

Week 17

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 6 quiz	3
Exercise sheet 6.1	6
Exercise sheet 6.2	10
Past-paper questions 6.2	14
Exercise sheet 6.3	15
Exercise sheet 6.4	19
Past-paper questions 6.4	23
Exercise sheet 6.5	25
Past-paper questions 6.5	29
Exercise sheet 6.6	30
Past-paper questions 6.6	34
Exercise sheet 6.7	36

Past-paper questions 6.7	40
Exercise sheet 6.8	41
Past-paper questions 6.8	45
Exercise sheet 6.9	47
Past-paper questions 6.9	51
Exercise sheet 6.10	53
Exercise sheet 6.11	57
Past-paper questions 6.11	61
Exercise sheet 6.12	63
Past-paper questions 6.12	67
Exercise sheet 6.13	68
Past-paper questions 6.13	72
Exercise sheet 6.14	75

AP United States History

Name: _____ Score: _____

1. Select **all** three causes of industrial capitalism the CED names.

- ☐ technological advances
- ☐ large-scale production methods
- ☐ the opening of new markets
- ☐ foreign conquest

Tick every correct option.

2. Select **both** effects of mechanisation the CED names.

- ☐ substantially increased agricultural production
- ☐ declines in food prices
- ☐ higher wages
- ☐ fewer farms

Tick every correct option.

3. Select **all** four opportunities the CED names.

- ☐ building the railroads
- ☐ mining
- ☐ farming
- ☐ ranching

Tick every correct option.

4. The primary economic activity in the South continued to be...

- ☐ manufacturing
- ☐ agriculture based on sharecropping and tenant farming
- ☐ mining
- ☐ shipping

5. Select **both** inputs the CED names.

- ☐ technological innovations
- ☐ greater access to natural resources
- ☐ foreign labour only
- ☐ tariff protection

Tick every correct option.

6. Select **all** three things the CED says accompanied large-scale production.

- ☐ massive technological change
- ☐ expanding international communication networks
- ☐ pro-growth government policies
- ☐ labour legislation

Tick every correct option.

7. 'Negotiated compromises' gives immigrants...

- ☐ no role
- ☐ agency as parties to the outcome
- ☐ legal citizenship
- ☐ political office

8. The Populist demand was for...

- ☐ less regulation
- ☐ a stronger governmental role in regulating the economy
- ☐ higher tariffs only
- ☐ secession

9. Industrialisation brought the **least** change in...

- ☐ manufacturing
- ☐ Southern agriculture and national politics
- ☐ city populations
- ☐ western settlement

10. Large-scale production methods are...

- ☐ a machine
- ☐ a method, not a device
- ☐ a market
- ☐ a law

AP United States History

1. **technological advances; large-scale production methods; the opening of new markets**

'Encouraged' is a modest verb.

2. **substantially increased agricultural production; declines in food prices**

The second is what makes farming harder.

3. **building the railroads; mining; farming; ranching**

The motive is stated as an ideal: self-sufficiency and independence.

4. **agriculture based on sharecropping and tenant farming**

'Despite' and 'continued to be' make this a continuity claim.

5. **technological innovations; greater access to natural resources**

'Made use of' puts the agency with businesses.

6. **massive technological change; expanding international communication networks; pro-growth government policies**

The third matters for 6.12's laissez-faire debate.

7. **agency as parties to the outcome**

Not material being processed.

8. **a stronger governmental role in regulating the economy**

The direct answer to 6.12's laissez-faire position.

9. **Southern agriculture and national politics**

'Extent' requires a judgement with a limit.

10. **a method, not a device**

The same distinction 4.5 drew about interchangeable parts.

6.1 Contextualizing Period 6

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS gilded age 镀金时代 • consolidation 合并 • context 背景 • cities 城市

Objective

Build the skills to write the **context** 背景 for 1865-1898.

You must be able to:

- state the CED's three key concepts for the period
- name the three things that encouraged industrial capitalism
- state what the migrations transformed
- state the three things the Gilded Age produced

1 Worked examples

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

■ Three key concepts

KC-6.1: technological advances, large-scale production methods and the opening of new markets encouraged the rise of industrial capitalism. **KC-6.2:** the migrations that accompanied industrialization transformed **both urban and rural areas** and caused dramatic social and cultural change. **KC-6.3:** the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

■ Three causes

Technological advances, large-scale production methods, and the opening of new markets. A technique, an organisation and a demand — industrial capitalism needs all three.

■ Both urban and rural

The CED insists on both. An account of the period as urbanisation alone misses the transformation of western and southern agriculture that 6.2 and 6.4 describe.

■ Three products

Cultural and intellectual movements; public reform efforts; political debates. The period's conflicts are intellectual, social and political at once.

2 Practice

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

2.2 Name the three things that encouraged industrial capitalism. [3]

2.3 The migrations transformed two kinds of area.

(a) State them and what an urban-only account misses. [2]

(b) Name the three things the Gilded Age produced. [1]

3 Exam-style questions

3.1 The migrations transformed [1]

- **A** both urban and rural areas
- **B** cities only
- **C** the South only
- **D** no areas

3.2 The three causes of industrial capitalism are a technique, an organisation and [1]

- **A** a demand
- **B** a treaty
- **C** a constitution
- **D** a religion

3.3 A period is described entirely as one of urbanisation.

(a) State what is missing. [1]

(b) Explain why the CED insists on both.

[2]

Solutions

2.1 technological advances, production methods and new markets encouraging industrial capitalism; migrations transforming urban and rural areas and causing social and cultural change; the Gilded Age producing cultural and intellectual movements, reform efforts and political debates.

2.2 technological advances; large-scale production methods; the opening of new markets.

2.3 (a) urban and rural; the transformation of western and southern agriculture. (b) new cultural and intellectual movements, public reform efforts and political debates.

3.1 A. both.

3.2 A. a demand.

3.3 (a) the rural transformation. (b) the same industrial change reorganised farming through mechanisation, railroads and market consolidation, so rural America was transformed as much as the cities.

6.2 Westward Expansion: Economic Development

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS mechanization 机械化 • consolidation 合并 • consolidation in agricultural markets 农产品市场集中化
• western economic development 西部经济发展 • political machines 政治机器

Objective

Build the skills to explain **western economic development** 西部经济发展.

You must be able to:

- state what improvements in mechanization did
- state how farmers responded to consolidation
- state what government subsidies helped open
- name the three things that promoted economic growth in the West

1 Worked examples

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

■ Mechanization

Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices. More output and lower prices — good for consumers and difficult for producers.

■ Farmers' response

Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations. Collective action against market power.

■ Government subsidies

Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. The market was opened by public money.

■ **Three promoters**

The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

2 Practice

2.1 State the two effects of improvements in mechanization. [2]

2.2 State how farmers responded and why. [2]

2.3 Three things promoted western economic growth.

(a) Name them. [3]

(b) State what government subsidies helped open. [1]

3 Exam-style questions

3.1 Improvements in mechanization contributed to [1]

- A declines in food prices
- B rising food prices
- C less production
- D fewer farms only

3.2 Farmers created [1]

- A local and regional cooperative organizations
- B trusts

- **C** holding companies
 - **D** political machines
-

3.3 A farmer produces more and earns less.

(a) State how this is possible. [1]

(b) Explain why cooperation was the response. [2]

Solutions

2.1 agricultural production increased substantially; food prices declined.

2.2 by creating local and regional cooperative organizations, in response to increasing consolidation in agricultural markets and dependence on the railroad system.

2.3 (a) transcontinental railroads; the discovery of mineral resources; government policies.
(b) new markets in North America.

3.1 A. declining food prices.

3.2 A. cooperatives.

3.3 (a) increased output lowers the price of what is produced. (b) an individual farmer faces consolidated buyers and a railroad he depends on, so only collective organisation gives him any bargaining position.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

END OF SECTION I

6.3 Westward Expansion: Social and Cultural Development

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS assimilation 同化 • reservations 保留地 • west's social development 西部社会

Objective

Build the skills to explain the **West's social development** 西部社会.

You must be able to:

- state what migrants hoped to achieve and the opportunities they sought
- name the three groups competing for land and resources
- state what the U.S. government did
- state what many American Indians did despite assimilation policies

1 Worked examples

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

■ Migrants' hopes

In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

■ Three groups

As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict. The bison's destruction is given as part of the cause.

■ Government action

The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty. Four actions, stated plainly.

■ Preservation

Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices. The CED records action as well as what was done.

2 Practice

2.1 State what migrants hoped to achieve and two opportunities they sought. [2]

2.2 State what the U.S. government did. [3]

2.3 The CED records American Indian action.

(a) State what many did. [2]

(b) Name the three groups competing for land and resources. [1]

3 Exam-style questions

3.1 Competition intensified as the American bison population was [1]

- A decimated
- B protected
- C increased
- D unaffected

3.2 The government eventually confined American Indians to reservations and denied [1]

- A tribal sovereignty
- B all migration

- **C** railroad access
 - **D** mineral rights only
-

3.3 A government signs treaties and then violates them.

(a) State what the CED records. [1]

(b) Explain why recording the treaties matters. [2]

Solutions

2.1 ideals of self-sufficiency and independence; any two of building railroads, mining, farming, ranching.

2.2 violated treaties; responded to resistance with military force; confined American Indians to reservations and denied tribal sovereignty.

2.3 (a) preserved their cultures and tribal identities despite assimilation policies and attempted to develop self-sustaining economic practices. (b) white settlers, American Indians and Mexican Americans.

3.1 A. decimated.

3.2 A. tribal sovereignty.

3.3 (a) that the government violated treaties with American Indians. (b) a treaty is an agreement between sovereigns, so its violation is evidence about how sovereignty was recognised and then denied.

6.4 The “New South”

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS new south 新南方

Objective

Build the skills to explain the **New South** 新南方 and Jim Crow.

You must be able to:

- state what the New South promised and what actually continued
- state what Plessy v. Ferguson upheld and marked
- name the three things African American reformers faced
- state what those reformers continued to do

1 Worked examples

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

■ Promise and reality

Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “New South” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

■ Plessy

The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation (known as Jim Crow) helped to mark the end of most of the political gains African Americans made during Reconstruction.

■ Three obstacles

Increased violence, discrimination, and scientific theories of race. The third is intellectual, and the CED puts it alongside the other two.

■ Continued fight

African American reformers continued to fight for political and social equality. “Continued” — the CED is explicit that the effort did not stop.

2 Practice

2.1 State what the New South promised and what continued. [2]

2.2 State what Plessy v. Ferguson upheld and marked. [2]

2.3 Reformers faced three obstacles.

(a) Name them. [3]

(b) State the force of “continued to fight”. [1]

3 Exam-style questions

3.1 The primary economic activity in the South continued to be [1]

- **A** agriculture based on sharecropping and tenant farming
- **B** heavy industry
- **C** shipping
- **D** finance

3.2 One of the three obstacles was [1]

- **A** scientific theories of race
- **B** foreign competition
- **C** falling cotton yields
- **D** the tariff

3.3 A movement calls for industrialisation and the region’s economy stays agricultural.

(a) State the gap. [1]

(b) Explain what the CED's wording concedes and denies.

[2]

Solutions

2.1 Southern leaders promoted industrialization of some segments of the economy; agriculture based on sharecropping and tenant farming continued to be the primary economic activity.

2.2 it upheld racial segregation, known as Jim Crow, and helped mark the end of most of the political gains made during Reconstruction.

2.3 (a) increased violence; discrimination; scientific theories of race. (b) that the effort did not stop.

3.1 A. sharecropping and tenant farming.

3.2 A. scientific theories of race.

3.3 (a) between the programme and the economy. (b) it concedes that some segments did industrialise while denying that this changed what the region's economy principally was.

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.
-

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

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I**Question 3 or 4**

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

END OF SECTION I

6.5 Technological Innovation

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS technological innovation 技术创新

Objective

Build the skills to explain **technological innovation** 技术创新.

You must be able to:

- state the CED's claim about businesses and technology
- name the two things businesses made use of
- explain why access to natural resources appears beside technology
- connect this subtopic to 6.6

1 Worked examples

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

■ The claim

Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

■ Two inputs

Technological innovations and greater access to natural resources. A machine without material produces nothing, so the CED names both.

■ Why resources

6.2's railroads and mineral discoveries supplied the access. The technological subtopic therefore depends on the western subtopic — production rose because the continent's resources became reachable.

■ Link to 6.6

6.6 adds the other half: **redesigned financial and management structures, advances in marketing, and a growing labor force.** Technology and resources are the physical inputs; 6.6 supplies the organisational ones.

2 Practice

2.1 State the CED's claim about businesses and technology. [2]

2.2 Explain why access to natural resources appears beside technology. [2]

2.3 6.5 and 6.6 divide the explanation.

(a) State what each supplies. [2]

(b) State which earlier subtopic supplied the access. [1]

3 Exam-style questions

3.1 Businesses used technological innovations and greater access to [1]

- **A** natural resources
- **B** foreign markets only
- **C** federal land grants only
- **D** enslaved labour

3.2 6.6 adds financial and management structures, marketing and [1]

- **A** a growing labor force
- **B** more machines
- **C** more coal
- **D** more railroads

3.3 A factory has new machinery and no reliable supply of raw material.

(a) State the outcome. [1]

(b) Explain why the CED names both inputs.

[2]

Solutions

2.1 they made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

2.2 a machine without material produces nothing, so increased output required both.

2.3 (a) 6.5 supplies the physical inputs; 6.6 supplies the organisational ones. (b) 6.2's railroads and mineral discoveries.

3.1 A. natural resources.

3.2 A. a growing labor force.

3.3 (a) production does not rise. (b) each input is necessary and neither is sufficient, so an increase in output requires both to be present.

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. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

6.6 The Rise of Industrial Capitalism

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS industrial capitalism 工业资本主义 • consolidation 合并

Objective

Build the skills to explain **industrial capitalism** 工业资本主义.

You must be able to:

- name the three things that accompanied large-scale industrial production
- name the three organisational changes businesses made
- state what consolidation into trusts did
- state where businesses looked outside U.S. borders

1 Worked examples

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

■ Three accompaniments

Large-scale industrial production was **accompanied by massive technological change, expanding international communication networks, pro-growth government policies** and generated **rapid economic development and business consolidation**.

■ Three organisational changes

Redesigned financial and management structures, advances in marketing, and a growing labor force.

■ Consolidation

Many business leaders sought **increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth**. The CED states the distributional consequence in the same sentence as the business motive.

■ Outside the borders

Businesses increasingly looked outside U.S. borders in an effort to gain **greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America**. 7.2's imperialism debate has an economic origin here.

2 Practice

2.1 Name the three things that accompanied large-scale industrial production. [3]

2.2 Name the three organisational changes businesses made. [3]

2.3 Consolidation had a consequence.

(a) State the motive and the consequence. [2]

(b) Name the regions businesses looked to. [1]

3 Exam-style questions

3.1 Consolidation into trusts and holding companies further [1]

- **A** concentrated wealth
- **B** distributed wealth
- **C** reduced production
- **D** ended competition permanently

3.2 Businesses looked outside U.S. borders towards the Pacific Rim, Asia and [1]

- **A** Latin America
- **B** Africa
- **C** Antarctica
- **D** Scandinavia

3.3 A government adopts pro-growth policies while businesses consolidate.

(a) State the CED's relationship between them. [1]

(b) Explain the connection to the next period.

[2]

Solutions

2.1 massive technological change; expanding international communication networks; pro-growth government policies.

2.2 redesigned financial and management structures; advances in marketing; a growing labor force.

2.3 (a) increased profits was the motive; further concentration of wealth was the consequence. (b) the Pacific Rim, Asia and Latin America.

3.1 A. concentrated wealth.

3.2 A. Latin America.

3.3 (a) both accompanied large-scale industrial production and generated rapid development and consolidation. (b) businesses looking abroad for markets and resources supplies the economic origin of period 7's imperialism debate.

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

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

- a. Briefly describe one economic development from 1865 to 1900.
- b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
- c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

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

- a. Briefly describe one point of view suggested in the excerpt.
- b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
- c. Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

6.7 Labor in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS gilded age 镀金时代

Objective

Build the skills to explain **labour in the Gilded Age** 镀金时代的劳工.

You must be able to:

- state the CED's three-part claim about wages and living standards
- state what labour and management battled over
- name the two forms workers' action took
- state what happened to the industrial workforce

1 Worked examples

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

■ Three parts

As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew. Wages up, living standards up, inequality up — all three at once.

■ The battle

Labor and management battled over wages and working conditions.

■ Two forms

Workers organised **local and national unions** and/or **directly confronted business leaders**. The CED's "and/or" allows either or both.

■ The workforce

The industrial workforce expanded and child labor increased. The CED states the second half without comment, and an accurate account carries it.

2 Practice

2.1 State the CED's three-part claim about wages and living standards. [3]

2.2 State the two forms workers' action took. [2]

2.3 The workforce changed.

(a) State the two changes. [2]

(b) State what labour and management battled over. [1]

3 Exam-style questions

3.1 As prices decreased, workers' real wages [1]

- **A** increased
- **B** decreased
- **C** stayed the same
- **D** were abolished

3.2 Alongside the workforce's expansion, the CED records that [1]

- **A** child labor increased
- **B** child labor ended
- **C** unions were banned
- **D** wages fell

3.3 Living standards rise and inequality rises at the same time.

(a) State whether both can be true. [1]

(b) Explain how.

[2]

Solutions

2.1 workers' real wages increased; many Americans' standards of living improved; the gap between rich and poor grew.

2.2 organising local and national unions; directly confronting business leaders.

2.3 (a) the industrial workforce expanded; child labor increased. (b) wages and working conditions.

3.1 A. increased.

3.2 A. child labor increased.

3.3 (a) yes. (b) a rise in real wages improves the position of those at the bottom while incomes at the top rise faster, so the gap widens even as everyone gains.

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. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

6.8 Immigration and Migration in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS migration 移民 • cities 城市 • southern and eastern europe 南欧与东欧 • gilded age 镀金时代

Objective

Build the skills to explain **migration** 移民 in the Gilded Age.

You must be able to:

- state where cities attracted migrants from
- name the three reasons migrants moved
- state what urban neighbourhoods provided
- state how the industrial workforce became more diverse

1 Worked examples

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

■ Where from

Cities attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. International and internal migration in one sentence.

■ Three reasons

Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. All three are reasons to leave.

■ Neighbourhoods

Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers. The CED states a positive effect.

■ Diversity

The industrial workforce expanded and became more diverse through internal and international migration. The workforce of 6.7 is the migrant population of 6.8.

2 Practice

2.1 State where cities attracted migrants from. [2]

2.2 Name the three reasons migrants moved. [3]

2.3 Neighbourhoods had an effect.

(a) State it. [2]

(b) State how the industrial workforce became more diverse. [1]

3 Exam-style questions

3.1 African American migrants moved [1]

- **A** within and out of the South
- **B** only abroad
- **C** only to the West
- **D** nowhere

3.2 Urban neighborhoods based on ethnicity, race and class provided [1]

- **A** new cultural opportunities for city dwellers
- **B** no benefits
- **C** industrial machinery
- **D** federal subsidies

3.3 A city's factory workforce and its immigrant population grow together.

(a) State the relationship. [1]

(b) Explain why the two subtopics describe one process.

[2]

Solutions

2.1 immigrants from Asia and southern and eastern Europe; African American migrants within and out of the South.

2.2 to escape poverty; religious persecution; limited opportunities for social mobility.

2.3 (a) they provided new cultural opportunities for city dwellers. (b) through internal and international migration.

3.1 A. within and out of the South.

3.2 A. new cultural opportunities.

3.3 (a) the growing workforce is largely the migrant population. (b) 6.7's expanding industrial workforce and 6.8's migration are the same people counted twice, so an account of labour that omits migration explains where the workers came from without saying who they were.

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- a. Briefly describe one point of view suggested in the excerpt.
 - b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - c. Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

6.9 Responses to Immigration in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS responses to immigration 对移民的回应 • social darwinism 社会达尔文主义 • assimilation 同化

Objective

Build the skills to explain **responses to immigration** 对移民的回应.

You must be able to:

- state what accompanied the growth of international migration
- state what many immigrants negotiated
- explain what Social Darwinism was used to justify
- state what settlement house workers did

1 Worked examples

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

■ Debates

Increasing public debates over assimilation and Americanization accompanied the growth of international migration.

■ Negotiation

Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States. The CED's verb makes immigrants active participants rather than objects of a policy.

■ Social Darwinism

Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. “Later described as” — the CED is careful about the term's history.

■ Settlement houses

Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

2 Practice

2.1 State what accompanied the growth of international migration. [2]

2.2 State what Social Darwinism was used to justify. [2]

2.3 Immigrants were active.

(a) State the CED's verb and what it claims. [2]

(b) State what settlement house workers did. [1]

3 Exam-style questions

3.1 The CED says theories were “later described as” Social Darwinism, which shows it is careful about [1]

- **A** the term's history
- **B** the spelling
- **C** the date of migration
- **D** the number of migrants

3.2 Social Darwinism justified success at the top as appropriate and [1]

- **A** inevitable
- **B** temporary
- **C** unjust
- **D** accidental

3.3 A theory explains an existing distribution of wealth as natural.

(a) State what such a theory does politically. [1]

(b) Explain why this makes it worth studying. [2]

Solutions

2.1 increasing public debates over assimilation and Americanization.

2.2 the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

2.3 (a) negotiated, which makes immigrants active participants rather than objects of policy. (b) helped immigrants adapt to U.S. language and customs.

3.1 A. the term's history.

3.2 A. inevitable.

3.3 (a) it removes the distribution from political argument. (b) if an arrangement is natural and inevitable, no reform is required, so the theory functions as an argument against reform whether or not it was intended as one.

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

6.10 Development of the Middle Class

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS gospel of wealth 财富福音 • middle class 中产阶级 • managers 管理人员 • clerical workers 文职人员
• moral obligation 道德义务

Objective

Build the skills to explain the **new middle class** 中产阶级.

You must be able to:

- name the three things that fostered the middle class
- state what helped expand consumer culture
- state the Gospel of Wealth and what it produced
- explain why clerical work created a class

1 Worked examples

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

■ Three causes

Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class.

■ Consumer culture

A growing amount of leisure time also helped expand consumer culture. Leisure is a precondition for consumption as an activity.

■ Gospel of Wealth

Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

■ Why clerical work

A corporation large enough to need managers and clerks creates salaried positions that are neither ownership nor manual labour. That is a new position in the economy, and a class forms around it.

2 Practice

2.1 Name the three things that fostered the middle class. [3]

2.2 State the Gospel of Wealth and what it produced. [2]

2.3 Clerical work created a class.

(a) Explain why. [2]

(b) State what helped expand consumer culture. [1]

3 Exam-style questions

3.1 Philanthropic contributions enhanced educational opportunities and [1]

- **A** urban environments
- **B** military capacity
- **C** tariff revenue
- **D** railroad profits

3.2 A growing amount of leisure time helped expand [1]

- **A** consumer culture
- **B** agriculture
- **C** immigration
- **D** segregation

3.3 A salaried clerk owns no business and does no manual work.

(a) State the position this occupies. [1]

(b) Explain why a new class forms around it.

[2]

Solutions

2.1 corporations' need for managers; their need for male and female clerical workers; increased access to educational institutions.

2.2 that the wealthy had a moral obligation to help the less fortunate and improve society; philanthropic contributions enhancing educational opportunities and urban environments.

2.3 (a) a corporation large enough to need managers and clerks creates salaried positions that are neither ownership nor manual labour. (b) a growing amount of leisure time.

3.1 A. urban environments.

3.2 A. consumer culture.

3.3 (a) a new position between ownership and manual labour. (b) the position carries its own income, education and expectations, and people occupying it come to share interests distinct from both other groups.

6.11 Reform in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS gospel of wealth 财富福音 • voluntary organizations 自愿团体 • gilded age reform 改革
• gilded age 镀金时代 • consolidation 合并

Objective

Build the skills to explain **Gilded Age reform** 改革.

You must be able to:

- name the four groups that championed alternative visions
- state what many women did in pursuit of greater equality
- explain what 'alternative visions' means here
- connect reform to the Gospel of Wealth

1 Worked examples

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

■ Four groups

A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.

■ Women's action

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform. Three activities, all of them organised.

■ Alternative visions

Not adjustments to industrial capitalism but different accounts of what the economy and society should be. That is why agrarians and socialists appear in one list despite having little in common.

■ Against the Gospel of Wealth

6.10's Gospel of Wealth accepts the distribution and asks the wealthy to give. 6.11's alternative visions question the distribution itself. Both are responses to the same inequality.

2 Practice

2.1 Name the four groups that championed alternative visions. [2]

2.2 State the three things many women did. [3]

2.3 Two responses to inequality differ.

(a) Contrast the Gospel of Wealth with alternative visions. [2]

(b) State why agrarians and socialists appear in one list. [1]

3 Exam-style questions

3.1 Advocates of the Social Gospel are listed among those championing [1]

- **A** alternative visions for the economy and society
- **B** the tariff
- **C** consolidation
- **D** segregation

3.2 Many women promoted social and political reform, went to college and [1]

- **A** joined voluntary organizations
- **B** withdrew from public life
- **C** left the country
- **D** opposed education

3.3 One response to inequality asks the rich to give; another questions how they became rich.

(a) State which is which. [1]

(b) Explain why both count as responses. [2]

Solutions

2.1 agrarians; utopians; socialists; advocates of the Social Gospel.

2.2 joining voluntary organizations; going to college; promoting social and political reform.

2.3 (a) the Gospel of Wealth accepts the distribution and asks the wealthy to give; alternative visions question the distribution itself. (b) both offered different accounts of what the economy and society should be.

3.1 A. alternative visions.

3.2 A. voluntary organizations.

3.3 (a) the Gospel of Wealth asks the rich to give; alternative visions question the distribution. (b) both address the same inequality, differing over whether the arrangement producing it should be changed.

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

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 Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

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

- a. Briefly describe one point of view suggested in the excerpt.
- b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
- c. Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

“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.

6.12 Controversies over the Role of Government in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS laissez-faire argument 自由放任

Objective

Build the skills to explain the **laissez-faire argument** 自由放任.

You must be able to:

- state the laissez-faire position the CED gives
- state what its holders opposed
- state where foreign policymakers increasingly looked
- explain what 'in the long run' does in the argument

1 Worked examples

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

■ The position

Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

■ What they opposed

Government intervention during economic downturns. The opposition is specifically to intervention when conditions are bad, which is when intervention is demanded.

■ 'In the long run'

The phrase concedes that the short run may be harmful and argues that the eventual outcome justifies it. That structure is what makes the position defensible and also what makes it hard to accept during a depression.

■ Foreign policy

Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. The same aim as 6.6's businesses, now pursued by the state.

2 Practice

2.1 State the laissez-faire position and what its holders opposed. [2]

2.2 Explain what “in the long run” does in the argument. [2]

2.3 Foreign policy followed business.

(a) State where policymakers looked. [2]

(b) State why the opposition to intervention is significant. [1]

3 Exam-style questions

3.1 Laissez-faire advocates opposed government intervention [1]

- **A** during economic downturns
- **B** in wartime
- **C** in foreign policy
- **D** at all times equally

3.2 Foreign policymakers looked to the Pacific Rim, Asia and [1]

- **A** Latin America
- **B** the Arctic
- **C** central Africa
- **D** eastern Europe

3.3 An argument concedes short-term harm and promises long-term benefit.

(a) State the structure. [1]

(b) Explain why it is hard to accept in a depression.

[2]

Solutions

2.1 that laissez-faire policies and competition promoted economic growth in the long run; they opposed government intervention during economic downturns.

2.2 it concedes that the short run may be harmful and argues that the eventual outcome justifies it.

2.3 (a) outside U.S. borders, to markets and natural resources in the Pacific Rim, Asia and Latin America. (b) the opposition applies exactly when intervention is being demanded.

3.1 A. during downturns.

3.2 A. Latin America.

3.3 (a) short-term cost for long-term benefit. (b) the cost falls on identifiable people now while the benefit is general and later, and may not reach the same people.

2. Using the image, respond to **parts a, b, and c**.
 - a. Briefly describe one historical situation in which the image was created.
 - b. Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
 - c. Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

6.13 Politics in the Gilded Age

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS people's (populist) party 人民党 • gilded age politics 政治 • political machines 政治机器
• laissez-faire 自由放任 • gilded age 镀金时代

Objective

Build the skills to explain **Gilded Age politics** 政治.

You must be able to:

- state what inspired the People's (Populist) Party and what it called for
- name the two things the major parties contended over
- state what reformers argued
- state how political machines thrived

1 Worked examples

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

■ Populism

Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system. The direct answer to 6.12's laissez-faire position.

■ Party contention

The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues. A backward-looking appeal alongside two economic questions.

■ Reformers' argument

Reformers argued that economic greed and self-interest had corrupted all levels of government. "All levels" — the charge is systemic, not against particular officeholders.

■ Machines

In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services. The CED explains their success by what they supplied.

2 Practice

2.1 State what inspired the Populist Party and what it called for. [2]

2.2 State how political machines thrived. [2]

2.3 Reformers made a systemic charge.

(a) State it and the force of “all levels”. [2]

(b) Name the two economic questions the parties contended over. [1]

3 Exam-style questions

3.1 The Populist Party called for [1]

- **A** a stronger governmental role in regulating the economic system
- **B** laissez-faire
- **C** an end to elections
- **D** higher immigration

3.2 Political machines thrived in part by providing immigrants and the poor with [1]

- **A** social services
- **B** land grants

- **C** railroad shares
 - **D** military protection
-

3.3 An organisation is corrupt and supplies services nobody else provides.

(a) State why it endures. [1]

(b) Explain the difficulty this creates for reformers. [2]

Solutions

2.1 economic instability inspired agrarian activists to create it; it called for a stronger governmental role in regulating the American economic system.

2.2 access to power was unequally distributed in cities, and machines provided immigrants and the poor with social services.

2.3 (a) that economic greed and self-interest had corrupted government; “all levels” makes the charge systemic rather than against particular officeholders. (b) tariffs and currency issues.

3.1 A. stronger regulation.

3.2 A. social services.

3.3 (a) because those services are needed and unavailable elsewhere. (b) removing the machine removes the services with it, so reform must replace what it destroys or lose the support of those who relied on 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.
 - 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.
-

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

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a.** Briefly describe one historical situation in which the image was created.
- b.** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c.** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

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. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I**Question 3 or 4**

Directions: Answer either Question 3 or Question 4.

3. Respond to **parts a**, **b**, and **c**.
 - a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
 - b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
 - c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.
4. Respond to **parts a**, **b**, and **c**.
 - a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
 - b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
 - c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

END OF SECTION I

6.14 Continuity and Change Period 6

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** continuity and change 延续与变化 • middle class 中产阶级 • consolidation 合并

Objective

Build the skills to write **continuity and change** 延续与变化 for 1865-1898.**You must be able to:**

- state what the question requires
- name a change with evidence
- name a continuity with evidence
- use the period's own qualifiers to limit the judgment

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, related by a judgment.

■ Changes

Industrial capitalism's rise; the transcontinental railroads and new western communities; a distinctive middle class; consolidation into trusts.

■ Continuities

Agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South; Southern plantation owners still held most of the region's land; and reform arguments about federal power continue period 5's unresolved question.

■ Limits

“Some segments” of the Southern economy; “many Americans’” standards improved; “in part” for the machines’ success. The CED’s qualifiers are what keep a judgment proportionate.

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 The judgment must be limited.

(a) Name two of the CED's qualifiers. [2]

(b) State which of period 5's unresolved questions continues. [1]

3 Exam-style questions

3.1 A continuity across periods 5 and 6 in the South is [1]

- **A** agriculture based on sharecropping and tenant farming
- **B** heavy industry
- **C** free land ownership
- **D** federal protection of rights

3.2 "Some segments" limits a claim about [1]

- **A** Southern industrialization
- **B** railroad building
- **C** immigration
- **D** the tariff

3.3 Write a paragraph on continuity and change in the American economy from 1865 to

1898.

[4]

Solutions

2.1 a change and a continuity, both with evidence, related by a judgment.

2.2 change: industrial capitalism, the railroads, a new middle class or trusts; continuity: Southern sharecropping and tenant farming, or plantation owners' landholding.

2.3 (a) any two of: "some segments"; "many Americans"; "in part". (b) the power of the federal government.

3.1 A. sharecropping and tenant farming.

3.2 A. Southern industrialization.

3.3 a change with evidence; a continuity with evidence; both located in the period; a judgment relating them and limited by the CED's qualifiers.