

HOLIDAY HOMEWORK 假期作业

AP United States History

Exercise sheets and past-paper practice, topic by topic.

每个单元：练习卷 + 历年真题。

For class or self-study • no answer keys included.

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1 North America before 1492 – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
maize	玉米	_____
responded	回应	_____
developed	发展	_____

Recall

- You know a desert and a coast support different ways of living.
- You have seen one crop change what a region can do.
- You know a large area can hold many different societies.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Maize and what it supported

The spread of **maize** 玉米 cultivation from present-day Mexico northward supported economic development, settlement, advanced irrigation and social diversification. One crop, four consequences.

Worked example. A society that can store grain can build permanently and support people who do not farm.

■ 2 Four regional patterns

The Great Basin and western Great Plains supported largely mobile lifestyles; the Northeast, Mississippi Valley and Atlantic seaboard mixed agriculture and hunting with permanent villages; the Northwest and California used hunting, gathering and ocean resources.

Worked example. Four environments, four ways of living, in one CED subtopic.

■ 3 Responding, not obeying

The CED's verbs are **responded** 回应 and **developed** 发展. Environment sets the problem; it does not dictate the answer, since societies in similar conditions organised differently.

Worked example. Two societies with the same rainfall could still choose different settlement patterns.

Watch out: Writing about “Native Americans” as one society contradicts the CED before the answer begins. The subtopic's whole content is regional diversity.

Practice

2.1 Name the four things maize cultivation supported. [2]

2.2 Match two regions to their ways of living. [2]

2.3 State the CED's verbs about societies and environment. [2]

2.4 Explain why environment does not determine social organisation. [2]

2.5 State why generalising about “Native Americans” fails here. [2]

1 Contact, exchange, and the Spanish system – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word *three times*. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
facilitated	促成	_____
encomienda	委托监护制	_____
caste system	种姓制度	_____

Recall

- You know a crop can travel and change a continent's diet.
- You have heard that disease reached places before armies did.
- You know a legal system can define who counts as what.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Two effects on Europe

The Columbian Exchange brought new crops that stimulated European population growth, and mineral wealth that **facilitated** 促成 the shift from feudalism to capitalism. 'Facilitated' means made possible, not inevitable.

Worked example. A change already under way was accelerated by an external supply of money.

■ 2 Epidemics and conquest

Spanish exploration and conquest were **accompanied and furthered** by widespread deadly epidemics that devastated native populations. The epidemics did not merely coincide with conquest; they advanced it.

Worked example. Disease reduced the capacity to resist before the military effort arrived.

■ 3 The colonial system

The **encomienda** 委托监护制 marshalled Native American labour; European traders partnered with **some** West African groups to forcibly extract enslaved labourers; and a **caste system** 种姓制度 carefully defined everyone's status.

Worked example. Each qualifier is exact and each does work in the sentence.

Watch out: The CED's qualifiers here are precise: "some West African groups", "forcibly extract", "carefully defined". Reproducing them is what makes the account true.

Practice

2.1 State the two effects of the Exchange on Europe. [2]

2.2 Explain the force of 'facilitated'. [2]

2.3 Explain what 'accompanied and furthered' claims. [2]

2.4 State what the encomienda system did. [2]

2.5 State what 'some West African groups' refuses. [1]

Question 3 or 4

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

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

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

2 Four colonial regions, four economies – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
trade alliances	贸易同盟	_____
initially lax attention	起初宽松的管理	_____

Recall

- You know a crop's growing season limits where it can be grown.
- You have seen two places under one government develop differently.
- You know distance makes supervision harder.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Different colonial projects

Spanish colonies subjugated and incorporated native populations; French and Dutch colonies relied on **trade alliances** 贸易同盟 and intermarriage; English colonies attracted many migrants, focused on agriculture, and settled on land taken from Native Americans, living separately from them.

Worked example. Extraction needs labour; trade needs partners; agriculture needs land - and land is the one that cannot be shared.

■ 2 Four British regions

Chesapeake and North Carolina exported tobacco; New England had small towns, family farms and a mixed economy; the middle colonies exported cereal crops with greater diversity and tolerance; the southern Atlantic and West Indies ran plantations with enslaved Africans often forming the majority.

Worked example. One empire, four economies, four labour systems.

■ 3 Self-government

Distance and Britain's **initially lax attention** 起初宽松的管理 led the colonies to create self-governing institutions unusually democratic for the era.

Worked example. New England based power in town meetings; southern colonies were dominated by elite planters.

Watch out: The English project required displacement because it needed land, not because of any distinctive attitude. Compare the aims, not the character, of each colonising power.

Practice

2.1 State the French and Dutch colonial pattern. [2]

2.2 State the English pattern and what English colonists sought. [2]

2.3 Match two British regions to their economies. [2]

2.4 State what produced colonial self-government. [2]

2.5 Explain why the English project required displacement. [2]

Question 3 or 4

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

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

- a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

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- a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

2 Trade, slavery, and a colonial culture – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You know a trade route moves people as well as goods.
- You have seen a law create a category of person.
- You know two countries can grow closer and more resentful at once.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The Atlantic economy

Goods, and enslaved Africans and American Indians, were exchanged between Europe, Africa and the Americas. Colonial economies focused on exporting commodities valued in Europe and **gaining new sources of labour**.

Worked example. Labour was part of the economic aim, not a consequence of it.

■ 2 Scale, not participation

All the British colonies participated in the Atlantic slave trade to varying degrees; New England farms used relatively few enslaved labourers, port cities held significant minorities, plantations held large numbers, and the great majority of enslaved Africans were sent to the West Indies.

Worked example. The difference between regions is scale, not whether they participated.

■ 3 Bonds and resistance

Exchanges with Britain encouraged **both** stronger bonds and resistance. Colonists adopted English ideas of liberty and self-government, then measured British policy against them.

Worked example. Anglicisation supplied both the closeness and the grounds of the complaint.

Watch out: “Only the southern colonies had slavery” is false. The CED says all the British colonies participated to varying degrees - a difference of scale.

Practice

2.1 State what was exchanged in the Atlantic economy. [2]

2.2 State the three causes of colonial participation in the slave trade. [3]

2.3 State what the new racial laws did. [2]

2.4 Explain how the same exchanges produced closeness and resistance. [2]

2.5 State the two kinds of means enslaved Africans used to resist. [1]

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
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- b. Briefly explain one similarity in how religion influenced the development of two colonies in North America from 1600 to 1700.
- c. Briefly explain one difference in how religion influenced the development of two colonies in North America from 1600 to 1700.

Question 3 or 4

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

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

- a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

3 From the Seven Years' War to independence – Part 1

Name: _____ Class: _____ Date: _____

Recall

- You know a war costs money that has to come from somewhere.
- You know a threat removed makes protection less valuable.
- You have seen a demand refused and then made larger.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Victory into crisis

Britain expanded its territory by defeating the French, **but at tremendous expense**, setting the stage for efforts to raise revenue and consolidate control. The victory removed the threat that made protection valuable and left the debt that made taxation necessary.

Worked example. Both halves of the crisis come from the same victory.

■ 2 Grounds of resistance

Colonial leaders based their calls for resistance on **the rights of British subjects**, the rights of the individual, local traditions of self-rule, and Enlightenment ideas. The first is a claim under British law.

Worked example. Asking Britain to keep its own rules is a different claim from appealing to a universal principle.

■ 3 Why the Patriots won

Despite loyalist opposition and Britain's apparently overwhelming advantages, the Patriot cause succeeded through militias and the Continental Army, Washington's leadership, ideological commitment and **assistance from European allies**.

Worked example. Five reasons are given because the outcome was not the expected one.

Watch out: "Despite" marks the outcome as requiring explanation. That is why the CED gives five reasons rather than one, and why a single-cause answer is thin.

Practice

2.1 State the double outcome of the Seven Years' War for Britain. [2]

2.2 Explain how the victory produced a crisis. [2]

2.3 Name the four grounds of colonial resistance. [2]

2.4 Name three of the reasons the Patriots succeeded. [3]

2.5 Explain what 'despite' signals. [1]

Answer either Question 3 or Question 4.

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

- A. Briefly describe one political development in British North America from 1607 to 1753.
- B. Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C. Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

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Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

3 Building a republic and what it left in place – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
new experiments	新的尝试	_____
compromise	妥协	_____

Recall

- You know a constitution has to be agreed before it can be used.
- You have seen a rule that pleased nobody entirely.
- You know a revolution can change government and not society.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Experiments

The Revolution's ideals inspired **new experiments** 新的尝试 with forms of government. The Articles and the Constitution are two attempts, not a plan and its execution.

Worked example. The Articles unified the states with limited central power and produced the Northwest Ordinance before their limits led to calls for change.

■ 2 Compromise

The Convention proposed a constitution through negotiation, collaboration and **compromise** 妥协, including over the representation of slave states and the federal role in regulating slavery, permitting prohibition of the international slave trade after 1808.

Worked example. A compromise with a twenty-year timetable gave each side part of what it asked for.

■ 3 Continuities

Many new state constitutions **maintained property qualifications** for voting and citizenship; slavery expanded in the deep South and western lands; and pressure on American Indian lands continued.

Worked example. A revolution's most obvious rupture left significant structures unchanged.

Watch out: A revolution is the most tempting subject to describe as pure rupture. The CED's own evidence - maintained property qualifications, expanding slavery - is the correction.

Practice

2.1 State what the Revolution's ideals inspired. [2]

2.2 State the three means by which delegates proposed a constitution. [3]

2.3 State what the Convention compromised over. [2]

2.4 Name two continuities across the period. [2]

2.5 State how the Federalists secured ratification. [1]

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
- B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

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Directions: Answer either Question 3 or Question 4.

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

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

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

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

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
- B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
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- C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one United States government policy from 1783 to 1840.
- b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
- c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

4 The market revolution and who it reached – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
market revolution	市场革命	_____

Recall

- You know a canal makes goods cheaper far from where they are made.
- You have seen a machine change what a job involves.
- You know a benefit can be real and unevenly shared.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What changed

Entrepreneurs created a **market revolution** 市场革命 in which market relationships between producers and consumers came to prevail. Innovations - textile machinery, steam engines, interchangeable parts, the telegraph - increased efficiency.

Worked example. Increasing numbers of Americans stopped relying on semi-subsistence agriculture and produced for distant markets.

■ 2 A sectional infrastructure

Legislation and courts supported roads, canals and railroads which fostered regional interdependence - but **transportation networks linked the North and Midwest more closely than they linked regions in the South.**

Worked example. The sections were economically joined and physically separated at once.

■ 3 Uneven prosperity

Manufacturing raised prosperity **for some**, producing a larger middle class, a small wealthy elite, and a **large and growing population of laboring poor**.

Worked example. Three groups from one process, and the third is as much a result as the first two.

Watch out: Two words - “for some” - carry the distributional argument. An answer that reports rising prosperity without them has reported half of a deliberate sentence.

Practice

2.1 Define the market revolution. [2]

2.2 Name four of the innovations the CED lists. [2]

2.3 State the asymmetry in transportation networks. [2]

2.4 Name the three groups the growth of manufacturing produced. [3]

2.5 State what ‘for some’ does to the claim. [1]

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to parts **a**, **b**, and **c**.
- a. Briefly describe one United States government policy from 1783 to 1840.
 - b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
 - c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
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Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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- b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
- c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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- b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
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4 Democracy, reform, and the divide that grew – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You know a right can be extended to some and denied to others.
- You have seen a movement win something and be restricted anyway.
- You know two regions can grow apart while trading heavily.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The suffrage change

Suffrage expanded from a system based on property ownership to one based on voting by **all adult white men**, accompanied by the growth of political parties. The CED states the boundary in the same clause as the expansion.

Worked example. It is a real widening and an explicit exclusion, and the wording says both.

■ 2 Reform and its limits

Abolitionist movements gradually achieved emancipation in the North, growing the free African American population, **even as many state governments restricted African Americans' rights**.

Worked example. Legal freedom and civil rights are separate achievements, and the CED states both in one sentence.

■ 3 Regional divergence

Expansion of slavery in the deep South and adjacent western lands, and rising anti-slavery sentiment, **began** to create distinctive regional attitudes toward slavery.

Worked example. Each new western territory then raises the question of which attitude governs it.

Watch out: “Suffrage was expanded to all men” drops the racial boundary the CED states. The accurate sentence costs nothing and is worth a mark.

Practice

2.1 State the CED's account of the suffrage change. [2]

2.2 State what accompanied it and why. [2]

2.3 State what abolitionist movements achieved and what accompanied it. [2]

2.4 State what the two developments about slavery began to create. [2]

2.5 Explain why each new territory reopened the question. [2]

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

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- A. Briefly describe one political debate in British North America from 1763 to 1783.
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“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman’s Rights Movement, 1800–1850*, published in 1977

“By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women’s political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

Source: Gerda Lerner, historian, “Changes in the Status of Women in the Age of Jackson,” *Midcontinent American Studies Journal*, 1969

¹ unspoken

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

- a. Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century.
- b. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation.
- c. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner’s interpretation.

A monthly check to you-

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OF YOUR LIFE
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WHEN YOU ARE
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GET YOUR
SOCIAL SECURITY
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(WITH ONLY A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND
GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAIL-
ABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK
FOR ONE AT THE POST OFFICE.

Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

Courtesy of Library of Congress #LC-DIG-ppmsca-07216

2. Using the image, respond to **parts a, b, and c**.
 - a. Briefly describe one historical context that might explain the creation of the image.
 - b. Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
 - c. Briefly explain how one previous belief about reform continued from 1875 to 1940.

2. Using the image, respond to **parts a, b, and c**.

- a. Briefly describe one historical context that might explain the creation of the image.
- b. Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
- c. Briefly explain how one previous belief about reform continued from 1875 to 1940.

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother. . . . This is the ideal which the Southern people have been slow to give up. . . .

“. . . Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field. . . .

“. . . The old-time idea that a lady must not earn her livelihood had to go down before stern need. . . . Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends.

“. . . Southern women have come to see that public policies and private conditions are interdependent and cannot be separated. . . .

“. . . The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life and merely demanding political rights.”

Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Briefly describe one purpose of the women’s organization in producing the pamphlet.
- b. Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.
- c. Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

5 Expansion, crisis, and the failure of compromise – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
intensified by expansion	因扩张而加剧	_____
sectional parties	地区性政党	_____

Recall

- You know new land has to be governed under some rule.
- You have seen an agreement hold for years and settle nothing.
- You know a party needs votes in more than one place.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Expansion intensifies

Debates over slavery were **intensified by expansion** 因扩张而加剧 and deepening regional divisions. Each new territory forced the question of whether slavery would extend there.

Worked example. Growth converted a standing disagreement into a recurring crisis.

■ 2 Compromise that held and settled nothing

Congressional attempts such as the Missouri Compromise **only temporarily stemmed** growing tensions. It did work, and it did not settle the question.

Worked example. Calling it a failure misses that it held; calling it a success misses that tensions kept growing.

■ 3 Sectional parties

The Second Party System ended as slavery and nativism weakened loyalties and fostered **sectional parties** 地区性政党, notably the Republican Party in the North.

Worked example. A national party must find positions both sections accept; a sectional party need not.

Watch out: The party system had produced compromises because national parties needed votes in both sections. When parties became sectional, nothing required anyone to compromise.

Practice

2.1 State what intensified the debates over slavery. [2]

2.2 Explain both halves of 'only temporarily stemmed'. [2]

2.3 State what ended the Second Party System. [2]

2.4 Explain why sectional parties made compromise less likely. [2]

2.5 State the three questions the Mexican Cession raised. [2]

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to parts **a**, **b**, and **c**.
- Briefly describe one United States government policy from 1783 to 1840.
 - Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
 - Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

5 The war, Reconstruction, and what was left unresolved – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
reframed	重新界定	_____

Recall

- You know a war can begin for one reason and continue for another.
- You know a law can be passed and not enforced.
- You have seen a settlement answer some questions and not others.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A changing purpose

Lincoln and most Union supporters began the war **to preserve the Union**; the Emancipation Proclamation **reframed** 重新界定 its purpose and helped prevent full European diplomatic support for the Confederacy.

Worked example. Many African Americans fled plantations and enlisted, helping to undermine the Confederacy.

■ 2 Amendments

The 13th Amendment abolished slavery; the 14th and 15th granted citizenship, equal protection and voting rights. Reconstruction opened political opportunities to formerly enslaved persons.

Worked example. It ultimately failed, due both to determined Southern resistance and the North's waning resolve.

■ 3 What was settled and what was not

The Union victory and contested Reconstruction **settled the issues of slavery and secession, but left unresolved** many questions about federal power and citizenship rights.

Worked example. Those unresolved questions are what periods 6 to 9 keep returning to.

Watch out: The 14th and 15th amendments were nullified in practice and later became the basis of 20th-century civil-rights decisions. A text can survive its own defeat.

Practice

2.1 State why the Union began the war. [2]

2.2 State the two effects of the Emancipation Proclamation. [2]

2.3 State what each of the three amendments did. [3]

2.4 State the two reasons Reconstruction failed. [2]

2.5 State what the victory settled and what it left unresolved. [2]

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one United States government policy from 1783 to 1840.
- b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
- c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
 - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
 - C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.
-

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

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I

Answer either Question 3 or Question 4.

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- A.** Briefly describe one political development in British North America from 1607 to 1753.
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- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
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- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I

6 Industrial capitalism and the Gilded Age economy – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
industrial capitalism	工业资本主义	_____
trusts	托拉斯	_____

Recall

- You know a railway can create a town.
- You have seen a business become large enough to set prices.
- You know prices falling can be bad for the person selling.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Three causes

Technological advances, large-scale production methods and the opening of new markets encouraged **industrial capitalism** 工业资本主义 - a technique, an organisation and a demand.

Worked example. Businesses combined technological innovation with greater access to natural resources to increase output dramatically.

■ 2 Consolidation

Business leaders sought profits by consolidating corporations into **trusts** 托拉斯 and holding companies, **which further concentrated wealth**. The distributional consequence is in the same sentence as the motive.

Worked example. Businesses also looked abroad, to markets and resources in the Pacific Rim, Asia and Latin America.

■ 3 Farmers and prices

Mechanisation raised agricultural production and **contributed to declines in food prices**. Farmers responded to market consolidation and railroad dependence by forming cooperatives.

Worked example. An individual farmer facing consolidated buyers has no bargaining position; a cooperative has one.

Watch out: Wages rose, living standards improved, and the gap between rich and poor grew - all three at once. The CED states them together and an answer should too.

Practice

2.1 Name the three things that encouraged industrial capitalism. [3]

2.2 State the motive and the consequence of consolidation. [2]

2.3 State the two effects of agricultural mechanisation. [2]

2.4 Explain why farmers formed cooperatives. [2]

2.5 State the CED's three-part claim about wages and inequality. [3]

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

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

- a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

END OF SECTION I

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
 - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
 - C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.
-

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

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I

Question 3 or 4

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

3. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one United States government policy from 1783 to 1840.
 - b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
 - c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.
4. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

Question 3 or 4

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

3. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one United States government policy from 1783 to 1840.
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 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

6 Migration, reform, and the Gilded Age argument – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
religious persecution	宗教迫害	_____
Gospel of Wealth	财富福音	_____
political machines	政治机器	_____

Recall

- You know a city grows when there is work in it.
- You have seen an organisation that is corrupt and useful.
- You know a theory can be used to argue against changing anything.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Who came and why

Cities attracted immigrants from Asia and southern and eastern Europe and African American migrants within and out of the South, moving to escape poverty, **religious persecution** 宗教迫害 and limited opportunities.

Worked example. The industrial workforce of 6.7 and the migrant population of 6.8 are the same people.

■ 2 Two responses to inequality

The **Gospel of Wealth** 财富福音 held that the wealthy had a moral obligation to help the less fortunate; agrarians, utopians, socialists and Social Gospel advocates championed **alternative visions** for the economy and society.

Worked example. One accepts the distribution and asks the rich to give; the other questions the distribution itself.

■ 3 Machines and services

Where access to power was unequally distributed, **political machines** 政治机器 thrived, in part by providing immigrants and the poor with social services.

Worked example. Removing the machine removes the services with it, which is the reformers' difficulty.

Watch out: Social Darwinism justified existing success as “appropriate and inevitable”. A theory that makes an arrangement natural is an argument against reform, whatever its author intended.

Practice

2.1 Name the three reasons migrants moved. [3]

2.2 State the Gospel of Wealth. [2]

2.3 Name the four groups championing alternative visions. [2]

2.4 Explain how political machines thrived. [2]

2.5 State what Social Darwinism justified and in what terms. [2]

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“ . . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

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 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

2. Using the image, respond to **parts a, b, and c**.
- Briefly describe one historical context that might explain the creation of the image.
 - Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
 - Briefly explain how one previous belief about reform continued from 1875 to 1940.

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2. Using the image, respond to **parts a, b, and c**.
 - a. Briefly describe one historical situation in which the image was created.
 - b. Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
 - c. Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political development in British North America from 1607 to 1753.
 - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
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- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a. Briefly describe one historical situation in which the image was created.
- b. Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c. Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

7 Empire, progressivism, and a war abroad – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
racial theories	种族理论	_____

Recall

- You know a debate can use the same argument on both sides.
- You have seen a movement disagree with itself.
- You know a country can be persuaded to fight and then refuse a treaty.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Both sides, one theory

Imperialists cited economic opportunities, **racial theories** 种族理论, competition with European empires and the closed frontier; anti-imperialists cited self-determination, **racial theories** and isolationism. The same body of thought served both.

Worked example. Premises do not determine conclusions, which is why the CED lists racial theory twice.

■ 2 A divided movement

Progressives sought federal legislation to regulate the economy, expand democracy and generate moral reform - and were **divided** over segregation, over expert versus popular government, and over immigration restriction.

Worked example. Treating the Progressives as one position contradicts the CED's own sentence.

■ 3 Entering and withdrawing

The nation entered the First World War, **departing from** its tradition of noninvolvement, and the Senate then refused to ratify the Treaty of Versailles or join the League of Nations.

Worked example. The tradition departed from in 1917 reasserted itself in 1919.

Watch out: The suppression of a nationalist movement in the Philippines happened while anti-imperialists at home were citing self-determination. Name that tension rather than avoiding it.

Practice

2.1 Name three imperialist arguments. [3]

2.2 State which argument appears on both sides and what that shows. [2]

2.3 Name the three aims of national Progressive legislation. [3]

2.4 State what the Senate refused after the war. [2]

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

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AP United States History: 2023 Set 1

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“. . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother. . . . This is the ideal which the Southern people have been slow to give up. . . .

“. . . Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field. . . .

“. . . The old-time idea that a lady must not earn her livelihood had to go down before stern need. . . . Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends.

“. . . Southern women have come to see that public policies and private conditions are interdependent and cannot be separated. . . .

“. . . The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life and merely demanding political rights.”

Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Briefly describe one purpose of the women’s organization in producing the pamphlet.
- b. Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.
- c. Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
-

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

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

END OF SECTION I

7 Depression, New Deal, and total war

– Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
limited welfare state	有限的福利国家	_____
internment	拘禁	_____

Recall

- You know a government can act when private business cannot.
- You have seen a policy fail at its aim and change politics anyway.
- You know a war can improve some lives and restrict others.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A limited welfare state

Policymakers responded to mass unemployment by transforming the U.S. into a **limited welfare state** 有限的福利国家, redefining modern American liberalism. The adjective concedes the scope.

Worked example. A welfare state was created and it was bounded.

■ 2 Pressure from both sides

Radical, union and populist movements pushed Roosevelt toward more extensive change; conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

Worked example. Although it did not end the Depression, it left reforms, regulatory agencies and a long-term political realignment.

■ 3 War at home

Mobilisation helped end the Depression and provided opportunities for women and minorities **for the war's duration**, while generating challenges to civil liberties such as the **internment** 拘禁 of Japanese Americans.

Worked example. The same mobilisation produced both, so an account of either alone misdescribes it.

Watch out: “For the war's duration” is a limit the CED states explicitly. It marks the opportunities as temporary, which is part of the claim rather than a qualification of it.

Practice

2.1 State what policymakers transformed the U.S. into and what it redefined. [2]

2.2 State the two pressures on Roosevelt. [2]

2.3 State what the New Deal did and did not achieve. [2]

2.4 State what mobilisation provided and the CED's limit on it. [2]

2.5 State the CED's example of a wartime challenge to civil liberties. [2]

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
-

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

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

END OF SECTION I

“Working-class Chicagoans—male and female, black and white, . . . immigrants from eastern and southern Europe or their children—were . . . asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ . . . Supporting the Democrats . . . , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

Source: Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919–1939*, published in 1991

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy. . . . Southern representatives acted . . . as an indispensable part of the governing party. New Deal lawmaking would have failed without . . . southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial part of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

Source: Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

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

- a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
- b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
- c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
-

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

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

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a.** Briefly describe one historical situation in which the image was created.
- b.** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c.** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

“Working-class Chicagoans—male and female, black and white, . . . immigrants from eastern and southern Europe or their children—were . . . asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ . . . Supporting the Democrats . . . , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

Source: Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919–1939*, published in 1991

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy. . . . Southern representatives acted . . . as an indispensable part of the governing party. New Deal lawmaking would have failed without . . . southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial part of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

Source: Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

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- a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
- b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
- c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.

8 The Cold War at home and abroad

– Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
free-market	自由市场	_____
nonaligned	不结盟	_____

Recall

- You know two countries can compete without fighting each other.
- You have seen an argument about methods rather than aims.
- You know a policy can be supported by both parties.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Three aims

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

Worked example. The Cold War fluctuated between confrontation and periods of mutual coexistence or détente.

■ 2 Strategy and methods

Americans debated the policies and methods for exposing suspected communists **even as both parties supported** the broader strategy of containing communism. The argument was about the domestic methods.

Worked example. Supporting containment abroad and objecting to loyalty investigations at home is not a contradiction.

■ 3 Latin America and the new nations

Competition extended to Latin America, where the United States supported non-Communist regimes with **varying levels of commitment to democracy**; decolonisation led both sides to seek allies, and many new nations remained **nonaligned** 不结盟.

Worked example. The CED's own qualifier concedes that some supported regimes were not democratic.

Watch out: The Non-Aligned Movement is the CED's own evidence that the Cold War was not two-sided everywhere. Many states declined both blocs.

Practice

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

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

2.3 State the CED's qualifier about regimes supported in Latin America. [2]

2.4 State what many new nations did. [2]

2.5 State the Cold War's rhythm. [1]

Source 1

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

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

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

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

Source 2

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

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

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

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

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

Question 3 or 4

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

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

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

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

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

END OF SECTION I

Question 3 or 4

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END OF SECTION I

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

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

END OF SECTION I

8 Rights, liberalism, and the reaction

– Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Reconstruction-era promises	重建时期的承诺	_____

Recall

- You know a law can be passed and still be resisted.
- You have seen a movement disagree about its own methods.
- You know confidence in government can fall for several reasons at once.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Fulfilling old promises

Civil rights activists sought to fulfil **Reconstruction-era promises** 重建时期的承诺, achieving some legal and political successes **although progress toward racial equality was slow**.

Worked example. The claim was one of enforcement: the rights had already been granted by the 14th and 15th amendments.

■ 2 Three branches, three measures

Desegregation of the armed services, **Brown v. Board of Education** and the Civil Rights Act of 1964 came from the executive, the judiciary and the legislature in turn.

Worked example. No single institution acted alone, and the sequence across branches is itself the story.

■ 3 Liberalism attacked from both sides

Conservatives challenged liberal laws and sought to limit the federal government; some on the left argued leaders **did too little** to transform the racial and economic status quo and pursued immoral policies abroad.

Worked example. A concession to one side confirms the other's objection.

Watch out: Debates over nonviolence increased after 1965 *among civil rights activists*. That disagreement is internal to the movement, and treating it as unanimous misdescribes it.

Practice

2.1 State what civil rights activists sought to fulfil and the CED's assessment of progress. [2]

2.2 Name three federal measures and the branch each came from. [3]

2.3 State where and when debates over nonviolence increased. [2]

2.4 State the criticism of liberalism from the left. [2]

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

Question 3 or 4

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

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
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4. Respond to **parts a, b, and c.**

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

END OF SECTION I

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
-

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

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

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a.** Briefly describe one historical situation in which the image was created.
- b.** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c.** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

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

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

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

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

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

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

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

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



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

Courtesy of the Library of Congress

Question 3 or 4

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

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

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

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

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

END OF SECTION I

Answer either Question 3 or Question 4.

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

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
-

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

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

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a.** Briefly describe one historical situation in which the image was created.
- b.** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c.** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

9 Conservatism, the Cold War's end, and a changed economy – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word *three times*. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
tax cuts	减税	_____
union membership	工会会员	_____
stagnated	停滞	_____

Recall

- You know a movement can win an election and not get everything.
- You have seen a rivalry end for several reasons at once.
- You know productivity can rise without wages rising.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Winning and not winning

Reagan's 1980 victory allowed **tax cuts** 减税 and continued deregulation; efforts to reduce the size of government met inertia and liberal opposition, **as many programs remained popular with voters**.

Worked example. An electoral majority for smaller government can coexist with majorities for each particular programme.

■ 2 Three causes of the end

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

Worked example. Two causes are American and one internal to the Soviet bloc; the CED refuses to credit either side alone.

■ 3 Productivity and wages diverge

Employment increased in services and decreased in manufacturing, **union membership** 工会会员 declined, and real wages **stagnated** 停滞 for the working and middle class amid growing inequality.

Worked example. Unions were concentrated in manufacturing, which shrank, so the bargaining power that had converted productivity into wages declined with it.

Watch out: “All important” is a refusal to rank. An answer that explains the Cold War's end by U.S. spending alone has explained less than the source does.

Practice

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

2.2 State what limited efforts to reduce government and why. [2]

2.3 Name the three causes of the Cold War's end. [3]

2.4 State what happened to employment, unions and real wages. [3]

9 The 21st century and the questions still open – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Latin America	拉丁美洲	_____

Recall

- You know a security measure can restrict the people it protects.
- You have seen a population shift change politics slowly.
- You know a country can face difficulties and remain powerful.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Security and liberty

The war on terrorism sought to improve security within the United States but **raised questions about the protection of civil liberties and human rights** - the same tension recorded in 7.6 and 7.12.

Worked example. Wartime security measures restrict what people may do or say, and the restriction falls on citizens too.

■ 2 Migration and the South and West

International migration from **Latin America** 拉丁美洲 and Asia increased dramatically, affecting U.S. culture and supplying an important labour force, while the South and West's influence continued to increase as population shifted.

Worked example. Representation and economic weight follow population, so the effect is large and slow.

■ 3 Where the course ends

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

Worked example. Conflicts and climate concerns produced debates over fossil fuel dependence and consumption's environmental impact.

Watch out: Note how often the same tension recurs - security against liberty in three separate periods. Recognising a pattern across periods is exactly what a long-answer question rewards.

Practice

2.1 State what the war on terrorism sought and what it raised. [2]

2.2 Name two earlier examples of the same tension. [2]

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

2.4 State the CED's conclusion about U.S. power. [2]

2.5 Explain why a population shift changes politics slowly. [1]

Question 3 or 4

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

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
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- a. Briefly describe one United States Cold War policy from 1945 to 1991.
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END OF SECTION I

