

## 2.1 Contextualizing Period 2

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

**KEY WORDS** context 背景

### Objective

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Build the skills to write the **context** 背景 for 1607-1754.

**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

### 1 Worked examples

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

#### ■ 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**.

#### ■ Three influences

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

#### ■ 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.

#### ■ Competition

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

## 2 Practice

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**2.1** State the CED's two key concepts for the period. [2]

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**2.2** Name the three influences on colonisation patterns. [3]

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**2.3** The exchanges ran in two directions.

(a) State them. [2]

(b) State whom the colonists competed with. [1]

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## 3 Exam-style questions

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**3.1** The CED's headline word for the period's colonisation patterns is [1]

- **A** variety
- **B** uniformity
- **C** failure
- **D** conquest

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**3.2** The same exchanges with Britain encouraged [1]

- **A** both stronger bonds and resistance
- **B** bonds only
- **C** resistance only
- **D** neither

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

(a) State what is missing. [1]

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(b) Explain why both belong in one account.

[2]

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## Solutions

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

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

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

**3.1 A.** variety.

**3.2 A.** both.

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