

Exercise walk-through

Contextualizing Period 2 ■ 2.1

eXercise

You must be able to

- state the CED's two key concepts for the period
- name the three influences on colonisation patterns
- explain the two-directional claim about Britain
- state what colonists competed over and with whom

Method — Two key concepts

KC-2.1: Europeans developed a variety of colonisation and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments. **KC-2.2:** the British colonies participated in exchanges with Great Britain that encouraged **both stronger bonds with Britain and resistance to Britain's control.**

Method — Three influences

Imperial goals, cultures, and the varied North American environments where they settled. Variety is the CED's headline word for the period.

Method — Both directions

The same exchanges produced closer ties and resistance. This is the period's central paradox and the thing most answers flatten into one direction.

Method — Competition

They competed with each other and American Indians for resources. Two sets of competitors, and the CED names both.

Practice 2.1 ■ 2 marks

State the CED's two key concepts for the period.

Solution 2.1

Worked steps

Europeans developed a variety of colonisation and migration patterns influenced by imperial goals, cultures and environments **B1**; the British colonies' exchanges with Great Britain encouraged both stronger bonds and resistance **B1**.

Practice 2.2 ■ 3 marks

Name the three influences on colonisation patterns.

Solution 2.2

Worked steps

imperial goals **B1**; cultures **B1**; the varied North American environments **B1**.

Practice 2.3 ■ 2 marks

The exchanges ran in two directions.

- (a) State them.
- (b) State whom the colonists competed with.

Solution 2.3

Method: Both directions

Worked steps

(a) stronger bonds with Britain **B1**; resistance to Britain's control **B1**. (b) with each other and with American Indians **B1**.

Exam-style 3.1 ■ 1 mark

The CED's headline word for the period's colonisation patterns is

A variety

B uniformity

C failure

D conquest

Solution 3.1

Method: Three influences

A variety



B uniformity

C failure

D conquest

Worked steps

A. variety.

Exam-style 3.2 ■ 1 mark

The same exchanges with Britain encouraged

A both stronger bonds and resistance

B bonds only

C resistance only

D neither

Solution 3.2

Method: Two key concepts

A both stronger bonds and resistance



B bonds only

C resistance only

D neither

Worked steps

A. both.

Exam-style 3.3 ■ 1 mark

A student's account of colonial-British relations describes only growing resentment.

- (a) State what is missing.
- (b) Explain why both belong in one account.

Solution 3.3

Method: Two key concepts

Worked steps

(a) the stronger bonds the same exchanges produced **B1**. (b) trade, print culture and Anglicisation tied the colonies more closely to Britain **B1** at the same time as they supplied the means and the ideas for resistance **B1**.