

1.4 State Building in the Americas

Name: _____ Class: _____ Date: _____ **Total: 11 marks**

KEY WORDS comparison 比较

Objective

Build the skills to explain **state building in the Americas** 美洲.

You must be able to:

- state the CED’s comparative claim about the Americas
- explain the force of ‘as in Afro-Eurasia’
- state what ‘expanded in scope and reach’ means
- avoid treating the Americas as an exception

1 Worked examples

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

■ **The claim**

In the Americas, **as in Afro-Eurasia**, state systems demonstrated continuity, innovation and diversity, **and expanded in scope and reach**.

■ **‘As in Afro-Eurasia’**

The CED writes the comparison into the sentence. The Americas are not an exception to the unit’s pattern; they are an instance of it, developing independently of Afro-Eurasia.

■ **Scope and reach**

Scope is what the state does — the range of functions it performs. **Reach** is how far it does it. A state can grow in one without the other.

■ **Not an exception**

Because these states developed with no contact with Afro-Eurasia, the shared pattern is evidence about state formation generally, not about diffusion.

2 Practice

2.1 State the CED’s comparative claim about the Americas. [2]

2.2 Distinguish scope from reach. [2]

2.3 American states developed independently of Afro-Eurasia.

(a) State what the shared pattern is therefore evidence about. [1]

(b) State what it is not evidence of. [1]

3 Exam-style questions

3.1 “As in Afro-Eurasia” makes the Americas [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** an exception to the pattern
B an instance of it
C irrelevant
D the origin of it

3.2 “Reach” refers to [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** the functions a state performs
B how far it performs them
C its population
D its religion

3.3 A state adds tribute collection to an area it already governs.

(a) State whether this is scope or reach.

[1]

(b) Explain the difference with an example of the other.

[2]
