

Week 25

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 8 quiz	3
Exercise sheet 8.1	6
Past-paper questions 8.1	10
Exercise sheet 8.2	11
Past-paper questions 8.2	15
Exercise sheet 8.3	17
Past-paper questions 8.3	21
Exercise sheet 8.4	23
Past-paper questions 8.4	27
Exercise sheet 8.5	28
Exercise sheet 8.6	32
Exercise sheet 8.7	36

Past-paper questions 8.7	40
Exercise sheet 8.8	42
Exercise sheet 8.9	46
Past-paper questions 8.9	50
Exercise sheet 8.10	51
Exercise sheet 8.11	55
Past-paper questions 8.11	59
Exercise sheet 8.12	61
Past-paper questions 8.12	65
Exercise sheet 8.13	68
Exercise sheet 8.14	72
Past-paper questions 8.14	76
Exercise sheet 8.15	80

AP United States History

Name: _____ Score: _____

1. The CED frames global leadership as...

- ☐ a long-held plan
- ☐ a response to an uncertain and unstable world
- ☐ a treaty obligation
- ☐ an accident

2. Select **all** four aims the CED names.

- ☐ limiting Communist military power
- ☐ limiting Communist ideological influence
- ☐ creating a free-market global economy
- ☐ building an international security system

Tick every correct option.

3. The dispute was about...

- ☐ whether to contain communism
- ☐ the domestic methods used
- ☐ foreign aid levels
- ☐ tariffs

4. Select **all** four causes of economic growth.

- ☐ a burgeoning private sector
- ☐ federal spending
- ☐ the baby boom
- ☐ technological developments

*Tick every correct option.*5. Select **all** three challengers the CED names.

- ☐ artists
- ☐ intellectuals
- ☐ rebellious youth
- ☐ corporations

Tick every correct option.

6. Select **both** federal measures the CED names.

- ☐ desegregation of the armed services
- ☐ Brown v. Board of Education (1954)
- ☐ the Civil Rights Act of 1964
- ☐ the 15th Amendment

Tick every correct option.

7. The United States supported non-Communist regimes with _____ levels of commitment to democracy.

8. The CED places Vietnam inside...

- ☐ a new policy
- ☐ the same containment sentence as Korea
- ☐ decolonisation only
- ☐ détente

9. Select **both** commitments the CED uses to define liberalism.

- ☐ anti-communism abroad
- ☐ belief in government power to achieve social goals at home
- ☐ free trade
- ☐ states' rights

Tick every correct option.

10. What made Vietnam-era protest distinctive was that earlier anti-communist policy...

- ☐ was unpopular
- ☐ faced little domestic opposition
- ☐ did not exist
- ☐ was secret

AP United States History

1. **a response to an uncertain and unstable world**

7.14 made the country powerful; 8.1 asks what for.

2. **limiting Communist military power; limiting Communist ideological influence; creating a free-market global economy; building an international security system**

The last two are constructive, not defensive.

3. **the domestic methods used**

Both parties supported the broader strategy.

4. **a burgeoning private sector; federal spending; the baby boom; technological developments**

Federal spending sits beside the private sector without contradiction.

5. **artists; intellectuals; rebellious youth**

Different resources, one target.

6. **desegregation of the armed services; Brown v. Board of Education (1954)**

The Civil Rights Act belongs to 8.10.

7. **varying**

The CED is precise about a tension in the policy.

8. **the same containment sentence as Korea**

So the causes of Vietnam are the causes of containment.

9. **anti-communism abroad; belief in government power to achieve social goals at home**

Dropping the first half misses 8.12's left critics.

10. **faced little domestic opposition**

The policy was old; the protest was not.

8.1 Contextualizing Period 8

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS cold war 冷战 • context 背景

Objective

Build the skills to write the **context** 背景 for 1945-1980.

You must be able to:

- state the CED's three key concepts for the period
- state what the United States was responding to
- state the range of responses the new movements generated
- state what postwar changes affected

1 Worked examples

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

■ Three key concepts

KC-8.1: the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, **with far-reaching domestic and international consequences**. **KC-8.2:** new movements for civil rights and liberal efforts to expand the role of government **generated a range of political and cultural responses**. **KC-8.3:** postwar economic and demographic changes had far-reaching consequences for American society, politics and culture.

■ What it responded to

An uncertain and unstable postwar world. 7.14 left the United States the most powerful nation on Earth; KC-8.1 says the world it led was neither settled nor safe.

■ A range of responses

The CED does not say the movements succeeded or failed. It says they **generated a range of responses** — support, opposition and the conservative reaction of 8.14 are all inside that phrase.

■ Domestic and international

KC-8.1 insists the consequences ran both ways. The Cold War is a domestic subject as much as a foreign one, which is why 8.3's Red Scare sits inside it.

2 Practice

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

2.2 State what the United States was responding to. [2]

2.3 KC-8.2 avoids a verdict.

(a) State its phrase and what it covers. [2]

(b) State why the Cold War is a domestic subject. [1]

3 Exam-style questions

3.1 KC-8.1 says the consequences of global leadership were [1]

- **A** domestic and international
- **B** international only
- **C** domestic only
- **D** negligible

3.2 The postwar world is described as [1]

- **A** uncertain and unstable
- **B** settled
- **C** peaceful
- **D** unchanged

3.3 A phrase says movements “generated a range of responses”.

(a) State what it declines to do. [1]

(b) Explain what it therefore includes.

[2]

Solutions

2.1 the U.S. asserting and maintaining global leadership with far-reaching domestic and international consequences; new civil rights movements and liberal efforts generating a range of political and cultural responses; postwar economic and demographic changes having far-reaching consequences.

2.2 an uncertain and unstable postwar world, which it had emerged from as the most powerful nation.

2.3 (a) “generated a range of political and cultural responses”, covering support, opposition and later conservative reaction. (b) the CED says the consequences of global leadership were domestic as well as international.

3.1 A. both.

3.2 A. uncertain and unstable.

3.3 (a) judge whether the movements succeeded. (b) responses of every kind — support, resistance and the political reaction that followed — all belong inside the period’s account.

Source 1

“Conflict over economic issues was a critical cause of Soviet-American tensions [after the Second World War]....

The key element of U.S. foreign policy after World War II was economic security, the reliance upon economic power to achieve strategic aims.... The Truman administration [responded during the Cold War] to what it saw as the long-term need of American business for an open worldwide economic environment. Washington officials recognized that foreign trade enhanced domestic prosperity and that U.S. corporations needed access to cheap overseas raw materials in order to remain competitive....

Rather than rely primarily upon private institutions, U.S. leaders were determined to make extensive use of governmental and multilateral agencies to reshape world commercial, monetary, and financial systems. America’s unrivalled economic power offered the most cost-effective means of securing political ends in the postwar period.”

Source: Robert A. Pollard, historian, *Economic Security and the Origins of the Cold War, 1945–1950*, published in 1985

Source 2

“[After the Second World War], leading American officials...worried mainly about the psychological appeal of [Soviet ideas] to frightened citizens of unstable countries.... In part because they worried about their security, the Soviets proceeded to oppress their eastern European neighbors and to threaten Western interests in the Mediterranean and Middle East.... [Americans] came to fear that the USSR was bent on even wider territorial expansion that would endanger the economic and political supremacy of the United States....

In these years it was the Soviet Union, more than the United States, whose behavior—especially in eastern Europe—seemed alarming in the world. Not just the United States but also other Western nations concluded that ‘appeasement’ would be disastrous. ‘Credibility’ required that they resist.”

Source: James Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

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

- A.** Briefly describe one major difference between Pollard’s and Patterson’s historical interpretations of the origins of the Cold War.
- B.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Pollard’s interpretation of the origins of the Cold War.
- C.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Patterson’s interpretation of the origins of the Cold War.

8.2 The Cold War from 1945 to 1980

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS cold war 冷战 • containment 遏制

Objective

Build the skills to explain the **Cold War** 冷战.

You must be able to:

- name the three aims of U.S. Cold War policy
- name the three elements of postwar foreign policy
- state what the CED says about the war's rhythm
- state the CED's description of the Soviet Union

1 Worked examples

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

■ Three aims

Policymakers sought to **limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system**. A military aim, an economic aim and an institutional one.

■ Three elements

As postwar tensions dissolved the wartime alliance, the United States developed a foreign policy based on **collective security, international aid, and economic institutions that bolstered non-Communist nations**.

■ The rhythm

The Cold War fluctuated between periods of **direct and indirect military confrontation and periods of mutual coexistence (or détente)**. Not a steady state — an alternation the CED names explicitly.

■ The Soviet Union

The CED calls it **the authoritarian Soviet Union**, and says containment answered **expansionist Communist ideology and Soviet repression**. Reproducing the characterisation is more accurate than naming the country alone.

2 Practice

2.1 Name the three aims of U.S. Cold War policy. [3]

2.2 Name the three elements of postwar foreign policy. [3]

2.3 The Cold War had a rhythm.

(a) State it. [2]

(b) State the CED's description of the Soviet Union. [1]

3 Exam-style questions

3.1 The Cold War fluctuated between confrontation and [1]

- **A** periods of mutual coexistence
- **B** total war
- **C** formal alliance
- **D** disarmament treaties only

3.2 A major military engagement of containment named in 8.2 is [1]

- **A** Korea
- **B** Vietnam
- **C** Cuba
- **D** Afghanistan

3.3 A rivalry alternates between confrontation and coexistence for thirty years.

(a) State what this rules out. [1]

(b) Explain what an answer must therefore specify.

[2]

Solutions

2.1 limit the growth of Communist military power and ideological influence; create a free-market global economy; build an international security system.

2.2 collective security; international aid; economic institutions bolstering non-Communist nations.

2.3 (a) it fluctuated between direct and indirect military confrontation and periods of mutual coexistence or détente. (b) the authoritarian Soviet Union.

3.1 A. mutual coexistence.

3.2 A. Korea.

3.3 (a) describing the whole period as one continuous state. (b) which phase it is discussing, since policy and public opinion differed between confrontation and détente.

Source 1

“Conflict over economic issues was a critical cause of Soviet-American tensions [after the Second World War]....

The key element of U.S. foreign policy after World War II was economic security, the reliance upon economic power to achieve strategic aims.... The Truman administration [responded during the Cold War] to what it saw as the long-term need of American business for an open worldwide economic environment. Washington officials recognized that foreign trade enhanced domestic prosperity and that U.S. corporations needed access to cheap overseas raw materials in order to remain competitive....

Rather than rely primarily upon private institutions, U.S. leaders were determined to make extensive use of governmental and multilateral agencies to reshape world commercial, monetary, and financial systems. America’s unrivalled economic power offered the most cost-effective means of securing political ends in the postwar period.”

Source: Robert A. Pollard, historian, *Economic Security and the Origins of the Cold War, 1945–1950*, published in 1985

Source 2

“[After the Second World War], leading American officials...worried mainly about the psychological appeal of [Soviet ideas] to frightened citizens of unstable countries.... In part because they worried about their security, the Soviets proceeded to oppress their eastern European neighbors and to threaten Western interests in the Mediterranean and Middle East.... [Americans] came to fear that the USSR was bent on even wider territorial expansion that would endanger the economic and political supremacy of the United States....

In these years it was the Soviet Union, more than the United States, whose behavior—especially in eastern Europe—seemed alarming in the world. Not just the United States but also other Western nations concluded that ‘appeasement’ would be disastrous. ‘Credibility’ required that they resist.”

Source: James Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

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

- A.** Briefly describe one major difference between Pollard’s and Patterson’s historical interpretations of the origins of the Cold War.
- B.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Pollard’s interpretation of the origins of the Cold War.
- C.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Patterson’s interpretation of the origins of the Cold War.

Question 3 or 4

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

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

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

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

END OF SECTION I

8.3 The Red Scare

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS domestic cold war 国内的冷战 • cold war 冷战 • containment 遏制

Objective

Build the skills to explain the **domestic Cold War** 国内的冷战.

You must be able to:

- state what Americans debated
- state what both parties supported
- explain the difference between the strategy and the methods
- connect this to 7.6's earlier Red Scare

1 Worked examples

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

■ The debate

Americans debated policies and methods designed to expose suspected communists within the United States.

■ The agreement

Even as both parties supported the broader strategy of containing communism. The argument was about the domestic methods, not about the foreign policy.

■ Strategy and methods

This distinction is the subtopic. A person could support containment abroad and object to loyalty investigations at home without contradiction, which is why the CED separates the two.

■ The earlier scare

7.6 recorded a Red Scare during and after the First World War, when **increased anxiety about radicalism led to attacks on labor activism and immigrant culture**. The pattern recurs, which makes it a subject for comparison.

2 Practice

2.1 State what Americans debated and what both parties supported. [2]

2.2 Explain the difference between the strategy and the methods. [2]

2.3 There was an earlier Red Scare.

(a) State when and what it involved. [2]

(b) State why the distinction is the subtopic's point. [1]

3 Exam-style questions

3.1 Both parties supported the broader strategy of [1]

- **A** containing communism
- **B** loyalty investigations
- **C** détente
- **D** disarmament

3.2 The earlier Red Scare followed [1]

- **A** World War I
- **B** the Civil War
- **C** the Depression
- **D** Reconstruction

3.3 Someone supports containment abroad and opposes loyalty investigations at home.

(a) State whether this is contradictory. [1]

(b) Explain the reasoning.

[2]

Solutions

2.1 policies and methods designed to expose suspected communists within the United States; the broader strategy of containing communism.

2.2 the strategy concerned foreign policy; the methods concerned domestic investigation, and the argument was about the second.

2.3 (a) during and after World War I, when anxiety about radicalism led to attacks on labor activism and immigrant culture. (b) the two can be separated, so agreement on one does not settle the other.

3.1 A. containing communism.

3.2 A. World War I.

3.3 (a) no. (b) the two questions are distinct, and the CED records that both parties agreed on the strategy while the methods were debated.

Source 1

“Conflict over economic issues was a critical cause of Soviet-American tensions [after the Second World War]....

The key element of U.S. foreign policy after World War II was economic security, the reliance upon economic power to achieve strategic aims.... The Truman administration [responded during the Cold War] to what it saw as the long-term need of American business for an open worldwide economic environment. Washington officials recognized that foreign trade enhanced domestic prosperity and that U.S. corporations needed access to cheap overseas raw materials in order to remain competitive....

Rather than rely primarily upon private institutions, U.S. leaders were determined to make extensive use of governmental and multilateral agencies to reshape world commercial, monetary, and financial systems. America’s unrivalled economic power offered the most cost-effective means of securing political ends in the postwar period.”

Source: Robert A. Pollard, historian, *Economic Security and the Origins of the Cold War, 1945–1950*, published in 1985

Source 2

“[After the Second World War], leading American officials...worried mainly about the psychological appeal of [Soviet ideas] to frightened citizens of unstable countries.... In part because they worried about their security, the Soviets proceeded to oppress their eastern European neighbors and to threaten Western interests in the Mediterranean and Middle East.... [Americans] came to fear that the USSR was bent on even wider territorial expansion that would endanger the economic and political supremacy of the United States....

In these years it was the Soviet Union, more than the United States, whose behavior—especially in eastern Europe—seemed alarming in the world. Not just the United States but also other Western nations concluded that ‘appeasement’ would be disastrous. ‘Credibility’ required that they resist.”

Source: James Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

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

- A.** Briefly describe one major difference between Pollard’s and Patterson’s historical interpretations of the origins of the Cold War.
- B.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Pollard’s interpretation of the origins of the Cold War.
- C.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Patterson’s interpretation of the origins of the Cold War.

Question 3 or 4

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

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

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

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

END OF SECTION I

8.4 Economy After 1945

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS sun belt 阳光地带 • suburbs 郊区 • postwar economy 战后经济 • expanded 扩展

Objective

Build the skills to explain the **postwar economy** 战后经济.

You must be able to:

- name the four things that spurred economic growth
- state the two migrations increasing social mobility encouraged
- state what emerged as a significant political and economic force
- explain how education and mobility are connected

1 Worked examples

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

■ Four causes

A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth. Federal spending is on the list beside private growth.

■ Two migrations

As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West.

■ The Sun Belt

The Sun Belt region emerged as a significant political and economic force. A demographic shift with a political consequence, which 9.5 continues.

■ Education and mobility

Expanded higher education raises what people can earn and where they can work. Mobility follows, and suburbanisation is what mobility bought.

2 Practice

2.1 Name the four things that spurred economic growth. [2]

2.2 State the two migrations increasing social mobility encouraged. [2]

2.3 A demographic shift had a political consequence.

(a) State it. [2]

(b) Explain the link between education and mobility. [2]

3 Exam-style questions

3.1 Among the causes of postwar growth the CED lists [1]

- **A** federal spending
- **B** falling wages
- **C** reduced trade
- **D** the Depression

3.2 The region that emerged as a significant political and economic force is [1]

- **A** the Sun Belt
- **B** New England
- **C** the Rust Belt
- **D** the Great Plains

3.3 Higher education expands and people move.

(a) State the connection. [1]

(b) Explain what suburbanisation represents in this chain.

[2]

Solutions

2.1 a burgeoning private sector; federal spending; the baby boom; technological developments.

2.2 the middle class to the suburbs; many Americans to the South and West.

2.3 (a) the Sun Belt emerged as a significant political and economic force. (b) expanded education raises earnings and widens where people can work, so mobility rises with it.

3.1 A. federal spending.

3.2 A. the Sun Belt.

3.3 (a) education increases what people can earn and where they can work. (b) it is what the new mobility was spent on, converting rising incomes into a change in where Americans lived.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Briefly describe one way in which economic development influenced migration within the United States from 1890 to 1945.
- b. Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000.
- c. Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000.

END OF SECTION I

8.5 Culture after 1945

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS postwar culture 战后文化

Objective

Build the skills to explain **postwar culture** 战后文化.

You must be able to:

- state the CED's claim about mass culture
- name the three groups that challenged conformity
- explain why homogeneity provokes challenge
- connect this to 7.7's mass media

1 Worked examples

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

■ The claim

Mass culture became increasingly homogeneous in the postwar years, **inspiring challenges to conformity by artists, intellectuals, and rebellious youth**. The homogeneity and the challenge are in one sentence.

■ Three groups

Artists, intellectuals, and rebellious youth. The third becomes 8.12's counter-culture.

■ Why challenge follows

A shared culture makes deviation visible. When most people watch the same programmes and live in similar houses, difference becomes a statement rather than a circumstance.

■ From 7.7

7.7 said mass media contributed to **the spread of national culture as well as greater awareness of regional cultures**. 8.5 records the first of those winning out, and the reaction it produced.

2 Practice

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

2.2 Name the three groups that challenged conformity. [3]

2.3 Homogeneity provokes challenge.

(a) Explain why. [2]

(b) State which of the three groups becomes 8.12's subject. [1]

3 Exam-style questions

3.1 Mass culture in the postwar years became increasingly [1]

- **A** homogeneous
- **B** regional
- **C** silent
- **D** foreign

3.2 The challenge to conformity came from artists, intellectuals and [1]

- **A** rebellious youth
- **B** corporations
- **C** the military
- **D** immigrants only

3.3 Most people watch the same programmes and live in similar houses.

(a) State what happens to difference. [1]

(b) Explain why this invites a cultural challenge.

[2]

Solutions

2.1 it became increasingly homogeneous, inspiring challenges to conformity.

2.2 artists; intellectuals; rebellious youth.

2.3 (a) a shared culture makes deviation visible, so difference becomes a statement rather than a circumstance. (b) rebellious youth.

3.1 A. homogeneous.

3.2 A. rebellious youth.

3.3 (a) it becomes conspicuous. (b) conformity becomes something people can see themselves choosing, which makes rejecting it a meaningful act rather than an accident of circumstance.

8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS brown v. board of education 布朗诉教育委员会案 • civil rights act of 1964 1964 年民权法
• early civil rights movement 早期民权运动

Objective

Build the skills to explain the **early civil rights movement** 早期民权运动.

You must be able to:

- state what activists were seeking to fulfil
- state the CED's assessment of progress
- name the two federal measures the CED gives
- explain why 'all three branches' matters

1 Worked examples

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

■ What they sought

Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation.

■ The assessment

Although progress toward racial equality was slow. The CED grants the successes and qualifies them in the same sentence.

■ Two measures

The three branches of the federal government used measures including desegregation of the armed services and Brown v. Board of Education (1954) to promote greater racial equality. One executive, one judicial.

■ All three branches

Naming the three branches records that no single institution acted alone, and it sets up 8.10, where the legislative branch supplies the Civil Rights Act of 1964. The sequence across branches is itself the story.

2 Practice

2.1 State what activists were seeking to fulfil and the CED's assessment. [2]

2.2 Name the two federal measures and classify each. [2]

2.3 The CED names all three branches.

(a) State what this records. [2]

(b) State which branch supplies 8.10's measure. [1]

3 Exam-style questions

3.1 The CED describes progress toward racial equality as [1]

- **A** slow
- **B** immediate
- **C** complete
- **D** absent

3.2 Brown v. Board of Education was decided in [1]

- **A** 1954
- **B** 1964
- **C** 1945
- **D** 1968

3.3 A movement invokes promises made eighty years earlier.

(a) State which promises. [1]

(b) Explain what invoking them accomplishes.

[2]

Solutions

2.1 Reconstruction-era promises; progress toward racial equality was slow, despite some legal and political successes.

2.2 desegregation of the armed services — executive; *Brown v. Board of Education* — judicial.

2.3 (a) that no single institution acted alone and that the effort ran across the federal government over time. (b) the legislative branch, with the Civil Rights Act of 1964.

3.1 A. slow.

3.2 A. 1954.

3.3 (a) Reconstruction-era promises. (b) it makes the claim one of enforcement rather than of novelty, since the rights were already granted by the 14th and 15th amendments.

8.7 America as a World Power

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS cold war competition abroad 冷战竞争 • cold war 冷战 • sun belt 阳光地带 • nato 北约

Objective

Build the skills to explain **Cold War competition abroad** 冷战竞争.

You must be able to:

- state where Cold War competition extended and with what qualification
- state what decolonization led both sides to do
- state what many new nations did
- name the two things Americans debated

1 Worked examples

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

■ Latin America

Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy. The qualification is the CED's own and it is exact.

■ Decolonization

Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations.

■ Nonalignment

Many of which remained nonaligned. New nations were not simply distributed between the blocs; many refused both.

■ Two debates

Americans debated the merits of a large nuclear arsenal and the military-industrial complex. The domestic argument about the means of global leadership.

2 Practice

2.1 State where competition extended and the CED’s qualification. [2]

2.2 State what decolonization led both sides to do and what many new nations did. [2]

2.3 Americans debated the means of leadership.

(a) Name the two subjects. [2]

(b) State what “varying levels of commitment to democracy” concedes. [1]

3 Exam-style questions

3.1 Many new nations in Africa and the Middle East [1]

- **A** remained nonaligned
- **B** joined NATO
- **C** joined the Warsaw Pact
- **D** returned to colonial rule

3.2 Americans debated the merits of a large nuclear arsenal and [1]

- **A** the military-industrial complex
- **B** the tariff
- **C** immigration quotas
- **D** the Sun Belt

3.3 A power supports a regime that is not democratic in order to keep it out of a rival bloc.

(a) State the CED's phrase. [1]

(b) Explain the tension this creates. [2]

Solutions

2.1 to Latin America, where the United States supported non-Communist regimes with varying levels of commitment to democracy.

2.2 both sides sought allies among new nations; many remained nonaligned.

2.3 (a) a large nuclear arsenal; the military-industrial complex. (b) that some supported regimes were not democratic.

3.1 A. nonaligned.

3.2 A. the military-industrial complex.

3.3 (a) regimes with varying levels of commitment to democracy. (b) the stated aim of the policy included defending free institutions, which support for undemocratic regimes contradicts.

Source 1

“Conflict over economic issues was a critical cause of Soviet-American tensions [after the Second World War]....

The key element of U.S. foreign policy after World War II was economic security, the reliance upon economic power to achieve strategic aims.... The Truman administration [responded during the Cold War] to what it saw as the long-term need of American business for an open worldwide economic environment. Washington officials recognized that foreign trade enhanced domestic prosperity and that U.S. corporations needed access to cheap overseas raw materials in order to remain competitive....

Rather than rely primarily upon private institutions, U.S. leaders were determined to make extensive use of governmental and multilateral agencies to reshape world commercial, monetary, and financial systems. America’s unrivalled economic power offered the most cost-effective means of securing political ends in the postwar period.”

Source: Robert A. Pollard, historian, *Economic Security and the Origins of the Cold War, 1945–1950*, published in 1985

Source 2

“[After the Second World War], leading American officials...worried mainly about the psychological appeal of [Soviet ideas] to frightened citizens of unstable countries.... In part because they worried about their security, the Soviets proceeded to oppress their eastern European neighbors and to threaten Western interests in the Mediterranean and Middle East.... [Americans] came to fear that the USSR was bent on even wider territorial expansion that would endanger the economic and political supremacy of the United States....

In these years it was the Soviet Union, more than the United States, whose behavior—especially in eastern Europe—seemed alarming in the world. Not just the United States but also other Western nations concluded that ‘appeasement’ would be disastrous. ‘Credibility’ required that they resist.”

Source: James Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

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

- A.** Briefly describe one major difference between Pollard’s and Patterson’s historical interpretations of the origins of the Cold War.
- B.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Pollard’s interpretation of the origins of the Cold War.
- C.** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Patterson’s interpretation of the origins of the Cold War.

Question 3 or 4

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

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

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

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

END OF SECTION I

8.8 The Vietnam War

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS vietnam war 越南战争 • containment 遏制 • cold war 冷战

Objective

Build the skills to explain the **Vietnam War** 越南战争.

You must be able to:

- state what the war was a measure of
- state what decolonization in Asia produced
- state what Americans debated about the executive
- explain why containment produced a war in Vietnam

1 Worked examples

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

■ A measure of containment

Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam. The CED classes the war as an instrument of the policy in 8.2.

■ Asia

Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

■ Executive power

Americans debated the appropriate power of the executive branch in conducting foreign and military policy. A constitutional question raised by a war.

■ Why Vietnam

A nationalist movement in a decolonising country could be read as national self-determination or as communist expansion. Containment required a judgment about which it was, and the war followed from the judgment made.

2 Practice

2.1 State what the CED classes the Vietnam War as. [2]

2.2 State what decolonization in Asia produced. [2]

2.3 The war raised a constitutional question.

(a) State it. [2]

(b) Explain why containment produced a war in a decolonising country. [1]

3 Exam-style questions

3.1 The CED classes the Vietnam War among measures to [1]

- **A** contain communism
- **B** expand trade
- **C** end decolonization
- **D** enforce détente

3.2 The constitutional debate concerned the power of [1]

- **A** the executive branch in foreign and military policy
- **B** the judiciary
- **C** state governments
- **D** the Senate alone

3.3 A nationalist movement can be read two ways.

(a) State them. [1]

(b) Explain why the reading determines the policy.

[2]

Solutions

2.1 a major military engagement among the measures by which the United States sought to contain communism.

2.2 both sides sought allies among new nations, many of which remained nonaligned.

2.3 (a) the appropriate power of the executive branch in conducting foreign and military policy. (b) a nationalist movement could be read as self-determination or as communist expansion, and containment required a judgment.

3.1 A. contain communism.

3.2 A. the executive branch.

3.3 (a) as national self-determination or as communist expansion. (b) the first calls for support or neutrality while the second calls for containment, so the same facts produce opposite policies.

8.9 The Great Society

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS great society 伟大社会 • poverty 贫困 • legislation 立法

Objective

Build the skills to explain the **Great Society** 伟大社会.

You must be able to:

- state what advocates raised concerns about
- state the two components of the liberalism the CED describes
- name the three aims of the Great Society
- state what the 1965 immigration laws produced

1 Worked examples

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

■ Poverty

Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem. Affluence and persistent poverty in one sentence.

■ Two components

Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s. The foreign and domestic halves are one position.

■ Three aims

Lyndon Johnson's Great Society attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.

■ 1965

Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965. The quota system of 7.6 and 7.8 is undone here.

2 Practice

2.1 State the two components of the liberalism the CED describes. [2]

2.2 Name the three aims of the Great Society. [3]

2.3 Immigration law changed in 1965.

(a) State the effect. [2]

(b) State what advocates raised concerns about. [1]

3 Exam-style questions

3.1 The liberalism of the mid-1960s combined anti-communism abroad with [1]

- **A** belief in the efficacy of government power at home
- **B** laissez-faire at home
- **C** isolationism
- **D** deregulation

3.2 Concerns about poverty were raised despite an overall [1]

- **A** affluence
- **B** depression
- **C** famine
- **D** war

3.3 A society is affluent overall and poverty persists.

(a) State why this is a problem for policy. [1]

(b) Explain the response the CED describes.

[2]

Solutions

2.1 anti-communism abroad; a firm belief in the efficacy of government power to achieve social goals at home.

2.2 end racial discrimination; eliminate poverty; address other social issues.

2.3 (a) immigrants from around the world sought access to political, social and economic opportunities. (b) the prevalence and persistence of poverty as a national problem.

3.1 A. government power at home.

3.2 A. affluence.

3.3 (a) growth alone is not removing it. (b) federal legislation and programs aimed at eliminating poverty, on the belief that government power could achieve social goals.

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. Respond to parts A, B, and C.

- A.** Briefly describe one political debate in the United States between 1910 and 1929.
- B.** Briefly describe one effect of the New Deal from 1932 to 1945.
- C.** Briefly explain how one group responded to debates about government power from 1945 to 1970.

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.

8.10 The African American Civil Rights Movement (1960s)

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS civil rights act of 1964 1964 年民权法 • direct action 直接行动 • nonviolent protest 非暴力抗议
• courts 法院 • civil rights movement 民权运动

Objective

Build the skills to explain the **civil rights movement** 民权运动.

You must be able to:

- name the three strategies the CED gives
- state what continuing resistance did
- state what happened to debates over nonviolence after 1965
- state what the federal government and the courts did

1 Worked examples

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

■ Three strategies

During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and non-violent protest tactics.

■ Resistance

Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. The unrest is presented as a consequence of resistance to desegregation.

■ After 1965

Debates among civil rights activists over the efficacy of nonviolence increased after 1965. The CED dates the change and locates the debate among activists, not between the movement and its opponents.

■ Federal action

The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality, and a series of Supreme Court decisions expanded civil rights and individual liberties.

2 Practice

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

2.2 State what continuing resistance did. [2]

2.3 A debate changed after 1965.

(a) State it and where it took place. [2]

(b) Name the legislative measure the CED gives. [1]

3 Exam-style questions

3.1 Debates over the efficacy of nonviolence increased [1]

- A after 1965
- B before 1954
- C during the 1940s
- D after 1980

3.2 The CED locates that debate [1]

- A among civil rights activists
- B in Congress
- C in the courts

- D among opponents of the movement
-

3.3 A movement's own members disagree about its methods.

(a) State what this indicates. [1]

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

Solutions

2.1 legal challenges; direct action; nonviolent protest tactics.

2.2 it slowed efforts at desegregation, sparking social and political unrest across the nation.

2.3 (a) debates over the efficacy of nonviolence increased after 1965, among civil rights activists. (b) the Civil Rights Act of 1964.

3.1 A. after 1965.

3.2 A. among activists.

3.3 (a) that the movement was not a single position. (b) treating it as unanimous would misdescribe it, and the disagreement about methods followed from judgments about what was actually working.

8.11 The Civil Rights Movement Expands

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS expanding movements 运动的扩展

Objective

Build the skills to explain the **expanding movements** 运动的扩展.

You must be able to:

- name the three movements that continued to demand equality
- state what feminist and LGBTQ+ activists mobilized behind
- state what feminists in the counterculture rejected
- explain what 'redress of past injustices' adds

1 Worked examples

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

■ Three movements

Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

■ Two more

Feminist and LGBTQ+ activists mobilized behind claims for legal, economic, and social equality. Three kinds of equality, named separately.

■ Counterculture feminists

Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.

■ Redress

Equality concerns the future; redress concerns the past. A demand for redress says that a wrong already done requires remedy, which is a different claim from a demand for equal treatment from now on.

2 Practice

2.1 Name the three movements that continued to demand equality. [3]

2.2 State what feminist and LGBTQ+ activists mobilized behind. [3]

2.3 “Redress of past injustices” is a distinct demand.

(a) Explain how it differs from equality. [2]

(b) State what counterculture feminists advocated. [1]

3 Exam-style questions

3.1 The CED names Latino, American Indian and [1]

- **A** Asian American movements
- **B** European movements
- **C** no other movements
- **D** business movements

3.2 Feminist and LGBTQ+ activists sought legal, economic and [1]

- **A** social equality
- **B** military service only
- **C** foreign recognition
- **D** tax relief

3.3 A movement demands both equal treatment and remedy for past wrongs.

(a) State the two different claims. [1]

(b) Explain why they are not the same.

[2]

Solutions

2.1 Latino; American Indian; Asian American.

2.2 legal, economic and social equality.

2.3 (a) equality concerns treatment from now on; redress concerns remedy for a wrong already done. (b) changes in sexual norms, and rejection of their parents' generation's values.

3.1 A. Asian American movements.

3.2 A. social equality.

3.3 (a) equal treatment in future and remedy for past wrongs. (b) equal treatment can be granted without any remedy for what happened before, so a claim for redress asks for something the first does not supply.

“Why did millions of citizens become activists, take to the streets, and participate in the movement [of social activism in the 1960s]? . . . Activists felt that problems existing in the nation were inconsistent with the American ideal, with ideas expressed in the Declaration of Independence and U.S. Constitution. . . . Social activism developed as a response to numerous problems that had been festering in the nation for many years, and protesters revolted in their own way to reform what they considered was a corrupt system.

“. . . When most people contemplate [the 1960s] they recall demonstrations and protests. . . . It would be difficult to find more significant issues than those the activists raised and confronted: equality or inequality, war or peace, . . . personal behavior versus community standards. Indeed, the protesters questioned the very nature and meaning of America.”

Source: Terry H. Anderson, historian, *The Movement and the Sixties*, 1995

“During the 1960s, . . . conservatives methodically . . . became a dominant force in national politics by gaining control of the Republican Party. . . . The [New] Right evolved into a complex, organized, and effective political force that dominated the [Republican Party] by 1968 and eventually secured the election of a staunch conservative as president in 1980.

“Beginning in the 1960s . . . , a one-dimensional view of the 1960s as a decade of radical movements drew the focus away from other important developments during that time. . . . Feeling isolated from mainstream society and ignored by the press and politicians, conservative Americans from different economic, educational, and social backgrounds resolved to make their voices heard by their party, their elected officials, and their country.”

Source: Mary C. Brennan, historian, *Turning Right in the Sixties*, 1995

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

- a. Briefly describe one major difference between Anderson’s and Brennan’s historical interpretations of social change in the 1960s.
- b. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson’s argument about social change in the 1960s.
- c. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan’s argument about social change in the 1960s.



Source: “Woman’s Holy War: Grand Charge on the Enemy’s Works,” illustration, 1874

Courtesy of the Library of Congress

8.12 Youth Culture of the 1960s

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS counterculture and protest 反主流文化 • vietnam war 越南战争

Objective

Build the skills to explain the **counterculture and protest** 反主流文化.

You must be able to:

- state what changed about opposition to anti-communist foreign policy
- state what the left's criticism of liberalism was
- name the three things counterculture youth did
- explain why the left and the right both rejected liberalism

1 Worked examples

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

■ The change

Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.

■ The left's criticism

Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

■ Three things

Counterculture youth rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

■ Both directions

8.14's conservatives attacked liberalism for doing too much; the left attacked it for doing too little. Liberalism reached its high point in the mid-1960s and was under attack from both sides by 1968.

2 Practice

2.1 State what changed about opposition to anti-communist foreign policy. [2]

2.2 State the left's criticism of liberal policies. [2]

2.3 Liberalism was attacked from two directions.

(a) State each criticism. [2]

(b) Name two things counterculture youth did. [1]

3 Exam-style questions

3.1 The left argued that political leaders did [1]

- **A** too little to transform the racial and economic status quo
- **B** too much
- **C** exactly enough
- **D** nothing at all abroad

3.2 Anti-war protests became more numerous as the war [1]

- **A** escalated
- **B** ended
- **C** was won
- **D** was forgotten

3.3 A political position is attacked by both its left and its right.

(a) State what the two criticisms were. [1]

(b) Explain the difficulty this creates for it.

[2]

Solutions

2.1 it had faced little domestic opposition in previous years; the Vietnam War inspired sizable and passionate protests that grew as the war escalated.

2.2 that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

2.3 (a) the left said it did too little; conservatives said it did too much. (b) any two of: rejected their parents' generation's values; introduced greater informality; advocated changes in sexual norms.

3.1 A. too little.

3.2 A. escalated.

3.3 (a) that it did too little and that it did too much. (b) a concession to one side confirms the other's objection, so the position loses support in both directions at once.

Question 3 or 4

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

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

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

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

END OF SECTION I

“Why did millions of citizens become activists, take to the streets, and participate in the movement [of social activism in the 1960s]? . . . Activists felt that problems existing in the nation were inconsistent with the American ideal, with ideas expressed in the Declaration of Independence and U.S. Constitution. . . . Social activism developed as a response to numerous problems that had been festering in the nation for many years, and protesters revolted in their own way to reform what they considered was a corrupt system.

“. . . When most people contemplate [the 1960s] they recall demonstrations and protests. . . . It would be difficult to find more significant issues than those the activists raised and confronted: equality or inequality, war or peace, . . . personal behavior versus community standards. Indeed, the protesters questioned the very nature and meaning of America.”

Source: Terry H. Anderson, historian, *The Movement and the Sixties*, 1995

“During the 1960s, . . . conservatives methodically . . . became a dominant force in national politics by gaining control of the Republican Party. . . . The [New] Right evolved into a complex, organized, and effective political force that dominated the [Republican Party] by 1968 and eventually secured the election of a staunch conservative as president in 1980.

“Beginning in the 1960s . . . , a one-dimensional view of the 1960s as a decade of radical movements drew the focus away from other important developments during that time. . . . Feeling isolated from mainstream society and ignored by the press and politicians, conservative Americans from different economic, educational, and social backgrounds resolved to make their voices heard by their party, their elected officials, and their country.”

Source: Mary C. Brennan, historian, *Turning Right in the Sixties*, 1995

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

- a. Briefly describe one major difference between Anderson’s and Brennan’s historical interpretations of social change in the 1960s.
- b. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson’s argument about social change in the 1960s.
- c. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan’s argument about social change in the 1960s.



Source: “Woman’s Holy War: Grand Charge on the Enemy’s Works,” illustration, 1874

Courtesy of the Library of Congress

8.13 The Environment and Natural Resources from 1968 to 1980

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS environmental 环境保护 • energy and the environment 能源与环境

Objective

Build the skills to explain **energy and the environment** 能源与环境.

You must be able to:

- name the three concerns shaping U.S. involvement in the Middle East
- state what oil crises sparked
- state what produced the environmental movement
- state what the federal government established

1 Worked examples

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

■ Three concerns

Ideological, military, and economic concerns shaped U.S. involvement in the Middle East.

■ Oil crises

With several oil crises in the region eventually sparking attempts at creating a national energy policy. “Attempts” — the CED does not say a policy was achieved.

■ The environmental movement

Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. Two means: legislative and public.

■ Federal action

The federal government established new environmental programs and regulations. A movement that produced institutions, which is the test of whether a movement changed anything.

2 Practice

2.1 Name the three concerns shaping U.S. involvement in the Middle East. [3]

2.2 State what produced the environmental movement and its two means. [2]

2.3 The CED writes “attempts”.

(a) State what it concedes. [2]

(b) State what the federal government established. [1]

3 Exam-style questions

3.1 Oil crises sparked attempts at creating a [1]

- **A** national energy policy
- **B** new currency
- **C** tariff system
- **D** military alliance

3.2 The environmental movement aimed to use legislative and [1]

- **A** public efforts
- **B** military force
- **C** foreign aid
- **D** judicial appointments only

3.3 A movement produces new government programmes and regulations.

(a) State what this demonstrates. [1]

(b) Explain why institutions are a test of a movement.

[2]

Solutions

2.1 ideological; military; economic concerns.

2.2 environmental problems and accidents; legislative and public efforts.

2.3 (a) that a national energy policy was attempted rather than achieved. (b) new environmental programs and regulations.

3.1 A. a national energy policy.

3.2 A. public efforts.

3.3 (a) that the movement changed government behaviour. (b) opinion can change and revert, while a programme or regulation persists until it is deliberately removed.

8.14 Society in Transition

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS conservative turn 保守转向 • great society 伟大社会

Objective

Build the skills to explain the **conservative turn** 保守转向.

You must be able to:

- state what conservatives challenged and sought in the 1960s
- name the three causes of declining trust in the 1970s
- name the four subjects of 1970s clashes
- state what accompanied the growth of evangelical churches

1 Worked examples

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

■ The 1960s

Conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies. Two aims, one domestic and one foreign.

■ Declining trust

Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises. Three causes together.

■ Four clashes

The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

■ Evangelical growth

The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

2 Practice

2.1 State what conservatives challenged and the two things they sought. [2]

2.2 Name the three causes of declining trust in the 1970s. [3]

2.3 The decade saw growing clashes.

(a) Name the four subjects. [2]

(b) State what accompanied evangelical growth. [1]

3 Exam-style questions

3.1 Conservatives sought to limit the role of the federal government and to [1]

- **A** enact more assertive foreign policies
- **B** withdraw from the world
- **C** expand the Great Society
- **D** raise taxes

3.2 Declining trust in the 1970s followed economic challenges, political scandals and [1]

- **A** foreign policy crises
- **B** population growth
- **C** technological change
- **D** immigration

3.3 Confidence in government's ability to solve problems declines.

(a) State the consequence for a liberalism defined by that ability. [1]

(b) Explain the connection to 8.9.

[2]

Solutions

2.1 they challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the federal government's role and enact more assertive foreign policies.

2.2 economic challenges; political scandals; foreign policy crises.

2.3 (a) social and cultural issues; the power of the federal government; race; movements for greater individual rights. (b) greater political and social activism on the part of religious conservatives.

3.1 A. more assertive foreign policies.

3.2 A. foreign policy crises.

3.3 (a) it loses the premise it rests on. (b) 8.9 defined the period's liberalism by a firm belief in the efficacy of government power to achieve social goals, so declining confidence in that efficacy undermines the position directly.

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. Respond to parts A, B, and C.

- A.** Briefly describe one political debate in the United States between 1910 and 1929.
- B.** Briefly describe one effect of the New Deal from 1932 to 1945.
- C.** Briefly explain how one group responded to debates about government power from 1945 to 1970.

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.

“Why did millions of citizens become activists, take to the streets, and participate in the movement [of social activism in the 1960s]? . . . Activists felt that problems existing in the nation were inconsistent with the American ideal, with ideas expressed in the Declaration of Independence and U.S. Constitution. . . . Social activism developed as a response to numerous problems that had been festering in the nation for many years, and protesters revolted in their own way to reform what they considered was a corrupt system.

“. . . When most people contemplate [the 1960s] they recall demonstrations and protests. . . . It would be difficult to find more significant issues than those the activists raised and confronted: equality or inequality, war or peace, . . . personal behavior versus community standards. Indeed, the protesters questioned the very nature and meaning of America.”

Source: Terry H. Anderson, historian, *The Movement and the Sixties*, 1995

“During the 1960s, . . . conservatives methodically . . . became a dominant force in national politics by gaining control of the Republican Party. . . . The [New] Right evolved into a complex, organized, and effective political force that dominated the [Republican Party] by 1968 and eventually secured the election of a staunch conservative as president in 1980.

“Beginning in the 1960s . . . , a one-dimensional view of the 1960s as a decade of radical movements drew the focus away from other important developments during that time. . . . Feeling isolated from mainstream society and ignored by the press and politicians, conservative Americans from different economic, educational, and social backgrounds resolved to make their voices heard by their party, their elected officials, and their country.”

Source: Mary C. Brennan, historian, *Turning Right in the Sixties*, 1995

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

- a. Briefly describe one major difference between Anderson’s and Brennan’s historical interpretations of social change in the 1960s.
- b. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson’s argument about social change in the 1960s.
- c. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan’s argument about social change in the 1960s.



Source: "Woman's Holy War: Grand Charge on the Enemy's Works," illustration, 1874

Courtesy of the Library of Congress

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Briefly describe one way in which economic development influenced migration within the United States from 1890 to 1945.
- b. Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000.
- c. Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000.

END OF SECTION I

8.15 Continuity and Change in Period 8

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS continuity and change 延续与变化 • cold war 冷战 • poverty 贫困 • great society 伟大社会
• sun belt 阳光地带

Objective

Build the skills to write **continuity and change** 延续与变化 for 1945-1980.

You must be able to:

- state what the question requires
- name a change with evidence
- name a continuity with evidence
- use the CED's 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

The United States asserting global leadership; the Civil Rights Act and Supreme Court decisions expanding civil rights; suburbanisation and the rise of the Sun Belt; the 1965 immigration laws.

■ Continuities

The Cold War runs the whole period; **progress toward racial equality was slow**; poverty **persisted** despite affluence; and period 5's unresolved question about federal power is still being argued in 8.14.

■ Limits

"Some legal and political successes", "slow", "varying levels of commitment to democracy", "attempts at" — the CED's qualifiers are what keep the 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 questions is still being argued. [1]

3 Exam-style questions

3.1 The CED describes progress toward racial equality in this period as [1]

- **A** slow
- **B** complete
- **C** immediate
- **D** reversed entirely

3.2 “Attempts at” limits a claim about [1]

- **A** a national energy policy
- **B** the Civil Rights Act
- **C** the Great Society
- **D** the Cold War

3.3 Write a paragraph on continuity and change in the role of the federal government

from 1945 to 1980.

[4]

Solutions

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

2.2 change: global leadership, the Civil Rights Act, suburbanisation or the 1965 immigration laws; continuity: the Cold War throughout, slow progress toward racial equality, or persistent poverty.

2.3 (a) any two of: “some legal and political successes”; “slow”; “varying levels of commitment to democracy”; “attempts at”. (b) the power of the federal government.

3.1 A. slow.

3.2 A. a national energy policy.

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.