explain why both belong in one account. [2]

Solutions

2.1 changing individual behaviors and improving society through temperance and other reform efforts.

2.2 gradual emancipation in the North, growing the free African American population, even as many state governments restricted African Americans' rights.

2.3 (a) arguments emerged over whether to narrow the goals to white women. (b) utopian and other religious movements.

3.1 A. restriction accompanied emancipation.

3.2 A. Seneca Falls.

3.3 (a) that legal freedom and civil rights are separate achievements. (b) the CED states both in one sentence, and an account of either alone misdescribes what the movement accomplished.

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

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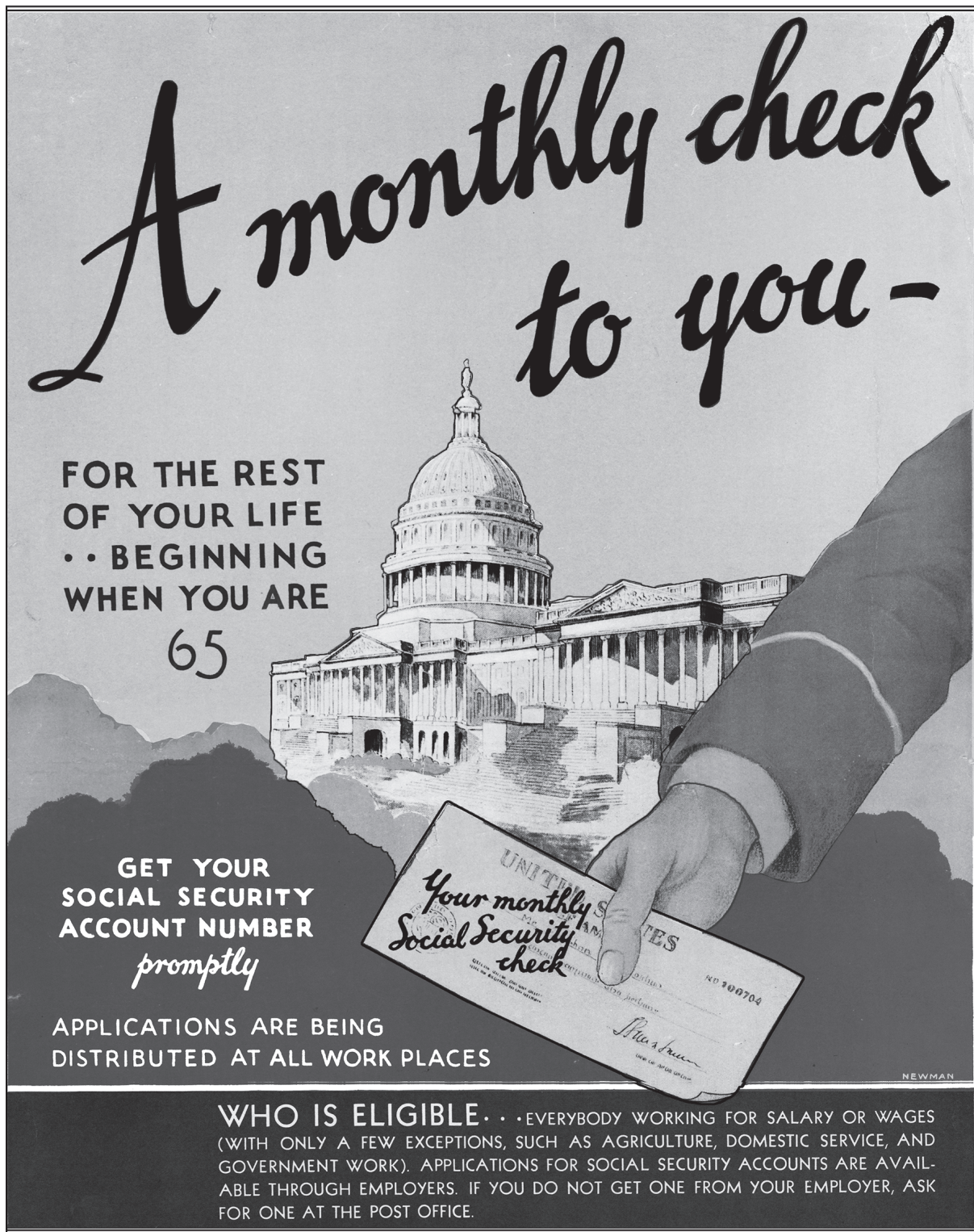
“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

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2. Using the image, respond to **parts a, b, and c.**

- a. Briefly describe one historical context that might explain the creation of the image.
- b. Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
- c. Briefly explain how one previous belief about reform continued from 1875 to 1940.

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother. . . . This is the ideal which the Southern people have been slow to give up. . . .

“. . . Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field. . . .

“. . . The old-time idea that a lady must not earn her livelihood had to go down before stern need. . . . Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends.

“. . . Southern women have come to see that public policies and private conditions are interdependent and cannot be separated. . . .

“. . . The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life and merely demanding political rights.”

Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Briefly describe one purpose of the women’s organization in producing the pamphlet.
- b. Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.
- c. Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

4.12 African Americans in the Early Republic

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS communities and strategies 社群与策略 • unsuccessful rebellions 未能成功的起义 • african american a

Objective

Build the skills to explain **African American action** 非裔美国人的行动.

You must be able to:

- state what the CED says about antislavery efforts in the South
- state the two things enslaved and free African Americans created
- state what they joined
- explain why the CED records creation as well as resistance

1 Worked examples

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

■ In the South

Antislavery efforts in the South were largely limited to unsuccessful rebellions by enslaved people. “Largely” and “unsuccessful” — the CED reports both the limit and the outcome without denying the effort.

■ What was created

Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures. Communities and strategies — one is a structure, the other a practice.

■ Political effort

They joined political efforts aimed at changing their status. Not only endurance and not only rebellion: organised political action.

■ Creation as well as resistance

A history recording only what was done to people leaves them without agency. The CED’s verbs here — created, protect, joined — are all active, and reproducing them is part of writing the period accurately.

2 Practice

2.1 State what the CED says about antislavery efforts in the South. [2]

2.2 State the two things African Americans created and what they protected. [2]

2.3 The CED's verbs are active.

(a) Name three. [3]

(b) State what a history recording only what was done to people loses. [1]

3 Exam-style questions

3.1 The CED describes Southern antislavery efforts as largely limited to [1]

- **A** unsuccessful rebellions by enslaved people
- **B** newspaper campaigns
- **C** legislative action
- **D** nothing at all

3.2 African Americans joined [1]

- **A** political efforts aimed at changing their status
- **B** the Whig party only
- **C** no organisations
- **D** the Awakening only

3.3 A community maintains its family structures under a system designed to break them.

(a) State what this is. [1]

(b) Explain why the CED records it.

[2]

Solutions

2.1 they were largely limited to rebellions by enslaved people, which were unsuccessful.

2.2 communities and strategies, to protect their dignity and family structures.

2.3 (a) created; protect; joined. (b) the agency of the people it describes.

3.1 A. unsuccessful rebellions.

3.2 A. political efforts.

3.3 (a) a strategy to protect dignity and family structures. (b) an account of the period that reports only what was done to enslaved people would omit what they themselves built and defended.

4.13 The Society of the South in the Early Republic

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS southern society 南方社会

Objective

Build the skills to explain **Southern society** 南方社会.

You must be able to:

- state the CED's fact about slaveholding in the South
- state what most Southern leaders argued
- state what Southern business leaders relied on
- explain what overcultivation caused

1 Worked examples

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

■ The fact

Although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life. The CED puts a demographic fact and a political claim in one sentence.

■ Leaders and population

Most Southerners were not slaveholders, and most Southern leaders defended slavery. Both are true, and the gap between them is a fact about who spoke for the section.

■ The economy

Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity. The economy and the identity develop together.

■ Overcultivation

As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow. An environmental cause with a political consequence.

2 Practice

2.1 State the CED's fact about slaveholding and what most leaders argued. [2]

2.2 State what Southern business leaders relied on and its effect. [2]

2.3 Overcultivation had a political consequence.

(a) State the chain. [2]

(b) State what the gap between population and leaders shows. [1]

3 Exam-style questions

3.1 The majority of Southerners [1]

- A owned no enslaved persons
- B owned plantations
- C lived in cities
- D opposed slavery publicly

3.2 Overcultivation depleted arable land in [1]

- A the Southeast
- B New England

- **C** the Northwest Territory
 - **D** California
-

3.3 Most people in a section do not hold an institution, and their leaders defend it as their way of life.

(a) State what this reveals. [1]

(b) Explain how such a defence can be sustained. [2]

Solutions

2.1 the majority of Southerners owned no enslaved persons; most leaders argued that slavery was part of the Southern way of life.

2.2 the production and export of traditional agricultural staples, contributing to a distinctive Southern regional identity.

2.3 (a) overcultivation depleted arable land in the Southeast, so slaveholders relocated plantations west of the Appalachians, where slavery continued to grow. (b) who spoke for the section.

3.1 A. the CED's own statement.

3.2 A. the Southeast.

3.3 (a) that the leadership's position did not depend on majority ownership. (b) the institution can be defended as regional identity rather than as personal interest, which enlists people who hold no enslaved persons themselves.

4.14 Causation in Period 4

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS causation 因果

Objective

Build the skills to explain **causation** 因果 in period 4.**You must be able to:**

- state what a causation question asks
- name a cause and an effect from the period's key concepts
- distinguish a cause from a condition
- rank causes against a stated criterion

1 Worked examples

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

■ The question

A causation question asks why something happened, which requires naming a cause and showing the connection — not narrating what followed.

■ A chain from the CED

Innovations in technology and commerce (KC-4.2) → an accelerated economy → profound changes to society and to national **and regional** identities → the divergence period 5 turns into a crisis.

■ Cause and condition

A **condition** makes something possible; a **cause** brings it about. Abundant western land was a condition for the expansion of slavery; overcultivation in the Southeast was a cause of the particular relocation the CED describes.

■ Ranking

Where more than one cause is available, name a criterion — necessity, proximity, scale — and rank against it. The CED's own qualifiers (“often”, “for some”, “largely”) are the material for limiting a judgment.

2 Practice

2.1 State what a causation question asks for. [2]

2.2 Distinguish a cause from a condition with an example. [2]

2.3 Causes can be ranked.

(a) Name two criteria. [2]

(b) State what the CED's qualifiers supply. [1]

3 Exam-style questions

3.1 A causation answer must show [1]

- **A** the connection between cause and outcome
- **B** the sequence of events only
- **C** the date
- **D** the sources

3.2 Abundant western land is best described as [1]

- **A** a condition
- **B** a cause
- **C** an effect
- **D** a compromise

3.3 Write a paragraph explaining one cause of the divergence between North and South

by 1848.

[4]

Solutions

2.1 why something happened, naming a cause and showing the connection rather than narrating what followed.

2.2 a condition makes something possible and a cause brings it about; e.g. western land was a condition for slavery's expansion while overcultivation caused the particular relocation.

2.3 (a) any two of: necessity; proximity; scale. (b) the material for limiting a judgment.

3.1 A. the connection.

3.2 A. a condition.

3.3 a cause named; evidence from the period; the connection to the outcome explained; the claim limited rather than absolute.