Course Companion

AP United States History

Every topic handout in one volume

全部专题讲义合集

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Contents 目录

1. **Period 1: 1491-1607** 2
2. **Period 2: 1607-1754** 13
3. **Period 3: 1754-1800** 26
4. **Period 4: 1800-1848** 42
5. **Period 5: 1844-1877** 56
6. **Period 6: 1865-1898** 69
7. **Period 7: 1890-1945** 82
8. **Period 8: 1945-1980** 97
9. **Period 9: 1980-Present** 110

Period 1: 1491-1607

AP United States History

Native American Societies Before Contact

Why it matters. In 1519 Hernán Cortés and a few hundred Spanish soldiers marched into Tenochtitlan, the Aztec capital, a city of perhaps 200,000 people built on a lake - larger than any city in Spain. Within two years it lay in ruins. The Spaniards did not win alone: smallpox and tens of thousands of Native allies who hated Aztec rule did much of the work. That mix of disease, alliance and violence, and the very different societies it struck, is what this first period is about.

Period 1 runs from **1491** to **1607** - from the eve of European contact to the founding of Jamestown. It exists to explain what the Americas were like *before* Europeans arrived, and what happened when three worlds met.

North America in 1491 held hundreds of distinct societies. They differed because they adapted to different environments, and the CED groups them by region:

- In the **Southwest**, the spread of **maize** 玉米 cultivation northward from present-day Mexico supported permanent settlement, **advanced irrigation** 先进灌溉, and greater social complexity.
- In the **Great Basin** and the western **Great Plains**, dry conditions produced largely **mobile lifestyles** 流动性生活方式.
- In the **Northeast**, the **Mississippi River Valley**, and along the **Atlantic seaboard**, societies developed **mixed agricultural and hunter-gatherer economies**, which favoured permanent villages.
- In the **Northwest** and present-day **California**, abundant ocean resources allowed settled communities without farming.

The pattern to hold on to is **adaptation** 适应: the environment shaped the society, and the society reshaped the environment.

Name a society when you can - it turns a general point into evidence:

- **Southwest:** the Hohokam dug hundreds of kilometres of irrigation canals in the Arizona desert, and the Ancestral Puebloans built multi-storey stone and adobe towns such as Mesa Verde.
- **Mississippi Valley: Cahokia** 卡霍基亚, near present-day St Louis, held perhaps 10,000-20,000 people around 1100 and traded across much of the continent.
- **Northeast:** the Haudenosaunee (Iroquois) lived in villages of longhouses and grew the **Three Sisters** 三姐妹作物 - maize, beans and squash planted together - while men hunted and fished.
- **Great Plains:** many peoples combined farming along rivers with seasonal bison hunting.

- **Northwest:** peoples such as the Chinook lived well from salmon runs, which supported large villages and elaborate gift-giving ceremonies without agriculture.

REGION	ENVIRONMENT	WHAT IT PRODUCED
Southwest	maize spreads north from Mexico	permanent settlement, advanced irrigation
Great Basin & western Plains	dry conditions	largely mobile lifestyles
Northeast, Mississippi Valley, Atlantic seaboard	mixed farming and hunting-gathering	permanent villages
Northwest & California	abundant ocean resources	settled communities WITHOUT farming

ADAPTATION — the environment shaped the society, and the society reshaped the environment

The CED's four regional groupings: one mechanism - environment shapes society - with different inputs



Monks Mound at Cahokia - the scale a Mississippian settlement reached without draught animals or the wheel

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Cliff Palace at Mesa Verde - permanent settlement where maize agriculture could support it

Why Europeans Crossed the Atlantic

European exploration was driven by a search for **new sources of wealth** 新的财富来源, expanded trade routes, and the spread of **Christianity** 基督教. Spain and Portugal moved first, and Spain's American empire followed.

Improvements in **maritime technology** 航海技术 and royal and merchant financing supported early Atlantic voyages. Later, the **joint-stock company** 股份公司 spread the risk of trade and colonization across many investors, notably in English ventures such as Jamestown.

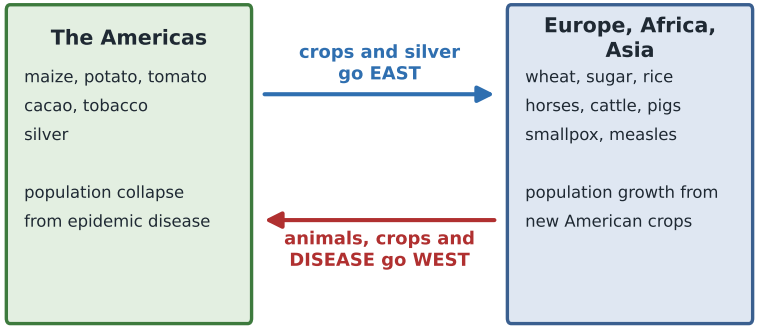
The dates to know: in **1492** Spain completed the *Reconquista* by taking Granada and sent Columbus west; the **Treaty of Tordesillas** 托尔德西里亚斯条约 (1494) divided newly found lands between Spain and Portugal; Cortés conquered the Aztec Empire (1519-21) and Pizarro the Inca Empire (1532-33). American gold and silver, above all from the mines of Potosí, made Spain the richest power in Europe and encouraged England, France and the Netherlands to look for colonies of their own.

Religion and migration. Religion shaped who crossed the Atlantic and why. Spanish Franciscan and Jesuit **missionaries** 传教士 built missions to convert Native peoples to Catholicism, and the crown justified conquest as a religious duty. In the 1600s religion pushed English migration too, from the other direction: Puritans founded Massachusetts Bay (1630) to build a godly community, Catholics found a refuge in Maryland (1634), and Quakers settled Pennsylvania (1681). That pair - conversion in Spanish America, escape and religious community in English America - answers the common short-answer prompt on religion and migration.



Columbus lands in 1492 (Vanderlyn, 1847): banners of crown and cross together, wealth, rivalry and religion in one scene

The Columbian Exchange



disease → demographic collapse → labour shortage → encomienda → Atlantic slave trade

the causal chain Period 1 exists to explain

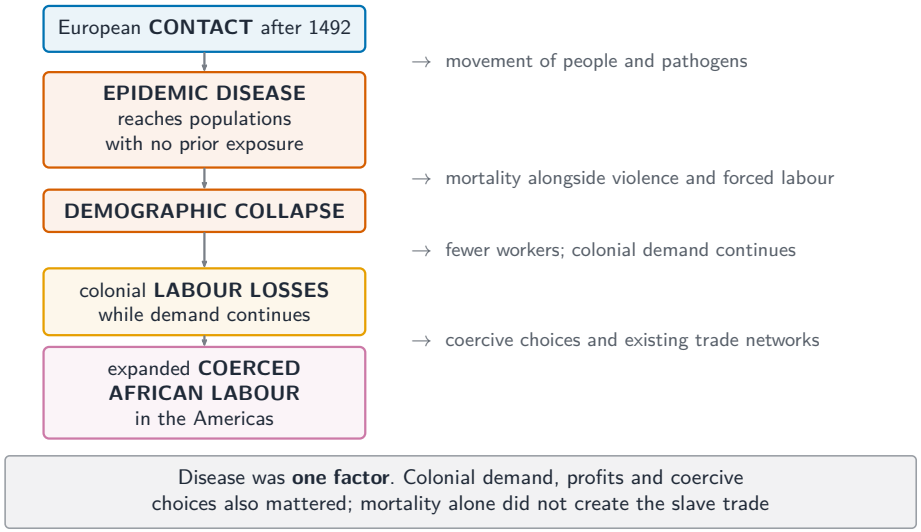
The Columbian Exchange moved crops, animals, people and disease in both directions, with very different consequences on each side

The **Columbian Exchange** 哥伦布大交换 is the transfer of plants, animals, people, and diseases between the Americas and the rest of the world. It connected environments and societies across the Atlantic and changed food supplies, populations and colonial economies.

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Moving **east** to Europe: American crops such as **maize** and the **potato** 马铃薯 raised nutrition and helped drive **European population growth** 欧洲人口增长. American **silver** 白银 reshaped global trade.

Moving **west** to the Americas: European animals, crops, and - decisively - **epidemic disease** 流行病. Populations with no prior exposure suffered catastrophic mortality, and this **demographic collapse** 人口锐减 accompanied and enabled Spanish conquest.



One causal connection in Spanish colonial labour: population loss, continuing demand and coercive choices

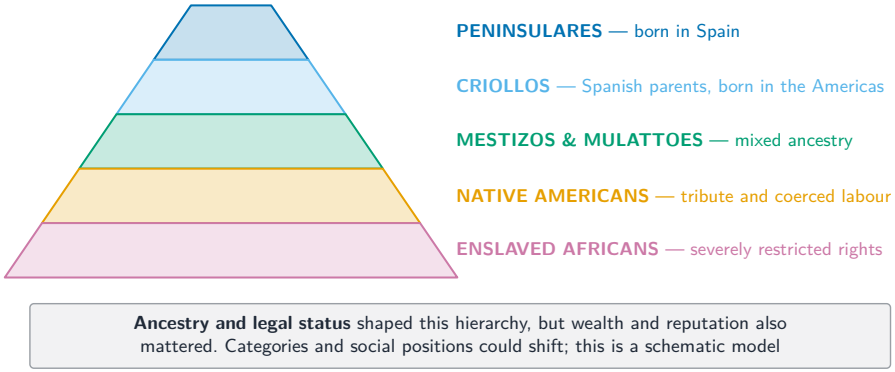
Labour, Slavery, and Caste in Spanish America

Spanish colonists sought labour for profitable agriculture and mining.

The **encomienda system** 委托监护制 granted Spanish colonists the right to extract labour from Native American communities to support plantation-based agriculture and **mining** 采矿. Disease, violence and forced labour reduced Native populations, while colonial demand for workers continued. European traders **partnered with some West African groups** who practised slavery to forcibly extract enslaved people for the Americas through the **Atlantic slave trade** 大西洋奴隶贸易. Spanish colonists used enslaved Africans in plantation agriculture and mining. Population loss was one factor; profitable colonial production, coercive decisions and existing trafficking networks also mattered. Do not describe a shortage as making enslavement inevitable, or encomienda as a stage that simply ended before African slavery began.

Spanish colonial society developed a **caste system** 种姓等级制度 that ranked Euro-

peans, Native Americans, Africans, and people of mixed ancestry. Ancestry and legal status strongly shaped rights and obligations, but wealth, occupation and reputation also mattered; racial categories and social positions were not completely fixed.



The Spanish American caste hierarchy, shown schematically: ancestry shaped status, but categories and social positions could shift

Worldviews in Conflict

Europeans and Native Americans held **divergent worldviews** 不同的世界观 on religion, gender roles, family, land use, and power. Two ideas about land were especially incompatible: European **private property** 私有财产 against Native American systems of shared use.

The early years were shaped by **mutual misunderstanding** 相互误解. As European demands on land and labour grew, Native peoples **resisted** 抵抗 - through accommodation, alliance, trade, and armed conflict.

Contact also started an argument *inside* Europe. Extended contact with Native Americans and Africans fostered a **debate among European religious and political leaders** about how non-Europeans should be treated and what rights they held - a debate that produced justifications for conquest as well as criticisms of it.

The best example is the **Valladolid debate** 巴利亚多利德辩论 (1550-51). The Dominican friar **Bartolomé de las Casas** 拉斯 · 卡萨斯, who had seen the conquest in the Caribbean, argued that Native Americans were fully rational people who should be converted peacefully, not enslaved. Juan Ginés de Sepúlveda answered that they were "natural slaves" whom Spain had the right to conquer. Neither side won outright, but Las Casas's campaign had already helped produce the New Laws of 1542, which limited the encomienda - laws that colonists often ignored.



John White's watercolour of Secotan, c. 1585: an Algonquian town with fields, houses and a ceremonial ground

Thinking Like a Historian in Period 1

Historical questions can ask you to analyse sources, compare societies, explain causes, describe **context** 时代背景 or develop an argument. Read the task rather than assuming every question tests the same skill.

Contextualization 情境化 places a development in relevant wider circumstances. **Causation** 因果关系 explains how and why a development happened. Both require specific knowledge and an explained connection.

Try it – classify and improve the reasoning. Consider these student statements about colonial labour in Spanish America:

Statement	Student reasoning
A	Colonists sought wealth from agriculture and mining.
B	Disease killed many Native people; labour demands continued.
C	Disease alone created African slavery in the Americas.

Which statement describes a motive or wider setting? Which begins a causal explanation? Which overclaims? Improve B and C by explaining colonial demand, coercive choices and trade networks.

Worked reasoning. A gives an economic setting and motive. B begins to connect population loss with pressure on the labour supply, but needs a further link: colonists still demanded workers for agriculture and mining. C removes human choices and other causes. European traders and colonists forcibly obtained and exploited enslaved Africans through existing networks to serve colonial production. Disease was one factor, alongside violence and forced labour; it did not alone create the trade. Explaining

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these choices does not justify them.

Transfer – more than one reasoning process. Compare the Southwest and the Great Basin before contact. Give one difference in livelihood, connect it to an environmental condition, and avoid saying that all Native societies were the same.

Worked answer. In the Southwest, maize agriculture and irrigation supported permanent settlements. In the Great Basin, arid conditions encouraged mobile hunting and gathering. This compares different adaptations and explains a connection to environment; it is not simply a list of dates. Local societies varied within each regional grouping.

Exam-linked practice – contextualization. The 2023 Set 1 long essay, Question 2, asks students to evaluate change from transatlantic trade in British North American colonial society during **1607–1776** (paraphrased). We practise only its context requirement here, not a complete essay.

A student opens with: "Europeans travelled across the ocean. Many things happened before 1607." Explain why this lacks useful context. Then write a short opening that connects earlier Spanish colonization, the search for wealth and later English colonial investment.

Teacher-written model. Before English settlement at Jamestown, Spanish colonization had brought American resources into European commerce. Profits from earlier colonies encouraged other European powers to pursue American settlements and trade. This competition helps explain the setting in which British colonial society became tied to Atlantic commerce.

Why the revision helps. It describes a wider development and explains its relevance. An earlier date or a passing name alone is insufficient. This is an illustrative response guided by the official rubric, not an official sample or a guaranteed point. A full essay must also make a defensible claim about the specified period and support it with relevant evidence; earlier Spanish context cannot replace that evidence.

Grounding. Course content follows CED Topics 1.3–1.5 and historical thinking skills 4–6. The exam connection is 2023 Set 1 LEQ2, official scoring guidelines, contextualization row. The distinction between earlier African trafficking and later American colonial demand is supported by the Smithsonian National Museum of African American History and Culture.

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Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.

Answer (a), (b) and (c).

(a) Briefly describe ONE effect of the Columbian Exchange on Native American societies.

(b) Briefly describe ONE effect of the Columbian Exchange on Europe.

(c) Briefly explain ONE reason the Spanish established the encomienda system.

Model answer.

- (a) Diseases such as smallpox and measles, to which Native populations had little prior exposure, killed a large share of many populations, weakening societies even before military conquest.
- (b) American crops such as maize and potatoes increased Europe's food supply, which helped support population growth.
- (c) The encomienda gave Spanish colonists the forced labour of Native people, allowing them to extract wealth from mines and estates while claiming to convert them to Christianity.

Exam tips

- Period 1 is short but supplies **context** for later questions. Explain how early encounters shaped later Atlantic connections; do more than list dates.
- Explain causal links with qualifications: population loss and continuing colonial labour demand contributed to expanding coerced African labour. Include economic motives, decisions and trade networks; do not claim a single cause.
- Name specific regions when describing Native societies. "Native Americans farmed" is too general; the Southwest, Great Basin, Northeast, and Northwest each had a distinct adaptation.
- Keep the **Columbian Exchange** two-directional. Answers that only describe what Europe gained miss half the concept.
- **Encomienda** is a labour system, not a land grant, and the Spanish **caste system** is a social hierarchy defined by ancestry.
- For any prompt, identify the **task verb** first: describe, explain, compare, or evaluate the extent. Each earns points differently.

Common mistakes.

- Writing about "the Native Americans" as one people. Name a region or a society.
- Treating the Columbian Exchange as one-way or as purely positive.
- Calling the encomienda a land grant. It granted **labour** (and tribute) from Native communities.

- Saying disease alone explains the conquest. Native allies, Spanish weapons and horses, and political divisions inside the Aztec and Inca empires also mattered.
- Writing that Europeans "discovered" an empty land. Millions of people already lived there, many in complex, settled societies.

Practice.

1. Describe ONE way the environment shaped a named Native American society before 1492.
2. Explain ONE way European diseases affected Native American societies in the 1500s.
3. Describe ONE way religion influenced European migration to the Americas from 1500 to 1700.
4. Explain ONE argument made in the debate among Europeans over the treatment of Native Americans.
5. Explain ONE cause of conflict between Europeans and Native Americans in the 1500s.

Answers.

1. In the arid Southwest, the Hohokam dug irrigation canals to grow maize, which supported permanent villages.
2. Smallpox killed a large share of the population of Tenochtitlan in 1520, before the siege of 1521, weakening Aztec resistance to Cortés.
3. Spanish missionaries such as the Franciscans came to convert Native peoples, while English Puritans migrated to Massachusetts Bay (1630) to build a godly community.
4. Las Casas argued at Valladolid (1550-51) that Native Americans were rational people who should be converted peacefully, not enslaved.
5. Spanish demands for labour through the encomienda and for gold and silver led to forced work and violence, which Native peoples resisted.

Vocabulary card meanings

maize: A grain domesticated in the Americas and central to many Indigenous diets. advanced irrigation: Systems that moved water to crops in dry regions. mobile lifestyles: Ways of living that followed herds or seasons rather than one fixed town. new sources of wealth: Gold, silver, and other riches that drew Europeans across the Atlantic. Christianity: The religion European colonisers sought to spread in the Americas. maritime technology: Ships, instruments, and skills that made long ocean voyages possible. joint-stock company: A business owned by many investors who shared the risk of a voyage or colony. potato: A tuber from the Americas that later supported population growth in Europe. European population growth: A rise in the number of people in Europe, fed partly by American crops. silver: The precious metal mined in huge quantities in Spanish America. epidemic disease: Illnesses such as smallpox that spread rapidly and killed large numbers. demographic collapse: A drastic fall in Indigenous population after contact. encomienda system: A Spanish grant of Indigenous labour to colonists, in theory with duties of protection. Atlantic slave trade: The forced transport of Africans across the ocean into bondage in the Americas. divergent worldviews: Clashing understandings of land, religion, and authority. private property: Land and goods owned by individuals rather than held in common. mutual misunderstanding: Each side misreading the other's intentions and customs. resisted: Fought back against conquest, labour demands, or conversion. Contextualization: Placing an event in the wider situation that shaped it.

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Period 2: 1607-1754

AP United States History

Four Colonizers, Four Strategies

Why it matters. Of the roughly 500 English colonists at Jamestown in the autumn of 1609, only about 60 were alive the next spring - the "starving time". Relief ships saved the colony in 1610; John Rolfe's tobacco experiments from 1612 later gave it a profitable export. Earlier trade in corn with the Powhatan people had also sustained the settlers. A crop, a market and a relationship with Native neighbours decided whether a colony lived or died - and in different combinations they explain why the colonies of 1754 looked so different from one another.

Period 2 runs from **1607** to **1754** - from Jamestown to the eve of the Seven Years' War. Its central question is why European colonies turned out so differently from one another.

Imperial goals, migration and local conditions helped shape different colonial patterns:

- **Spain** extracted wealth from the land, developing institutions built on **subjugating** 征服 native populations - the encomienda system carried over from Period 1.
- **France** and the **Netherlands** sent relatively few Europeans and relied on **trade alliances** 贸易同盟 with American Indians, especially in **fur** 毛皮.
- **Britain** attracted a comparatively large number of **male and female migrants** 男女移民, who came to settle and farm rather than only to extract.

Agricultural settlement increased British demand for Native land and contributed to displacement and conflict. This is a broad comparison, not a rule that British colonists never traded or made alliances. French, Dutch, British and Spanish colonies all formed alliances with Native groups; trade, cooperation and conflict could coexist. Native communities pursued their own diplomatic and economic goals.

EMPIRE	WHAT IT WANTED	TYPICAL PATTERNS
SPAIN	wealth extracted from the land	encomienda labour, a formal caste system
FRANCE & the NETHERLANDS	trade, above all in fur	few settlers, alliances and intermarriage with American Indians
BRITAIN	land to settle and farm	many male and female migrants, displacement, sustained conflict

Fur trading relied on Native partners; settlement increased land demand. **All four empires** also formed alliances with Native groups

Four empires, four goals - and how the goal predicted the relationship with American Indians

Try it – explain the different strategies. These are teaching summaries, not historical quotations. A colony has few European settlers and depends on Native partners for furs. Another has many farming settlers seeking additional land. A third extracts resources through institutions that subjugate Native communities. Match the patterns to French/Dutch, British and Spanish colonization. Explain the link between each economic goal and its relationships; do not only name an empire.

Worked reasoning. French and Dutch fur exports relied on Native trading partners and diplomatic relationships. British agricultural settlement increased demand for land and contributed to displacement and conflict. Spanish resource extraction relied on institutions that controlled Native labour and society, alongside conversion and other goals. These are patterns with variation, not complete accounts of every colony.

Transfer – test a universal claim. A student says, "Only French and Dutch colonists made Native alliances; British settlers never did." Use the course evidence that all four empires allied with Native groups to explain why the claim fails. A British alliance does not erase land conflict, and a French trading alliance does not establish that French colonization was always peaceful. Identify the place, period and purpose before generalising.

The Regions of British Colonies

British North America was not one place. Four regions developed distinct societies.

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Westover, a Virginia tobacco planter's brick house on the James River, built about 1750: Chesapeake wealth spread out along the rivers

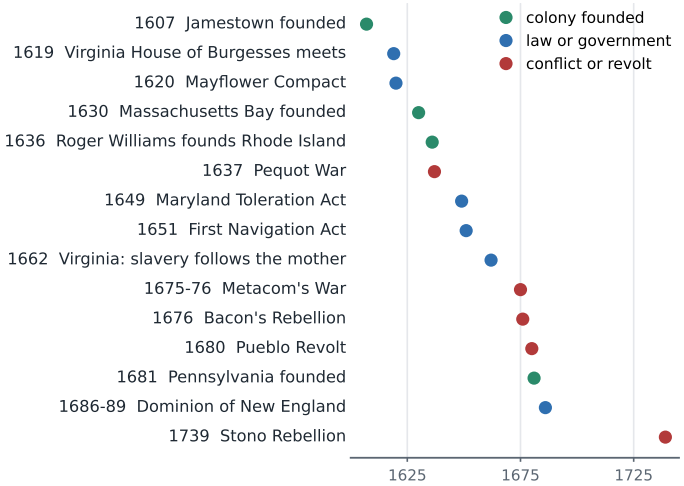
- The **Chesapeake** 切萨皮克 and **North Carolina** grew prosperous exporting **tobacco** 烟草, a labour-intensive crop. Labour came first from **indentured servants** 契约仆役 and increasingly from enslaved Africans.
- The **New England** colonies, initially settled by **Puritans** 清教徒, developed around small towns with **family farms** 家庭农场, a mixed economy, and unusually high life expectancy.
- The **middle colonies** supported a flourishing export economy based on **cereal crops** 谷物, and attracted the broadest range of European migrants, producing the most **ethnically and religiously diverse** 族群与宗教多元 region.
- The colonies of the **southern Atlantic coast** and the **British West Indies** used long growing seasons for **rice** 稻米 and **sugar** 蔗糖, cash crops so labour-hungry that enslaved Africans became a majority of the population in places.

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	New England	Middle colonies	Chesapeake	Southern coast and West Indies
Geography	cold, thin soil, short growing season	fertile, temperate	warm, long season, navigable rivers	long growing season, subtropical
Economy	mixed farming, fishing, shipping	cereal crops (the 'bread colonies')	tobacco	rice and sugar
Labour	family labour	family labour and indentured servants	servants; growing use of enslaved Africans	enslaved Africans, a majority in places
Society	Puritan towns, high life expectancy	most ethnically and religiously diverse	scattered plantations, high mortality	rigid racial hierarchy

Environment, markets, migration and law interacted

Regional patterns: environment, markets, migration and law interacted; no single factor determined society



British North America, 1607-1739: new colonies, self-government and slave law grew up alongside repeated wars

Agriculture and migration. In the Chesapeake, tobacco needed workers, so Virginia offered the **headright system** 人头权制度: 50 acres of land to anyone who paid a migrant's passage. Most migrants came as indentured servants - young, mostly male, working four to seven years in return for the voyage. In New England, by contrast, Puritans migrated as **families** in the 1630s, so the sex ratio was even and towns grew

from the start. That contrast - single male servants for a cash crop, families for subsistence farming - answers both "similarity" and "difference" questions about agriculture and regional development. A similarity: farming shaped settlement in both regions, though religion was central to Puritan migration.

Religion in two colonies. Exam questions ask for a similarity and a difference between colonies:

- **Massachusetts Bay** (1630) was founded by Puritans to be, in John Winthrop's words, "a city upon a hill" - a model Christian community. Church and government worked closely, only church members could vote at first, and dissenters were expelled: **Roger Williams** 罗杰 · 威廉斯 was banished in 1635 and Anne Hutchinson in 1638.
- **Rhode Island** (1636), founded by Williams, separated church and state and allowed freedom of worship.
- **Maryland** (1634) was a refuge for English Catholics; its **Toleration Act** 宽容法 (1649) protected all Christians who believed in the Trinity.
- **Pennsylvania** (1681) was founded by the Quaker William Penn as a "holy experiment" with broad religious freedom and, at first, fair purchase of Lenape land.

Similarity: religion was a reason for founding all four. *Difference:* Massachusetts enforced one faith, while Rhode Island and Pennsylvania tolerated many.

Try it – compare using evidence. Use the regional notes to compare the Chesapeake with New England. Name one economic difference, describe the labour patterns, then explain how the difference connects to production. Include a similarity: both regions took part in Atlantic commerce.

Worked comparison. The Chesapeake exported labour-intensive tobacco and increasingly relied on enslaved Africans after extensive use of indentured servants. New England combined family farming with fishing, shipping and commerce. Different production patterns helped shape different labour arrangements, while both regions participated in Atlantic markets. These are dominant patterns; they do not mean slavery was absent from New England or that all Chesapeake workers had the same status.

Transfer – qualify a causal claim. "Warm weather caused slavery, and geography determined society." Explain one relevant environmental influence and two other factors. Long growing seasons supported some plantation crops, but export demand, migration, colonists' coercive decisions and laws establishing racial and hereditary slavery also shaped labour systems. Climate did not require people to enslave others. All British colonies participated in slavery to varying degrees; say where slavery was more common, rather than claiming it was absent elsewhere.

One political feature was shared. Distance from London, and Britain's initially **lax attention** 松散管理, let the colonies create **self-governing institutions** 自治机构 - colonial assemblies that later shaped resistance to imperial control.

Examples: the Virginia House of Burgesses (1619), the first elected assembly in English America; the **Mayflower Compact** 五月花公约 (1620), in which the Plymouth settlers agreed to govern themselves by majority rule; and New England **town meetings**. When James II tried to cancel the New England charters and rule through one appointed governor - the **Dominion of New England** 新英格兰自治领 (1686-89) - colonists overthrew it as soon as news of England's Glorious Revolution arrived.

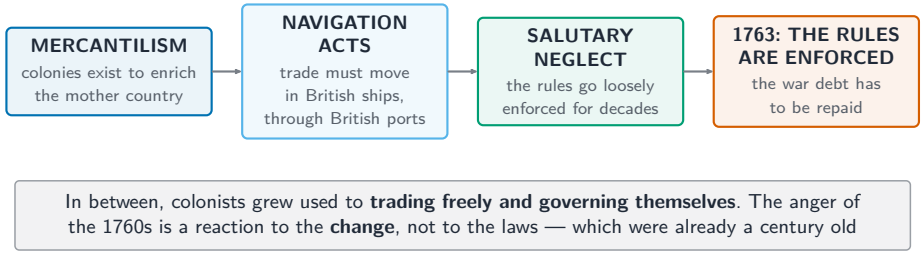
Transatlantic Trade

An **Atlantic economy** 大西洋经济 developed in which goods - and enslaved Africans and American Indians - were exchanged around the ocean rim. Continuing trade increased the flow of goods in and out of American Indian communities, changing them too.

The trade is often drawn as a **triangular trade** 三角贸易: New England rum and manufactured goods to West Africa, enslaved Africans across the Atlantic on the brutal **Middle Passage** 中间航道 to the West Indies, and sugar and molasses back to New England and Britain. Real routes were more varied, but the idea links the regions: New England merchants profited from slavery without many enslaved people living there.

From the mid-seventeenth century, the British government tried to bring its colonies into a coherent imperial system, driven by **mercantilism** 重商主义 - the belief that colonies exist to enrich the mother country. The **Navigation Acts** 航海条例 restricted colonial commerce to English or colonial ships, required specified exports to go to England or its colonies, and routed most European imports through England.

Enforcement was loose for decades, a practice later called **salutary neglect** 有益的忽视. Colonists grew used to trading freely and governing themselves, which is exactly why tightening the rules after 1763 provoked such anger.



From mercantilism to the anger of the 1760s: the laws were old, the enforcement was new

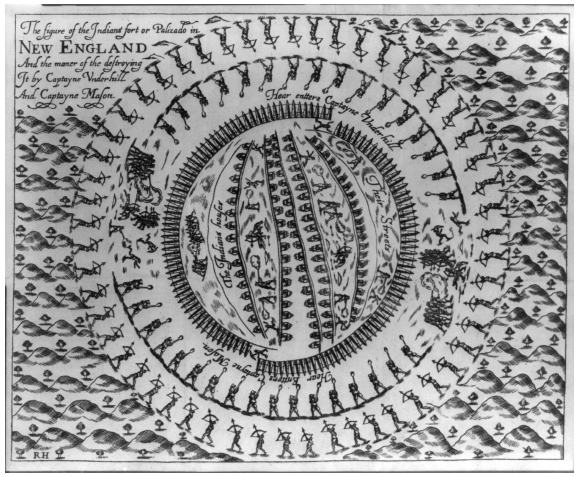
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Interactions with American Indians

Contact produced both **accommodation** 调适 and **conflict** 冲突, and the balance differed by empire and region.

Where trade mattered most - New France, the Dutch fur trade - alliances and intermarriage were common. Where land mattered most, conflict followed. British expansion led to sustained **military conflict** 军事冲突 with American Indians over land, resources, and boundaries.

Three New England and Chesapeake examples: the Powhatan wars in Virginia (1622 and 1644); the **Pequot War** 佩科特战争 (1637), in which colonists and their Native allies destroyed a Pequot town; and **Metacom's War** 梅塔科姆战争 (1675-76), also called King Philip's War, in which the Wampanoag leader Metacom led a coalition against expanding settlement. In proportion to population it was one of the deadliest wars in American history. In Virginia, **Bacon's Rebellion** 培根起义 (1676) began when poor frontier settlers attacked Native villages and then turned on the governor who refused to support them.



John Underhill's 1638 plan of the attack on the Pequot fort at Mystic (1637): colonists and their Native allies ring the palisade

How Native peoples adapted. Adaptation was active, not passive. Plains peoples such as the Comanche and Lakota adopted the **horse** (spread north after the Pueblo Revolt) and became mounted bison hunters and powerful military forces. Many groups traded furs for guns, metal tools and cloth, and used them in their own wars. The Haudenosaunee (Iroquois Confederacy) played Britain and France against each other to keep their independence. Some converted to Christianity or lived in "praying towns", often while keeping older beliefs. A strong LEQ thesis: *"Native Americans adapted to European colonists chiefly through selective trade and shifting alliances, using European goods and rivalries to defend their own interests, while armed resistance became more*

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common wherever settlers demanded land."

Resistance took organised forms. The **Pueblo Revolt** 普韦布洛起义 of 1680 drove the Spanish out of New Mexico for over a decade and forced lasting changes in Spanish policy - the clearest example in the course of native resistance succeeding.

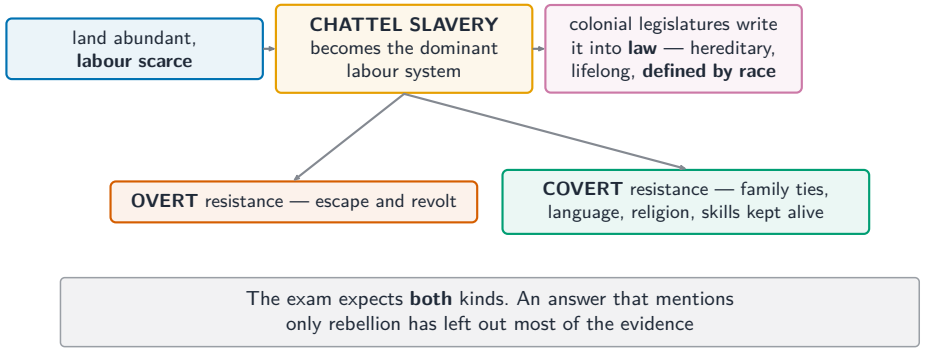
Slavery in the British Colonies

All the British colonies participated in the **Atlantic slave trade** to varying degrees, because land was abundant and labour scarce.

As **chattel slavery** 动产奴隶制 became the dominant labour system in many southern colonies, colonial legislatures wrote new laws creating a **strict racial system** 严格的种族制度. Slavery became hereditary, lifelong, and defined by race - a legal structure, not merely a practice.

Two Virginia laws show the change: in **1662** a child's status followed the mother's, so the children of enslaved women were born enslaved; and the **slave code** 奴隶法典 of **1705** defined enslaved people as property and denied them the rights of free people. Covert and overt resistance appeared together in the **Stono Rebellion** 斯托诺起义 (South Carolina, 1739), when about 60-100 enslaved people marched toward Spanish Florida, which promised freedom; colonists killed most of them and tightened the slave code.

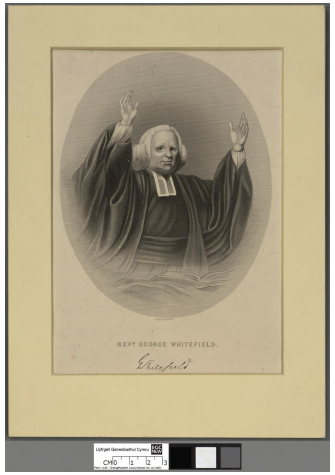
Enslaved Africans developed **overt and covert means of resistance**: escape and revolt, and also the maintenance of family ties, languages, religious practices, and skills. The exam expects both kinds; an answer that mentions only rebellion misses most of the evidence.



How slavery hardened into a legal racial system - and the two kinds of resistance to it

Colonial Society and Culture

Two opposite processes ran at once.



George Whitefield, the English preacher whose open-air tours of the colonies drew huge crowds in the Great Awakening

Toward **diversity**: the presence of different European religious and ethnic groups produced a significant degree of **pluralism** 多元并存, most visibly in the middle colonies.



Touro Synagogue, Newport (dedicated 1763): Rhode Island's religious toleration made room for a Jewish congregation, one sign of colonial pluralism

Toward **similarity**: the colonies experienced a gradual **Anglicization** 英国化, adopting British goods, print culture, legal norms, and political ideas even as they developed

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autonomous political communities.

Transatlantic exchange also brought the **Enlightenment** 启蒙运动 and, in the 1730s and 1740s, the religious revivals of the **First Great Awakening** 第一次大觉醒, which challenged established religious authority. Historians debate how far the revivals helped prepare colonists for political revolution.

Name the preachers: **Jonathan Edwards** 乔纳森 · 爱德华兹, whose sermon *Sinners in the Hands of an Angry God* (1741) urged personal conversion, and **George Whitefield** 乔治 · 怀特菲尔德, who preached to huge outdoor crowds across the colonies in 1739-40. The revival split churches into "New Lights" and "Old Lights" and led to new colleges. On the Enlightenment side, **Benjamin Franklin** 富兰克林 - printer, scientist and writer - stands for self-improvement and practical reason, and the **Zenger trial** 曾格案 (1735) in New York ended in an acquittal after the defence argued that the criticism was true; it encouraged press freedom but did not change the law of seditious libel.

Modelled LEQ thesis for *"the extent to which changes in colonial society, 1700-1776, contributed to a revolutionary movement"*: *"Changes in colonial society contributed significantly to the revolutionary movement because the growth of colonial assemblies gave colonists experience of self-government and Enlightenment arguments supported rights claims; however, these changes became revolutionary only when Britain's new taxes after 1763 gave colonists a shared grievance."*

The goals of European leaders and colonists increasingly **diverged** 分歧, and colonists' resistance to imperial control drew on local experience of self-government and evolving ideas about rights.

Comparison in Period 2

The unit ends with **comparison** 比较, the reasoning skill this period is built to teach: the regions differ enough that almost any claim about "the colonies" needs qualifying.

"the House of Burgesses"	a name: no characteristics
"colonies became more independent"	vague: what, where, how?

"Colonial assemblies such as the Virginia House of Burgesses **developed powers over taxation and spending**, which **gave colonists practice in representative self-government** before 1754."

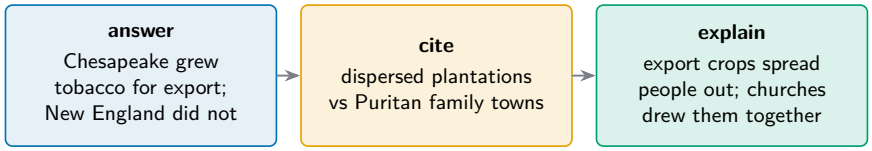
describes what the development was and did

Briefly describe means characteristics

Worked example (a real AP exam question). The 2025 exam asked, as part A of a short-answer question, *"Briefly describe one political development in British North America from 1607 to 1753."* A teacher-written response consistent with the official 2025 Set 1 Question 3(A) scheme describes a development and its relevant characteristics: *"Colonial assemblies such as the Virginia House of Burgesses developed powers over taxation and spending, which gave colonists practical experience of representative self-government before 1754."* Notice the shape: **Briefly describe** requires relevant characteristics, more than an isolated term. This model describes what assemblies did; a name alone is insufficient. Marks are lost here by writing too much about the wrong thing, or by staying vague ("colonies became more independent").

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.



one or two sentences per part; specific, not "the colonies were different"

Answer, cite, explain

Answer (a), (b) and (c).

(a) Briefly describe ONE difference between the Chesapeake and New England colonies in the 1600s.

(b) Briefly explain ONE reason for the growth of slavery in the Chesapeake in the late 1600s.

(c) Briefly explain ONE effect of the Great Awakening on colonial society.

Model answer.

- (a) Chesapeake colonies grew tobacco for export on dispersed plantations, while New England was settled by Puritan families in tight towns organised around churches and mixed farming.
- (b) Declining numbers of English indentured servants and greater access to the Atlantic slave trade encouraged Chesapeake planters to buy more enslaved Africans for lifelong labour. Some historians also link this shift to elite fears after Bacon's Rebellion (1676); the transition had begun before the rebellion.

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- (c) Revivalist preachers encouraged ordinary people to judge religious authority for themselves, which weakened established churches and encouraged a habit of questioning authority.

Exam tips

- Explain regional differences through interacting factors: environment, export demand, migration, labour choices and law. Geography alone did not determine society.
- Never treat "the colonies" as one place. A comparison question wants New England *against* the Chesapeake, with evidence from each.
- **Mercantilism** is the theory, the **Navigation Acts** are the policy, and **salutary neglect** is the lax enforcement that made later enforcement feel like tyranny.
- For slavery, give **both** overt and covert resistance; and note that slave codes made slavery *racial and hereditary*, which is the change being tested.
- The **Pueblo Revolt** is the go-to example of successful native resistance; British-Indian conflict is the go-to contrast with French trade alliances.
- Match your answer to the task verb. **Briefly describe** takes one or two accurate sentences, while **Evaluate the extent** needs a thesis that takes a position.

Common mistakes.

- Saying the colonies were founded "for religious freedom". Massachusetts wanted freedom for **its own** faith and expelled dissenters; tolerance belongs to Rhode Island and Pennsylvania.
- Confusing indentured servants (temporary, mostly English) with enslaved Africans (lifelong and, after the 1660s laws, hereditary).
- Writing that slavery existed only in the South. It was legal in every British colony.
- Treating Native peoples only as victims. Give examples of adaptation: the horse, the fur trade, playing empires against each other.
- Dating salutary neglect wrongly: the Navigation Acts began in 1651; enforcement varied, with periods of tighter control before a major tightening after 1763.

Practice.

1. Briefly describe ONE way agriculture influenced migration to the Chesapeake in the 1600s.
2. Briefly explain ONE difference in how religion influenced the development of Massachusetts Bay and Pennsylvania.
3. Briefly describe ONE way Native Americans adapted to the presence of European colonists before 1754.
4. Briefly explain ONE way Virginia's laws changed slavery between 1660 and 1710.
5. Briefly explain ONE cause of conflict between English colonists and Native Americans in the 1600s.

Answers.

1. Tobacco needed many workers, so planters brought young male indentured servants, encouraged by the headright system's grants of 50 acres per migrant.
2. Massachusetts Bay enforced Puritan beliefs and banished dissenters such as Roger Williams, while Penn's Pennsylvania allowed broad religious freedom.
3. Plains peoples such as the Comanche adopted the horse and became mounted bison hunters and powerful military forces.
4. The 1662 law made slavery hereditary through the mother, and the 1705 slave code defined enslaved people as property.
5. English farming settlement kept expanding onto Native land, which led to wars such as Metacom's War (1675-76).

Grounding. CED Topics 2.2, 2.3, 2.5 and 2.6 support these comparisons and qualifications. The exam-linked response is checked against the official 2025 Set 1 Question 3(A) paper and scheme (local paper PDF5, scheme PDF6); it is a teacher-written model, not an official sample.

Vocabulary card meanings

subjugating: Bringing a people under another power's control. trade alliances: Partnerships built around exchanging goods, especially furs. fur: Animal pelts that were a major export from North America. male and female migrants: Colonists who arrived as both men and women, affecting family settlement. Chesapeake: The bay region of Virginia and Maryland, centred on tobacco. tobacco: The cash crop that anchored the early Chesapeake economy. indentured servants: People who worked for a term of years in exchange for passage. Puritans: English Protestants who founded New England communities with strict religious aims. family farms: Small holdings worked by a household, typical of New England. cereal crops: Grains such as wheat grown for sale in the middle colonies. ethnically and religiously diverse: Containing many peoples and faiths, as in the middle colonies. rice: A grain grown on coastal plantations in the Lower South. sugar: The sweet substance made from cane on Caribbean plantations that used enslaved labour. lax attention: Loose imperial supervision of the colonies for long periods. self-governing institutions: Colonial assemblies that made local laws and raised taxes. Atlantic economy: The linked trade in goods and enslaved people around the ocean. Navigation Acts: English laws that channelled colonial trade through English ships and ports. salutary neglect: Britain's loose enforcement of trade laws while it still benefited. military conflict: Wars among empires and with Indigenous nations in North America. strict racial system: Laws and customs that fixed status by race, especially around slavery. pluralism: The presence of many religious or ethnic groups side by side. First Great Awakening: A wave of emotional Protestant revival in the colonies in the 1730s and 1740s. diverged: Grew apart, as colonial and British interests did.

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Period 3: 1754-1800

AP United States History

The Seven Years' War and Its Consequences

Why it matters. On 5 March 1770 British soldiers in Boston fired into a crowd that was throwing snowballs and stones at them, killing five men, among them Crispus Attucks, a sailor of African and Native descent. Within weeks Paul Revere sold an engraving showing a line of redcoats calmly shooting peaceful citizens - not what happened, but what many colonists came to believe. Thirteen years earlier these same colonists had celebrated as proud British subjects. How loyal subjects became rebels, and what kind of nation they then built, is the story of this period.

Period 3 runs from **1754** to **1800**. It begins with the fighting in North America that became part of the Seven Years' War. The Revolution is one development to explain; questions may ask about different causes, effects, comparisons or changes.

Colonial rivalry between Britain and France intensified as British colonists expanded into the interior. Their expansion threatened French–Indian trade networks and Native autonomy. The **Seven Years' War** 七年战争, known in North America as the **French and Indian War** 法印战争, ended with British victory.

Try it – cause and consequence. Before 1763, British colonial expansion threatened trade networks and Native control of land. After 1763, Britain held more territory but faced great war expense. Explain one cause of the war and one problem victory created. Name whose interests were threatened.

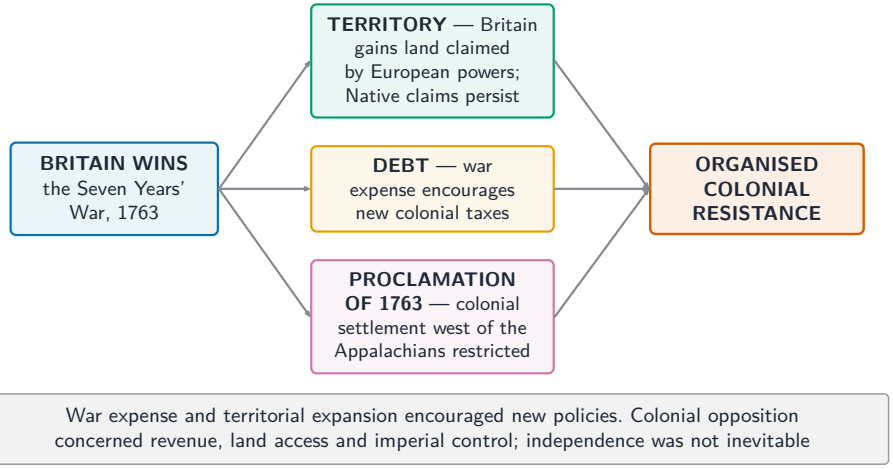
Worked reasoning. Inland expansion increased rivalry with France and threatened Native lands and trading relationships. Victory brought Britain a **major expansion of territory** 领土大扩张 and an **enormous war debt** 巨额战争债务. Officials sought revenue from the colonies and tighter imperial control. These policies challenged colonial economic interests and traditions of self-government.

Try it – one policy, different interests. The **Proclamation of 1763** 1763 年公告线 restricted colonial settlement west of the Appalachian Mountains. British officials wanted to limit costly frontier conflict and control settlement. Colonists seeking land wanted access to western territory after helping win the war. Native groups sought to defend their lands while continuing European trade. Why could an attempt to reduce conflict produce colonial opposition? Why did imperial claims not mean Native peoples had surrendered their lands?

Worked reasoning. Settlement restrictions frustrated colonists seeking western land. Their opposition concerned land access as well as taxation. Native groups continued trade and resisted colonial encroachment: a European territorial claim did not remove Native communities or their resistance. Victory created problems of revenue and control, but independence was not an inevitable result.

Two earlier events frame this. At the start of the war, Benjamin Franklin's **Albany**

Plan of Union 奥尔巴尼联盟计划 (1754) proposed one council for the colonies; no colony accepted it, which shows how little unity existed in 1754. At its end, the Odawa leader Pontiac led a coalition of Native peoples that attacked British forts around the Great Lakes - **Pontiac's Rebellion** 庞蒂亚克起义 (1763). That uprising helped prompt Britain to issue the Proclamation Line to limit frontier conflict.



The Seven Years' War as a cause: one victory, three consequences, one response

Taxation Without Representation

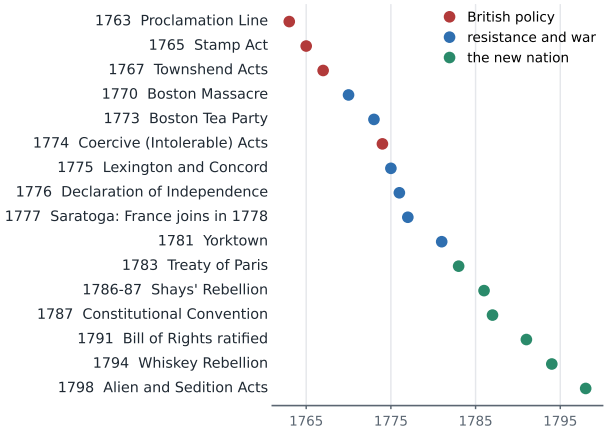
New British efforts to **collect taxes** 征税 without the consent of colonial assemblies, and to assert imperial authority, provoked organised resistance.



Paul Revere's engraving of British warships landing troops at Boston in 1768, sent to support the collection of the Townshend duties

Colonial leaders based their arguments on **the rights of British subjects**, on the **ideals of the Enlightenment** 启蒙思想, and on their own long experience of self-government - the assemblies built up during Period 2.

Resistance was not only argument. Facing shortages and, in some regions, British **military occupation** 军事占领, **men and women** both took part: boycotts of British goods, home manufacture, crowd action, and committees of correspondence. Leaders such as **Benjamin Franklin** 富兰克林 energised the movement, and the slogan of the period is **"no taxation without representation"** 无代表不纳税.



From imperial crisis to new nation, 1763-1798: British policies, colonial resistance and war, and building the republic

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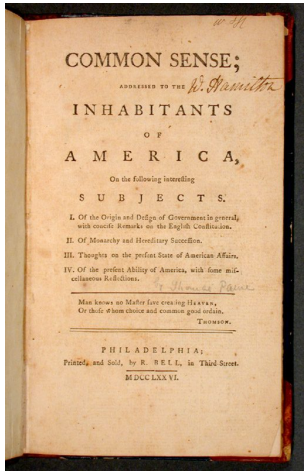
The chain of action and reaction - the answer bank for "describe one British policy, 1763-1776":

- **Sugar Act** 糖税法 (1764): lowered the tax on molasses but enforced it strictly, with smugglers tried in naval courts without juries.
- **Stamp Act** 印花税法 (1765): the first direct tax on the colonies, on newspapers, legal documents and playing cards. Nine colonies sent delegates to the **Stamp Act Congress**, the Sons of Liberty organised crowds, and merchants boycotted British goods. Parliament repealed the tax in 1766 but passed the **Declaratory Act**, insisting it could make laws for the colonies "in all cases whatsoever".
- **Townshend Acts** (1767): taxes on imported glass, paper, paint and tea. Colonists answered with non-importation agreements; the Daughters of Liberty spun homespun cloth to replace British imports.
- **Tea Act** (1773): helped the East India Company sell cheap tea in the colonies, with the tax included; Bostonians dumped 342 chests into the harbour.
- **Coercive Acts** 强制法令 (1774), called the Intolerable Acts by colonists: closed Boston's port and limited town meetings. Twelve colonies sent delegates to the **First Continental Congress** 第一届大陆会议 (1774), and fighting began at Lexington and Concord in April 1775.

Different groups, different responses. Patriots resisted British policy, while about a fifth of colonists stayed **Loyalists** 效忠派, out of loyalty to the king, fear of disorder or ties of trade. Most Native nations sided with Britain, which had at least tried to limit settlement - the Mohawk leader Joseph Brant led raids on frontier settlements. Many enslaved people saw freedom in the British side: **Dunmore's Proclamation** 邓莫尔公告 (1775) promised freedom to enslaved men who fled Patriot owners to fight for the king. A "similarity or difference between two groups" answer can compare any two of these.

The Ideas Behind the Revolution

Enlightenment ideas led American political thinkers to emphasise **individual talent over hereditary privilege**, and to assert the **natural rights** 天赋权利 of the people and the **sovereignty of the people** 人民主权.


COMMON SENSE;
ADDRESSED TO THE
INHABITANTS
OF
AMERICA,
On the following interesting
SUBJECTS.
I. Of the Origin and Design of Government in general, with concise Remarks on the English Constitution.
II. Of Monarchy and Hereditary Succession.
III. Thoughts on the present State of American Affairs.
IV. Of the present Ability of America, with some miscellaneous Reflections.
Thomas Paine
Man knows no Master save creating Heaven,
Or those whom choice and common good ordain.
THOMSON.
PHILADELPHIA:
Printed, and Sold, by R. BELL, in Third-Street.
M DCC LXX VI.

The title page of Common Sense (Philadelphia, 1776): a cheap pamphlet carried the case for independence to ordinary readers

Two documents carried those ideas to ordinary readers. Thomas Paine's pamphlet *Common Sense* (January 1776) sold more than 100,000 copies and argued in plain language that it was absurd for an island to rule a continent and that monarchy itself was wrong. The **Declaration of Independence** 独立宣言 (4 July 1776), drafted mainly by Thomas Jefferson, restated Locke's ideas: people have "unalienable rights" to "life, liberty and the pursuit of happiness", and when a government destroys these rights, the people may "alter or abolish it".

Try it – distinguish two claims. These are teacher-written claims, not historical quotations. A: People possess rights before government exists; violations can justify resistance. B: Public authority should rest on the people's consent, and citizens should place the public good above private gain. Match each to natural rights or republicanism and explain the difference in focus.

Worked distinction. A describes natural rights: government should protect rights that it did not create. B describes **republicanism** 共和主义: consent-based government and civic virtue, rather than hereditary rule and only private gain. Supporters could link the ideas by arguing that republican government would protect natural rights.

Try it – revise a claim. A student says natural rights mattered only during the break with Britain, and republicanism only afterwards. The CED explains that support for republican government based on natural rights appeared in *Common Sense* and the Declaration of Independence. Use that evidence to revise the student's claim.

Worked revision. Both ideas helped colonists criticise British rule and imagine a different government during the independence movement. Natural rights supplied standards for judging authority, while republicanism offered government based on the people's consent. The terms have different meanings but do not belong to separate,

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fixed stages. Naming them without explaining their role is not an argument.

	REPUBLICANISM	NATURAL RIGHTS
MAIN FOCUS	public government based on consent	rights people possess before government
GOVERNMENT AND CITIZENS	civic virtue — acting for the public good	government should protect rights, not violate them
POLITICAL USE	supports self-government and challenges hereditary rule	provides standards to judge authority and justify resistance

Different focuses, related arguments: republican government could be defended as a way to protect natural rights

Republicanism and natural rights are not synonyms: each answers a different question

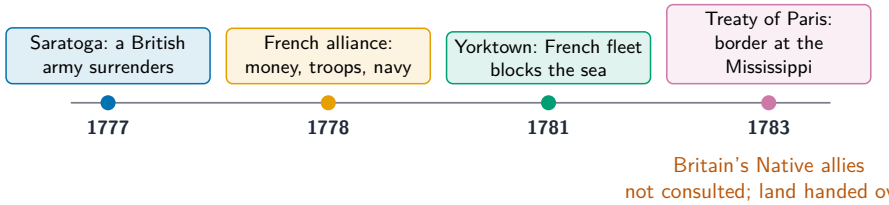
The War and Its Wider Effects

Try it – explain victory. Britain had military and financial advantages, and the Patriot cause faced Loyalist opposition. Patriots had colonial militias, the Continental Army, Washington's leadership, commitment and resilience, and **foreign assistance** 外国援助 from European allies, including France. Why is "Britain was too weak to win" a poor explanation? Use an obstacle and two Patriot resources to revise it.



John Trumbull's painting of the British surrender at Saratoga, October 1777, the victory that brought France into the war

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From Saratoga to the Treaty of Paris

Worked explanation. British advantages did not guarantee victory. Militias and the Continental Army fought the war, while Washington's leadership helped sustain the Patriot effort. Commitment and European assistance helped the movement continue despite opposition and hardship. Neither British weakness nor one isolated Patriot advantage explains the whole outcome.

The turning point was **Saratoga** 萨拉托加战役 (1777), where an entire British army surrendered; it persuaded France to sign an alliance with the United States (1778), bringing French money, troops and, crucially, a navy. At **Yorktown** 约克镇 (1781) a French fleet blocked the sea while American and French armies trapped General Cornwallis's army, which surrendered. In the **Treaty of Paris** 巴黎条约 (1783) Britain recognised American independence, with a western border on the Mississippi River. Native allies of Britain were not consulted, and Britain handed over their land.

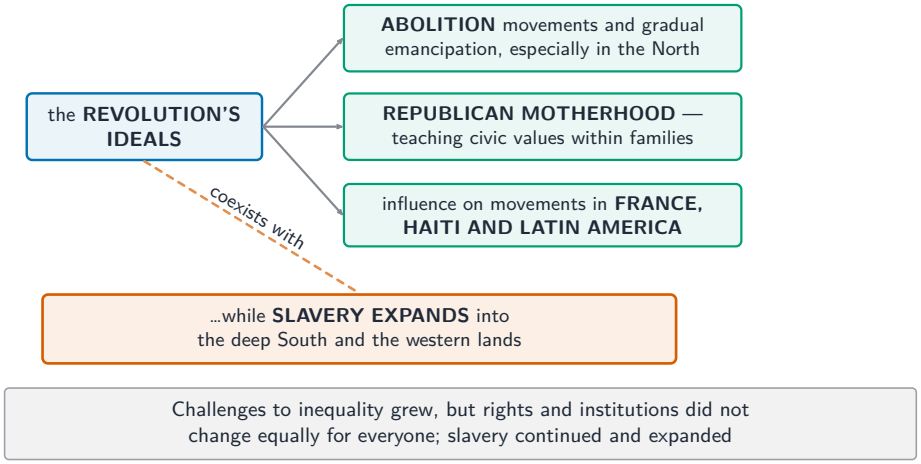
Try it – assess social change. The following evidence is paraphrased from the CED, not quoted from the original documents. In a 1777 freedom petition, Prince Hall and other free Black men used natural-rights and Christian ideas to argue for enslaved people's freedom. Pennsylvania passed an act for gradual abolition in 1780. The ideal of **republican motherhood** 共和母亲身份 valued women's role teaching republican values within families. Explain one change. Why does the evidence not prove immediate freedom and equal political rights for everyone?

Worked judgment. Rights language supported **movements to abolish slavery** 废奴运动; Pennsylvania's act shows a change in law, not immediate freedom throughout the country. Slavery continued and expanded into the deep South and adjacent western lands while **antislavery** 反奴隶制 sentiment grew. Republican motherhood changed ideas about the **status of women** 妇女地位 by valuing their political education within families, but did not itself establish equal political rights. A petition shows a demand, an act shows a legal change, and an ideal shows a valued role. These are different kinds of evidence with different limits.

Transfer – global influence. The American Revolution and the Declaration's ideals influenced movements in France, Haiti and Latin America. Does that mean these movements had identical aims or only one cause? Write a qualified claim that distinguishes "inspired" from "fully explains".

Worked transfer. The Revolution and its rights language offered inspiration to

movements in France, Haiti and Latin America. That evidence establishes influence, not identical aims or a single cause for each movement. Explaining a particular revolution requires evidence about its own circumstances and participants. Similarly, ideals encouraged challenges to inequality at home without automatically abolishing slavery or creating equal rights.



The Revolution's ideals ran further than intended - while slavery expanded at the same time

Exam transfer – 2025 AP US History, Set 1, Question 3(C), paraphrased. Briefly explain how one group responded to debates about British colonists' rights during 1765–1783. Try it: identify a group, its response and the reasoning linking that response to the rights debate. Naming "natural rights" or "the Revolution" alone does not explain a response.

Teacher-written model. Some Patriot colonists argued that British government had violated their natural rights. They therefore supported declaring independence in 1776 as a justified response to a government that failed to protect those rights.

Why this fits. It identifies a group and explains why a rights argument supported a particular response within the dates. The official scheme accepts colonists using natural-rights arguments to justify independence; it also accepts Loyalist defence of the Crown and other relevant responses. This is our model, not an official sample or the response of every colonist.

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From Confederation to Constitution

	Articles of Confederation	The Constitution	Why it mattered
Taxation	no power to tax; could only request funds	Congress may lay and collect taxes	*war debts went unpaid*
Commerce	no power to regulate trade between states	Congress regulates interstate and foreign trade	*states taxed each other*
Executive	no president	a single executive with defined powers	*no one could enforce law*
Judiciary	no national courts	a federal judiciary	*no way to settle disputes*
Amendment	unanimous consent of all states	three-quarters of states	*reform was impossible*

The Constitution was written to fix specific, named weaknesses - each row is one of them

After declaring independence, leaders wrote new **constitutions and declarations of rights** that reflected republican ideals, generally limiting executive power.

The **Articles of Confederation** 邦联条例 created a deliberately weak central government: no power to tax, no power to regulate commerce, no independent executive, and no general national court system (though Congress created a court for appeals in captured-ship cases). It succeeded in organising western settlement through the **Northwest Ordinance** 西北法令, but could not manage debt, trade disputes, or unrest.

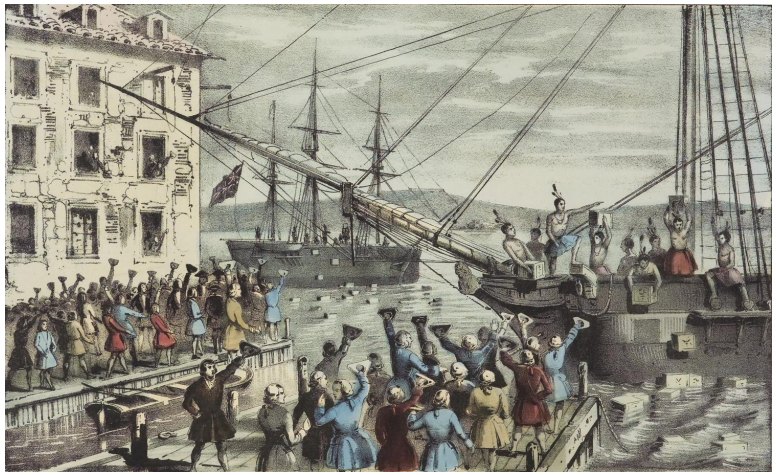
The Northwest Ordinance (1787) set out how a territory became a state on equal terms with the original thirteen and banned slavery in the Northwest Territory, north of the Ohio River - a lasting success of the Articles. The failures came to a head in **Shays' Rebellion** 谢斯起义 (1786-87), when indebted Massachusetts farmers led by Daniel Shays closed courts to stop farm seizures. Congress had a small army but lacked reliable revenue to fund an effective response, and the rebellion convinced many leaders that a stronger national government was needed.

The **Constitutional Convention** 制宪会议 of 1787 produced a stronger national government built on **compromise** 妥协, including the **Great Compromise** 大妥协 over representation and compromises over slavery and commerce.

The **Great Compromise** combined the large states' Virginia Plan (representation by population) with the small states' New Jersey Plan (equal votes): a House by population and a Senate with two members per state. The **Three-Fifths Compromise** 五分之三妥协 counted three of every five enslaved people when deciding a state's seats in the House, which increased the power of slaveholding states, and Congress could not ban the Atlantic slave trade before 1808.

Ratification 批准 was contested. **Federalists** 联邦党人 argued the new government was strong enough to govern yet checked enough to be safe; **Anti-Federalists** 反联邦党人 feared centralised power and demanded protection for individual liberties, which produced the **Bill of Rights** 权利法案.

To win ratification in New York, Alexander Hamilton, James Madison and John Jay wrote the **Federalist Papers** 联邦党人文集 (1787-88); Madison's *Federalist No. 10* argued that a large republic would control factions better than a small one. The Bill of Rights, the first ten amendments, was ratified in 1791.



The Boston Tea Party, 1773 (Currier lithograph): property destroyed to resist taxation without representation

The New Republic

Under **George Washington** 华盛顿 and **John Adams** 亚当斯, political leaders disagreed sharply over the **relationship between the national and state governments**, economic policy, and foreign policy. Those disagreements hardened into the **first party system** 第一政党体系.

The argument began with **Hamilton's financial plan** 汉密尔顿财政计划: the federal government would take over the states' war debts, create a **Bank of the United States** 美国银行 (1791) and raise money through tariffs and a tax on whiskey. Hamilton read the Constitution loosely - the power to do what was "necessary and proper" allowed a bank. Thomas Jefferson and James Madison read it strictly and feared a government serving northern merchants and bankers at the expense of farmers. Hamilton's supporters became the **Federalists**; Jefferson's became the **Democratic-Republicans** 民主共和党.

The new government also proved it could enforce its laws: when western Pennsylvania farmers attacked tax collectors in the **Whiskey Rebellion** 威士忌暴动 (1794),

Washington led about 13,000 militia to end it - a sharp contrast with Shays' Rebellion. These are strong answers to "one effect of ratifying the Constitution, 1789-1800".

War between France and Britain after the **French Revolution** 法国大革命 forced hard choices, and the government pursued diplomatic initiatives to deal with the continued British and Spanish presence in North America. **Washington's Farewell Address** 华盛顿告别演说 urged national unity and warned against political factions and permanent foreign alliances.

In practice: Washington's **Neutrality Proclamation** (1793) kept the United States out of the war; **Jay's Treaty** 杰伊条约 (1794) got British troops out of their western forts but angered Democratic-Republicans as too friendly to Britain; and **Pinckney's Treaty** 平克尼条约 (1795) won from Spain the right to ship goods down the Mississippi through New Orleans. Under Adams, an undeclared naval war with France led Federalists to pass the **Alien and Sedition Acts** 外侨和煽动叛乱法 (1798), which made it a crime to publish "false, scandalous and malicious" writing against the government. Jefferson and Madison answered with the **Virginia and Kentucky Resolutions** 弗吉尼亚和肯塔基决议, arguing that states could judge federal laws unconstitutional - a states' rights argument that returns before the Civil War.

Meanwhile a distinctive **national culture** 民族文化 developed - in art, literature, and architecture - alongside continued regional variation.



Phillis Wheatley, frontispiece of her 1773 Poems, the first book by an African American woman

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Movement and Conflict in the Early Republic

American Indian groups repeatedly **evaluated and adjusted their alliances** with European powers and the new United States as circumstances changed.

Growing numbers of migrants moved west, intensifying competition over **resources, boundaries, and trade** 资源、边界与贸易. The relationship between the federal government and American Indian tribes remained **ambiguous** 含混不清, contributing to recurring conflict. In the Southwest, the Spanish expanded their **mission system** 传教团体系, supported by the bonded labour of local American Indians.

In the Ohio country, a confederation of Native nations led by the Miami war leader Little Turtle defeated a U.S. army in 1791. A larger army under Anthony Wayne won the Battle of **Fallen Timbers** 鹿砦战役 (1794), and in the **Treaty of Greenville** 格林维尔条约 (1795) the Native nations gave up most of present-day Ohio.



The Treaty of Greenville council, 1795: after Fallen Timbers the Native nations of the Ohio country ceded most of present-day Ohio

Modelled LEQ thesis for *"the extent to which settler expansion influenced North America, 1754-1800"*: *"Settler expansion influenced North America to a great extent: the push into the Ohio Valley helped start the French and Indian War, anger at the Proclamation Line fed the revolutionary movement, and after independence western settlement drove the Northwest Ordinance and repeated wars that forced Native nations to give up their lands, as in the Treaty of Greenville; yet the political shape of the new nation owed more to debates over taxation and rights than to the frontier."*

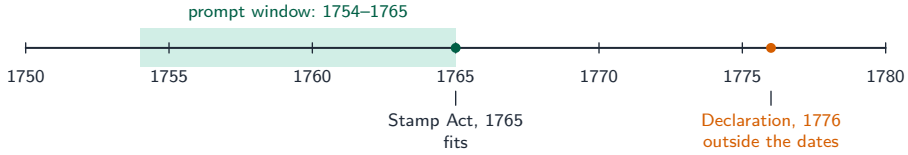
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Continuity and Change in Period 3

The period's reasoning skill is **continuity and change** 延续与变化. The strongest answers hold both: political institutions changed radically, while slavery, westward expansion, and conflict with American Indians continued and intensified.

Exam transfer – 2025 AP US History, Set 1, Question 3(B). The prompt asks students to briefly describe one effect of the Seven Years' War from 1754 to 1765. Try it before reading the model: describe an effect within those dates, with relevant details. Would the Declaration of Independence in 1776 fit?

Teacher-written model. Britain's costly victory encouraged Parliament to raise revenue from its North American colonies. The Stamp Act of 1765 imposed a tax on printed materials in the colonies.

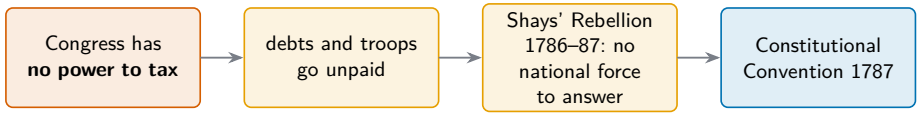


Check the prompt's dates first: an accurate fact outside the window does not answer the question.

Why this fits. The response describes a postwar tax policy within 1754–1765. The official scheme accepts further British taxation to pay for the war, the end of French colonies, or heightened tensions among colonists, British officials and Native groups. "Describe" requires relevant characteristics beyond an isolated term; it does not require a fixed two-part formula. The Declaration of Independence falls outside the dates of this prompt. This model is our teaching response, not an official sample answer or a guarantee of credit.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.



One missing power, a chain of weakness

Answer (a), (b) and (c).

(a) Briefly describe ONE change in British policy toward the colonies after

the Seven Years' War.

(b) Briefly describe ONE colonial response to that change.

(c) Briefly explain ONE weakness of the Articles of Confederation.

Model answer.

- (a) To pay its war debts, Britain imposed new taxes such as the Stamp Act (1765), and it restricted settlement west of the Appalachians with the Proclamation of 1763.
- (b) Colonists organised boycotts of British goods and sent delegates to the Stamp Act Congress, arguing that only their own assemblies could tax them.
- (c) Congress had no power to tax, so it struggled to pay debts and fund troops; Shays' Rebellion (1786–1787) showed how weak the national government was.

Exam tips

- Explain how war expense and territorial expansion led to new revenue measures, settlement restrictions and resistance; avoid treating independence as inevitable.
- Explain how **republicanism** and **natural rights** support an argument, using evidence rather than only naming them.
- For the Constitution, argue from the **specific weakness** it fixed - no power to tax, no power to regulate commerce, no executive.
- Keep **Federalist** and **Anti-Federalist** positions straight, and remember the **Bill of Rights** was the price of ratification.
- The Revolution's effects on **slavery and women** are examinable, and both are partial: ideals spread further than rights did.
- On continuity-and-change prompts, give one of each. An answer that only lists changes has answered half the question.

Common mistakes.

- Writing that the colonists opposed all taxes. They opposed taxes passed by a Parliament in which they were not represented; their own assemblies taxed them.
- Treating all colonists as Patriots. Loyalists, neutral colonists, Native nations and enslaved people made different choices for their own reasons.
- Explaining victory with French help alone, or without it. Saratoga, the French alliance and Yorktown belong in one chain.
- Mixing up the two rebellions: Shays' Rebellion (1786-87) exposed the weakness of the Articles; the Whiskey Rebellion (1794) showed the strength of the new government.
- Assuming the Federalists of 1787-88 (who supported the Constitution) and the Federalist Party of the 1790s are simply the same people. Madison was a Federalist in 1788 and a Democratic-Republican by 1792.

Practice.

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1. Briefly describe ONE British government policy enacted in colonial North America from 1763 to 1776.
2. Briefly explain ONE difference in how two groups in North America responded to British policy from 1763 to 1783.
3. Briefly explain ONE specific development that contributed to the colonists' victory over Great Britain.
4. Briefly explain ONE weakness of the Articles of Confederation and how the Constitution addressed it.
5. Briefly describe ONE effect of the ratification of the Constitution from 1789 to 1800.

Answers.

1. The Stamp Act (1765) taxed newspapers and legal documents directly, which colonists resisted through boycotts and the Stamp Act Congress.
2. Patriots boycotted British goods and took up arms, while many enslaved people fled to the British after Dunmore's Proclamation (1775) offered freedom to those who fought for the king.
3. The American victory at Saratoga (1777) persuaded France to ally with the United States in 1778, and the French navy made the victory at Yorktown possible.
4. Congress could not tax, so it struggled to pay debts and fund troops against Shays' Rebellion; the Constitution gave Congress the power to tax.
5. Hamilton's financial plan created a national bank and federal tax system, which split political leaders into the first two parties.

Vocabulary card meanings

Seven Years' War: The global war, ending in 1763, that left Britain dominant in North America. French and Indian War: The North American fighting of 1754-1763 in the wider war that ended most French mainland rule there. major expansion of territory: Britain's large gain of land in North America after 1763. enormous war debt: The heavy borrowing Britain faced after defeating France. Proclamation of 1763: A British line meant to limit colonial settlement west of the Appalachians. collect taxes: Raising revenue from the colonies to help pay imperial costs. ideals of the Enlightenment: Ideas of natural rights, consent, and limits on government. military occupation: Stationing troops among civilians, resented in the colonies. Benjamin Franklin: A colonial printer, scientist, and diplomat of the revolutionary era. "no taxation without representation": The protest that Parliament had no right to tax colonists who elected no members. sovereignty of the people: The claim that ultimate political authority rests with the citizens. Republicanism: A politics of self-government by citizens, without a king. foreign assistance: Help from abroad, especially France, during the War of Independence. movements to abolish slavery: Campaigns to end the legal ownership of people. status of women: The limited legal and political position of women after independence. republican motherhood: The idea that women should raise sons as virtuous citizens. antislavery: Opposition to the institution of slavery. Articles of

Confederation: The first US constitution, which created a weak central government. Northwest Ordinance: The 1787 law for the Northwest Territory that also banned slavery in that territory alone. Constitutional Convention: The 1787 meeting that drafted a new federal constitution. compromise: A bargain in which each side yields part of its demand. Great Compromise: The deal that gave states equal Senate seats and House seats by population. Ratification: Formal approval that brought the Constitution into effect. Federalists: Supporters of the Constitution and of a stronger national government. Anti-Federalists: Opponents who feared a strong central government without a bill of rights. Bill of Rights: The first ten amendments, listing limits on federal power. George Washington: The first president and the commanding general of the revolutionary army. John Adams: The second president, a Federalist from Massachusetts. first party system: The early split between Federalists and Democratic-Republicans. French Revolution: The upheaval in France that divided American opinion in the 1790s. Washington's Farewell Address: The 1796 warning against permanent alliances and party spirit. national culture: Shared stories, symbols, and habits meant to bind the new nation. resources, boundaries, and trade: The concrete issues in early dealings with Indigenous nations and neighbours. ambiguous: Open to more than one reading, as some early policies were. mission system: Spanish religious settlements used to convert and control Indigenous peoples. continuity and change: What stayed the same over time and what did not.

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Period 4: 1800-1848

AP United States History

Jefferson's Era and the Courts

Why it matters. When the Erie Canal opened in 1825, the cost of moving a ton of flour from Buffalo to New York City fell by roughly nine-tenths, and the journey shrank from about three weeks to about one. Farmers in Ohio began growing for markets they would never see; New York became the nation's greatest port. In the same years, the cotton grown by enslaved people became the country's most valuable export. One economy was being knitted together, and it was being pulled apart at the same time.

Period 4 runs from **1800** to **1848**. Three things happen at once: democracy widens, the economy transforms, and the country expands - and each one deepens the argument over slavery.

National parties continued to debate the **tariff** 关税, the national **bank** 银行, and **internal improvements** 内部改良 (federally funded roads and canals). These were arguments about how much power the national government should have.

The Supreme Court settled part of that argument. Its decisions established the **primacy of the judiciary** 司法至上 in determining the meaning of the Constitution - the principle of **judicial review** 司法审查 - and generally strengthened federal power over the states.

Four cases, under Chief Justice **John Marshall** 马歇尔:

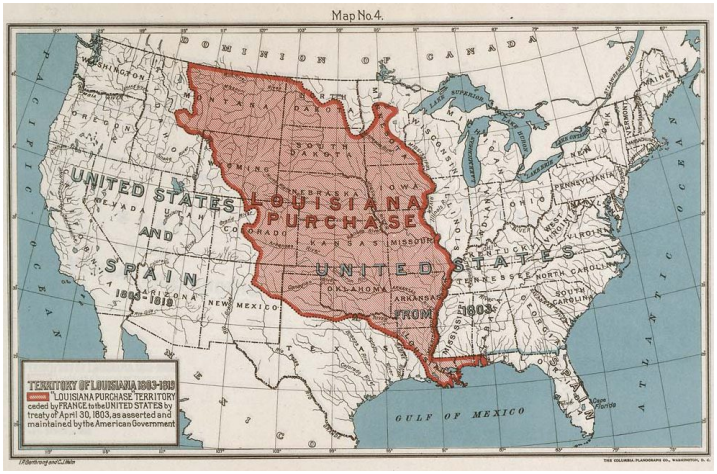
- ***Marbury v. Madison*** (1803): the Court struck down part of a federal law as unconstitutional - the first Supreme Court decision invalidating an act of Congress.
- ***McCulloch v. Maryland*** (1819): Congress could create a national bank under the "necessary and proper" clause, and a state could not tax it - "the power to tax involves the power to destroy".
- ***Gibbons v. Ogden*** (1824): federal power over interstate commerce included navigation; a federal coasting licence overrode New York's steamboat monopoly.
- ***Worcester v. Georgia*** (1832): Georgia had no authority over the Cherokee Nation - a ruling President Jackson refused to enforce.

The party picture: Jefferson's victory in 1800 was the first peaceful transfer of power between parties. After the War of 1812 the Federalists faded, and the years of one-party rule under Monroe were called the **Era of Good Feelings** 和睦时代, though sectional quarrels continued underneath.

Expansion began early: after the **Louisiana Purchase** 路易斯安那购地, the government sought influence and control over the West, sending expeditions and negotiating with American Indian nations.

Jefferson bought Louisiana from Napoleon in 1803 for $15 million, even though the

Constitution said nothing about buying land - a strict constructionist acting loosely. Lewis and Clark's expedition (1804-06) mapped a route to the Pacific with the help of the Shoshone guide Sacagawea.



The Louisiana Purchase, 1803, doubling the size of the United States

Politics, Regions, and the World Stage

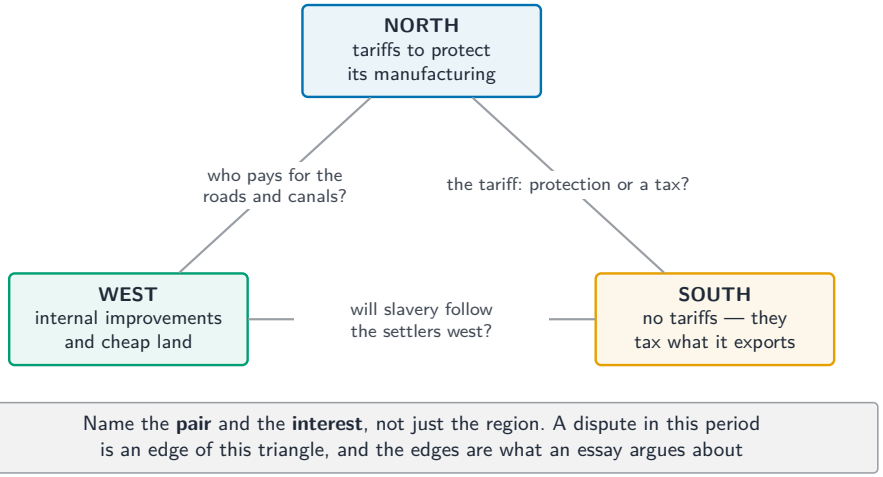
As the country grew, **regional interests** 区域利益 diverged. The North favoured tariffs to protect manufacturing; the South opposed them because they raised the price of imported manufactures and invited retaliation against its cotton exports; the West wanted internal improvements and cheap land. Nearly every political dispute of the period maps onto that triangle.

Abroad, the United States struggled to create an **independent global presence** 独立的国际地位. It fought the **War of 1812** 1812 年战争, expanded foreign trade, and in the **Monroe Doctrine** 门罗主义 declared the Western Hemisphere closed to further European colonisation - an assertion of influence well beyond the country's actual power at the time.

Britain seized American ships and sailors (**impressment** 强征入伍) during its war with Napoleon, and western "War Hawks" blamed Britain for arming Native resistance led by the Shawnee leaders **Tecumseh** 特库姆塞 and his brother. Congress declared war in 1812. Neither side won clearly, but the war had large effects: Native resistance in the Old Northwest collapsed after Tecumseh's death (1813); Andrew Jackson's victory at New Orleans (1815) made him a national hero; and New England Federalists who had met at the **Hartford Convention** (1814-15) to protest the war looked disloyal, so their party collapsed.

After the war Henry Clay's **American System** 美国体系 joined the regions' interests into one programme: a protective tariff for the North, a Second Bank of the United States (1816), and internal improvements for the West.

The first great sectional crisis came when Missouri asked to join as a slave state, which would upset the balance of eleven free and eleven slave states. The **Missouri Compromise** 密苏里妥协 (1820) admitted Missouri as a slave state and Maine as a free state, and banned slavery in the rest of the Louisiana Purchase north of **36°30′** latitude. Jefferson called the crisis "a fire bell in the night".



The sectional triangle: nearly every dispute of the period is an edge between two regions

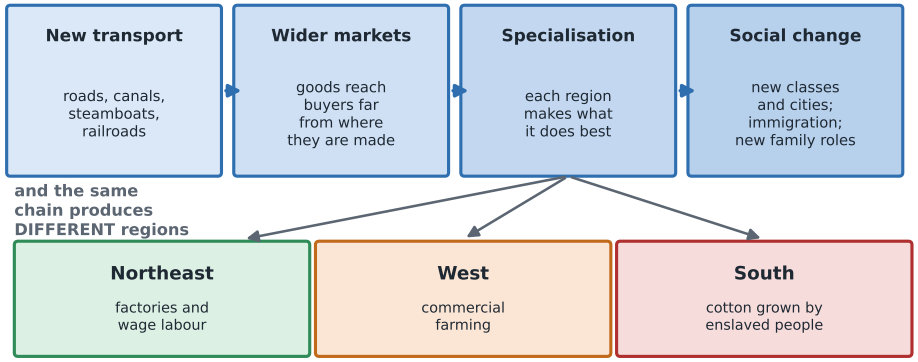
The Market Revolution

New **transportation systems** 交通体系 - roads, **canals** 运河 such as the Erie, steamboats, and then **railroads** 铁路 - together with new technologies dramatically expanded manufacturing and agricultural output.

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A model of Eli Whitney's cotton gin (1793): a toothed cylinder pulled fibre through a grid, leaving the seeds behind



specialisation ties the regions together in trade while making them economically different

which is why expansion turned into a national crisis

The market revolution is a chain, not a list: each link is what turns the previous one into a change in how people lived

The mechanism is what the exam wants. Cheaper transport widened **markets** 市场; wider markets let regions **specialise** 专业化 in what they did best; specialisation tied the regions together in trade while making them economically different from one another.

The results by region: **factory production** 工厂生产 and wage labour in the Northeast, **commercial farming** 商业化农业 in the West, and in the South an intensified

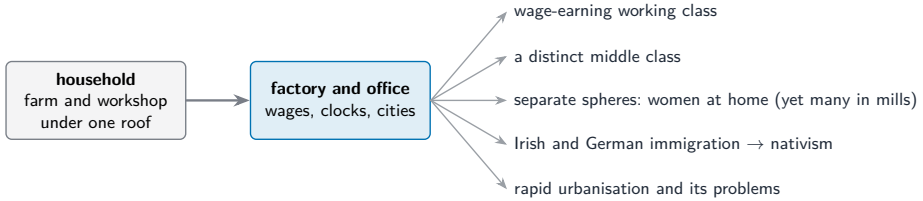
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reliance on **cotton** 棉花 grown by enslaved people.

Name the inventions and places: Eli Whitney's **cotton gin** 轧棉机 (1793) made short-staple cotton profitable across the Deep South; **interchangeable parts** 可互换零件 made mass production of guns and machines possible; the **Lowell system** 洛厄尔制度 (1820s) hired young New England farm women to work in textile mills and live in supervised boarding houses; the Erie Canal (1825) linked the Great Lakes to New York; and Samuel Morse's telegraph (1844) sent messages instantly. The **Panic of 1837** 1837 年经济恐慌 showed the cost of a market economy: banks failed and thousands lost work.

Society and Culture in the Market Revolution

The market revolution changed how people lived, not just what they produced.



Work leaves the household

- Work moved out of the household and into **factories** and offices, producing a growing **middle class** 中产阶级 and a new **wage-earning working class** 雇佣劳动者阶级.
- A **separation of home and workplace** encouraged an ideology assigning women a domestic role, even as many women worked for wages in mills.
- **Immigration** 移民 rose sharply, especially from Ireland and Germany, producing both a larger labour force and organised **nativist** 排外主义 hostility.
- **Urbanisation** 城市化 accelerated, with the social problems that followed.

Expanding Democracy and Jackson

The transition to a **more participatory democracy** 更具参与性的民主 came through expanding **suffrage** 选举权 - the removal of property qualifications for white men - along with new campaign styles and mass political parties.

The new politics began with a quarrel. In 1824 Jackson led the recorded popular vote and electoral vote but lacked an electoral majority; the House chose John Quincy Adams, and when Adams made Henry Clay secretary of state, Jackson's supporters called it a **corrupt bargain** 腐败交易. Jackson won in 1828 as the champion of the "common man", and his supporters built the Democratic Party; his opponents formed the **Whig Party** 辉格党 (1834), which backed Clay's American System. That is the

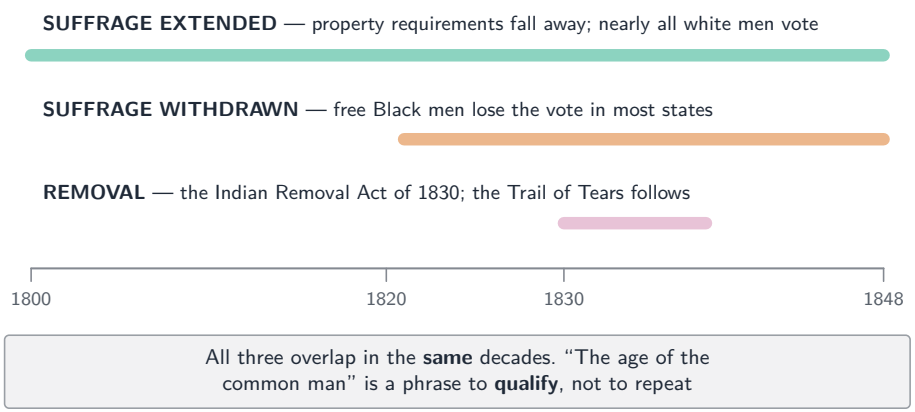
second party system 第二政党体系 - the answer to how debates over federal power produced political parties.

The limits matter as much as the expansion: this widening applied to white men, while free African Americans in several states **lost** voting rights in the same decades, and women were largely excluded; New Jersey ended its limited voting rights for property-owning women in 1807.

Andrew Jackson 杰克逊 embodied and tested the new politics. His presidency featured a war on the national bank, the **nullification crisis** 废止危机 over the tariff, and the **Indian Removal Act** 印第安人迁移法 - the forced removal of southeastern nations along what became known as the **Trail of Tears** 血泪之路.

The details examiners reward:

- **Bank war.** Jackson vetoed the recharter of the Second Bank in 1832, calling it a tool of the rich, and moved federal money to state banks.
- **Nullification.** South Carolina, led by Vice-President **John C. Calhoun** 卡尔霍恩, declared the 1828 tariff (the "Tariff of Abominations") and the 1832 tariff void inside the state. Jackson threatened force (the Force Bill, 1833), and Clay arranged a compromise tariff. Senator Daniel Webster had already answered the states' rights argument in 1830: "Liberty and Union, now and forever, one and inseparable!"
- **Removal.** The Cherokee had a written constitution, newspapers and farms, and won in *Worcester v. Georgia* (1832), but Jackson enforced the Indian Removal Act anyway. Under Jackson's successor, Martin Van Buren, the army forced about 16,000 Cherokee west in 1838-39; an estimated 4,000 died during removal, including in detention camps and on the journey. The Seminoles fought removal in Florida for years.



Democracy widened and narrowed across the same decades - the phrase to qualify, not repeat

Religion, Reform, and American Culture

Democratic and individualistic beliefs, responses to rationalism, market changes and greater social and geographical mobility contributed to the **Second Great Awakening** 第二次大觉醒 among Protestants. Revival emphasised personal salvation and the possibility of moral improvement. Reformers formed **voluntary organizations** 自愿团体 to change behaviour and improve society.

The leading revivalist was **Charles Finney** 芬尼, whose revival meetings in upstate New York - the "burned-over district", so called because revivals swept it so often - taught that anyone could choose salvation. New religious movements also began there, including the Mormons (Church of Jesus Christ of Latter-day Saints), who moved west to Utah in 1847 to escape persecution.

Try it – link belief to action. Temperance 禁酒运动 sought to reduce or end alcohol use. Explain how belief in moral improvement could encourage a reformer to campaign for temperance. Why is naming the revival and movement not enough to explain a connection?

Worked link. If people can change morally, harmful behaviour need not be accepted as permanent. Some reformers joined voluntary groups to persuade people to change. Temperance campaigns applied this approach to alcohol use and its perceived social harms. **Abolitionist and antislavery movements** 废奴与反奴隶制运动 challenged slavery, and a **women's rights movement** 妇女权利运动 sought greater equality and opportunity. Name the abolitionists: **William Lloyd Garrison** 加里森 demanded immediate emancipation in *The Liberator* (from 1831); the formerly enslaved **Frederick Douglass** 道格拉斯 published his *Narrative* (1845); and Sarah and Angelina Grimké, daughters of a South Carolina slaveholder, spoke against slavery and then for women's rights. Proslavery members of the U.S. House of Representatives imposed the **gag rule** (1836-44), which blocked debate on antislavery petitions. At Seneca Falls, Elizabeth Cady Stanton and Lucretia Mott wrote a **Declaration of Sentiments** 情感宣言 modelled on the Declaration of Independence: "all men and women are created equal". Revival was one influence, alongside rights arguments, reform experience and social conditions; the campaigns did not all have one identical cause.

Try it – methods and results. This evidence paraphrases the CED's source descriptions, not the original documents. In 1845, Dorothea Dix addressed Pennsylvania's legislature about conditions in jails and poorhouses while advocating humane treatment and asylum reform. The **Seneca Falls Convention** 塞内卡福尔斯会议 of 1848 expressed demands for greater equality and opportunities for women. Use Dix to test the claim that voluntary reform meant reform without the state. Why does a convention's demand not prove equality had already been achieved?

Worked distinction. Addressing a legislature sought public action: reformers outside government could try to change state policy or institutions. "Voluntary" did not mean refusing state involvement. Seneca Falls expressed activists' aims, not the removal of all legal and political barriers. Likewise, northern emancipation increased the

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free African American population while many state governments continued restricting African Americans' rights. Separate aims, methods and outcomes.

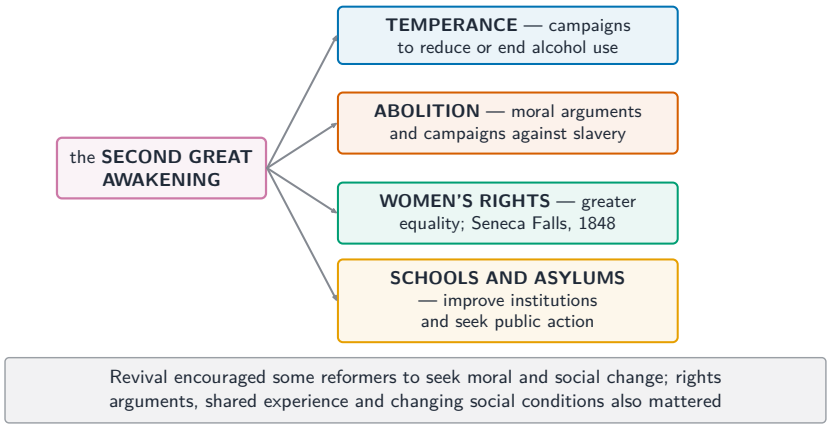
Exam transfer – 2024 AP US History, Set 1, Question 1(a), adapted practice. Teaching paraphrases of the exam's interpretations: Melder stresses religious and reform activity bringing women together, giving them experience and encouraging challenges to restrictions. Lerner stresses class differences and middle-class women's frustration with political exclusion. Describe one major difference. Consult the full exam excerpts for the original task; these summaries are not quotations.

Teacher-written model. Melder emphasises how experience in religious and reform movements brought women together and encouraged activism. Lerner emphasises class differences and middle-class women's frustration at exclusion from political power.

Why this fits. The response contrasts causes each historian stresses. The official scheme accepts reform participation versus political-equality motivations, or unity versus class divisions. Saying both discuss women does not identify a difference. The contrast is one of emphasis, not proof that either historian denied every other factor. This is our teaching response, not an official sample or a guarantee of credit.

Ideas about national identity increasingly found expression in **art, literature, and architecture** 艺术、文学与建筑, while various groups maintained distinctive cultures of their own.

Examples for the "growth of a national culture" essay: the **Hudson River School** 哈德逊河画派 of painters celebrated American landscapes; Noah Webster's dictionary (1828) gave American spelling its own form; and the **Transcendentalists** 超验主义者 Ralph Waldo Emerson and Henry David Thoreau urged self-reliance and individual conscience - Thoreau's *Civil Disobedience* (1849) defended refusing to obey unjust laws. Greek Revival buildings echoed the ancient republics.



One religious revival, four reform movements, and the single premise underneath them

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Lowell, Massachusetts: textile mills along the Merrimack River

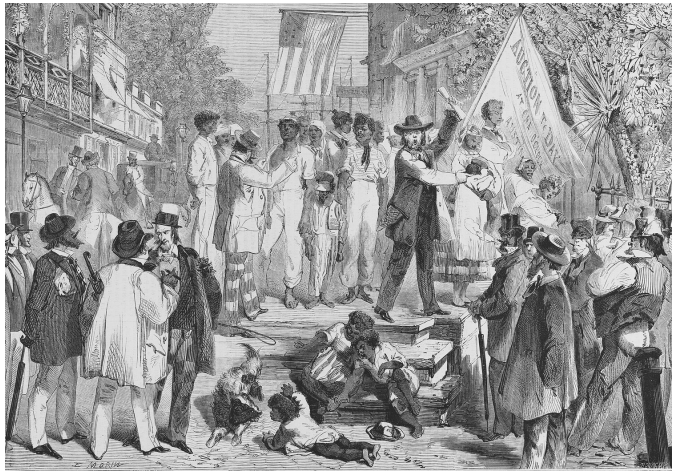
African Americans and the Society of the South

Organised antislavery campaigning in the South faced repression. Enslaved people resisted through escape, everyday defiance and **unsuccessful rebellions** 未能成功的起义; revolts were met with harsher laws and tighter control.

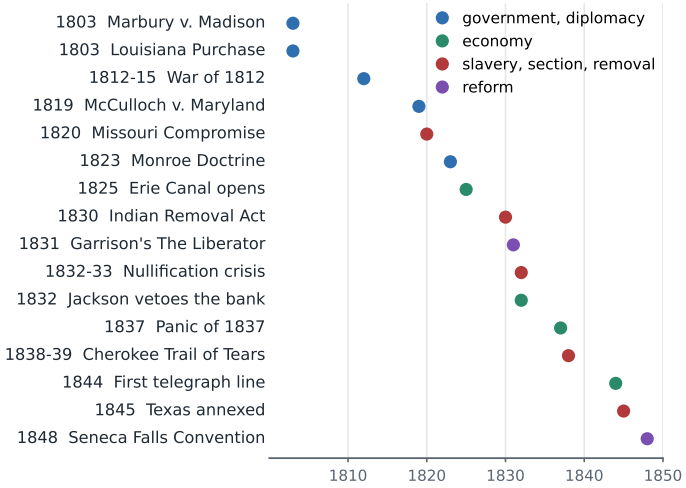
Three examples: Gabriel's planned revolt near Richmond (1800), betrayed before it began; Denmark Vesey's planned rising in Charleston (1822); and **Nat Turner's Rebellion** 纳特·特纳起义 (1831) in Virginia, in which about 60 white people were killed. After Turner, southern states made it illegal to teach enslaved people to read and tightened control of free Black people. Southern defenders now described slavery not as a "necessary evil" but, in Calhoun's words, "a positive good".

Enslaved and free African Americans created **communities and strategies** 社群与策略 to protect themselves: family and kinship networks, religious practice, music, and covert resistance - a continuation of the pattern from Period 2.

In the South, although the majority of southerners owned no enslaved persons, most southern political leaders defended slavery as part of their way of life. As overcultivation depleted arable land in the Southeast, slaveholders **relocated westward** 向西迁移, carrying slavery into new territory - which is precisely what made westward expansion a national crisis rather than a regional one.



A slave auction in Richmond, Virginia (1861 engraving)



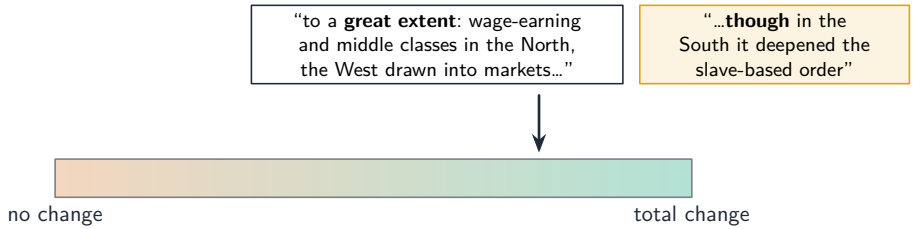
The young republic, 1803-1848: government, economy, sectional conflict and reform ran side by side

Modelled LEQ thesis for *"how sectional tensions shaped United States society, 1800-1848"*: *"Sectional tensions shaped American society by turning economic policy and westward expansion into contests over slavery: the Missouri Compromise drew a line between free and slave territory, the tariff led South Carolina to claim the right of nullification, and the gag rule showed southern leaders limiting free debate to protect slavery; yet compromises such as 1820 and 1833 also show that national leaders could still hold the Union together."*

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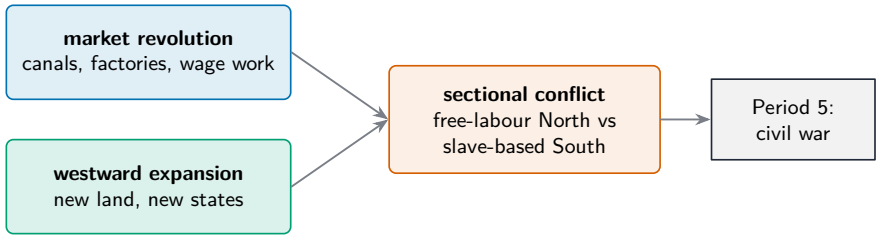
Causation in Period 4

The period's reasoning skill is **causation**. The strongest chain to hold: the market revolution and westward expansion were engines of growth, and both drove the sectional conflict that Period 5 resolves by war.



a position on how much, plus a qualifier: evidence on both sides now has a job

A position on how much, plus a qualifier



each new state reopened the question: slave or free?

Two engines, one conflict

Worked example (a real AP exam question). The 2023 Set 1 exam set the document-based question *"Evaluate the extent to which commercial development changed United States society from 1800 to 1855."* A high-scoring thesis takes a position on *how much*, and names the areas of change: *"Commercial development transformed United States society to a great extent between 1800 and 1855, creating a wage-earning working class and a distinct middle class in the North and drawing the West into national markets, though in the South it deepened rather than displaced an existing slave-based agricultural order."* Notice the shape: **Evaluate the extent** rewards a qualified position - "to a great extent, though…" - because that structure lets the essay use evidence on both sides. A thesis that merely says commercial development "changed society a lot" cannot be argued.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.

Answer (a), (b) and (c).

(a) Briefly describe ONE way the Market Revolution changed the American economy.

(b) Briefly describe ONE way political participation expanded between 1800 and 1848.

(c) Briefly explain ONE limit on that expansion.

Model answer.

- (a) Canals such as the Erie Canal (1825) cut transport costs and linked Midwestern farms to Eastern markets, so farmers grew crops for sale rather than only for their own use.
- (b) Most states removed property requirements for voting by white men, and turnout rose sharply in the elections of the 1820s and 1830s.
- (c) The expansion excluded women and most African Americans, and the Indian Removal Act (1830) forced Native nations off their lands.

Exam tips

- Learn the market revolution as a **chain**: transport → wider markets → specialisation → different regional economies → social change.
- Give the **regional triangle** (North, South, West) when explaining a political dispute; tariff, bank, and internal improvements all fit it.
- Democracy expanded **for white men** while free Black men lost rights in several states. Saying so is what turns a description into an evaluation.
- Explain a link from the **Second Great Awakening** to reform through belief, organisation and action, rather than treating revival as the single cause.
- Southern westward migration matters because it **carried slavery west**, turning expansion into the central national conflict.
- On **Evaluate the extent** prompts, qualify your position. "To a great extent, although…" is the structure the rubric rewards.

Common mistakes.

- Writing that Jackson expanded democracy for "everyone". The change was for white men; Jackson's own policies removed Native nations.
- Confusing the Missouri Compromise (1820) with the Compromise of 1850 (Period 5).
- Treating nullification as a dispute about slavery alone. It began over the tariff, though southerners also saw it as a defence of slavery.

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- Listing reform movements without explaining **why** they appeared: revival, the market revolution and its new middle class, and rights arguments.
- Saying the Supreme Court always favoured federal power over Native nations. In *Worcester v. Georgia* it sided with the Cherokee; the president did not enforce it.

Practice.

1. Briefly describe ONE United States government policy from 1800 to 1840.
2. Briefly explain how ONE group responded to debates about federal government power from 1800 to 1840.
3. Briefly explain ONE way the market revolution changed the lives of women in the Northeast.
4. Briefly explain ONE cause of the growth of a national culture from 1800 to 1848.
5. Briefly explain ONE way slavery shaped American politics from 1819 to 1840.

Answers.

1. The Indian Removal Act (1830) authorised the president to move southeastern Native nations west of the Mississippi, leading to the Trail of Tears.
2. South Carolina's leaders, led by Calhoun, claimed the right to nullify the federal tariffs of 1828 and 1832 inside the state.
3. Young women went to work in textile mills under the Lowell system, earning wages outside their households.
4. Writers and artists such as the Hudson River School painters and Emerson celebrated American landscapes and ideals, encouraged by national pride after the War of 1812.
5. Missouri's request to enter as a slave state led to the Missouri Compromise (1820), which barred slavery north of 36°30′ in the remaining Louisiana Purchase, except in Missouri itself.

Vocabulary card meanings

bank: A chartered institution that held deposits, issued notes, and made loans. internal improvements: Federally or state funded roads, canals, and later railways. primacy of the judiciary: The claim that courts have the last word on the meaning of the law. judicial review: The power of courts to strike down laws that conflict with the Constitution. Louisiana Purchase: The 1803 acquisition of a vast territory from France. regional interests: Aims that differed among North, South, and West. independent global presence: A foreign policy that tried not to depend on a European patron. War of 1812: The war between the United States and Britain that confirmed independence in practice. Monroe Doctrine: The 1823 warning that European powers should not recolonise the Americas. transportation systems: Roads, canals, and railways that linked regions. canals: Artificial waterways, such as the Erie, built for freight and passengers. factory production: Making goods with machines and wage labour gathered in one workplace. commercial farming: Growing crops mainly for sale, not only for the household. cotton: The fibre crop that expanded plantation slavery in the South.

wage-earning working class: People who lived by selling their labour for pay. Immigration: The arrival of people from abroad who settled in the country. nativist: Hostile to immigrants and favouring people born in the country. Urbanisation: The growth of cities as a share of where people lived. more participatory democracy: Politics in which more white men could vote and hold office. Andrew Jackson: The president associated with expanded white male democracy and Indian removal. nullification crisis: South Carolina's attempt to void a federal tariff inside the state. Indian Removal Act: The 1830 law that pushed eastern Indigenous nations west of the Mississippi. Trail of Tears: The deadly forced march of the Cherokee and others to Indian Territory. Second Great Awakening: An early nineteenth-century wave of Protestant revival and reform. voluntary organizations: Associations people joined freely to pursue a moral or social aim. Temperance: The movement to reduce or ban alcoholic drink. Abolitionist and antislavery movements: Campaigns that demanded an immediate or gradual end to slavery. women's rights movement: Organising for women's legal and political equality. Seneca Falls Convention: The 1848 meeting that issued a declaration of women's rights. art, literature, and architecture: Cultural works through which Americans defined a national identity. unsuccessful rebellions: Uprisings by enslaved people that were defeated. communities and strategies: The families, culture, and tactics enslaved people used to endure and resist. relocated westward: Moved toward the interior, whether by choice or by force.

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Period 5: 1844-1877

AP United States History

Manifest Destiny and Expansion

Why it matters. In January 1848 a carpenter building a sawmill in California saw flakes of gold in the water. Nine days later, without anyone in California yet knowing, Mexico signed away California to the United States. Within four years about 250,000 people had rushed there from the eastern states, Latin America, Europe and China. California sought free-state admission in 1849 and entered the Union in 1850 - which reopened the question that would split the country: would the new lands be slave or free?

Period 5 runs from **1844** to **1877**. Disputes over slavery and federal power intensified into civil war and continued during Reconstruction.

Expansion sharpened disputes over slavery. The desire for access to **natural and mineral resources** 自然与矿产资源, and the hope of settlers for land, pushed Americans west. Advocates justified annexation through **Manifest Destiny** 天定命运论 - the claim that the United States was destined, and superior enough, to spread across the continent.

The phrase came from the editor John O'Sullivan in 1845, the year Texas - independent from Mexico since 1836 - was annexed. President **James K. Polk** 波尔克 then settled the **Oregon** boundary with Britain at the 49th parallel (1846) and sent troops into land claimed by both Texas and Mexico; fighting there began the war (1846-48). In the **Treaty of Guadalupe Hidalgo** 瓜达卢佩-伊达尔戈条约 (1848) Mexico gave up the **Mexican Cession** 墨西哥割让地 - California and most of the present Southwest - for $15 million, and Mexicans living there were promised citizenship and their property, promises often broken in land courts. The Gadsden Purchase (1853) completed the southern border.

The **Mexican-American War** 美墨战争 added enormous territory in the West. Later, wartime legislation such as the **Homestead Act** 宅地法 boosted migration further, and interest in expanding trade produced economic and diplomatic initiatives abroad.

Expansion also meant conflict. The government's interaction with **Mexican Americans** 墨西哥裔美国人 and **American Indians** produced dispossession, resistance, and new legal disputes over land and citizenship.

Migration to the West - evidence for the migration LEQ: about 300,000-400,000 people travelled the Oregon and California trails between the 1840s and the 1860s; Mormons settled the Great Salt Lake valley from 1847; the Gold Rush (1849) drew Chinese migrants, who faced a special Foreign Miners' Tax (1852); and Californios, the Spanish-speaking landowners of California, lost much of their land. For Native peoples, miners and settlers meant violence and the loss of hunting grounds, and the

government began to push nations onto **reservations** 保留地.

The government also reached across the Pacific: Commodore Matthew Perry's warships secured access to two Japanese ports for American ships and supplies (1854); a commercial treaty followed in 1858, and Secretary of State William Seward bought Alaska from Russia (1867).



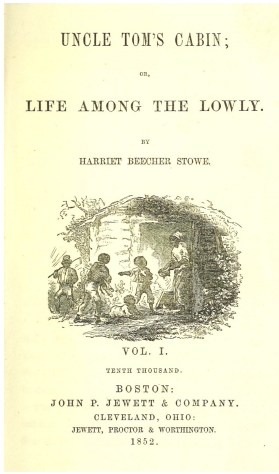
The Disturnell map used for the 1848 Treaty of Guadalupe Hidalgo



California gold miners working a long tom sluice, early 1850s

Why Expansion Broke the Political System

Acquiring land intensified the question of whether slavery would expand and who could decide. Different institutions tried different answers, but these failed to end sectional conflict.



Uncle Tom's Cabin, 1852: the novel turned many northern readers against the Fugitive Slave Act

The first warning came in 1846, when Representative David Wilmot proposed the **Wilmot Proviso** 威尔莫特附文: no slavery in any land taken from Mexico. It passed the House several times but never the Senate, and the vote split along sectional rather than party lines - the first sign that slavery could break the parties apart.

Try it – assess a political bargain. Selected measures in the **Compromise of 1850** 1850 年妥协案 admitted California as a free state, left slavery possible in Utah and New Mexico, ended the slave trade in Washington, D.C., and strengthened the **Fugitive Slave Act** 逃奴法. Identify a measure welcomed by opponents of slavery's expansion and one welcomed by slaveholders. Why could stronger enforcement of escaped enslaved people's return create opposition in free states?

Worked explanation. Free-state admission limited slavery's expansion in California. The stronger fugitive-slave law helped slaveholders recover people who had escaped, including into free states; opponents of slavery resisted this enforcement. Leaving slavery possible in Utah and New Mexico did not settle its status throughout the West. The bargain addressed competing demands without removing the conflict over slavery.

Try it – explain a rule and a response. The Kansas–Nebraska Act of 1854 repealed the Missouri Compromise restriction for the new territories. **Popular sovereignty** 人民主权原则 let settlers decide whether to permit slavery. Proslavery and antislavery activists entered Kansas to influence the outcome, and violence followed. Explain how

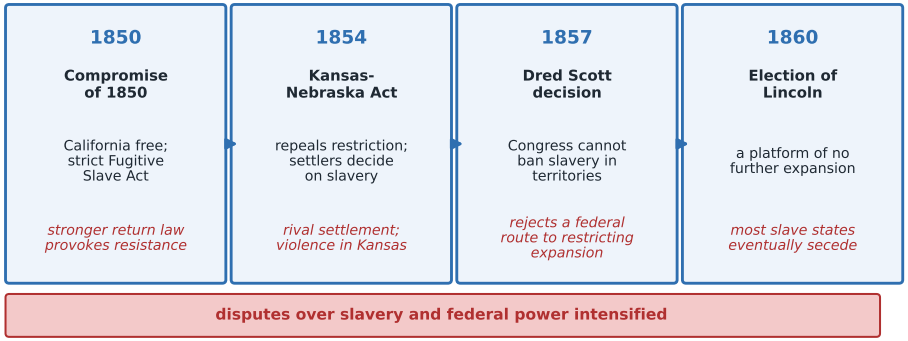
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the policy raised the stakes of settlement.

Worked mechanism. A previous restriction was removed, so the territorial decision could permit slavery. Competing groups tried to shape that decision by entering Kansas. The struggle over slavery's future involved violence known as Bleeding Kansas rather than an accepted resolution. This explains a particular conflict; it does not mean every use of popular sovereignty must be violent.

Try it – qualify a claim. The **Dred Scott decision** 德雷德 · 斯科特案 in 1857 held that Congress lacked authority to prohibit slavery in federal territories and rejected Scott's claim that residence in free territory had made him free. A student concludes: "The Court removed one route to limiting slavery's expansion, so every possible political compromise became illegal." Identify the supported part and revise the overstatement.

Worked judgment. The ruling rejected Congress's authority to ban slavery in the territories, challenging a federal legislative route to restricting expansion. It did not outlaw every imaginable political bargain. Distinguish Congress's compromise laws, settlers' decisions under popular sovereignty and the Court's constitutional ruling. These methods failed to end sectional conflict.



selected decisions and responses; sequence does not measure inevitability

Political choices and responses intensified conflict; this sequence does not measure inevitability.

Ideological and economic differences produced diverging responses to slavery. The **free-soil movement** 自由土壤运动 opposed slavery's expansion partly because it threatened free labour; not every supporter opposed slavery on moral grounds. African American and white **abolitionists** 废奴主义者 campaigned against slavery itself. Defenders of slavery invoked racist doctrines, **states' rights** 州权 and claims that slavery was a positive good. Slavery disputes and anti-immigrant nativism weakened the old major parties; sectional parties grew, including the northern **Republican Party** 共和党.

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Name the events that hardened northern and southern opinion through the 1850s:

- Harriet Beecher Stowe's novel ***Uncle Tom's Cabin*** (1852) sold about 300,000 copies in its first year and turned many northerners against the Fugitive Slave Act.
- The anti-immigrant **Know-Nothing Party** 一无所知党 won many northern votes in 1854-55 as the Whig Party collapsed.
- Before the **Lincoln-Douglas debates** 林肯-道格拉斯辩论 (1858) for an Illinois Senate seat, Lincoln declared in his June campaign speech that "a house divided against itself cannot stand". In the debates he opposed slavery's expansion; Stephen Douglas defended popular sovereignty.
- In 1859 the abolitionist **John Brown** 约翰 · 布朗 raided the federal arsenal at Harpers Ferry, Virginia, hoping to arm enslaved people. He was hanged; many northerners called him a martyr, which convinced many white southerners that the North meant to destroy them.

Exam transfer – adapted practice from 2025 AP US History, Set 1, short-answer Q2(C). Stimulus summary, not a quotation: in the question's 1830 speech, Daniel Webster defended using existing federal power for internal improvements benefiting the whole Union and opposed treating states as separate countries. The task asks for a similarity to a political debate from 1848–1865. Try it using the Dred Scott debate. Explain the shared issue in both debates; the full paper contains Webster's original excerpt.

Teacher-written model. Both debates concerned the extent of federal power. Webster defended exercising existing federal authority for improvements serving the Union. Debates over Dred Scott concerned whether Congress could regulate slavery in federal territories; the Court denied its authority to prohibit slavery there.

Why this fits. The official scheme accepts a similarity about federal powers. This model explains that issue in both debates and uses an event within the required dates. The policies differed: internal improvements and slavery. They shared an issue without being identical. This is our model, not an official sample or a guarantee of credit.

Secession and the Civil War

The **election of 1860** 1860 年大选 brought **Abraham Lincoln** 林肯 to power on a platform of preventing slavery's expansion. Southern states responded with **secession** 脱离联邦, and the war followed.



Richmond, the Confederate capital, in ruins in April 1865

South Carolina left the Union in December 1860; six other states joined it to form the **Confederacy** 南部邦联 under Jefferson Davis before the war. Confederate guns fired on Fort Sumter in April 1861; four more states seceded after Lincoln called for troops. The turning points:

- **Antietam** (September 1862): the bloodiest single day of the war; the Union victory let Lincoln announce the Emancipation Proclamation, which took effect on 1 January 1863, and discouraged Britain and France from recognising the Confederacy.
- **Gettysburg** 葛底斯堡战役 and **Vicksburg** (July 1863): Lee's invasion of the North was stopped, and the Union won control of the Mississippi River, cutting the Confederacy in two.
- **Sherman's March to the Sea** (1864): total war that destroyed railways, crops and property across Georgia.
- **Appomattox** (April 1865): Lee surrendered; five days later Lincoln was assassinated.

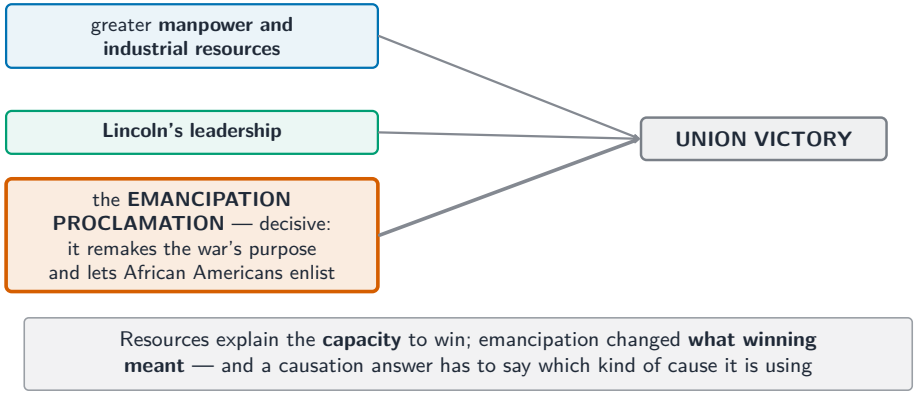
About 180,000 African Americans served in the Union army and some 19,000 in the navy. Lincoln's **Gettysburg Address** 葛底斯堡演说 (1863) redefined the war as a struggle for "a new birth of freedom".

The Union won because of **greater manpower and industrial resources**, Lincoln's leadership, and, decisively, the **Emancipation Proclamation** 解放黑奴宣言, which turned the war into a war against slavery and expanded federal recruitment of African American soldiers, which had begun in 1862.

Government policy changed on both sides during the war: conscription, taxation, and an expanded federal role in the economy. African Americans' service and the actions of enslaved people who freed themselves by reaching Union lines shaped the outcome

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as well.



Why the Union won: resources gave it the capacity, emancipation changed what winning meant

Reconstruction

Reconstruction 重建时期 attempted to settle three questions: the status of the freedpeople, the terms of readmission for the southern states, and the balance of power between the states and the federal government.



A freedmen's school on Edisto Island, South Carolina, in the 1860s: schools were one of the Freedmen's Bureau's lasting works

Try it – apply the Reconstruction Amendments. These are teacher-written cases after the relevant ratification. A: In 1865, a formerly enslaved person challenges

being held as property. B: In 1868, a U.S.-born person subject to U.S. jurisdiction claims citizenship. C: In 1870, state officials deny an otherwise eligible citizen the vote solely because he is Black. Match each case to an amendment and state the relevant protection.

Worked application. The **13th Amendment** 第十三修正案 (1865) banned slavery and involuntary servitude, with an exception for punishment after due conviction for crime. The **14th Amendment** 第十四修正案 (1868) established citizenship for U.S.-born or naturalized people subject to U.S. jurisdiction and barred states from denying due process or equal protection to persons. The **15th Amendment** 第十五修正案 (1870) prohibited federal or state denial of citizens' voting rights because of race, colour or previous servitude (such as enslavement). Thus A matches the 13th, B the 14th and C the 15th. These **Reconstruction Amendments** 重建修正案 address different protections: citizenship did not automatically give everyone the vote, land or effective protection against violence.

The **women's rights movement** 妇女权利运动 was both emboldened and divided. Section 2 of the 14th Amendment used "male" in its representation rule; the 15th prohibited race-based voting denial but did not prohibit denial on grounds of sex.

How Reconstruction's politics unfolded. President **Andrew Johnson** 安德鲁·约翰逊, a southern Democrat, let southern states rejoin quickly; they passed **Black Codes** 黑人法典 (1865) that limited freedpeople's right to own land, travel and choose work. Congress answered with the Civil Rights Act of 1866, passed over Johnson's veto, and the Reconstruction Acts (1867), which divided ten former Confederate states into five military districts and required new state constitutions that let Black men vote. The House impeached Johnson in 1868; the Senate failed to remove him by one vote. African American men voted and held office in large numbers: about 2,000 served in local, state and federal posts, and **Hiram Revels** 雷维尔斯 of Mississippi became the first Black senator (1870).

Radical Republicans 激进派共和党人 and moderate Republicans sought to change the balance between Congress and the presidency and reshape southern society through the **Freedmen's Bureau** 自由民局, military occupation and new state constitutions. Reconstruction opened political and leadership opportunities to formerly enslaved people. Southern resistance and declining Northern commitment weakened these gains.

Try it – assess the limits. Plantation owners retained most southern land; sharecropping limited freedpeople's economic independence. Segregation, violence, court decisions and political tactics undermined African Americans' rights. Does this mean every right returned to its prewar legal position? Distinguish constitutional change, enforcement and access to land.

Worked judgment. The amendments remained in force: slavery was abolished and formerly enslaved people gained citizenship. Resistance did not repeal those provisions. Violence and discriminatory practices could prevent people from exercising voting and equality protections, while narrow court interpretations limited protection. Abolition did not itself redistribute land, and sharecropping could maintain dependence despite

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legal freedom. "All three stopped working" erases real changes and differences among the protections.

AMENDMENT	LEGAL CHANGE	LIMITS AND RESISTANCE
13th 1865	slavery banned; exception for crime punishment	no automatic land ownership or economic independence
14th 1868	citizenship; due process and equal protection against state action	narrow court readings; segregation permitted by Plessy (1896)
15th 1870	no government denial of citizens' votes based on race, colour or former servitude	violence and voting restrictions undermined Black political participation

The amendments remained in force. Abolition endured; citizenship and voting protections faced serious violations and weak enforcement

Different constitutional changes faced different practical limits; the amendments remained in force

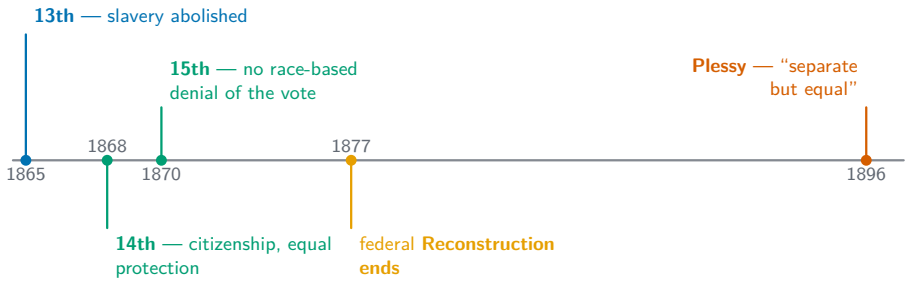
The Failure of Reconstruction

Reconstruction produced lasting constitutional changes while resistance and weak enforcement undermined political and economic opportunities.

Southern plantation owners **continued to own most of the region's land** even after emancipation. The Freedmen's Bureau had briefly settled some families on abandoned land, but Johnson returned most of it to its former owners - the hope of "forty acres and a mule" was not met. Many formerly enslaved people entered **sharecropping** 分成租佃 arrangements that produced dependence and debt rather than economic independence.

Segregation 种族隔离, **violence** 暴力, unfavourable **Supreme Court decisions** 最高法院判决 and local political tactics progressively stripped away opportunities to exercise African Americans' rights. The **Ku Klux Klan** 三 K 党, founded in 1865-66, used terror against Black voters and their white allies; Congress passed the Enforcement Acts (1870-71) against it, but northern attention turned to the economy after the Panic of 1873. In the *Slaughterhouse Cases* (1873) the Supreme Court read the 14th Amendment's protections narrowly. Reconstruction ended amid the disputed election settlement commonly called the **Compromise of 1877** 1877 年妥协; historians debate whether it was a single negotiated bargain. Rutherford B. Hayes became president and withdrew troops protecting Republican governments in Louisiana and South Carolina to their barracks, ending federal military support for those governments. The 14th and 15th Amendments nevertheless remained a basis for later civil-rights decisions.

Constitutional guarantees and effective protection are different questions.



Legal changes and resistance overlapped. Plessy (1896) is later context, outside Period 5; the axis does not measure the importance of an exam point

Amendment ratification and resistance overlapped; Plessy in 1896 is later context, outside Period 5

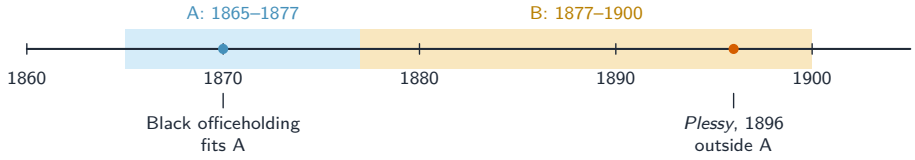
Comparison in Period 5

Comparison is one useful reasoning skill for this period. Compare Reconstruction's legal changes with practical outcomes, identifying both changes and limits rather than treating every gain as erased.

Exam transfer – 2025 AP US History, Set 1, short-answer Question 4(A–B), paraphrased. A asks for one political development during Reconstruction, 1865–1877. B asks for one effect of its end, 1877–1900. Try each part before reading the models. Would the 1896 *Plessy* decision fit A?

Teacher-written model for A. African American men held political office during Reconstruction, expanding formerly enslaved people's participation in government.

Teacher-written model for B. After Reconstruction ended, southern states enacted segregation laws that separated Black and white people in public facilities.

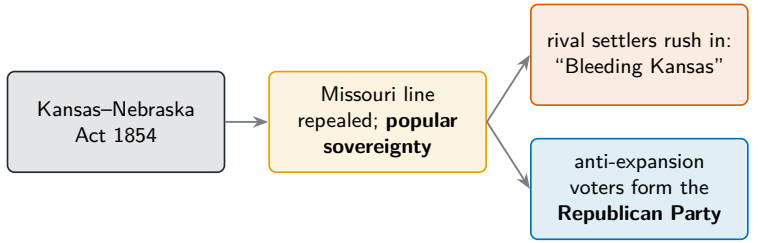


Each part of a short-answer question has its own date window.

Why these fit. The official scheme accepts African American officeholding for A and southern segregation laws for B. Each describes a development within the relevant dates rather than only naming a term. The 1896 decision is outside A's dates. B extends beyond Period 5; later context is appropriate because the question explicitly asks for it. These are our models, not official samples or guarantees of credit.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.



Effects of the Kansas-Nebraska Act

Answer (a), (b) and (c).

(a) Briefly describe ONE way the Mexican–American War increased sectional conflict.

(b) Briefly explain ONE effect of the Kansas–Nebraska Act (1854).

(c) Briefly explain ONE limitation of Reconstruction.

Model answer.

- (a) The Wilmot Proviso (1846) proposed banning slavery in land taken from Mexico, which divided Congress along North–South lines rather than by party.
- (b) By letting settlers decide on slavery (popular sovereignty), it led to violent conflict in 'Bleeding Kansas' and helped create the Republican Party.
- (c) After federal troops stopped protecting the remaining southern Republican governments in 1877, Southern states used poll taxes, literacy tests, violence and Jim Crow segregation laws to deny African Americans the rights promised in the Fourteenth and Fifteenth Amendments.

Exam tips

- Explain how expansion sharpened disputes over slavery and federal power, connecting a decision to its consequences.
- Use specific evidence such as **Dred Scott**, explaining its relevance rather than expecting a named event alone to earn credit.

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- Give the **Emancipation Proclamation** its strategic role: it redefined the war's purpose and expanded Black enlistment.
- Learn the three **Reconstruction Amendments** by what each one does; questions often turn on the difference between them.
- For Reconstruction, distinguish lasting legal changes from **sharecropping**, **segregation**, **violence** and restrictive **Court decisions**, explaining mechanisms rather than only naming them.
- On comparison prompts, develop **both** sides. Explain the relationship with relevant evidence from each.

Common mistakes.

- Saying the Emancipation Proclamation freed all enslaved people. It applied only to areas in rebellion; the 13th Amendment ended slavery everywhere.
- Mixing up the Missouri Compromise (1820), the Compromise of 1850 and the Compromise of 1877.
- Writing that the North fought from the start to end slavery. In 1861 Lincoln's aim was to save the Union; emancipation became a war aim in 1862-63.
- Treating free-soilers as abolitionists. Many free-soilers wanted the West kept for white farmers, not equality.
- Ending Reconstruction with "nothing changed". The amendments, Black office-holding, schools and churches were real changes, even when rights were later denied in practice.

Practice.

1. Briefly explain how ONE development from 1840 to 1860 contributed to regional divisions.
2. Briefly explain ONE way the Mexican-American War affected the debate over slavery.
3. Briefly explain ONE reason the Union won the Civil War.
4. Briefly describe ONE political development during Reconstruction from 1865 to 1877.
5. Briefly describe ONE effect of the end of Reconstruction from 1877 to 1900.

Answers.

1. The Kansas-Nebraska Act (1854) let settlers decide on slavery, which led to violence in Bleeding Kansas and the founding of the sectional Republican Party.
2. The land gained in the Mexican Cession raised the question of slavery's expansion, shown by the Wilmot Proviso (1846) splitting Congress along North-South lines.
3. The Union's larger population and industry let it keep supplying armies, and expanded Black enlistment helped bring about 180,000 African American soldiers into the Union army.

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4. Congress passed the Reconstruction Acts (1867), which required southern states to let Black men vote, and men such as Hiram Revels were elected to Congress.
5. Southern states passed segregation laws and used poll taxes and literacy tests to stop most African American men from voting.

Vocabulary card meanings

natural and mineral resources: Land, timber, and ores that drew settlers and capital west. Manifest Destiny: The belief that the United States was meant to expand across the continent. Mexican-American War: The 1846-48 war in which the United States gained vast south-western lands. Homestead Act: The 1862 law offering western land to settlers who farmed it. Mexican Americans: People of Mexican origin living in the United States, including families outside the lands taken in the 1840s. Compromise of 1850: A package that admitted California as a free state and strengthened a fugitive-slave law. Fugitive Slave Act: A law requiring the return of people who had escaped slavery. Popular sovereignty: Letting settlers of a territory vote on whether to allow slavery. Dred Scott decision: The 1857 ruling that Congress could not ban slavery in the territories and that Black people were not citizens. free-soil movement: The campaign to keep slavery out of the western territories, partly to protect free white labour. abolitionists: People who campaigned to end slavery itself. states' rights: The claim that states, not the federal government, decided questions such as slavery. Republican Party: The party founded in the 1850s in opposition to the spread of slavery. election of 1860: The contest that put Lincoln in office and prompted southern secession. Abraham Lincoln: The president who led the Union through the Civil War. secession: Southern states leaving the Union in 1860-61. Emancipation Proclamation: Lincoln's 1863 order freeing enslaved people in rebelling areas. Reconstruction: The postwar effort to restore the Union and define freedom for formerly enslaved people. Reconstruction Amendments: The three constitutional changes that abolished slavery and addressed citizenship and voting. 13th Amendment: The amendment that abolished slavery in the United States. 14th Amendment: The amendment that defined citizenship and required states to give equal protection. 15th Amendment: The amendment that barred denying the vote on grounds of race. women's rights movement: The campaign for women's equality, including the vote. Radical Republicans: The Republicans who wanted strong federal protection of Black rights and a deep change to southern society. Freedmen's Bureau: The federal agency that gave food, schools and legal help to formerly enslaved people. sharecropping: Farming someone else's land in return for a share of the crop. segregation: The legal and customary separation of people by race. violence: Force used by groups such as white supremacist terrorists to overturn Black political gains. Supreme Court decisions: Rulings that narrowed federal protection of Black civil rights.

Period 6: 1865-1898

AP United States History

Westward Expansion after the Civil War

Why it matters. On 10 May 1869 a golden spike was driven at Promontory Summit, Utah, joining the Union Pacific and Central Pacific railroads. A journey across the continent that had taken months now took about a week. The line was built largely by Irish and Chinese labourers, financed with federal land grants, and it ran through the hunting grounds of the Lakota and Cheyenne. Nearly every theme of this period - big business, immigrant labour, government help for industry and the end of Native independence on the Plains - meets at that spike.

Period 6 runs from **1865** to **1898** - the **Gilded Age** 镀金时代. Industry, migration, and the West transform the country, and every transformation produces a political argument about who benefits.

Improvements in **mechanization** 机械化 raised agricultural production substantially, while railroads carried crops to national and world markets. But the same forces squeezed farmers: **consolidation in agricultural markets** 农产品市场集中化 left them facing high freight rates, expensive credit, and falling crop prices.

Westward settlement also meant further dispossession of American Indians. Federal policy expanded confinement on **reservations** 保留地, ended new treaty-making in 1871, and promoted **assimilation** 同化 through the **Dawes Act** 道斯法, which divided communal land into individual plots and transferred the surplus to settlers.

The wars and policies, in order:

- The near-extermination of the **bison** 野牛 - from tens of millions to a few hundred by the late 1880s, killed by hide hunters and railroad-era sportsmen - destroyed the food supply of the Plains nations and forced many onto reservations.
- The Lakota and Cheyenne defeated Custer's cavalry at the **Little Bighorn** 小大角河战役 (1876), but the army pursued them until they surrendered. In 1877 Chief Joseph led the Nez Perce on a 1,800-km flight toward Canada before surrendering.
- Reformers such as Helen Hunt Jackson (*A Century of Dishonor*, 1881) criticised broken treaties, but many reformers also favoured assimilation: boarding schools such as Carlisle (1879) cut children's hair and banned Native languages - "kill the Indian, save the man".
- The **Dawes Act** (1887) gave 160 acres to each family head; Native landholdings fell from about 138 million acres in 1887 to about 48 million by 1934.
- At **Wounded Knee** 伤膝河大屠杀 (1890), the army killed about 250-300 Lakota, many of them women and children, after the spread of the Ghost Dance religion alarmed officials. In the same year the Census Bureau declared the frontier "closed".

Agriculture in two regions. On the Great Plains, settlers under the Homestead Act used mechanised reapers and railroads to grow wheat for world markets. In the South, freedpeople and poor whites grew cotton as **sharecroppers** or under the **crop-lien system** 作物留置制度, borrowing against the next harvest from local merchants. *Similarity:* in both regions farmers depended on distant markets and borrowed money, so falling crop prices left them in debt. *Difference:* Plains farmers usually owned their land and machines, while southern sharecroppers owned neither.

Farmers organise. The **Grange** 格兰其 (founded 1867) began as a social club for farmers and pressed state legislatures to regulate railroad and grain-storage rates; the Supreme Court upheld state regulation of grain warehouses in *Munn v. Illinois* (1877). Congress followed with the **Interstate Commerce Act** 州际贸易法 (1887), which created the first federal independent regulatory commission to oversee railroads. The Farmers' Alliances of the 1880s set up cooperatives and led directly to the Populist Party.



A horse-drawn combine harvester: mechanised farming raised output and pushed prices down

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The Brooklyn Bridge, opened 1883: steel and engineering of the Gilded Age (Currier & Ives)

The Rise of Industrial Capitalism

Industrial growth involved technology, management, a growing workforce, wider markets and pro-growth government policies. Businesses used new **corporate structures** 公司组织形式, including trusts and holding companies, for **consolidation** 合并: bringing firms under concentrated control.

Two strategies, two men:

- **Vertical integration** 纵向整合 - owning every stage of production. Andrew Carnegie's steel company owned iron mines, coal fields, ships and railroads as well as mills, which cut costs at every step.
- **Horizontal integration** 横向整合 - buying up or driving out competitors at the same stage. John D. Rockefeller's Standard Oil controlled about 90 per cent of American oil refining by 1880 and organised its companies as a **trust** 托拉斯 in 1882.

The banker J. P. Morgan financed mergers and in 1901 formed U.S. Steel, the first billion-dollar corporation. Supporters called these men "captains of industry"; critics called them **robber barons** 强盗大亨. Congress responded with the **Sherman Antitrust Act** 谢尔曼反托拉斯法 (1890), which outlawed combinations "in restraint of trade" - though courts used it more often against unions than against corporations in the 1890s.

Try it – distinguish mechanisms. Teacher-written cases: A business adopts new machinery and management methods to produce more goods. Several firms are brought under a large trust or holding company. Better transport and communication connect producers with more distant markets. Explain which changes production, which changes ownership, and which changes market access. Which most directly shows consolidation?

Worked mechanisms. New technology and management could raise output; more goods alone do not prove that fewer owners control an industry. Trusts and holding companies concentrated control over businesses and wealth. Transport and communication connected producers with wider markets. Businesses also sought markets and natural resources outside the United States. These mechanisms could interact; they are not interchangeable labels for growth.

Try it – assess two claims. Teaching evidence paraphrased from CED Topics 6.6–6.7: many goods became cheaper, workers' real wages increased, and many Americans could afford more goods and services. At the same time the gap between rich and poor grew, and consolidation concentrated wealth. Claim A says that if workers could buy more, inequality must have fallen. Claim B says that if inequality grew, no worker's living standard could improve. Assess both, distinguishing purchasing power from the distribution of wealth.

Worked judgment. Lower prices could let wages buy more goods and services. Living standards could improve without workers becoming as wealthy as business owners. Wealth could become more concentrated while many workers' purchasing power improved, so neither claim follows. Improved affordability also did not end disputes over wages and working conditions.

Some defended **laissez-faire** 自由放任, arguing that competition promoted long-term growth and opposing government intervention during economic downturns. This was a policy argument; it does not mean government was absent from industrial development. Pro-growth government policies also helped industrial growth. Many living standards improved alongside **rising inequality** 不平等加剧; downturns and labour conflicts prompted debates over policy.

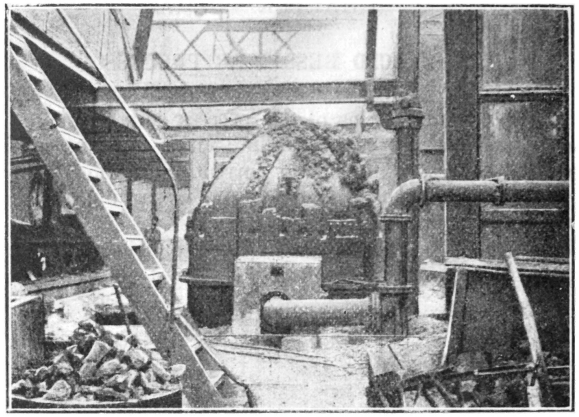


Fig. 30.—Bessemer Converter while Blowing.

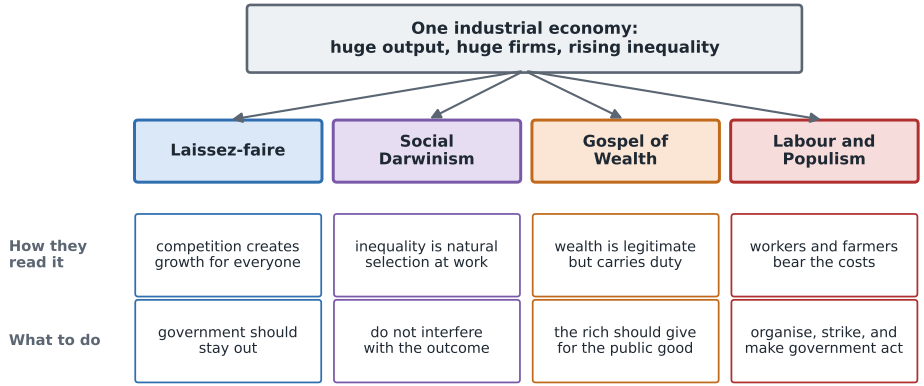
A Bessemer converter blowing - the process behind the scale of Gilded Age steel

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A young spinner in a Carolina cotton mill (Lewis Hine, 1908)

Labour in the Gilded Age



One economy, four responses: each group diagnosed a different problem and proposed a different remedy

A **variety of perspectives** 各种不同的立场 on the economy and labour developed. Workers faced long hours, dangerous conditions, and wages that fell during downturns. They organised. Unions such as the **Knights of Labor** 劳工骑士团 and the **American Federation of Labor** 美国劳工联合会 differed over who to admit and what to demand - the AFL concentrating on skilled workers and practical gains in wages and hours. **Strikes** 罢工 were frequent, often large, and frequently broken by state or federal force, which itself became an argument about the role of government.

The strikes to know:

- **Great Railroad Strike** (1877): wage cuts led to a strike that spread across the country; federal troops ended it.
- **Haymarket** 干草市场事件 (Chicago, 1886): a bomb at a rally for the eight-hour day killed police officers; anarchists were convicted, and public fear of radicalism helped destroy the Knights of Labor.
- **Homestead Strike** 霍姆斯特德罢工 (1892): workers at Carnegie's steel plant fought armed Pinkerton guards; the state militia broke the strike and the union.
- **Pullman Strike** 普尔曼罢工 (1894): Eugene Debs's American Railway Union refused to handle Pullman cars; President Cleveland sent federal troops, and a court injunction jailed Debs, who later became a socialist.

Samuel Gompers 冈珀斯 led the AFL from 1886, organising skilled craft workers for "more" - higher wages, shorter hours - rather than for changing the whole system.

	KNIGHTS OF LABOR	AMERICAN FEDERATION OF LABOR
WHO IT ORGANISED	almost everyone who worked, skilled or not	skilled workers only, by craft
WHAT IT WANTED	a reformed society — an alternative to wage labour itself	better wages, hours and conditions inside the system
WHAT FOLLOWED	collapsed after being blamed for the violence at Haymarket	survived, and became the model for American unions

The narrower aim is the one that **survived**. "Workers organised" is not an answer on its own — the exam wants which kind of organising, and why it lasted

The Knights of Labor and the AFL: the narrower aim is the one that survived

Migration and the Cities

International and internal migration increased urban populations and fostered the growth of **cities** 城市.

New arrivals came increasingly from **southern and eastern Europe** 南欧与东欧, alongside Chinese migration to the West - which met the **Chinese Exclusion Act** 排华法案, the first significant federal restriction on immigration by nationality. The act (1882) banned Chinese labourers for ten years and was renewed until 1943. Immigrants from Europe were processed at **Ellis Island** 埃利斯岛 in New York harbour from 1892. A citizenship question then reached the Supreme Court: in *United States v. Wong*

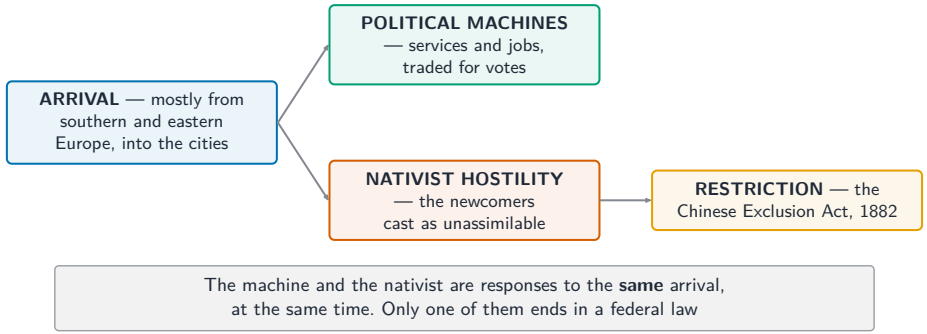
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Kim Ark (1898) it ruled that a man born in San Francisco to Chinese parents was a citizen under the 14th Amendment - birthright citizenship.

In cities where access to power was unequally distributed, **political machines** 政治机器 provided jobs, housing help, and services in exchange for votes - corrupt by later standards, and for many migrants the only functioning source of support.

The most famous was New York's **Tammany Hall** 坦慕尼协会, led in the 1860s by "Boss" William Tweed, whose ring stole tens of millions of dollars until Thomas Nast's cartoons helped bring him down. Reformers fought the **spoils system** 分赃制 after a disappointed office-seeker assassinated President Garfield in 1881: the **Pendleton Act** 彭德尔顿法 (1883) required that some federal jobs be filled by competitive examination.

Migration also produced organised hostility. **Nativist** movements argued that new arrivals threatened wages, culture, or self-government.



Arrival, and the two simultaneous responses it met - only one of them ends in a federal law

The New Middle Class and Reform

Corporations' need for **managers** 管理人员 and for male and female **clerical workers** 文职人员 expanded a new **middle class** 中产阶级, with new patterns of consumption and leisure.

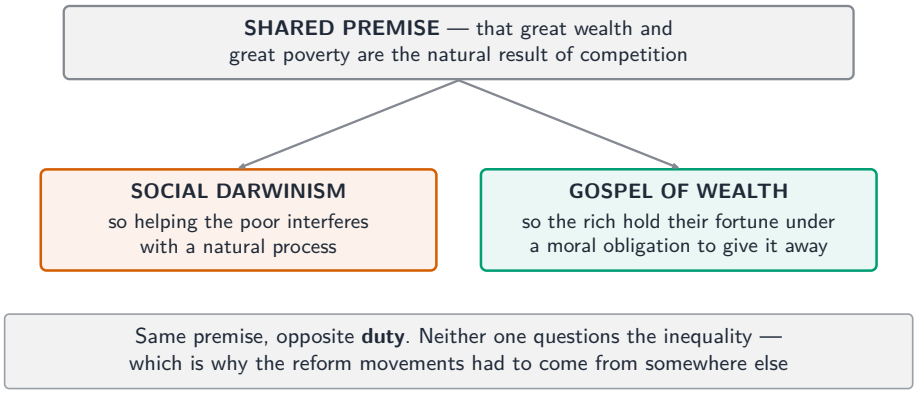
Cultural and intellectual movements both **buttressed and challenged** 既支持又挑战 the social order:

- **Social Darwinism** 社会达尔文主义 used evolutionary language to justify inequality as natural.
- The **Gospel of Wealth** 财富福音 argued that the wealthy had a **moral obligation** 道德义务 to use their fortunes for the public good.
- Agrarians, utopians, socialists, and artists criticised industrial society from the other direction.

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- Many women sought greater equality, often through **voluntary organizations** 自愿团体 - temperance, settlement houses, and suffrage work.

Names to use: Andrew Carnegie wrote *The Gospel of Wealth* (1889) and gave away about 90 per cent of his fortune, much of it for public libraries. Jane Addams opened **Hull House** 赫尔馆 in Chicago (1889), a **settlement house** 睦邻之家 where middle-class women lived among immigrants and offered classes, childcare and health care. Jacob Riis's photographs in *How the Other Half Lives* (1890) showed tenement poverty. Edward Bellamy's novel *Looking Backward* (1888) imagined a cooperative utopia, and Henry George's *Progress and Poverty* (1879) proposed a single tax on land. The Woman's Christian Temperance Union (1874), led by Frances Willard, became the largest women's organisation in the country.



Social Darwinism and the Gospel of Wealth: the same premise, the opposite duty

Politics and the Populist Challenge

The major parties appealed to lingering divisions from the Civil War and competed over **patronage** 政治分肥 more than policy, producing close elections and limited legislation.

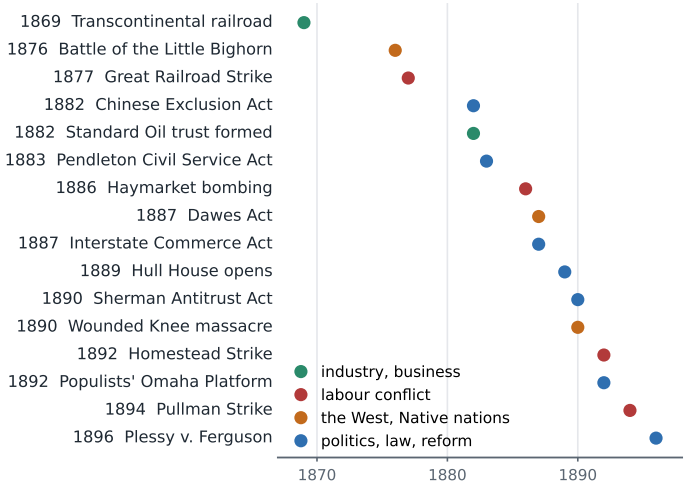
Economic instability drove agrarian activists to build the **People's (Populist) Party** 人民党, demanding government action: regulation of railroads, currency reform, and a graduated income tax. Populism failed as a party but placed on the agenda the idea that government should intervene in the economy - the argument Period 7 takes up.

The Populists' **Omaha Platform** 奥马哈纲领 (1892) demanded government ownership of railroads and telegraphs, a graduated income tax, the direct election of senators, and **free silver** 白银自由铸造 - coining silver to increase the money supply, raise crop prices and ease farmers' debts. In 1896 the Democrats adopted free silver and nominated **William Jennings Bryan** 布赖恩, whose "Cross of Gold" speech attacked the gold standard. Bryan lost to the Republican William McKinley, backed by business

and by urban workers who feared higher prices; the Populist Party faded, and some demands, notably a federal income tax and direct election of senators, became law in the Progressive Era; free silver and permanent public ownership of railroads did not.

Debates over **citizenship** 公民身份, **race**, and the role of government ran through all of this, as the rights promised during Reconstruction continued to be narrowed.

In the South, **Jim Crow** 吉姆 · 克劳法 laws segregated schools, trains and public places, and the Supreme Court approved "separate but equal" facilities in ***Plessy v. Ferguson*** (1896). Poll taxes, literacy tests and white primaries removed most Black men from voting rolls. **Ida B. Wells** 艾达 · B · 韦尔斯 investigated lynching and campaigned against it; **Booker T. Washington** 布克 · T · 华盛顿 urged African Americans to build economic strength through vocational education and to accept segregation for the time being (the "Atlanta Compromise" speech, 1895).



The Gilded Age, 1869-1896: business growth, labour conflict, western wars and the first federal regulation

Modelled LEQ thesis for *"how reform movements responded to industrialization"* (Period 6 part): *"Reform movements responded to industrialisation in two main ways: labour unions and Populists demanded government action against corporate power, through strikes and the Omaha Platform's calls for public railroad ownership and an income tax; while middle-class reformers such as Jane Addams and the Woman's Christian Temperance Union sought to repair its social effects through voluntary organisations, settlement houses and temperance."*

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Continuity and Change in Period 6

Continuity and change is one useful reasoning skill for this period. Industrialisation changed where people lived and what they did, while inequality, sectional political loyalties, and racial exclusion persisted.

changed (1865–1898)	**persisted**
factories and corporate trusts	deep inequality of wealth
cities swell with migrants	sectional political loyalties
wage labour replaces farm work	racial exclusion: Jim Crow, Chinese Exclusion Act
railroads knit a national market	

a strong answer names both, with specific evidence

What changed and what persisted, 1865–1898

Exam transfer – 2024 AP US History, Set 2, short-answer Q4(a–b), paraphrased. A asks for one economic development from 1865 to 1900. B asks for one similarity or difference in how two groups responded to economic change in those dates. Try A using corporate consolidation, and B comparing supporters of laissez-faire with Populist advocates of railroad regulation. Give relevant characteristics and explain the relationship rather than only naming a term or two groups.

Teacher-written model for A. Corporate trusts emerged as a business structure that brought multiple firms under concentrated control, helping owners consolidate businesses.

Teacher-written model for B. Some business supporters of laissez-faire opposed government intervention, trusting competition to promote growth. Populists called for government regulation of railroads to address farmers' grievances. They differed over whether government should regulate economic activity.

Why these fit. The official scheme accepts corporate trusts for A and contrasting laissez-faire with demands for regulation for B. The models describe a development and explain a difference within the dates. These are our models, not official samples or guarantees of credit. Only parts (a–b) are addressed here; part (c) asks about 1900–1940.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.

Answer (a), (b) and (c).

(a) Briefly describe ONE cause of rapid industrial growth after the Civil War.

(b) Briefly describe ONE way workers responded to industrial working conditions.

(c) Briefly explain ONE effect of federal policy on Native Americans in this period.

Model answer.

- (a) Railroads created a national market and a huge demand for steel and coal, which encouraged large-scale production.
- (b) Workers formed unions such as the American Federation of Labor and went on strike, for example the Pullman Strike (1894).
- (c) The Dawes Act (1887) divided reservation land into individual plots and sold the 'surplus' to settlers, so Native nations lost much of their remaining land.

Exam tips

- Explain farmers' anger with mechanisms: **freight rates**, **credit**, and **falling crop prices** - not "farmers struggled".
- Keep the four Gilded Age responses distinct: **laissez-faire**, **Social Darwinism**, the **Gospel of Wealth**, and organised **labour and Populism**.
- For immigration, name the shift to **southern and eastern Europe** and the **Chinese Exclusion Act** as the first nationality-based federal restriction.
- **Political machines** are examinable as both corruption and social provision. Relate both to the question; this alone does not guarantee a complexity point.
- **Populism** matters less for winning than for putting government intervention on the agenda.
- On continuity-and-change prompts, name a specific continuity. Explain how it persisted within the dates in the question.

Common mistakes.

- Writing that government stayed out of the economy. It gave railroads land grants, raised protective tariffs and sent troops against strikers; the Interstate Commerce Act (1887) and Sherman Act (1890) expanded regulation beyond earlier measures such as banking and steamboat-safety laws.
- Confusing vertical integration (Carnegie: every stage) with horizontal integration (Rockefeller: every competitor).

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- Treating the Dawes Act as a reform that helped Native Americans. Reformers intended assimilation; the result was massive land loss.
- Saying the Populists were simply defeated. Their programme - income tax, direct election of senators, regulation - became law in the next period.
- Merging the Knights of Labor (open to almost all workers) with the AFL (skilled crafts only).

Practice.

1. Briefly describe ONE economic development from 1865 to 1900.
2. Briefly describe ONE way agricultural interests influenced societal debates from 1865 to 1900.
3. Briefly explain ONE difference in how agriculture influenced the development of the Great Plains and the South from 1865 to 1900.
4. Briefly explain ONE difference in how two groups responded to economic change from 1865 to 1900.
5. Briefly explain ONE way federal policy affected American Indians from 1865 to 1900.

Answers.

1. Rockefeller's Standard Oil used horizontal integration and a trust (1882) to control about 90 per cent of oil refining.
2. The Grange pressed for state regulation of railroad and grain-storage rates; *Munn v. Illinois* (1877) upheld grain-warehouse regulation. Later Populists demanded public ownership of railroads.
3. Plains farmers usually owned land and machines and grew wheat for world markets, while many southern farmers were sharecroppers who owned neither land nor tools and grew cotton under the crop-lien system.
4. The AFL accepted capitalism and bargained for higher wages and shorter hours for skilled workers, while the Populists called for government ownership of railroads and free silver.
5. The Dawes Act (1887) split reservations into individual plots and sold the "surplus", reducing Native landholdings from about 138 million acres to about 48 million by 1934.

Vocabulary card meanings

Gilded Age: The late nineteenth century of industrial wealth and stark inequality. mechanization: Replacing hand work with machines on farms and in factories. consolidation in agricultural markets: Fewer, larger firms controlling the buying and selling of farm products. reservations: Lands onto which the government confined Indigenous nations. Dawes Act: The 1887 law that broke up tribal land into individual allotments. corporate structures: Legal forms such as trusts that organised large businesses. consolidation: Combining firms so that fewer companies controlled an industry. rising inequality: A widening gap between the wealthy and everyone else. variety of per-

spectives: Workers, farmers, and owners explaining industrial change in different ways. Knights of Labor: A broad late-nineteenth-century union open to many kinds of workers. American Federation of Labor: A union federation organised mainly by skilled craft. Strikes: Organised refusals to work, used to press employers. cities: Large urban centres that grew with factories and newcomers. southern and eastern Europe: The regions that supplied many immigrants around 1900. Chinese Exclusion Act: The 1882 law that barred most Chinese labourers from immigrating. political machines: Party organisations that traded services for votes in cities. managers: Salaried staff who directed work inside large firms. clerical workers: Office employees who kept records and correspondence. buttressed and challenged: Both supported an existing order and put it under pressure. Gospel of Wealth: The argument that the rich should use their fortunes for the public good. moral obligation: A duty claimed on ethical grounds, not only by law. patronage: Giving government jobs to political supporters. People's (Populist) Party: A late-nineteenth-century party of farmers and workers demanding economic reform. citizenship: Legal membership in the nation, with the rights that membership carries.

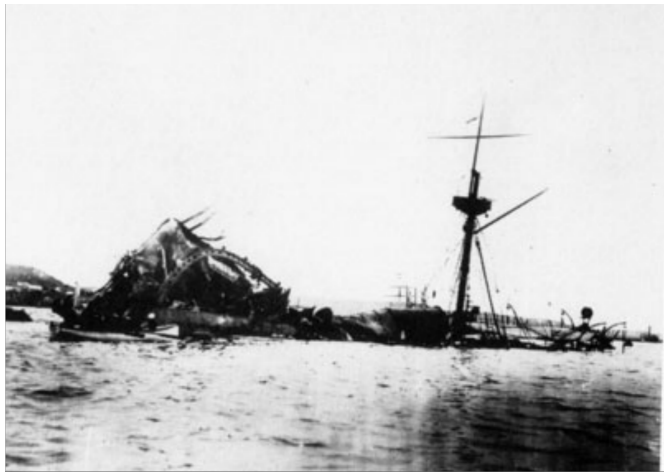
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Period 7: 1890-1945

AP United States History

Imperialism and the Spanish-American War

Why it matters. In 1890 the United States army was smaller than Bulgaria's, and the federal government already regulated banking and railroads but played a much smaller economic role than it would by 1945. By 1945 the United States had built the atomic bomb, ran a federal budget about thirty times its 1929 size in nominal dollars, paid pensions to the elderly, and had more than twelve million people in uniform. How a smaller federal state and a nation that avoided foreign alliances became the strongest power on earth - and the arguments at every step - is the story of this period.



The wreck of the battleship USS Maine in Havana harbour, 1898: yellow journalism blamed Spain before the cause was known

Period 7 runs from **1890** to **1945**. Three storylines run through it: the growth of federal power in the economy, the rise of mass culture and the arguments it provoked, and the country's move to global power.

New **territorial ambitions** 领土野心 grew from a search for markets, naval strategy, and beliefs about national mission. Victory in the **Spanish-American War** 美西战争 gave the United States overseas possessions and forced a genuine argument.

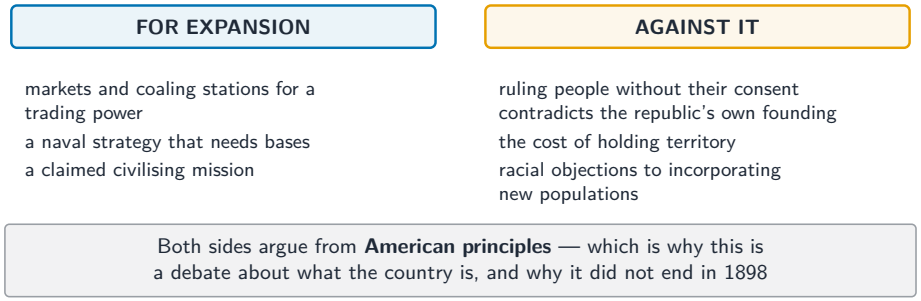
The **imperialism debate** 帝国主义之争 is the examinable point: supporters argued for markets, strategic bases, and a civilising mission; opponents argued that ruling people without their consent contradicted the country's founding principles, and some argued on racial or economic grounds. Both positions must appear in a strong answer.

The events: the battleship USS *Maine* exploded in Havana harbour (February 1898), and sensational **yellow journalism** 黄色新闻 blamed Spain. Major fighting lasted

under four months; the peace treaty was signed in December 1898. The United States annexed Hawaii (1898) and took Puerto Rico, Guam and the Philippines, paying Spain $20 million. Filipinos who had fought Spain for independence then fought the United States in the **Philippine-American War** 美菲战争 (1899-1902), in which about 200,000 Filipino civilians died. The **Anti-Imperialist League** 反帝国主义联盟, whose members included Mark Twain and Andrew Carnegie, opposed annexation.

Foreign policy after 1898 used different tools in different places:

- **Asia:** the **Open Door** 门户开放 notes (1899-1900) asked all powers to allow equal trade in China.
- **Latin America:** the U.S. helped Panama break away from Colombia (1903) and built the **Panama Canal** 巴拿马运河 (opened 1914). The **Roosevelt Corollary** 罗斯福推论 (1904) to the Monroe Doctrine claimed a right to intervene in Latin American countries that failed to pay their debts - "speak softly and carry a big stick". Taft's "dollar diplomacy" stressed investment, backed at times by military intervention; Wilson sent troops into Mexico (1914, 1916) and occupied Haiti (1915).



The debate over empire: both sides argue from American principles

The Progressive Era

The United States continued its transition from a rural, agricultural economy to an **urban, industrial** 城市工业化 one, and **Progressives** 进步主义者 responded to the problems that came with it.

Try it – compare reform approaches. Teacher-written cases grounded in CED Topic 7.4: A journalist exposes political corruption and calls for action. A reformer wants professional experts to make government more efficient. Another wants voters to participate more directly in political decisions. Identify each approach. Do the last two give ordinary voters the same role? Explain a shared reform aim and a difference in method.

Worked comparison. Journalists exposed corruption, social injustice and inequality, creating pressure for change. Expert administration emphasised **expertise and evidence** 专业知识与证据 to diagnose problems and improve efficiency. Reform of **politics itself** 政治改革 could expand voter participation through direct primaries, initiatives, referendums and direct election of senators. Both sought better government, but expert administration and greater voter participation assigned authority differently. Progressives did not follow one fixed sequence.

Document practice – adapted from 2019 AP US History DBQ, Document 2. Paraphrase, not a quotation: in a 1902 speech, President Theodore Roosevelt treated corporations as creations of the state and argued that government had a right and duty to supervise them when they caused harm. He recognised that corporations could also do useful work. Identify the proposed government role. Does this support abolishing every corporation? Does the speech alone prove regulation was enacted and enforced?

Worked reading. Roosevelt advocated public supervision, not elimination of every corporation. Roosevelt used corporations' dependence on state authority to justify public supervision, challenging entirely private control. A speech establishes an expressed position; laws, enforcement and effects require further evidence. This is practice with one document, not a complete answer to the 2019 DBQ on political change, 1890–1920, and implies no score.

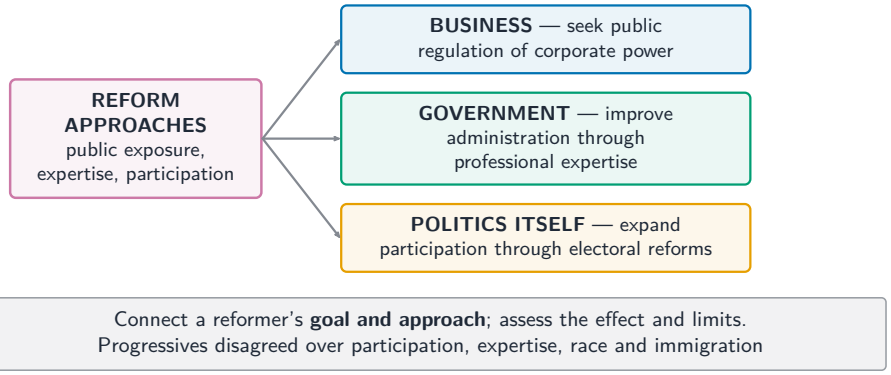
How the DBQ is marked. The **document-based question** 文献分析题 (DBQ) gives seven documents and is marked out of 7: a thesis (1), contextualisation (1), evidence from the documents (up to 2: describe at least three, or use at least four to support an argument), evidence beyond the documents (1), and analysis (up to 2: **sourcing** 来源分析 for at least two documents, and complexity). Sourcing means explaining how the document's **historical situation**, **intended audience**, **purpose** or **point of view** shapes what it says, and why that matters for your argument.

Worked sourcing for the Roosevelt document. Weak: *"Roosevelt was the president, so this is a reliable source."* That names the author but does not explain how his position shapes the speech. Stronger, using **purpose**: *"As president, Roosevelt wanted public support for federal action against the largest trusts without being seen as an enemy of business, which explains why he balances the duty to supervise corporations with praise for the useful work they do."* Or using **historical situation**: *"Roosevelt spoke after a wave of mergers had created giant firms such as U.S. Steel (1901), and in the year his government brought the Northern Securities case, so his argument for supervision answers a new concentration of corporate power."* Each version says what the feature is **and** how it explains the content.

Progressives were divided over many issues. Some supported Southern segregation; others ignored it. They also disagreed over immigration restriction. Reform did not mean a shared commitment to equal rights. Name the pieces:

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- **Muckrakers** 揭发黑幕者: Ida Tarbell exposed Standard Oil; Lincoln Steffens exposed city corruption; Upton Sinclair's *The Jungle* (1906) on Chicago meatpacking led directly to the **Meat Inspection Act** and the **Pure Food and Drug Act** (1906).
- **Theodore Roosevelt** 西奥多 · 罗斯福 (1901-09) offered a "Square Deal", used the Sherman Act against the Northern Securities railroad trust (1904), and settled a coal strike (1902) by threatening to take over the mines. He and Gifford Pinchot favoured **conservation** 资源保护 - managing forests and water for wise use - while John Muir argued for **preservation** of wilderness for its own sake.
- **Woodrow Wilson** 威尔逊 (1913-21) offered "New Freedom": the **Federal Reserve** 联邦储备系统 (1913) to manage the money supply, the Clayton Antitrust Act (1914), which sought to protect unions from antitrust action, though courts interpreted its protections narrowly, and the Federal Trade Commission (1914).
- **Amendments:** the 16th (1913) federal income tax; the 17th (1913) direct election of senators; the 18th (1919) **prohibition** of alcohol; the 19th (1920) women's suffrage, won by Carrie Chapman Catt's moderate campaign and Alice Paul's more militant one.
- States adopted the initiative, referendum, recall and direct primary, led by Wisconsin governor Robert La Follette. After the **Triangle Shirtwaist fire** 三角内衣厂火灾 (1911) killed 146 garment workers, New York passed factory-safety laws.
- African American leaders founded the **NAACP** 全国有色人种协进会 (1909); W. E. B. Du Bois demanded full civil and political rights at once, against Booker T. Washington's gradualism. National reform efforts included economic regulation, expanding democracy and moral reform, including constitutional amendments concerning prohibition and women's suffrage.



Progressive reform used varied approaches directed at business, administration and political participation

World War I and Its Aftermath

Entry into the **First World War** 第一次世界大战 mobilised the economy and expanded federal power, but it also **intensified debates about the nation's role in the world** and about civil liberties at home, where dissent was prosecuted.

The United States stayed neutral until Germany resumed **unrestricted submarine warfare** and the **Zimmermann Telegram** 齐默尔曼电报 revealed a German offer to help Mexico regain lost territory; Congress declared war in April 1917. At home, the War Industries Board directed production, the Committee on Public Information produced propaganda, and the **Espionage Act** 间谍法 (1917) and Sedition Act (1918) punished criticism of the war: Eugene Debs was jailed for an anti-war speech, and in *Schenck v. United States* (1919) the Supreme Court upheld such limits on speech that created a "clear and present danger". After the war the **Red Scare** 红色恐慌 (1919-20) brought the Palmer Raids, in which thousands of suspected radicals, many of them immigrants, were arrested and hundreds deported.

Wilson's **Fourteen Points** 十四点和平原则 (1918) called for open diplomacy, free trade, national self-determination and a **League of Nations** 国际联盟. The Senate, led by Henry Cabot Lodge, rejected the Treaty of Versailles, fearing the League would draw the country into future wars without Congress's consent.

The war triggered the **Great Migration** 大迁徙, as African Americans moved north for wartime industrial jobs, reshaping northern cities and politics.

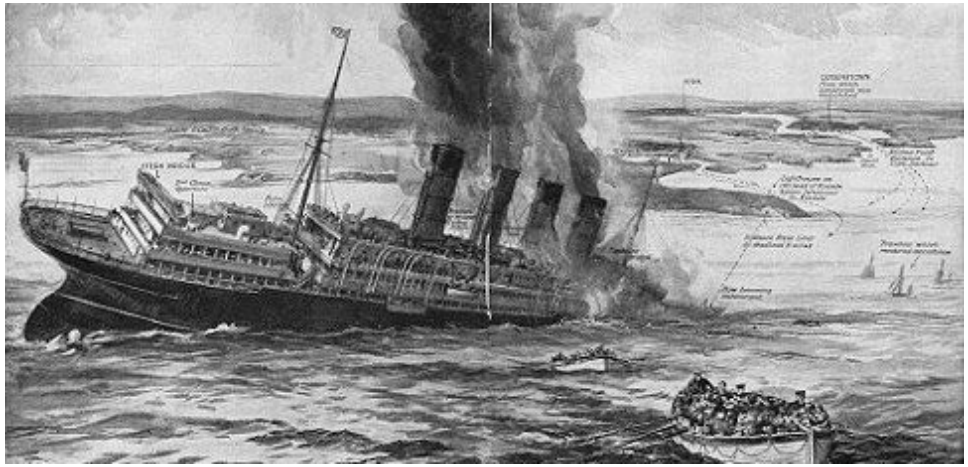
Roughly half a million African Americans moved north between 1915 and 1920, and over a million more in the 1920s, leaving sharecropping, Jim Crow and lynching for factory jobs in Chicago, Detroit and New York. They met violence there too: race riots broke out in East St Louis (1917) and Chicago (1919), and in Tulsa (1921) a white mob destroyed the prosperous Black district of Greenwood.

Afterwards the United States pursued a **unilateral foreign policy** 单边外交政策 - rejecting the League of Nations while remaining economically engaged abroad.

Examples: the Washington Naval Conference (1921-22) limited warship building; the Dawes Plan (1924) lent money so Germany could pay reparations; and the Kellogg-Briand Pact (1928) renounced war - with no means of enforcement.

Modelled LEQ thesis for *"how U.S. foreign policy responded to changes in the world, 1890-1930"*: *"The United States responded to a world of rival empires by becoming one itself after 1898 and by using military intervention to dominate the Caribbean, but after the destruction of the First World War it turned to a unilateral policy, rejecting the League of Nations while still shaping the world through trade, loans and disarmament treaties."*

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The sinking of the Lusitania, 1915, which turned American opinion against Germany

The 1920s: Mass Culture and Backlash

Innovations in communication and technology - radio, film, mass-circulation magazines, and the automobile - contributed to the growth of **mass culture** 大众文化, which increasingly set national tastes.

The same decade produced **sharp divisions** 尖锐分歧 over what the country should be:

- **Immigration restriction** 移民限制 through national-origins quotas.
- Conflict over **religion and science**, and over **prohibition** 禁酒令.
- A revived **Ku Klux Klan** 三 K 党 and organised nativism.
- The **Harlem Renaissance** 哈莱姆文艺复兴 and the "New Woman" as assertions of new cultural identities.

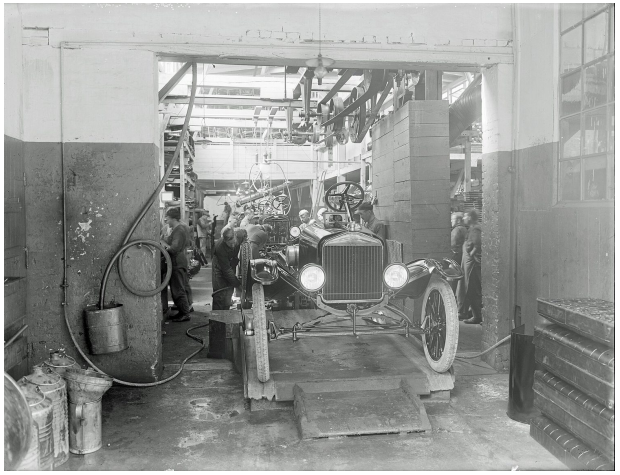
The details: the **Immigration Act of 1924** 1924 年移民法 set quotas at 2 per cent of each nationality living in the U.S. in 1890, cutting migration from southern and eastern Europe and banning almost all Asian immigration. The **Scopes trial** 斯科普斯案 (1925) tried a Tennessee teacher for teaching evolution - a clash between modernism and religious **fundamentalism** 原教旨主义. The 1921 trial and 1927 executions of the Italian anarchists Sacco and Vanzetti showed fear of immigrants and radicals. Prohibition led to illegal bars (speakeasies) and organised crime, and was repealed by the 21st Amendment (1933). The revived Klan had perhaps several million members in the mid-1920s, in the North as well as the South. Marcus Garvey's Universal Negro Improvement Association urged Black pride and economic independence, and Langston Hughes and Zora Neale Hurston wrote at the centre of the Harlem Renaissance.

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A NATIONAL MASS CULTURE	AND THE REACTION TO IT
radio, film and the car new roles and freedoms for women the **Harlem Renaissance**	**immigration restriction** religion against science; **prohibition** the revived **Ku Klux Klan**

One decade, not two halves. The **sharp divisions** are the answer to a 1920s prompt — naming only the jazz or only the Klan answers half of it

One decade with two faces: the new mass culture and the reaction against it



Ford's moving assembly line, 1913: mass production of the Model T



New York in the 1920s: the census of 1920 first counted more Americans in urban than rural areas

Depression and the New Deal

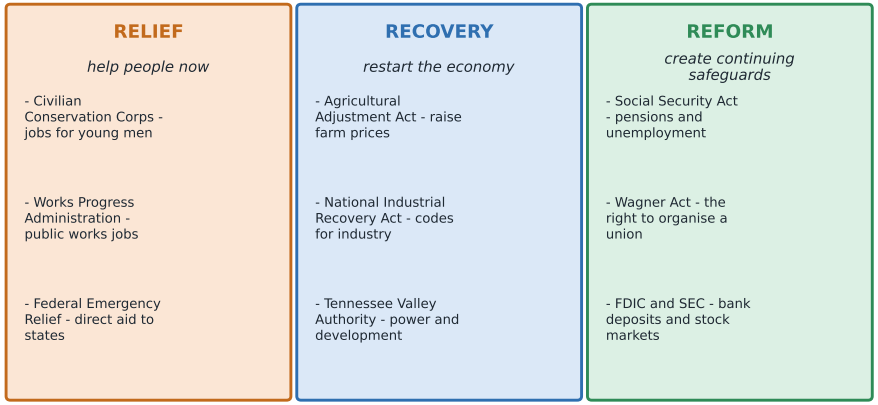
The **Great Depression** 大萧条 brought mass unemployment and social dislocation. **Franklin Roosevelt's New Deal** 罗斯福新政 used government power to provide **relief** 救济, stimulate **recovery** 复苏 and pursue **reform** 改革.

The stock market crashed in October 1929; by 1933 about a quarter of workers were unemployed and thousands of banks had failed. President Hoover relied mainly on voluntary action and limited loans, and was blamed. Roosevelt's first hundred days (1933) brought a bank holiday, the Civilian Conservation Corps, the Tennessee Valley Authority and the **FDIC** 联邦存款保险公司. The Second New Deal (1935) added the **Social Security Act** 社会保障法 and the **Wagner Act** 瓦格纳法, which protected workers' right to join unions and bargain collectively; union membership roughly tripled by 1940. The Indian Reorganization Act (1934) ended the Dawes allotment policy. At the same time, local governments pushed hundreds of thousands of Mexicans and Mexican Americans, many of them U.S. citizens, to "repatriate" to Mexico.

Try it – explain programme functions. Teaching summaries: A, the Works Progress Administration employed people on public projects. B, the Agricultural Adjustment Act sought higher farm prices by reducing crop production. C, federal deposit insurance protected covered deposits when an insured bank failed. Match each to relief, recovery or reform, explaining its function. Could an employment programme also help recovery?

Worked purposes. A provided relief through income from work; spending could also support economic activity, so purposes could overlap. B aimed at recovery by reducing output to raise farm prices and improve farmers' incomes. C reformed the financial system through a continuing safeguard for covered deposits. It was not a promise to prevent every future crisis. Sorting agencies alone neither demonstrates success nor makes an argument.

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Explain the programme's function and assess its effects rather than treating these categories as exclusive.

Radical, union, and populist movements pushed Roosevelt toward more extensive measures. Conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. Senator **Huey Long** 休伊·朗 of Louisiana proposed "Share Our Wealth", taxing the rich to give every family a basic income; Father Charles Coughlin attacked bankers on the radio; and Dr Francis Townsend campaigned for pensions for the elderly - pressure that helped produce Social Security. On the other side, the Supreme Court struck down the National Recovery Administration (1935), and Roosevelt's 1937 plan to add justices - **court-packing** 法院填塞计划 - failed in Congress and cost him support. Broader action and opposition both shaped contested policies; avoid a single-cause explanation.

Try it – judge effects. Teaching evidence paraphrased from CED Topic 7.10: the New Deal did not end the Depression, but left reforms and regulatory agencies and helped create a lasting political realignment toward the Democratic Party among many ethnic groups, African Americans and working-class communities. Assess the claim that continued depression means the New Deal had no economic or political effects.

Worked judgment. Failure to end the Depression was a limit, not an absence of effects. Relief programmes and lasting safeguards changed government's economic responsibilities. Institutions themselves affected economic life. Political realignment was another lasting effect. Judge a specific purpose with evidence rather than claiming complete success or that nothing changed.



The Dust Bowl in the Texas Panhandle, 1936 - the environmental half of the Depression

The Second World War

Americans viewed the war as a fight for the **survival of freedom and democracy** against fascist aggression.

Congress passed Neutrality Acts (1935-37) to keep out of foreign wars. Roosevelt moved step by step toward Britain: "cash and carry" arms sales (1939), then **Lend-Lease** 租借法案 (March 1941), which supplied Britain and later the Soviet Union. The Japanese attack on **Pearl Harbor** 珍珠港 (7 December 1941) brought the United States into the war.

Mass mobilization 全面动员 helped end the Great Depression, and it changed society:

- Mobilisation and **military service** provided opportunities for **women and minorities** 妇女与少数族裔 to improve their status, though within continued segregation and discrimination.
- Migration from **Mexico** and elsewhere in the Western Hemisphere increased to meet labour demand.
- Japanese Americans were forcibly **interned** 拘禁, the period's clearest case of wartime rights denied.

Specifics: **Executive Order 9066** 第 9066 号行政命令 (1942) removed about 120,000 Japanese Americans, two-thirds of them citizens, from the West Coast to camps; the Supreme Court upheld the exclusion order in *Korematsu v. United States* (1944), rather than ruling on detention itself. The **Bracero Program** 布拉塞洛计划 (1942) brought Mexican workers to American farms. A. Philip Randolph's threat of a march on Washington led Roosevelt to ban discrimination in defence industries (Executive

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Order 8802, 1941); Black newspapers called for a **Double V** 双 V 运动 - victory over fascism abroad and racism at home. About six million women entered the workforce, symbolised by "Rosie the Riveter".

Modelled DBQ thesis for *"beliefs about threats to the United States shaped society, 1917-1945"*: *"Beliefs about threats shaped American society to a great extent, because fear of disloyalty in two world wars and of radicals in between led the government to restrict civil liberties - through the Espionage Act, the Palmer Raids, the 1924 quotas and Japanese American internment - although wartime mobilisation also opened new opportunities for women and African Americans."*

Victory came through **Allied cooperation** 盟国合作, industrial capacity, and technological advantage, ending with the use of atomic weapons against Japan.

The **Manhattan Project** 曼哈顿计划 built the bomb; atomic bombs destroyed Hiroshima (6 August 1945) and Nagasaki (9 August), and Japan surrendered. Truman argued that the bomb saved the lives an invasion would have cost; critics argue Japan was close to surrender and that the bomb was also meant to impress the Soviet Union.



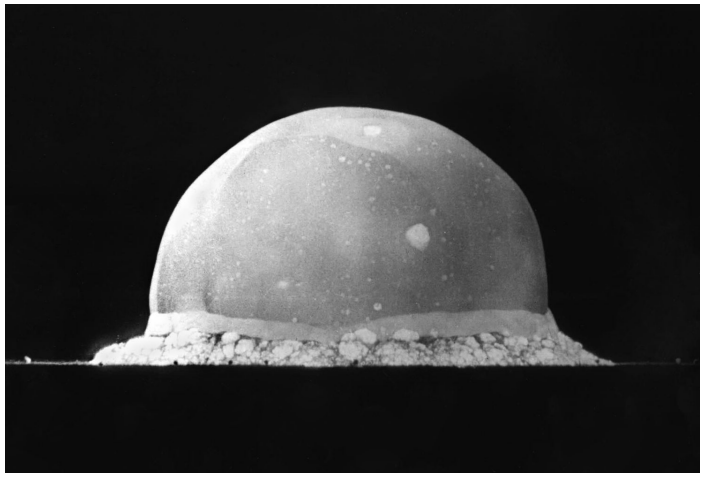
A woman war worker on aircraft production, 1942: the war economy ended the Depression

Postwar Diplomacy

The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and in the occupations that followed, left the United States as the strongest power in the world - and set up the confrontation with the Soviet Union that Period 8 begins with.

At **Yalta** 雅尔塔会议 (February 1945) Roosevelt, Churchill and Stalin agreed on the division of Germany and Soviet entry into the war against Japan; Stalin promised free elections in Eastern Europe that did not happen. The **United Nations** 联合国 was

founded in 1945, this time with full American membership.



The Trinity test, 16 July 1945: the first nuclear explosion, 0.016 s after detonation

Comparison in Period 7

Comparison is one useful reasoning skill for this period. Compare Progressive-era reform and the New Deal through their contexts, goals, government action and limits, using specific evidence.

	Progressive era (c. 1900–1917)	New Deal (1933–1939)
context	industrial abuses, urban corruption, trusts	Great Depression, mass unemployment
goals	regulate, clean up, expose (muckrakers)	relief, recovery, reform
action	Meat Inspection Act, trust-busting, 17th Amendment	WPA jobs, Social Security, Wagner Act
limits	little for Black Americans; often local and state	programmes excluded farm and domestic workers

Progressive reform and the New Deal compared

Exam transfer – 2024 AP US History, Set 2, short-answer Q4(c), paraphrased. Explain how one development from 1900 to 1940 contributed to government involvement in the economy. Try either corporate growth and Progressive regulation or the Great Depression and New Deal relief. Explain how the development prompted a particular response; a sequence alone does not explain causation.

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Teacher-written model. Mass unemployment during the Great Depression created demand for help that expanded federal involvement in the economy. New Deal employment programmes such as the WPA provided paid work on public projects to people needing income.

Why this fits. The official scheme accepts the Great Depression contributing to the New Deal. The model explains a need and a government response within the dates. Providing relief does not prove a programme ended the Depression. This is our Q4(c) model, not an official sample or a guarantee of credit.

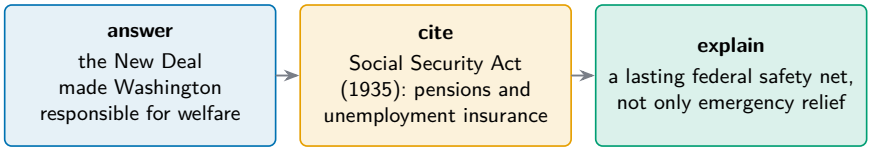
Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.

> Answer (a), (b) and (c).
>
> (a) Briefly describe ONE reform achieved during the Progressive Era.
>
> (b) Briefly explain ONE reason the United States entered the First World War.
>
> (c) Briefly describe ONE way the New Deal changed the role of the federal government.

Model answer.

- (a) The Pure Food and Drug Act (1906) gave the federal government power to regulate the safety and labelling of food and medicine.
- (b) Germany's unrestricted submarine warfare, which sank American ships, together with the Zimmermann Telegram (1917), turned opinion toward war.
- (c) The Social Security Act (1935) made the federal government responsible for pensions and unemployment insurance, creating a lasting safety net.



Answer, cite, explain

Exam tips

- When asked to compare imperialist and anti-imperialist positions, explain **both** with relevant evidence.
- Compare Progressive goals, approaches and limits; reformers disagreed about participation, expertise, race and immigration.
- Sort New Deal programmes by **relief, recovery, reform**. Explain their functions, overlapping purposes and effects.
- State the CED's verdict directly: the New Deal did **not** end the Depression but left a lasting legacy.
- Wartime opportunity for **women and minorities** was real *and* limited. Use relevant evidence; acknowledging a limit alone does not guarantee complexity.
- Match evidence to the prompt and dates; explain a causal connection in Q4(c).

Common mistakes.

- Writing that the New Deal ended the Depression. War spending did; unemployment was still about 15 per cent in 1940.
- Treating all Progressives as supporters of equal rights. Many supported segregation and immigration restriction.
- Mixing up conservation (Pinchot: wise use) and preservation (Muir: keep it wild).
- Saying the United States was isolationist in the 1920s. It rejected the League but stayed active through trade, loans and treaties.
- Describing the Great Migration as caused only by "push" factors. Wartime factory jobs in the North were the main "pull".

Practice.

1. Briefly describe ONE political debate in the United States between 1910 and 1929.
2. Briefly describe ONE way economic development influenced migration within the United States from 1890 to 1945.
3. Briefly explain how ONE group responded to debates about the federal government from 1900 to 1945.
4. Briefly describe ONE effect of the New Deal from 1932 to 1945.
5. Briefly explain ONE way the Second World War changed opportunities for women or minorities.

Answers.

1. Americans debated joining the League of Nations; Wilson supported it, but the Senate rejected the Treaty of Versailles in 1919-20.
2. Wartime factory jobs in northern cities drew about half a million African Americans north between 1915 and 1920 in the Great Migration.
3. Huey Long's "Share Our Wealth" movement demanded more radical federal redistribution than the New Deal, pushing Roosevelt toward Social Security.
4. The Wagner Act (1935) protected the right to join unions, and union membership roughly tripled by 1940.
5. A. Philip Randolph's pressure led to Executive Order 8802 (1941), banning discrimination in defence industries, opening factory jobs to African Americans.

Vocabulary card meanings

territorial ambitions: Aims to control land beyond the existing borders. Spanish-American War: The 1898 war in which the United States took overseas possessions from Spain. imperialism debate: The argument over whether the United States should rule other peoples. urban, industrial: A society organised around cities and factory production. Progressives: Reformers who used expertise and government to address industrial problems. expertise and evidence: Specialist knowledge and facts, which Progressives trusted as guides to policy. politics itself: The workings of parties and government, which some reformers tried to clean up. First World War: The 1914-18 war that the United States entered in 1917. Great Migration: The early-twentieth-century movement of African Americans out of the South to cities in the North and the West. unilateral foreign policy: Acting abroad without binding the country to allies. mass culture: Entertainment and goods shared by a wide public, such as radio and film. sharp divisions: Deep splits over immigration, race, religion, and modern life. Immigration restriction: Laws that sharply limited who could enter the country. prohibition: The constitutional ban on the manufacture and sale of alcohol. Ku Klux Klan: A white supremacist organisation revived in the 1920s with a broader list of targets. Harlem Renaissance: A flowering of African American art and literature centred in New York. Franklin Roosevelt's New Deal: The 1930s programmes of relief, recovery, and reform during the Depression. relief: Immediate help for people without income. reform: Lasting changes to the rules of banking, labour, and welfare. Mass mobilization: Putting the whole economy and population onto a war footing. women and minorities: Groups whose wartime work and service changed, without ending inequality. interned: Forced into camps, as Japanese Americans were during the Second World War. Allied cooperation: Joint strategy among the United States, Britain, the Soviet Union, and others.

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Period 8: 1945-1980

AP United States History

The Cold War, 1945 to 1980

Why it matters. In September 1957 nine Black teenagers tried to enter Central High School in Little Rock, Arkansas, and the governor sent the state's National Guard to keep them out. President Eisenhower, who had little enthusiasm for civil rights, sent the 101st Airborne Division to escort them in - partly because the Soviet Union was using pictures of the mob to tell the world that American democracy was a lie. Nine days after the students entered under army escort, the Soviets launched Sputnik. The Cold War abroad and the struggle for rights at home were not separate stories; each kept changing the other.

Period 8 runs from **1945** to **1980**. Two arguments dominate it: how far the United States should go to contain communism abroad, and how far the federal government should go to guarantee rights and welfare at home. They are connected, because both are arguments about the reach of national power.

The **Cold War** 冷战 began as wartime cooperation collapsed into rivalry with the Soviet Union. American policy settled on **containment** 遏制 - preventing the spread of communism rather than attempting to remove it - expressed through the **Truman Doctrine** 杜鲁门主义, the **Marshall Plan** 马歇尔计划, and **NATO** 北约.

The idea came from the diplomat George Kennan's "Long Telegram" (1946). The **Truman Doctrine** (1947) promised aid to "free peoples" resisting communism, beginning with $400 million for Greece and Turkey. The **Marshall Plan** (1948) gave about $13 billion to rebuild Western Europe. When the Soviets blocked land routes to West Berlin, the **Berlin Airlift** 柏林空运 (1948-49) flew in supplies for almost a year. NATO (1949) was the country's first peacetime military alliance outside the Western Hemisphere. Then, in 1949, the Soviet Union tested an atomic bomb and Mao Zedong's communists won the Chinese civil war; the National Security Council's report **NSC-68** (1950) called for a massive military build-up.

Containment then produced commitments the country had not anticipated: the **Korean War** 朝鲜战争, a permanent peacetime military establishment, an **arms race** 军备竞赛, and the **space race** 太空竞赛.

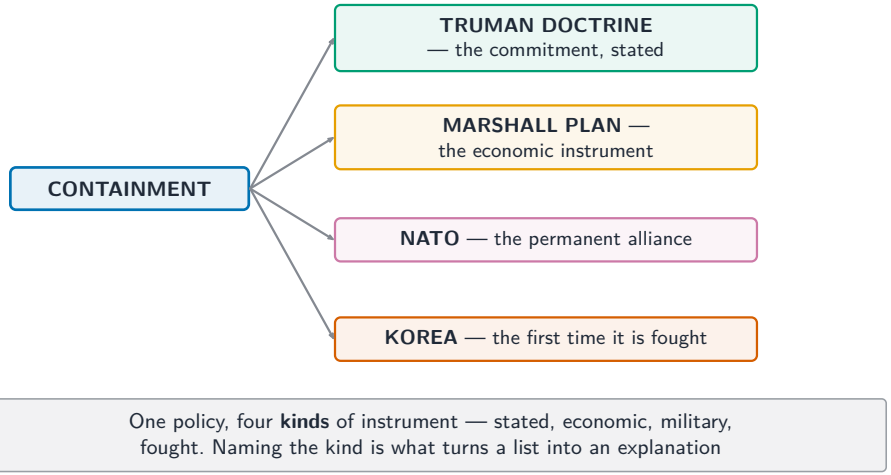
The landmarks:

- **Korea** (1950-53): Truman sent troops under UN authority when North Korea invaded the South; he fired General MacArthur for demanding war on China. The war ended in an armistice near the original border - containment, not victory.
- **Eisenhower** (1953-61): "massive retaliation" relied on nuclear weapons; the CIA helped overthrow elected governments in Iran (1953) and Guatemala (1954); the **domino theory** 多米诺理论 justified aid to South Vietnam. In his Farewell Address (1961) he warned of a "military-industrial complex".

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- **Sputnik** (1957) led to NASA and the National Defense Education Act (1958), which funded science and language teaching.
- **Kennedy** (1961-63): the failed Bay of Pigs invasion of Cuba (1961), then the **Cuban Missile Crisis** 古巴导弹危机 (1962), when Soviet missiles in Cuba brought the world close to nuclear war until the Soviets withdrew them.
- **Détente** 缓和 under Nixon: a visit to China (1972) and the SALT I agreements with the Soviets limiting strategic nuclear arms (1972).
- **Carter** (1977-81) emphasised human rights and brokered the Camp David Accords (1978) between Egypt and Israel, but faced the Iranian hostage crisis (1979-81) and the Soviet invasion of Afghanistan (1979).

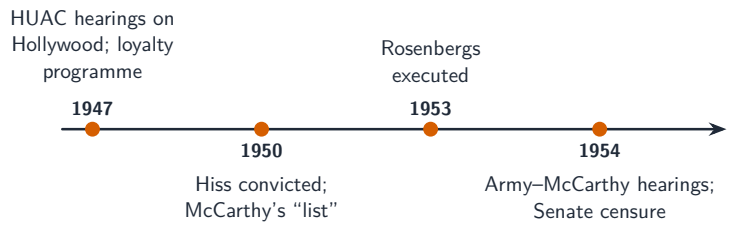
Modelled LEQ thesis for *"national security concerns and changes in foreign policy, 1945-1991"* (to 1980): *"Concerns about national security drove a fundamental change in U.S. foreign policy, from avoiding permanent alliances to containment backed by NATO, the Marshall Plan and nuclear deterrence; but after the costs of Vietnam the same concerns produced détente with China and the Soviet Union, showing that security fears shaped the methods of foreign policy as much as its goals."*



One policy, four kinds of instrument - stated, economic, military, fought

The Red Scare at Home

Fear of communism reshaped domestic politics. **Loyalty programmes** 忠诚审查, congressional investigations, and **McCarthyism** 麦卡锡主义 targeted suspected communists in government, universities, unions, and the entertainment industry.



real espionage cases fed a fear that reached far beyond them

The Second Red Scare

The House Un-American Activities Committee investigated Hollywood (1947), and the "Hollywood Ten" who refused to answer were jailed and blacklisted. Real espionage cases fed the fear: the State Department official Alger Hiss was convicted of perjury (1950), and Julius and Ethel Rosenberg were executed in 1953 after convictions for conspiracy to commit espionage for the Soviet Union. Senator Joseph McCarthy claimed in 1950 to have a list of communists in the State Department; after televised hearings in which he attacked the army (1954), the Senate censured him.

The examinable point is the **cost to civil liberties** 公民自由的代价: accusation often functioned as proof, and the fear narrowed the range of acceptable political debate for a decade.

Prosperity and Its Discontents

The postwar economy grew strongly. Federal spending on defence, highways, and the **GI Bill** 退伍军人权利法 supported home ownership and higher education, and the population moved to the **suburbs** 郊区 and to the **Sun Belt** 阳光地带.



Levittown, Pennsylvania, in the 1950s: mass-produced suburban houses on curving streets

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Mass-produced suburbs such as Levittown, New York (from 1947), offered cheap houses to veterans; the Interstate Highway Act (1956) authorised a 41,000-mile network that expanded road transport and suburban commuting; and the **baby boom** 婴儿潮 raised the birth rate until the early 1960s. Defence plants, military bases, air conditioning and cheap land drew people and jobs to the **Sun Belt** of the South and West, while the industrial cities of the Northeast and Midwest - later called the **Rust Belt** 铁锈地带 - lost factories from the 1970s. *Similarity:* both regions were reshaped by federal spending and the national market. *Difference:* the Sun Belt gained population and political power; the Rust Belt lost jobs and tax base.

Culture changed with it: mass consumption, television, and a distinct **youth culture** 青年文化 with its own music and markets.

Prosperity was uneven. Suburban growth was frequently closed to African Americans by law and practice, - federal mortgage agencies refused loans in Black neighbourhoods, a practice called **redlining** 红线政策 - cities lost tax base and jobs, and **poverty** 贫困 persisted in ways the decade's self-image obscured - which is what later reform movements responded to.

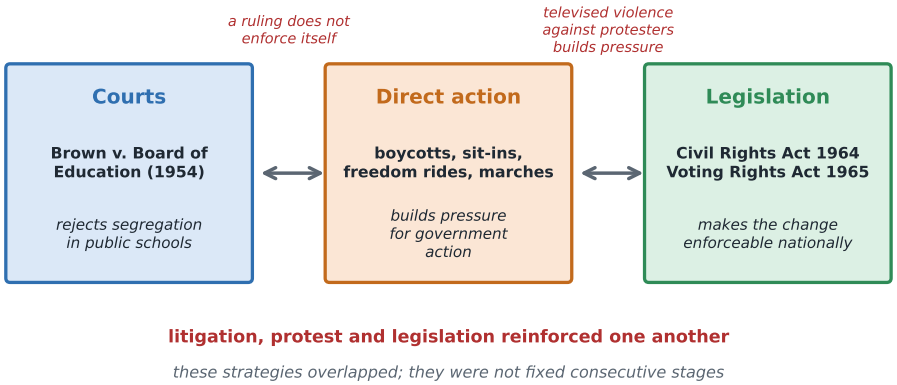
Critics named the problems: Michael Harrington's *The Other America* (1962) described 40-50 million poor Americans, and Betty Friedan's *The Feminine Mystique* (1963) described the frustration of educated suburban housewives. The Beat writers and, later, the **counterculture** 反主流文化 of the 1960s rejected conformity and consumerism.

THE BOOM	AND WHO WAS OUTSIDE IT
the **GI Bill** — education and mortgages	poverty concentrated where
the **suburbs** and the **Sun Belt**	the boom did not reach
a youth culture with money of its own	inner cities and rural regions left behind
	benefits distributed unequally by race

The boom is the **context** for the 1960s, not a separate topic: the War on Poverty is aimed at the right-hand column

The postwar boom and who was left outside it - the context for the politics of the 1960s

The Civil Rights Movement



Litigation, direct action and legislation overlapped and reinforced one another; they were not fixed consecutive stages



Part of the Woolworth's lunch counter in Greensboro, North Carolina, where the 1960 sit-ins began, now in a museum

Legal challenges through the **courts** 法院 were one important strategy in the 1940s and 1950s, alongside organising, direct action and pressure on the executive. Legal strategy produced **Brown v. Board of Education** 布朗诉教育委员会案, which held segregated schooling unconstitutional and stripped away the legal basis of segregation.

Earlier steps: Jackie Robinson joined baseball's major leagues (1947), and Truman desegregated the armed forces by executive order (1948). Thurgood Marshall argued

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Brown (1954) for the NAACP; the Court ruled that "separate educational facilities are inherently unequal", rejecting *Plessy*'s separate-but-equal doctrine in public education. Southern politicians answered with "massive resistance", which is why Little Rock (1957) needed federal troops.

Court victories did not enforce themselves. Activists combined litigation with **direct action** 直接行动: the Montgomery bus boycott, sit-ins, freedom rides, and mass marches, organised through churches and student groups and grounded in **nonviolent protest** 非暴力抗议.

The sequence: Rosa Parks's arrest led to the **Montgomery bus boycott** 蒙哥马利公交抵制运动 (1955-56), which made **Martin Luther King Jr.** 马丁·路德·金 a national leader; students at Greensboro, North Carolina, began lunch-counter **sit-ins** 静坐抗议 (1960) and formed SNCC; the **Freedom Rides** (1961) tested desegregated interstate buses; police dogs and fire hoses used on children in **Birmingham** (1963) were shown on television; 250,000 people joined the **March on Washington** (1963), where King gave his "I Have a Dream" speech; and state troopers beat marchers at **Selma** (1965).

Sustained pressure and televised violence against protesters produced **legislation** 立法: the **Civil Rights Act of 1964** 1964 年民权法 and the **Voting Rights Act of 1965** 1965 年选举权法.

The movement then **expanded** 扩展: later activists raised questions of economic inequality, housing, and policing, and some rejected nonviolence and integration in favour of **Black Power** 黑人权力. Malcolm X urged Black self-defence and pride; riots in Watts, Los Angeles (1965) and many other cities followed; the Black Panther Party (1966) organised armed patrols and free breakfast programmes; and King was assassinated in 1968, the year Congress passed the Fair Housing Act. Its example also shaped movements by women, Latinos, American Indians, and others.

- **Latinos: César Chávez** 查韦斯 and Dolores Huerta organised the United Farm Workers, whose grape boycott (1965-70) won contracts for farmworkers.
- **American Indians:** Indians of All Tribes occupied Alcatraz (1969-71), while the **American Indian Movement** 美国印第安人运动 joined the Wounded Knee occupation (1973), and Congress moved from "termination" toward tribal self-determination (1975).
- **Gay rights:** the **Stonewall** 石墙事件 uprising in New York (1969) energised a national movement that had earlier organisations such as the Mattachine Society.
- **Women:** the National Organization for Women (1966), **Title IX** 第九条 (1972) banning sex discrimination in federally funded education, and ***Roe v. Wade*** (1973), which legalised abortion.

The Supreme Court under Earl Warren also expanded rights: *Gideon v. Wainwright* (1963) guaranteed appointed counsel to indigent defendants in state felony cases, and *Miranda v. Arizona* (1966) required warnings about rights before custodial interrogation.

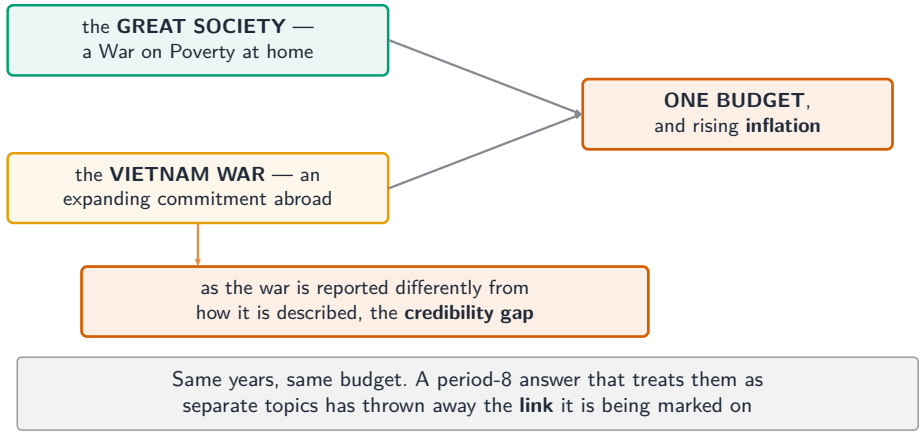
Modelled LEQ thesis for *"civil rights activism and government action, 1940-1980"*: *"Civil rights activism contributed greatly to changes in government action, because litigation won Brown v. Board and televised nonviolent protest at Birmingham and Selma pressed Congress into the Civil Rights Act of 1964 and the Voting Rights Act of 1965; yet Cold War competition for world opinion also pushed presidents to act, and activism met limits when it turned to housing and economic inequality."*

The Great Society and the Vietnam War

The **Great Society** 伟大社会 extended federal responsibility furthest since the New Deal: Medicare and Medicaid, federal aid to education, and the **War on Poverty** 向贫困宣战.

The **Vietnam War** 越南战争 grew out of containment and consumed the same presidency. Escalation without decisive results produced a large **antiwar movement** 反战运动, deep political division, and a **credibility gap** 信任鸿沟 between government statements and reported reality. Defeat abroad and disillusion at home weakened confidence in federal power just as its domestic role peaked.

The steps: after a reported attack on U.S. ships, Congress passed the **Gulf of Tonkin Resolution** 东京湾决议 (1964), giving Johnson broad power to fight; troop numbers reached about 540,000 by 1968. The **Tet Offensive** 春节攻势 (1968), a surprise attack on South Vietnam's cities, was a military defeat for the communists but convinced many Americans the war could not be won, and Johnson chose not to run again. Nixon's **Vietnamization** 越南化 withdrew U.S. troops while expanding bombing into Cambodia; National Guard troops killed four students at Kent State (1970). The leaked **Pentagon Papers** (1971) showed that officials had misled the public. The Paris Peace Accords (1973) ended U.S. fighting, and Saigon fell in 1975. Congress responded with the **War Powers Act** 战争权力法 (1973), limiting a president's power to send troops without its approval, and the 26th Amendment (1971) lowered the voting age to 18.



The Great Society and Vietnam drew on one budget in the same years



A C-54 lands at Tempelhof during the Berlin Airlift, 1948–49

Society in Transition

The later part of the period is defined by movements and by limits.

- The **women's movement** 妇女运动 pressed for legal, economic and social equality; the **Equal Rights Amendment** 平等权利修正案 had not gained enough state ratifications by 1980.
- **Environmental** 环境保护 concern grew into federal action on air, water, and endangered species between 1968 and 1980.

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Try it – aim, response and outcome. Teacher-written cases grounded in CED Topics 8.11 and 8.13: A, feminist activists demanded legal, economic and social equality. Congress proposed the ERA in 1972, but enough states had not ratified it by 1980. B, growing concern about pollution helped prompt federal environmental action, including the EPA in 1970. Identify each aim and response. Which case shows that national approval did not complete the proposed change?

Worked comparison. A constitutional amendment required state ratification as well as congressional action. The ERA campaign had not secured that change within this period. The EPA was an operating federal agency bringing environmental responsibilities together. Its creation was a change in government, but not proof pollution had ended. Distinguish aims, responses and outcomes.

Try it – explain a connection. Improve this claim: "People worried about pollution. The EPA opened in 1970." Explain how concern could lead to action and identify evidence needed to judge success.

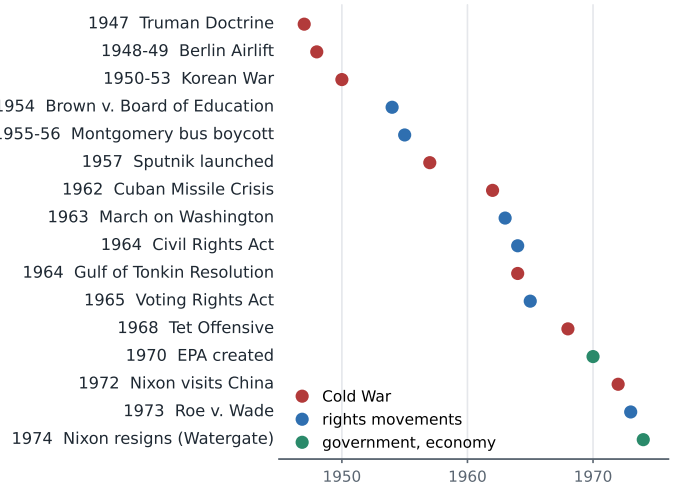
Worked explanation. Pollution problems and accidents helped build public concern and pressure for protection. Officials responded partly by bringing federal responsibilities together in the EPA in 1970. To judge effectiveness, investigate enforcement and changes in pollution. Timing alone does not establish cause; no single accident explains all environmental policy.

- **Immigration** law was reformed in 1965, changing the origins of new arrivals. The **Immigration and Nationality Act of 1965** 1965 年移民与国籍法 ended the national-origins quotas of 1924; immigration from Asia and Latin America grew rapidly afterwards.
- **Conservatism** 保守主义 organised in response to all of it, on taxes, social change, and the size of government - the movement Period 9 opens with.

Economic trouble sharpened everything: **inflation** 通货膨胀, oil shocks, and industrial decline ended the postwar boom.

The Arab oil embargo (1973) quadrupled oil prices; the combination of inflation and unemployment was called **stagflation** 滞胀. The **Watergate** 水门事件 scandal - a cover-up of a break-in at Democratic headquarters - forced Nixon to resign (1974), deepening distrust of government. *Silent Spring* (Rachel Carson, 1962), the first Earth Day (1970) and the Clean Air Act (1970) mark the environmental movement's rise; Phyllis Schlafly's STOP ERA campaign marks the conservative response.

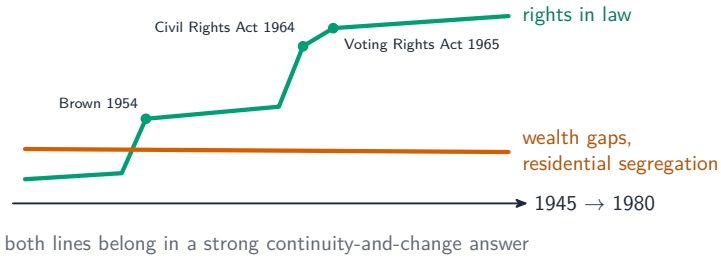
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The Cold War and the rights revolution, 1947-1974: containment crises and civil rights victories in the same years

Continuity and Change in Period 8

One useful reasoning process is **continuity and change**. Rights expanded enormously in law; economic inequality and residential segregation persisted, and both statements belong in a strong answer.



Rights in law rose; inequality persisted

Exam transfer – 2023 AP US History, Set 2, long essay Q4, paraphrased. Evaluate how far civil rights activism contributed to government action from 1940 to 1980. Use the ERA campaign to connect activism with a response and a limit, then contrast another relevant example such as litigation and Brown v. Board of Education. Environmental policy alone would not answer this civil-rights prompt.

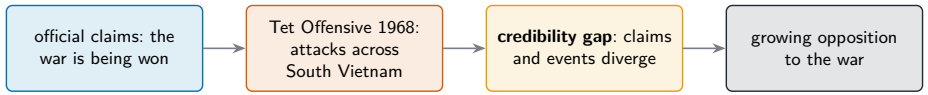
Teacher-written model passage. Women's rights organisations such as NOW

pressed for the ERA. Congress proposed it in 1972, showing a national government response to demands for equality. Yet too few states had ratified it by 1980, so the campaign had not secured the proposed constitutional change within the essay's dates.

Why it fits. The official scheme accepts the ERA campaign as evidence of activism meeting limits at state level. This is one developed example, not a complete essay or official sample. A full essay needs an argument and further developed evidence. A limiting phrase alone does not establish complex understanding or guarantee credit.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.



Tet and the credibility gap

Answer (a), (b) and (c).

(a) Briefly describe ONE way the United States tried to contain communism after 1945.

(b) Briefly describe ONE achievement of the civil rights movement.

(c) Briefly explain ONE reason for growing opposition to the Vietnam War.

Model answer.

- (a) The Marshall Plan (1948) gave billions of dollars to rebuild Western Europe, so that economic hardship would not push those countries toward communism.
- (b) The Civil Rights Act (1964) outlawed segregation in public places and banned discrimination in employment.
- (c) After the Tet Offensive (1968), many Americans no longer believed official claims that the war was being won, the so-called credibility gap.

Exam tips

- Define **containment** precisely - preventing spread, not rollback - and use it to explain Korea and Vietnam as consequences.
- For the Red Scare, the mark is in the **cost to civil liberties**, not in a narrative of accusations.
- Explain how **courts, direct action and legislation** reinforced one another; these strategies overlapped rather than forming fixed stages.
- Say what the **Great Society** actually did (Medicare, Medicaid, education aid) rather than calling it "reforms".

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- Vietnam's domestic effect - **division and the credibility gap** - matters as much as the military outcome.
- On continuity-and-change prompts, pair legal gains with persistent **economic and residential inequality**.

Common mistakes.

- Treating containment as a plan to destroy communism everywhere. It aimed to stop its **spread**.
- Writing that *Brown* desegregated schools. It declared segregation unconstitutional; most southern schools stayed segregated until the late 1960s.
- Telling civil rights as only King's story. Name SNCC students, local organisers such as Rosa Parks, and Thurgood Marshall's lawyers.
- Saying the Tet Offensive was a communist military victory. It was a military defeat but a political turning point.
- Forgetting the conservative reaction (Schlafly, Goldwater, opposition to busing) when evaluating 1960s change.

Practice.

1. Briefly describe ONE United States Cold War policy from 1945 to 1980.
2. Briefly explain ONE difference in how economic development influenced the Sun Belt and the Rust Belt from 1945 to 1980.
3. Briefly explain ONE way civil rights activism led to government action from 1954 to 1968.
4. Briefly explain ONE similarity OR difference in how two groups responded to the Vietnam War.
5. Briefly describe ONE effect of a movement for social change other than the African American civil rights movement from 1960 to 1980.

Answers.

1. The Marshall Plan (1948) gave about $13 billion to rebuild Western Europe so that poverty would not push it toward communism.
2. Defence spending and air conditioning drew people and jobs to the Sun Belt, while northern industrial cities lost factories and population.
3. Televised violence against marchers at Selma (1965) built pressure that helped pass the Voting Rights Act of 1965.
4. Student antiwar protesters demanded withdrawal after the Tet Offensive, while many working-class "hard hat" Americans supported Nixon and the war effort.
5. The women's movement won Title IX (1972), which banned sex discrimination in federally funded education and expanded women's sports.

Vocabulary card meanings

containment: The policy of stopping Soviet power from spreading further. Truman Doctrine: The 1947 pledge to support countries resisting communist pressure. Mar-

shall Plan: Large US economic aid to rebuild Western Europe after the Second World War. Korean War: The 1950-53 war in which the United States fought to stop a communist takeover of the South. arms race: Competition with the Soviet Union to build more nuclear weapons. space race: Competition to achieve firsts in rockets and human spaceflight. Loyalty programmes: Checks that aimed to remove suspected communists from government jobs. McCarthyism: Accusations of disloyalty, often with little evidence, in the early 1950s. cost to civil liberties: The freedoms restricted in the name of anti-communist security. GI Bill: The law that funded education and housing for returning veterans. suburbs: Residential districts built at the edge of cities. Sun Belt: The southern and western states that gained people and jobs after mid-century. youth culture: Styles and music identified with teenagers in the postwar decades. courts: The judicial bodies whose rulings advanced civil rights. direct action: Protests such as sit-ins that confront injustice in person. nonviolent protest: Resistance that refuses to answer force with force. legislation: Statutes passed by Congress, including civil-rights laws. Civil Rights Act of 1964: The law that banned discrimination in public accommodations and employment. Voting Rights Act of 1965: The law that outlawed barriers used to stop Black citizens voting. expanded: Grew to include more people or more programmes. Black Power: A movement stressing racial pride, self-determination, and, for some, separatism. Great Society: Johnson's set of programmes on poverty, education, and health care. War on Poverty: Federal programmes of the 1960s aimed at reducing economic hardship. Vietnam War: The long war in which the United States tried to stop a communist victory in Vietnam. antiwar movement: Public opposition to US fighting in Vietnam. credibility gap: The distance between official claims about the war and what people believed. women's movement: The renewed campaign, from the 1960s, for equality in work, law, and family. Equal Rights Amendment: A proposed constitutional rule against denying rights on account of sex. The 1982 deadline closed without enough state approvals, and later approvals were not certified. Environmental: Concerned with pollution, conservation, and the health of natural systems. Conservatism: A politics of tradition, limited federal programmes, and strong defence.

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Period 9: 1980-Present

AP United States History

Reagan and the Conservative Turn

Why it matters. On the night of 9 November 1989, East German guards opened the gates of the Berlin Wall, and crowds climbed on top of it with hammers. Two years later the Soviet Union no longer existed. Americans who had grown up practising for nuclear attack suddenly lived in a world with one superpower - and with new questions about trade, immigration, terrorism and the size of their own government that are still argued over today.

Period 9 runs from **1980** to the present. It examines continuing debates over government, economic and demographic change, and the United States' role in the world.

The **conservative movement** 保守主义运动 that organised in the 1960s and 1970s came to power with **Ronald Reagan** 里根. Its programme had three strands:

- **Tax cuts** 减税 and **deregulation** 放松管制, on the argument that reducing the burden on business would raise growth - often called **supply-side economics** 供给学派经济学.
- Efforts to reduce domestic government programmes met resistance; **defence spending** 国防开支 increased as part of the **military buildup** 军备扩张.
- Appeals to **social conservatism** 社会保守主义, on religion, family, and law and order.

Who made up the coalition: business conservatives who wanted lower taxes and less regulation; anti-communists; and the **Religious Right** 宗教右翼, organised in groups such as Jerry Falwell's **Moral Majority** 道德多数派 (1979), which opposed abortion, the Equal Rights Amendment and the removal of prayer from public schools. Many white southerners and northern blue-collar "Reagan Democrats" also switched parties.

The record: the **Economic Recovery Tax Act** (1981) cut income tax rates by about a quarter over three years; Reagan fired more than 11,000 striking air traffic controllers (PATCO, 1981), a blow to organised labour; regulations on business and the environment were loosened. But spending on defence and on popular programmes such as Social Security continued, so the national debt roughly tripled during his presidency.

Tax cuts and deregulation changed policy, while opposition and the popularity of many programmes limited attempts to shrink government. Debates over **free trade** 自由贸易, the **social safety net** 社会保障网 and financial **regulation** 监管 continued.

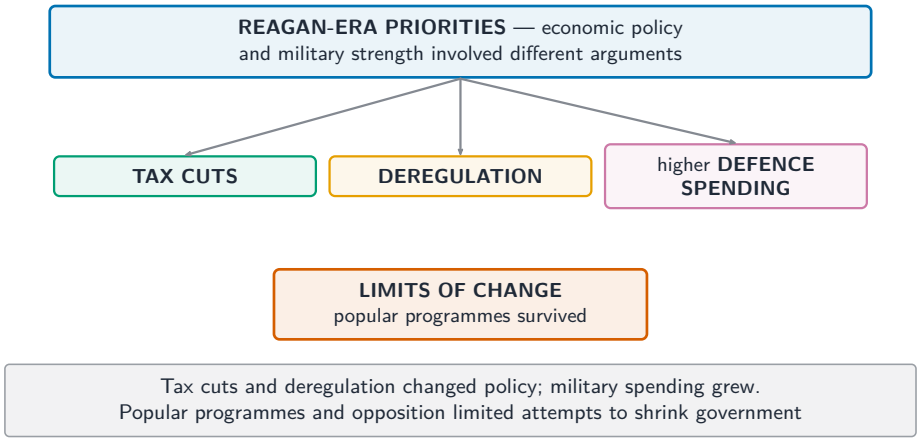
Try it – identify the goal. Teacher-written cases grounded in CED Topics 9.2 and 9.3: tax cuts and deregulation aimed to encourage private economic activity; the military buildup opposed communism; social conservatives promoted traditional values. Match these to economic, foreign-policy and social goals. Does the military

case fit “less government in every field”?

Worked comparison. The coalition combined different goals. Supply-side reasoning stressed **incentives** 激励 for work, saving and investment; military policy used federal resources; social conservatism involved values beyond the economic argument. Reduced regulation did not mean federal power disappeared.

Source practice – Reagan’s September 1981 economic-recovery address, paraphrased. Reagan expected tax cuts to stimulate growth and jobs, spending restraint to reduce **deficits** 赤字, and less regulation to ease business burdens. Identify a policy and its intended effect. What further evidence would establish whether the aim was achieved?

Worked reading. A speech establishes the administration’s argument, not independent proof of success. Compare implementation, economic performance and budgets. The CED records tax cuts and deregulation alongside resistance to shrinking popular programmes. Do not treat expected growth as a universal rule that tax cuts pay for themselves.



Reagan-era policy priorities and limits on reducing government

The End of the Cold War

Renewed military build-up, negotiation, Soviet internal weakness and reform contributed to ending the **Cold War** 冷战; historians debate their relative weight. The Soviet system collapsed between 1989 and 1991.



The Brandenburg Gate in December 1989, weeks after the Berlin Wall opened

The steps: Reagan called the Soviet Union an “evil empire” (1983) and proposed the **Strategic Defense Initiative** 战略防御计划, a space-based missile shield critics called “Star Wars”. Under the **Reagan Doctrine** 里根主义 the United States aided anti-communist rebels, including the mujahideen in Afghanistan and the Contras in Nicaragua; secret arms sales to Iran used to fund the Contras despite a congressional ban became the **Iran-Contra affair** 伊朗门事件 (revealed 1986). The new Soviet leader **Mikhail Gorbachev** 戈尔巴乔夫 introduced *glasnost* (openness) and *perestroika* (economic restructuring), and he and Reagan signed the **INF Treaty** 中程核力量条约 (1987), which eliminated a whole class of nuclear missiles. Gorbachev let Eastern Europe go in 1989; the Soviet Union dissolved in December 1991.

Historians still debate the cause: was it American pressure (the arms build-up the Soviet economy could not match), or the Soviet system’s own economic failure and Gorbachev’s choices? A strong answer weighs both.

After the Cold War, U.S. power was tested in new ways: the **Gulf War** 海湾战争 (1991) drove Iraq out of Kuwait with a broad UN-backed coalition; interventions in Somalia (1993), Bosnia (1995) and Kosovo (1999) raised the question of when to use force for humanitarian ends.

The consequences framed the decades that followed: the United States became the sole **superpower** 超级大国, with unresolved questions about **when and where to intervene**, and about what commitments made sense once **containment** 遏制 no longer organised policy.

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A Changing Economy

Three developments help describe the economy after 1980:

- **Globalization** 全球化 - cross-border trade, production and economic connections.
- **Deindustrialization** 去工业化 - declining **manufacturing** 制造业 employment, alongside growth in **service work** 服务业工作.
- **Technological change** 技术变革 - computing and then the internet, which transformed **productivity** 生产率, work, and communication.

Digital communication increased productivity and worldwide economic opportunities. These gains coexisted with stagnant working- and middle-class **real wages** 实际工资 and growing **income inequality** 收入不平等.

Policy shaped these changes too. The **North American Free Trade Agreement** 北美自由贸易协定 (NAFTA, 1994) removed most tariffs between the U.S., Canada and Mexico; supporters promised cheaper goods and new export markets, while unions blamed it for factory closures. President Bill Clinton, a "New Democrat", balanced the federal budget by 1998 and signed **welfare reform** 福利改革 (1996), which added work requirements and time limits - "the era of big government is over", he said. Union membership fell from about a third of workers in the 1950s to 11.9 per cent of wage and salary workers in 2010. The **2008 financial crisis** 2008 年金融危机, triggered by mortgage losses and amplified by financial leverage and failures of regulation and risk management, brought bank bailouts, a deep recession and new financial regulation (Dodd-Frank, 2010); President Obama's **Affordable Care Act** 平价医疗法案 (2010) extended health insurance to millions and became the centre of the argument over government's role.

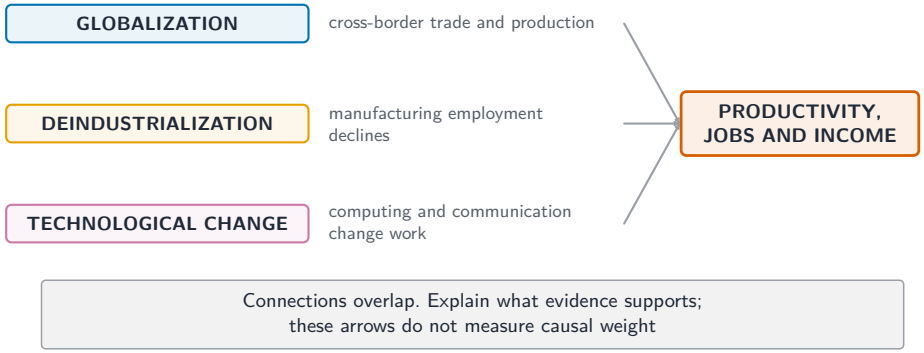
Try it – identify developments and overlap. Teacher-written cases grounded in CED Topic 9.4: A, digital communication helps a business reach customers abroad; B, manufacturing employment falls while service employment rises; C, computing and the internet change work and access to information. Match the cases to globalization, deindustrialization and technological change. Can one case involve more than one development?

Worked classification. A involves global connections and technology. B describes a sectoral employment shift; it does not establish that every job moved abroad or that manufacturing vanished. C concerns technology's wider effects. Identify the pattern before explaining its cause.

Try it – assess distribution. The CED describes increased productivity alongside stagnant working- and middle-class real wages and rising inequality. Does higher productivity prove all workers gained equally?

Worked judgment. Productive capacity and income distribution are different. Growth can coexist with unequal gains. Employment shifts and declining **union membership** 工会会员人数 describe the setting, but listing trends does not measure their causal weights. An explanation needs evidence about the group, dates and mechanism.

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Economic developments and connections to investigate; arrows do not measure causal weight



A container terminal - the physical form of the globalized economy

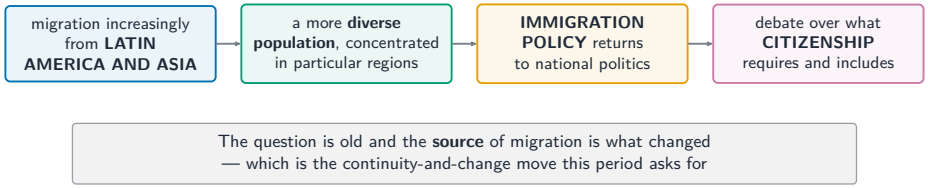
Migration and a Changing Population

Migration 人口迁移 and **immigration** 移民 in the 1990s and 2000s continued to reshape the population, with growth in arrivals from **Latin America** 拉丁美洲 and Asia following the 1965 reform of immigration law.

The consequences are the examinable part: population growth in the South and West, the growth of multi-ethnic cities, ongoing debate over **immigration policy** 移民政策 and **border enforcement** 边境执法, and continuing arguments about **citizenship** 公民身份 and **national identity** 国家认同 - the same argument the course has traced since **Reconstruction** 重建时期.

The laws: the **Immigration Reform and Control Act** 移民改革与控制法 (1986) gave legal status to about 2.7 million undocumented immigrants while making it illegal for employers to hire undocumented workers knowingly. California's Proposition 187 (1994), which tried to deny public services to undocumented immigrants, was blocked in court. The **DACA** 童年入境暂缓遣返计划 programme (2012) protected many people brought to the country as children from deportation. By the 2000s Hispanic Americans were the largest minority group, and Asian Americans the fastest-growing.

Rights movements continued: the **Americans with Disabilities Act** 美国残疾人法案 (1990) banned discrimination against people with disabilities, and after decades of activism, including during the AIDS crisis of the 1980s, the Supreme Court recognised same-sex marriage nationwide in *Obergefell v. Hodges* (2015).

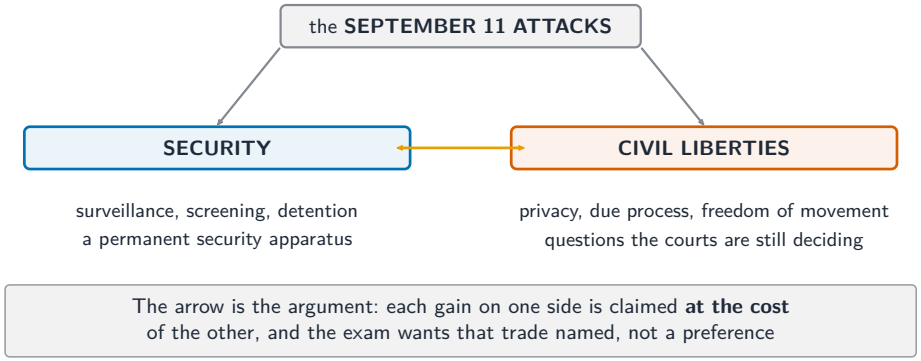


The question is old; what changed is where migration came from

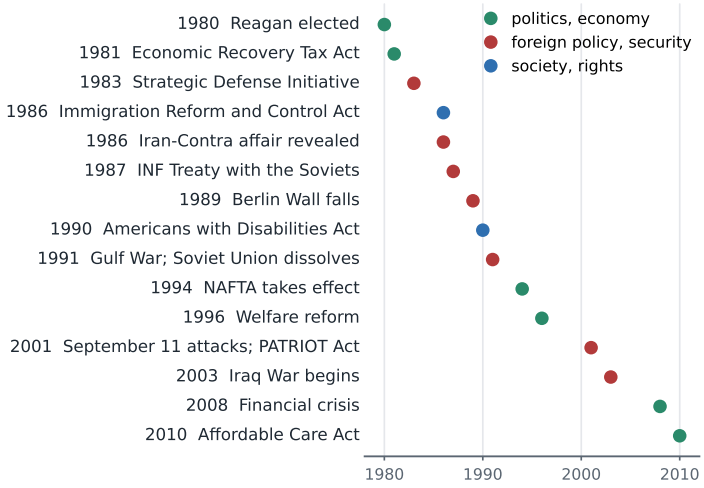
Challenges of the Twenty-First Century

The period's later topics group around a small number of developments:

- The **September 11 attacks** 九一一袭击 and the response - military intervention abroad, a new security apparatus, and renewed debate over the balance between **security** 安全 and **civil liberties** 公民自由. Specifically: the war in Afghanistan (2001), the **USA PATRIOT Act** 爱国者法案 (2001), which widened government surveillance powers, the Department of Homeland Security (2002), the invasion of Iraq (2003) on claims of weapons of mass destruction that were not found, and the detention of suspects without trial at Guantánamo Bay.
- Economic crisis in 2008 and the argument over government's role in stabilising the economy.
- **Political polarisation** 政治极化, amplified by changes in media and communication.
- Debate over **climate** 气候 and **energy policy** 能源政策.



Security against civil liberties: the exam wants the trade named, not a preference



From Reagan to the Affordable Care Act, 1980-2010: the end of the Cold War and the new security agenda framed the argument over government

Causation in Period 9

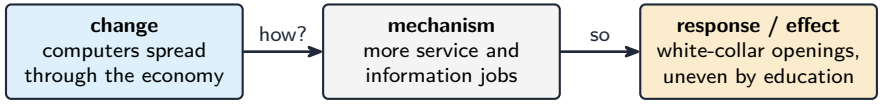
Practise **causation** by explaining mechanisms with relevant evidence. Possible connections across periods include deindustrialisation to the market revolution's regional specialisation, immigration debates to the **nativism** 本土主义 of the 1850s and 1920s, and arguments over **federal power** 联邦权力 to the **New Deal** 新政.

Exam transfer – 2025 AP US History, Set 2, long essay Q4, paraphrased. Evaluate how United States society responded to economic changes from 1960 to 2000.

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Explain a response rather than only naming a change. Connect computers to changing employment, then develop another relevant example such as migration toward the **Sun Belt** 阳光地带 or a policy debate. This unit supplies evidence for part of the question's dates.

Teacher-written model passage. As computing became more important to the late-twentieth-century economy, Americans increasingly worked in service and information-related jobs. Computer-based work supported white-collar opportunities, while access to these opportunities was uneven, especially for workers without college education.



explain each link; naming the change alone is not causation

Causation explains how one development led to another; naming the change alone is not enough.

Why it fits. The official scheme accepts computers and the service economy as evidence when used to explain jobs and class opportunities. This is one developed passage, not a complete long essay or official sample. A full response needs an argument and further developed examples; a limiting phrase alone does not guarantee complex understanding or credit.

Worked example: a short-answer question

Each part needs only one or two sentences: **answer** the question, **cite** one specific piece of evidence, and **explain** how it supports the answer.

Answer (a), (b) and (c).

(a) Briefly describe ONE policy of the 1980s that reflected conservative ideas.

(b) Briefly explain ONE cause of the end of the Cold War.

(c) Briefly describe ONE effect of globalisation on the American economy.

Model answer.

- (a) The Economic Recovery Tax Act (1981) cut income tax rates, reflecting the conservative belief that lower taxes and smaller government would spur growth.
- (b) Mikhail Gorbachev's reforms and the Soviet Union's economic weakness loosened control over Eastern Europe, leading to the collapse of the USSR in 1991.
- (c) NAFTA (1994) expanded cross-border trade and production networks among the United States, Canada and Mexico, opening export markets and exposing some industries to more competition.

Exam tips

- Distinguish the **supply-side economics** argument from outcomes. Explain policy changes and the limits of attempts to shrink government.
- The Cold War's end matters for what it **opened**: sole-superpower status and unresolved questions about intervention.
- Keep **globalization**, **deindustrialization**, and **technological change** as distinct, sometimes overlapping developments. Explain mechanisms rather than only listing labels.
- For immigration after 1965, name the **shift in origins** and the political argument it produced.
- After 2001, the examinable tension is **security against civil liberties** - the same tension as the Red Scare and the First World War.
- Long-span prompts reward **connecting periods**. Link a recent development to an earlier one and say what continued.

Common mistakes.

- Saying Reagan shrank the federal government. Taxes and regulation fell, but spending and the debt grew.
- Giving the end of the Cold War a single cause. Weigh U.S. pressure against Soviet economic failure and Gorbachev's reforms.
- Treating deindustrialisation as the same thing as globalisation. Automation also cut factory jobs.
- Describing post-1965 immigration as only from Mexico. Asia became an equally large source.
- Forgetting that both parties moved: Clinton's welfare reform and NAFTA show Democrats adopting parts of the conservative agenda.

Practice.

1. Briefly describe ONE policy of the 1980s that reflected conservative ideas.
2. Briefly explain how ONE specific development after 1980 contributed to the end of the Cold War.
3. Briefly explain ONE way United States society responded to economic changes from 1980 to 2000.
4. Briefly describe ONE change in immigration policy from 1986 to 2012.
5. Briefly explain ONE way the September 11 attacks affected the balance between security and civil liberties.

Answers.

1. Reagan's Economic Recovery Tax Act (1981) cut income tax rates on the supply-side argument that lower taxes would raise growth.

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2. Gorbachev's glasnost and perestroika loosened Communist control, and his decision not to stop the 1989 revolutions in Eastern Europe weakened Soviet control. Economic problems, nationalist movements and the failed 1991 coup also contributed to the Soviet collapse.
3. Some Rust Belt workers responded to factory closures and manufacturing job losses by seeking service jobs or moving to the Sun Belt for employment.
4. The Immigration Reform and Control Act (1986) legalised about 2.7 million undocumented immigrants but penalised employers who hired undocumented workers.
5. The PATRIOT Act (2001) expanded surveillance powers, leading to debate about whether security was being bought at the cost of privacy.

Vocabulary card meanings

conservative movement: The organised rise of that politics from the 1960s into the Reagan years. Ronald Reagan: The president who cut taxes, raised defence spending, and spoke for the New Right. Tax cuts and deregulation: Lower tax rates and fewer rules on business. supply-side economics: The argument that cutting taxes on producers can raise output, which is separate from a claim that revenue must then rise. defence spending: Money the government spends on the armed forces. social conservatism: Politics that defends traditional family and religious norms. Globalization: Tighter links among national economies through trade, capital, and production. Deindustrialization: The loss of factory jobs as production moved or became more automated. Technological change: New tools, especially computers, that altered work and daily life. Migration and immigration: Movement inside the country and arrival from abroad. Latin America and Asia: The regions that supplied most new immigrants in recent decades. immigration policy: The laws that decide who may enter and stay. September 11 attacks: The 2001 attacks that killed thousands and reshaped US security policy. security and civil liberties: The tension between protecting the public and protecting individual rights. Political polarisation: Parties and voters moving toward opposite extremes. climate and energy: Debates over warming, fossil fuels, and how power is produced.

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