

4.6 Internal and External Challenges to State Power from 1450 to 1750

Name: _____ Class: _____ Date: _____ Total: 12 marks

KEY WORDS resistance 抵抗

Objective

Build the skills to explain **resistance** 抵抗 to state power.

You must be able to:

- state the CED’s claim about state expansion and resistance
- name the three kinds of group that resisted
- state what the CED records about enslaved persons
- explain why resistance is evidence of state strength

1 Worked examples

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

■ The claim

State expansion and centralisation led to resistance **from an array of social, political and economic groups on a local level**.

■ Three kinds

Social, political and economic groups — the resistance is not one movement but many, and ‘local level’ locates it where the state’s new demands were actually felt.

■ Enslaved persons

Enslaved persons challenged existing authorities in the Americas through organised resistance. “Organised” is the CED’s word and it matters: this is planned collective action, not isolated incident.

■ Strength and resistance

Resistance arises where the state’s reach has grown. A local group protests a tax or a levy because it now reaches them, so resistance and centralisation are two sides of one process.

2 Practice

2.1 State the CED’s claim about expansion and resistance. [2]

2.2 State what the CED records about enslaved persons and the force of “organised”. [2]

2.3 Resistance is evidence about the state.

(a) State what it shows. [1]

(b) Explain the connection to centralisation. [2]

3 Exam-style questions

3.1 The resistance came from groups at [1]

- | | |
|---|---|
| A | B |
| C | D |
- A the imperial court
B a local level
C other empires
D trading companies only

3.2 “Organised resistance” indicates [1]

- | | |
|---|---|
| A | B |
| C | D |
- A isolated incidents
B planned collective action
C no action
D legal petition only

3.3 A new tax reaches a district for the first time and is refused.

(a) State what the refusal indicates about the state.

[1]

(b) Explain why the two facts belong together.

[2]
