

Week 29

# AP United States History

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Homework bundle for this week

本周作业合集

exercises.lol

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AP United States History

Name: \_\_\_\_\_ Score: \_\_\_\_\_

1. 'Newly ascendant' differs from 'new' because 8.14 dated the movement to...

- ☐ the 1980s
- ☐ the 1960s
- ☐ the 1930s
- ☐ 1945

2. Select **both** policies the 1980 victory allowed.

- ☐ significant tax cuts
- ☐ continued deregulation of many industries
- ☐ new welfare programmes
- ☐ higher tariffs

*Tick every correct option.*

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

- ☐ speeches
- ☐ diplomatic efforts
- ☐ limited military interventions
- ☐ a buildup of nuclear and conventional weapons

*Tick every correct option.*

4. Select **all** three effects of the new technologies.

- ☐ transformed daily life
- ☐ increased access to information
- ☐ new social behaviours and networks
- ☐ higher tariffs

*Tick every correct option.*

5. Select **all** three kinds of influence the South and West gained.

- ☐ political
- ☐ economic
- ☐ cultural
- ☐ military

*Tick every correct option.*

6. Select **both** adjectives the CED gives the conflicts.

- ☐ lengthy
- ☐ controversial
- ☐ decisive
- ☐ brief

*Tick every correct option.*

7. The method for this objective is the same as in...

- ☐ 1.1 and 2.1
- ☐ 5.12, 7.15 and 8.15
- ☐ 3.2 and 4.2
- ☐ 6.5 alone

8. The obstacle to shrinking government was that programmes...

- ☐ were secret
- ☐ remained popular with voters
- ☐ were unconstitutional
- ☐ cost nothing

9. The war on terrorism sought security **but also**...

- ☐ ended debate
- ☐ raised questions about civil liberties and human rights
- ☐ reduced spending
- ☐ ended the Cold War

10. The federal-boundary argument stayed open because...

- ☐ no one raised it
- ☐ many programmes remained popular with voters
- ☐ the Constitution was amended
- ☐ courts banned it

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AP United States History

1. **the 1960s**

A twenty-year run-up.

2. **significant tax cuts; continued deregulation of many industries**

'Continue' means deregulation was already under way.

3. **speeches; diplomatic efforts; limited military interventions; a buildup of nuclear and conventional weapons**

Speeches first — rhetoric as a tool of policy.

4. **transformed daily life; increased access to information; new social behaviours and networks**

The third is a change in how people relate.

5. **political; economic; cultural**

8.4's Sun Belt is the earlier stage.

6. **lengthy; controversial**

Both belong in an answer.

7. **5.12, 7.15 and 8.15**

Rank against a stated criterion.

8. **remained popular with voters**

A democratic obstacle, not merely an institutional one.

9. **raised questions about civil liberties and human rights**

The fourth instance of the same pattern in this course.

10. **many programmes remained popular with voters**

The centre of gravity moved; the argument did not close.

# 9.1 Contextualizing Period 9

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

KEY WORDS conservative movement 保守主义运动 • context 背景

## Objective

Build the skills to write the **context** 背景 for 1980 to the present.

You must be able to:

- state the CED's three key concepts for the period
- state what the conservative movement achieved and continued to do
- name the three kinds of change the nation experienced
- state what forced a redefinition of foreign policy

## 1 Worked examples

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

### ■ Three key concepts

**KC-9.1:** a newly ascendant conservative movement achieved several political and policy goals during the 1980s **and continued to strongly influence public discourse in the following decades**. **KC-9.2:** moving into the 21st century, the nation experienced significant technological, economic and demographic changes. **KC-9.3:** the end of the Cold War and new challenges to U.S. leadership **forced the nation to redefine its foreign policy and role in the world**.

### ■ Achieved and continued

Two claims: policy goals in one decade, and influence on **public discourse** for decades afterwards. Winning the argument outlasts winning the election.

### ■ Three changes

**Technological, economic and demographic.** 9.4 covers the first two and 9.5 the third.

### ■ Redefinition

The Cold War had supplied the organising purpose of American foreign policy since 8.2. Its end removed the frame, which is why the CED says the nation was **forced** to redefine.

## 2 Practice

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

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**2.2** State the two claims KC-9.1 makes about the conservative movement. [2]

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**2.3** Foreign policy required redefinition.

(a) State why. [2]

(b) Name the three kinds of change the nation experienced. [1]

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## 3 Exam-style questions

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**3.1** KC-9.1 says the conservative movement continued to strongly influence [1]

- **A** public discourse
- **B** foreign armies
- **C** the Soviet Union
- **D** nothing after 1990

---

**3.2** The CED's verb about redefining foreign policy is [1]

- **A** forced
- **B** invited
- **C** discouraged
- **D** prevented

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**3.3** A rivalry that organised policy for forty years ends.

(a) State the immediate problem. [1]

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(b) Explain why this is harder than it sounds.

[2]

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## Solutions

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**2.1** an ascendant conservative movement achieving policy goals in the 1980s and continuing to influence public discourse; significant technological, economic and demographic changes; the end of the Cold War and new challenges forcing a redefinition of foreign policy.

**2.2** it achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

**2.3** (a) the Cold War had supplied the organising purpose of foreign policy, and its end removed the frame. (b) technological, economic and demographic.

**3.1 A.** public discourse.

**3.2 A.** forced.

**3.3** (a) the purpose that organised policy no longer exists. (b) institutions, alliances and habits were built around that purpose, so a new frame must be argued for rather than simply adopted.

## 9.2 Reagan and Conservatism

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** the conservative ascendancy 保守派的兴起 • ronald reagan 里根 • immigration policy 移民政策

### Objective

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Build the skills to explain **the conservative ascendancy** 保守派的兴起.

**You must be able to:**

- state what the 1980 election allowed conservatives to enact
- state the conservative argument about liberal programs
- state what their efforts to reduce government met with and why
- name the continuing policy debates

### 1 Worked examples

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

#### ■ 1980

Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.

#### ■ The argument

Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. "Counterproductive" is a strong claim: not merely ineffective but self-defeating.

#### ■ The obstacle

Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. The programmes' popularity is given as a cause of the limit.

#### ■ Continuing debates

Free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system, alongside immigration policy, diversity, gender roles, and family structures.

## 2 Practice

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**2.1** State what the 1980 election allowed conservatives to enact. [2]

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**2.2** State the conservative argument and the force of “counterproductive”. [2]

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**2.3** Efforts to reduce government met an obstacle.

(a) State it and its cause. [2]

(b) Name two continuing policy debates. [1]

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## 3 Exam-style questions

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**3.1** Efforts to reduce the size of government met inertia and liberal opposition because many programs [1]

- **A** remained popular with voters
- **B** had been abolished
- **C** were unconstitutional
- **D** were foreign

---

**3.2** “Counterproductive” claims that liberal programs were [1]

- **A** self-defeating
- **B** merely slow
- **C** successful
- **D** never enacted

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**3.3** A movement wins an election and cannot remove programmes it opposes.

(a) State the reason the CED gives. [1]

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

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## Solutions

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**2.1** significant tax cuts and continued deregulation of many industries.

**2.2** that liberal programs were counterproductive in fighting poverty and stimulating growth; “counterproductive” claims they were self-defeating rather than merely ineffective.

**2.3** (a) inertia and liberal opposition, because many programs remained popular with voters. (b) any two of: free-trade agreements; the scope of the social safety net; financial reform; immigration policy; diversity; gender roles; family structures.

**3.1 A.** popular with voters.

**3.2 A.** self-defeating.

**3.3** (a) that many programs remained popular with voters. (b) an electoral majority for reducing government in general can coexist with majorities for keeping each particular programme.

## 9.3 The End of the Cold War

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

**KEY WORDS** the cold war's end 冷战的终结

### Objective

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Build the skills to explain **the Cold War's end** 冷战的终结.**You must be able to:**

- name the four means by which Reagan asserted opposition to communism
- name the three factors in ending the Cold War
- state the two consequences of the end
- explain why the CED lists causes on both sides

### 1 Worked examples

---

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

**■ Four means**

Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

**■ Three factors**

Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.

**■ Two consequences**

The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

**■ Both sides**

Two of the three factors are American and one is internal to the Soviet bloc. The CED refuses an account in which either side alone produced the outcome, which is what "all important" is doing.

## 2 Practice

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**2.1** Name the four means by which Reagan asserted opposition to communism. [2]

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**2.2** Name the three factors in ending the Cold War. [3]

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**2.3** The end had two kinds of consequence.

(a) State them. [2]

(b) State what “all important” refuses. [1]

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## 3 Exam-style questions

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**3.1** Among the factors ending the Cold War the CED includes [1]

- **A** political changes and economic problems in Eastern Europe and the Soviet Union
- **B** the Vietnam War
- **C** the Great Society
- **D** the 1965 immigration laws

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**3.2** The end of the Cold War also led to [1]

- **A** new U.S. military and peacekeeping interventions
- **B** total disarmament
- **C** an end to all debate
- **D** withdrawal from the world

---

**3.3** A student explains the Cold War’s end entirely by U.S. military spending.

(a) State what is missing. [1]

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(b) Explain what the CED's phrasing requires.

[2]

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## Solutions

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**2.1** speeches; diplomatic efforts; limited military interventions; a buildup of nuclear and conventional weapons.

**2.2** increased U.S. military spending; Reagan's diplomatic initiatives; political changes and economic problems in Eastern Europe and the Soviet Union.

**2.3** (a) new diplomatic relationships; new U.S. military and peacekeeping interventions, with continued debates over the use of American power. (b) an account in which either side alone produced the outcome.

**3.1 A.** changes within the Soviet bloc.

**3.2 A.** new interventions.

**3.3** (a) the diplomatic initiatives and the internal changes in Eastern Europe and the Soviet Union. (b) "all important" makes the three jointly responsible, so an answer with one has explained less than the source does.

**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**

## 9.4 A Changing Economy

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

**KEY WORDS** changing economy 经济变化

### Objective

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Build the skills to explain the **changing economy** 经济变化.

**You must be able to:**

- state what digital communications enabled
- name the three technological innovations and their effects
- state what happened to employment and union membership
- state the CED's claim about real wages

### 1 Worked examples

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

#### ■ Digital communications

Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

#### ■ Three innovations

Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.

#### ■ Employment

Employment increased in service sectors and decreased in manufacturing, and union membership declined. A shift between sectors, with a consequence for organised labour.

#### ■ Real wages

Real wages stagnated for the working and middle class amid growing economic inequality. Productivity rose and wages did not, which is the period's central economic fact.

## 2 Practice

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**2.1** State what improvements in digital communications enabled. [2]

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**2.2** State what happened to employment and union membership. [3]

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**2.3** Productivity and wages diverged.

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

(b) Name the three technological innovations. [1]

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## 3 Exam-style questions

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**3.1** Real wages for the working and middle class [1]

- **A** stagnated
- **B** doubled
- **C** were abolished
- **D** rose with productivity

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**3.2** Employment increased in service sectors and decreased in [1]

- **A** manufacturing
- **B** agriculture only
- **C** government
- **D** education

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**3.3** Productivity rises and real wages do not.

(a) State what this implies about the gains. [1]

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(b) Explain the connection to declining union membership.

[2]

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## Solutions

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**2.1** increased American participation in worldwide economic opportunities, which raised economic productivity.

**2.2** employment increased in service sectors; it decreased in manufacturing; union membership declined.

**2.3** (a) real wages stagnated for the working and middle class amid growing economic inequality. (b) computing, digital mobile technology and the internet.

**3.1 A.** stagnated.

**3.2 A.** manufacturing.

**3.3** (a) that they went elsewhere than to those wages. (b) unions were concentrated in manufacturing, which shrank, so the bargaining power that had converted productivity into wages declined with them.

## 9.5 Migration and Immigration in the 1990s and 2000s

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 13 marks**

**KEY WORDS** latin america and asia 拉丁美洲与亚洲 • recent migration 近期移民

### Objective

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Build the skills to explain **recent migration** 近期移民.

**You must be able to:**

- state what happened to the influence of the South and West
- state where international migration increased from
- state the two effects of new immigration the CED gives
- connect this to 8.4's Sun Belt

### 1 Worked examples

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

#### ■ South and West

After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas. "Continued" — this began with 8.4's Sun Belt.

#### ■ Where from

International migration from Latin America and Asia increased dramatically.

#### ■ Two effects

The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force. A cultural effect and an economic one, stated together.

#### ■ The connection

8.4 recorded migration to the South and West and the Sun Belt's emergence as a political force; 9.5 records the same shift continuing and reaching political, economic and cultural influence. Population movement is a slow cause with a large effect.

## 2 Practice

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**2.1** State what happened to the influence of the South and West and why. [2]

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**2.2** State where international migration increased from and its two effects. [3]

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**2.3** The shift began earlier.

(a) State the earlier subtopic and what it recorded. [2]

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

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## 3 Exam-style questions

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**3.1** International migration increased dramatically from Latin America and [1]

- **A** Asia
- **B** Europe
- **C** Africa only
- **D** Oceania

---

**3.2** The new immigrants supplied the economy with [1]

- **A** an important labor force
- **B** no labor
- **C** foreign investment only
- **D** military recruits only

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**3.3** A population shift over forty years changes national politics.

(a) State why the effect is large. [1]

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(b) Explain why it is slow to appear.

[2]

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## Solutions

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**2.1** the political, economic and cultural influence of the South and West continued to increase as population shifted to those areas.

**2.2** Latin America and Asia; the immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

**2.3** (a) 8.4, which recorded migration to the South and West and the Sun Belt's emergence as a political and economic force. (b) that the trend began before 1980 and did not reverse.

**3.1 A.** Asia.

**3.2 A.** an important labor force.

**3.3** (a) political representation and economic weight follow population. (b) each year's movement is small, and the effect appears only once the accumulated shift is large enough to change representation and markets.

# 9.6 Challenges of the 21st Century

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** security and civil liberties 安全与公民自由 • 21st-century challenges 二十一世纪的挑战

## Objective

Build the skills to explain **21st-century challenges** 二十一世纪的挑战.

**You must be able to:**

- state what followed the 2001 attacks
- state the tension the war on terrorism raised
- state what conflicts and climate concerns led to debates over
- state the CED's conclusion about U.S. power

## 1 Worked examples

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

### ■ After 2001

In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. “Lengthy” and “controversial” are the CED’s own words.

### ■ The tension

The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. Security against liberty — the same tension 7.6 and 7.12 recorded in earlier wars.

### ■ Energy and climate

Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

### ■ The conclusion

Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century. The CED ends the course with a plain statement of position.

## 2 Practice

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**2.1** State what followed the 2001 attacks. [2]

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**2.2** State the tension the war on terrorism raised. [2]

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**2.3** The same tension appeared in earlier wars.

(a) Name two earlier examples from period 7. [2]

(b) State the CED's conclusion about U.S. power. [1]

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## 3 Exam-style questions

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**3.1** The CED describes the conflicts in Afghanistan and Iraq as [1]

- **A** lengthy and controversial
- **B** brief and popular
- **C** avoided
- **D** entirely successful

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**3.2** Debates over fossil fuel dependence arose from Middle East conflicts and [1]

- **A** concerns about climate change
- **B** union decline
- **C** immigration
- **D** tax cuts

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**3.3** A security policy raises questions about civil liberties.

(a) State the recurring tension. [1]

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(b) Explain why it recurs in every war.

[2]

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## Solutions

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**2.1** military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

**2.2** it sought to improve security within the United States but raised questions about the protection of civil liberties and human rights.

**2.3** (a) any two of: World War I restrictions on freedom of speech; the Red Scare; the internment of Japanese Americans. (b) the United States continued as the world's leading superpower in the 21st century.

**3.1 A.** lengthy and controversial.

**3.2 A.** climate change.

**3.3** (a) between security and civil liberties. (b) wartime security measures work by restricting what people may do or say, and the restriction falls on citizens as well as on any threat.

## 9.7 Causation in Period 9

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 14 marks

KEY WORDS causation 因果

### Objective

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Build the skills to explain **causation** 因果 in period 9.**You must be able to:**

- state what a causation question asks
- name a cause and an effect from the period's key concepts
- state a criterion for ranking causes
- use the CED's own qualifiers to limit a judgment

### 1 Worked examples

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

**■ The question**

Why something happened, with the connection shown. Narrating what followed is not a causal explanation.

**■ A chain from the CED**

Improvements in digital communications (KC-9.2) → increased participation in world-wide economic opportunities and rising productivity → employment shifting from manufacturing to services and declining union membership → stagnating real wages amid growing inequality.

**■ Ranking**

Where several causes are available, name a criterion — necessity, proximity, scale — and rank against it. The CED's own “all important” in 9.3 is a refusal to rank, and noticing that is itself analysis.

**■ Limits**

“Some of their efforts”, “many programs remained popular”, “despite economic and foreign policy challenges” — the qualifiers keep a judgment proportionate to what the source claims.

## 2 Practice

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

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**2.2** Set out a causal chain from the period's key concepts. [3]

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**2.3** Judgments must be limited.

(a) Name two criteria for ranking causes. [2]

(b) State what “all important” in 9.3 does. [1]

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## 3 Exam-style questions

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**3.1** A causation answer must show [1]

- **A** the connection between cause and outcome
- **B** the sequence only
- **C** the date
- **D** the source

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**3.2** “All important” in the CED's account of the Cold War's end is [1]

- **A** a refusal to rank the causes
- **B** a ranking
- **C** a denial of causation
- **D** a chronology

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**3.3** Write a paragraph explaining one cause of stagnating real wages after 1980. [4]

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## Solutions

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**2.1** why something happened, with the connection between cause and outcome shown rather than narrated.

**2.2** improvements in digital communications raising productivity and worldwide participation; employment shifting from manufacturing to services with union membership declining; real wages stagnating amid growing inequality.

**2.3** (a) any two of: necessity; proximity; scale. (b) it refuses to rank the three causes against each other.

**3.1 A.** the connection.

**3.2 A.** a refusal to rank.

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