

Week 14

AP United States History

Homework bundle for this week

本周作业合集

exercises.lol

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AP United States History

Name: _____ Score: _____

1. Select **both** issues the CED says were settled.

- ☐ slavery
- ☐ secession
- ☐ the power of the federal government
- ☐ citizenship rights

Tick every correct option.

2. Select **all** three motives the CED names.

- ☐ access to natural and mineral resources
- ☐ economic opportunities
- ☐ religious refuge
- ☐ military service

Tick every correct option.

3. Select **all** three status questions the acquisition raised.

- ☐ slavery
- ☐ American Indians
- ☐ Mexicans in the newly acquired lands
- ☐ European immigrants

Tick every correct option.

4. 'Heated controversies' signals that this was...

- ☐ an ordinary policy disagreement
- ☐ not an ordinary policy disagreement
- ☐ a private matter
- ☐ a foreign question

5. Select **both** targets of the nativist movement.

- ☐ new immigrants' political power
- ☐ new immigrants' cultural influence
- ☐ Southern planters
- ☐ free-soil voters

Tick every correct option.

6. Select **both** attempts 5.6 adds to the Compromise of 1850.

- ☐ the Kansas-Nebraska Act
- ☐ the Dred Scott decision
- ☐ the Northwest Ordinance
- ☐ the Missouri Compromise

Tick every correct option.

7. Lincoln's 1860 victory was accomplished...

- ☐ with narrow Southern support
- ☐ without any Southern electoral votes
- ☐ by the House of Representatives
- ☐ unopposed

8. Lincoln and most Union supporters began the war to...

- ☐ abolish slavery
- ☐ preserve the Union
- ☐ gain territory
- ☐ secure European support

9. After Reconstruction, most of the region's land was owned by...

- ☐ formerly enslaved persons
- ☐ Southern plantation owners
- ☐ the federal government
- ☐ Northern banks

10. 'Relative significance' means the answer must...

- ☐ list effects
- ☐ rank effects against a stated criterion
- ☐ give dates
- ☐ quote sources

AP United States History

1. **slavery; secession**

The last two were left unresolved.

2. **access to natural and mineral resources; economic opportunities; religious refuge**

The third is easy to forget and is the CED's own.

3. **slavery; American Indians; Mexicans in the newly acquired lands**

Listed together because they were decided together.

4. **not an ordinary policy disagreement**

Unusual language for the CED.

5. **new immigrants' political power; new immigrants' cultural influence**

A campaign about both votes and identity.

6. **the Kansas-Nebraska Act; the Dred Scott decision**

The CED's verdict: they ultimately failed to reduce conflict.

7. **without any Southern electoral votes**

What 5.6's sectional parties made possible.

8. **preserve the Union**

The Proclamation reframed the purpose mid-war.

9. **Southern plantation owners**

Sharecropping limited access for blacks and poor whites.

10. **rank effects against a stated criterion**

That is the whole task.

5.1 Contextualizing Period 5

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS context 背景 • reconstruction 重建时期

Objective

Build the skills to write the **context** 背景 for 1844-1877.

You must be able to:

- state the CED's three key concepts for the period
- state what expansion did to regional divisions
- state exactly what the Union victory settled
- state exactly what it left unresolved

1 Worked examples

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

■ Three key concepts

KC-5.1: the United States became more connected with the world, pursued an expansionist foreign policy and emerged as a destination for migrants. **KC-5.2: intensified by expansion and deepening regional divisions**, debates over slavery and other issues led the nation into civil war. **KC-5.3:** the Union victory and the contested reconstruction of the South **settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.**

■ Expansion and division

The CED makes expansion the intensifier. Each new territory forced the question of whether slavery would go there, so growth converted an existing disagreement into a recurring crisis.

■ Settled

Slavery and secession. Two questions, definitively closed by the war's outcome.

■ Unresolved

The power of the federal government and citizenship rights. These are the questions periods 6 to 9 keep returning to, which is why the CED states them here.

2 Practice

2.1 State the CED's three key concepts for the period. [3]

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

2.3 Expansion intensified division.

(a) Explain the mechanism. [2]

(b) State why the unresolved questions are stated here. [1]

3 Exam-style questions

3.1 The CED says the war settled the issues of [1]

- **A** slavery and secession
- **B** federal power
- **C** citizenship rights
- **D** immigration

3.2 The unresolved questions concern federal power and [1]

- **A** citizenship rights
- **B** the tariff
- **C** foreign policy
- **D** railroads

3.3 A country doubles its territory while divided over one institution.

(a) State what each new territory forces. [1]

(b) Explain why this makes crisis recurrent.

[2]

Solutions

2.1 greater connection with the world, expansionist foreign policy and migration; expansion and deepening regional divisions intensifying debates that led to civil war; the Union victory settling slavery and secession while leaving federal power and citizenship rights unresolved.

2.2 settled: slavery and secession; unresolved: the power of the federal government and citizenship rights.

2.3 (a) each new territory forced the question of whether slavery would extend to it, converting a standing disagreement into a recurring crisis. (b) they are the questions the following periods keep returning to.

3.1 A. slavery and secession.

3.2 A. citizenship rights.

3.3 (a) a decision about whether the institution extends there. (b) the question cannot be settled once, because the next acquisition reopens it on new ground.

5.2 Manifest Destiny

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS manifest destiny 昭昭天命 • natural and mineral resources 自然与矿产资源

Objective

Build the skills to explain **Manifest Destiny** 昭昭天命.

You must be able to:

- name the three motives for westward migration
- state what advocates of annexation argued
- state the CED's qualifier about the consequences
- state what boosted westward migration during and after the war

1 Worked examples

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

■ Three motives

The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

■ The argument

Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

■ The qualifier

However, this frequently provoked competition and violent conflict. The CED reports the argument and then reports what it produced, in the same sentence.

■ Later boost

Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development, and U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

2 Practice

2.1 Name the three motives for westward migration. [3]

2.2 State what advocates of annexation argued. [2]

2.3 The CED reports a consequence.

(a) State it. [1]

(b) State what boosted migration during and after the war. [2]

3 Exam-style questions

3.1 Advocates argued that Manifest Destiny and the superiority of American institutions [1]

- **A** compelled expansion to the Pacific
- **B** forbade expansion
- **C** required withdrawal
- **D** applied only to the East

3.2 U.S. interest in expanding trade produced initiatives towards [1]

- **A** Asia
- **B** Africa
- **C** Antarctica
- **D** Australia only

3.3 A doctrine says a nation is compelled to expand.

(a) State what such a claim does for policy. [1]

(b) Explain what the CED adds immediately afterwards. [2]

Solutions

2.1 access to natural and mineral resources; hope of economic opportunities; religious refuge.

2.2 that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

2.3 (a) it frequently provoked competition and violent conflict. (b) new legislation promoting western transportation and economic development.

3.1 A. compelled expansion to the Pacific.

3.2 A. Asia.

3.3 (a) it presents expansion as an obligation rather than a choice. (b) that it frequently provoked competition and violent conflict, so the CED records the cost alongside the claim.

5.3 The Mexican–American War

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** mexican americans 墨西哥裔美国人 • mexican-american war 美墨战争

Objective

Build the skills to explain the **war and its questions** 战争与遗留问题.

You must be able to:

- state how the United States added territory
- name the three questions the new lands raised
- state what happened to Mexican Americans and American Indians
- explain why a military victory produced a political crisis

1 Worked examples

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

■ How territory was added

The United States added large territories in the West through victory in the Mexican-American War and diplomatic negotiations. Both, not only the war.

■ Three questions

The acquisition raised questions about **the status of slavery, American Indians, and Mexicans in the newly acquired lands**. Three populations and one institution.

■ What followed

U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

■ Victory into crisis

The territory arrived without a rule for whether slavery would exist in it, and the existing compromise did not cover the new ground. A war fought abroad therefore reopened the domestic question 4.3 had temporarily stemmed.

2 Practice

2.1 State how the United States added the territories. [2]

2.2 Name the three questions the new lands raised. [3]

2.3 A victory abroad produced a crisis at home.

(a) Explain how. [2]

(b) State what happened to the groups in the new regions. [1]

3 Exam-style questions

3.1 The new territories raised questions about the status of slavery, American Indians and [1]

- **A** Mexicans
- **B** the British
- **C** Canadians
- **D** nobody else

3.2 The CED says the territories were added through victory and [1]

- **A** diplomatic negotiations
- **B** purchase only
- **C** inheritance
- **D** a plebiscite

3.3 New land arrives with no rule governing an existing dispute.

(a) State the immediate consequence. [1]

(b) Explain why an old compromise does not cover it. [2]

Solutions

2.1 through victory in the Mexican-American War and diplomatic negotiations.

2.2 the status of slavery; of American Indians; of Mexicans in the newly acquired lands.

2.3 (a) the territory arrived without a rule for slavery, so the domestic question reopened on new ground. (b) their economic self-sufficiency and cultures were altered.

3.1 A. Mexicans.

3.2 A. diplomatic negotiations.

3.3 (a) the dispute reopens over the new ground. (b) a compromise is an agreement about a specified territory, so land outside its terms is not covered by it.

5.4 The Compromise of 1850

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS compromise of 1850 1850 年妥协案 • dred scott decision 德雷德 · 斯科特案 • attempts at compromise

Objective

Build the skills to explain **attempts at compromise** 妥协的尝试.

You must be able to:

- state what the Mexican Cession led to
- state who attempted to resolve the issue
- state what the Compromise of 1850 is an example of
- explain why the courts appear beside national leaders

1 Worked examples

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

■ The Cession

The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.

■ Who attempted

The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850. Two institutions, working on the same question.

■ An example

The Compromise of 1850 is the CED's example of a legislative attempt. 5.6 gives the Kansas-Nebraska Act and the Dred Scott decision as later attempts that **failed to reduce conflict**.

■ Courts and leaders

The question was not only legislative. Including the courts records that the dispute was also about what the Constitution already permitted — which is why a judicial answer could be attempted at all.

2 Practice

2.1 State what the Mexican Cession led to. [2]

2.2 State who attempted to resolve the issue. [2]

2.3 The courts appear beside national leaders.

(a) State what this records. [2]

(b) State the CED's later examples of such attempts. [1]

3 Exam-style questions

3.1 The CED names as attempting resolution the courts and [1]

- **A** national leaders
- **B** state governors only
- **C** foreign powers
- **D** the army

3.2 The Compromise of 1850 is given as [1]

- **A** one of a variety of attempts
- **B** the only attempt
- **C** a court decision
- **D** a constitutional amendment

3.3 A dispute is taken to the courts as well as to the legislature.

(a) State what this indicates about the dispute. [1]

(b) Explain why a judicial answer was attempted.

[2]

Solutions

2.1 heated controversies over whether to allow slavery in the newly acquired territories.

2.2 the courts and national leaders.

2.3 (a) that the dispute was also about what the Constitution already permitted. (b) the Kansas-Nebraska Act and the Dred Scott decision.

3.1 A. national leaders.

3.2 A. one of a variety.

3.3 (a) that it was partly a question of constitutional interpretation. (b) if the Constitution already settled the matter, a court could declare what it required rather than a legislature negotiating a new rule.

“[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.

5.5 Sectional Conflict: Regional Differences

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS violence 暴力 • the sectional argument 地区分歧

Objective

Build the skills to explain **the sectional argument** 地区分歧.

You must be able to:

- state the two labour systems the CED contrasts
- explain the free-soil argument and how it differs from abolition
- state the three things abolitionists did
- name the three grounds on which slavery was defended

1 Worked examples

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

■ Two labour systems

The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on enslaved labor.

■ Free soil

Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor. Free soil is an argument about labour markets, not about the morality of slavery — a distinction the CED makes explicitly.

■ Abolitionists

African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting escapes, and sometimes expressing a willingness to use violence to achieve their goals.

■ Three defences

Racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

A racial claim, a social claim and a legal claim.

2 Practice

2.1 Explain the free-soil argument and how it differs from abolition. [2]

2.2 Name the three grounds on which slavery was defended. [3]

2.3 Abolitionists were a minority.

(a) State the three things they did. [3]

(b) State the CED's word for their campaign. [1]

3 Exam-style questions

3.1 Free soil argued that slavery's expansion was incompatible with [1]

- A free labor
- B the tariff
- C westward migration
- D immigration

3.2 Abolitionists in the North were [1]

- A a minority
- B a majority

- **C** a political party
 - **D** nonexistent
-

3.3 A movement opposes slavery's expansion without objecting to slavery.

(a) Name the movement. [1]

(b) Explain the reasoning behind its position. [2]

Solutions

2.1 free soil claimed slavery's expansion would undermine the free labour market; abolition objected to slavery on principle.

2.2 racial doctrines; the view that slavery was a positive social good; the belief that slavery and states' rights were protected by the Constitution.

2.3 (a) presenting moral arguments; assisting escapes; sometimes expressing a willingness to use violence. (b) highly visible.

3.1 A. free labor.

3.2 A. a minority.

3.3 (a) the free-soil movement. (b) it held that enslaved labour would displace free labour in new territories, so the objection is economic and concerns the territories rather than the institution.

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.

5.6 Failure of Compromise

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS dred scott decision 德雷德·斯科特案 • republican party 共和党

Objective

Build the skills to explain **why compromise failed** 妥协的失败.

You must be able to:

- name the two later attempts the CED gives
- state the CED's verdict on them
- state what ended the Second Party System
- explain why sectional parties are a step towards war

1 Worked examples

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

■ Two attempts

The **Kansas-Nebraska Act, and the Dred Scott decision** — one legislative, one judicial.

■ The verdict

They **ultimately failed to reduce conflict**. The CED does not say they caused the war; it says they did not do what they were for.

■ The party system

The **Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.**

■ Why it matters

A national party has to hold voters in both sections, so it must find positions both can accept. When parties become sectional, nothing in the party system requires anyone to compromise — the institution that had produced compromises stops producing them.

2 Practice

2.1 Name the two later attempts and state the CED's verdict. [2]

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

2.3 Sectional parties are a step towards war.

(a) Explain why. [2]

(b) Name the party the CED gives. [1]

3 Exam-style questions

3.1 The CED says these attempts [1]

- **A** ultimately failed to reduce conflict
- **B** caused the war directly
- **C** succeeded
- **D** were never made

3.2 The Second Party System was weakened by slavery and [1]

- **A** anti-immigrant nativism
- **B** the tariff alone
- **C** foreign policy
- **D** judicial review

3.3 A party needs votes in only one section to win office.

(a) State what it no longer needs. [1]

(b) Explain the consequence for compromise.

[2]

Solutions

2.1 the Kansas-Nebraska Act and the Dred Scott decision; they ultimately failed to reduce conflict.

2.2 the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties.

2.3 (a) a national party must hold voters in both sections and therefore seek positions both can accept; a sectional party need not, so nothing in the party system requires compromise. (b) the Republican Party in the North.

3.1 A. failed to reduce conflict.

3.2 A. nativism.

3.3 (a) positions acceptable to the other section. (b) the party system stops generating compromises, and the institution that had contained the dispute no longer does.

“[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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2. Respond to parts A, B, and C.

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Directions: Answer either Question 3 or Question 4.

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- 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.

5.7 Election of 1860 and Secession

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS election of 1860 1860 年大选 • abraham lincoln 林肯

Objective

Build the skills to explain **the election and secession** 1860 年大选与脱离.

You must be able to:

- state how Lincoln's victory was accomplished
- state what followed the election
- explain the significance of 'without any Southern electoral votes'
- state the CED's word for how secession was decided

1 Worked examples

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

■ The victory

Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes.

■ What followed

After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

■ Without Southern votes

A president could now be elected against the unanimous opposition of a section. That demonstrated to the South that the electoral arithmetic no longer required its consent — the political fact behind the decision to leave.

■ 'Contested' and 'voted'

The CED says debates were **contested** and states **voted**. Secession was decided, with opposition, rather than occurring; and "most slave states" is not all of them.

2 Practice

2.1 State how Lincoln’s victory was accomplished. [2]

2.2 Explain the significance of “without any Southern electoral votes”. [2]

2.3 The CED’s wording about secession is precise.

(a) State what “contested” and “voted” indicate. [2]

(b) State what “most slave states” indicates. [1]

3 Exam-style questions

3.1 Lincoln’s platform in 1860 was [1]

- **A** free soil
- **B** abolition
- **C** nativism
- **D** annexation

3.2 “Most slave states” indicates [1]

- **A** not all of them seceded
- **B** all of them seceded
- **C** none seceded
- **D** only one seceded

3.3 A president is elected with no votes from an entire section.

(a) State what this demonstrates. [1]

(b) Explain why it changes the section's calculation.

[2]

Solutions

2.1 on the Republicans' free-soil platform, without any Southern electoral votes.

2.2 a president could be elected against the unanimous opposition of a section, so the electoral arithmetic no longer required Southern consent.

2.3 (a) that secession was decided through debate and voting, with opposition, rather than simply occurring. (b) that not all slave states seceded.

3.1 A. free soil.

3.2 A. not all.

3.3 (a) that the section's votes are no longer needed to decide a national election. (b) influence inside the system had rested on being needed, and a section that is not needed must find another means of protecting its position.

5.8 Military Conflict in the Civil War

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS war's course 战争进程

Objective

Build the skills to explain the **war's course** 战争进程.

You must be able to:

- state what both sides did and what both faced
- name the four reasons for Union success
- state the CED's description of early Confederate performance
- explain why a list of four reasons is the answer

1 Worked examples

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

■ Both sides

Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

Total mobilisation and internal dissent, on both sides.

■ Four reasons

Improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

■ Early Confederate performance

Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded. The CED credits the Confederacy's early performance before explaining the outcome.

■ Why four

"Greater resources" alone would predict a quicker victory; "improvements in leadership" alone would not explain the scale. The list is the CED's answer to why an advantage in resources took four years to become a result.

2 Practice

2.1 State what both sides did and what both faced. [2]

2.2 Name the four reasons for Union success. [2]

2.3 The CED credits the Confederacy first.

(a) State its description. [2]

(b) Explain why four reasons are given rather than one. [1]

3 Exam-style questions

3.1 Both sides faced considerable [1]

- **A** home front opposition
- **B** foreign invasion
- **C** famine
- **D** naval blockade of both coasts

3.2 One of the four reasons is the wartime destruction of [1]

- **A** the South's infrastructure
- **B** the North's factories
- **C** European trade
- **D** the railways of the West

3.3 A side with far greater resources takes four years to win.

(a) State what this shows. [1]

(b) Explain what else the CED's list supplies.

[2]

Solutions

2.1 both mobilized their economies and societies to wage the war; both faced considerable home front opposition.

2.2 improvements in leadership and strategy; key victories; greater resources; the wartime destruction of the South's infrastructure.

2.3 (a) it showed military initiative and daring early in the war. (b) no single reason explains why an advantage in resources took four years to produce a result.

3.1 A. home front opposition.

3.2 A. the South's infrastructure.

3.3 (a) that resources alone do not decide a war quickly. (b) leadership, strategy and key victories, which explain how the resource advantage was converted into an outcome.

5.9 Government Policies During the Civil War

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS emancipation proclamation 解放黑奴宣言 • war's changing purpose 战争目的的转变

Objective

Build the skills to explain the **war's changing purpose** 战争目的的转变.

You must be able to:

- state why the Union began the war
- state the two effects of the Emancipation Proclamation
- state what many African Americans did
- state what Lincoln used the Gettysburg Address to do

1 Worked examples

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

■ The original purpose

Lincoln and most Union supporters began the Civil War to preserve the Union. The CED is explicit: emancipation was not the initial aim.

■ Two effects

Lincoln's decision to issue the Emancipation Proclamation **reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.** One domestic effect, one diplomatic.

■ African American action

Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. Their action is given as a cause of the Confederacy's weakening, not as a consequence of the Proclamation alone.

■ Gettysburg

Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals. The war is connected back to 3.4's documents.

2 Practice

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

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

2.3 African Americans acted.

(a) State what they did and its effect. [2]

(b) State what Lincoln used the Gettysburg Address to do. [1]

3 Exam-style questions

3.1 The Union began the war to [1]

- A preserve the Union
- B abolish slavery
- C acquire territory
- D raise tariffs

3.2 The Proclamation helped prevent the Confederacy from gaining [1]

- A full diplomatic support from European powers
- B soldiers

- **C** cotton
 - **D** railways
-

3.3 A war's stated purpose changes while it is being fought.

(a) State what the CED's verb is. [1]

(b) Explain what the change accomplished diplomatically. [2]

Solutions

2.1 to preserve the Union; the CED is explicit that emancipation was not the initial aim.

2.2 it reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.

2.3 (a) many fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. (b) portray the struggle against slavery as the fulfilment of America's founding democratic ideals.

3.1 A. preserve the Union.

3.2 A. full diplomatic support.

3.3 (a) reframed. (b) it made support for the Confederacy support for slavery, which European powers that had abolished it could not easily give.

5.10 Reconstruction

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS reconstruction 重建 • 15th amendment 第十五修正案 • radical and moderate republicans 激进派与温和派
 • emboldened and divided 既受鼓舞又出现分裂 • 13th amendment 第十三修正案

Objective

Build the skills to explain **Reconstruction** 重建.

You must be able to:

- state what each of the three amendments did
- state what Reconstruction altered and what it opened
- state the two reasons the CED gives for its failure
- state how the women's rights movement responded to the amendments

1 Worked examples

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

■ Three amendments

The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

■ What it altered

Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. It opened up political opportunities and other leadership roles to formerly enslaved persons.

■ Why it failed

Efforts by radical and moderate Republicans yielded some short-term successes, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve. Two causes, one in each section.

■ Women's rights

The women's rights movement was both emboldened and divided over the 14th and 15th amendments. Emboldened by the principle, divided over whether to support amendments that did not include women.

2 Practice

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

2.2 State the two reasons the CED gives for Reconstruction's failure. [2]

2.3 The women's rights movement responded in two ways.

(a) State them. [2]

(b) State what Reconstruction opened up. [1]

3 Exam-style questions

3.1 Reconstruction failed due to Southern resistance and [1]

- A the North's waning resolve
- B foreign intervention
- C a Supreme Court ruling alone
- D economic collapse in the North

3.2 The 14th and 15th amendments granted citizenship, equal protection and [1]

- A voting rights
- B land

- **C** education
 - **D** employment
-

3.3 A movement supports a principle and opposes the measure enacting it.

(a) State what explains this. [1]

(b) Explain the division it produced. [2]

Solutions

2.1 the 13th abolished slavery; the 14th and 15th granted citizenship and equal protection and voting rights.

2.2 determined Southern resistance; the North's waning resolve.

2.3 (a) it was emboldened and divided over the amendments. (b) political opportunities and other leadership roles for formerly enslaved persons.

3.1 A. waning resolve.

3.2 A. voting rights.

3.3 (a) the measure enacted the principle for some and not for others. (b) some supported the amendments as an advance for the principle, while others opposed measures that extended rights while leaving women out.

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

5.11 Failure of Reconstruction

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS sharecropping 分成租佃 • stripped away 逐步剥夺 • supreme court decisions 最高法院判决
• segregation 种族隔离 • reconstruction 重建时期

Objective

Build the skills to explain **what followed Reconstruction** 重建之后.

You must be able to:

- state what happened to land ownership
- explain the sharecropping system and whom it limited
- name the four means by which rights were stripped away
- state the CED's claim about the amendments' later use

1 Worked examples

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

■ Land

Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Formerly enslaved persons sought land ownership but generally fell short of self-sufficiency.

■ Sharecropping

An exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South. The CED names poor whites as well — the system's victims were not defined by race alone.

■ Four means

Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights. "Progressively" — over time, not at once.

■ Later use

The 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century. The text survived its own defeat and became the instrument of a later advance.

2 Practice

2.1 State what happened to land ownership after Reconstruction. [2]

2.2 Name the four means by which rights were stripped away. [2]

2.3 The amendments outlived their defeat.

(a) State the CED's claim. [2]

(b) State whom the sharecropping system limited. [1]

3 Exam-style questions

3.1 The sharecropping system is described as exploitative and [1]

- **A** soil-intensive
- **B** voluntary
- **C** short-lived
- **D** profitable for tenants

3.2 “Progressively stripped away” indicates the loss of rights was [1]

- **A** over time
- **B** immediate
- **C** reversed
- **D** never real

3.3 A constitutional text is nullified in practice and later becomes the basis of a legal victory.

(a) State the CED's claim about the 14th and 15th amendments. [1]

(b) Explain how this is possible. [2]

Solutions

2.1 Southern plantation owners continued to own the majority of the region's land; formerly enslaved persons sought land ownership but generally fell short of self-sufficiency.

2.2 segregation; violence; Supreme Court decisions; local political tactics.

2.3 (a) they eventually became the basis for court decisions upholding civil rights in the 20th century. (b) blacks and poor whites.

3.1 A. soil-intensive.

3.2 A. over time.

3.3 (a) exactly this. (b) the text remained in the Constitution while its enforcement lapsed, so a later court could enforce what had never been repealed.

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

5.12 Comparison in Period 5

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS compare 比较

Objective

Build the skills to **compare** 比较 within period 5.**You must be able to:**

- state what a comparison must contain
- name a similarity between North and South in the war
- name a difference and its basis
- use the CED's own qualifiers to limit the comparison

1 Worked examples

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

■ What it contains

A similarity, a difference and a stated basis of comparison.

■ A similarity

Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
The CED supplies the similarity in one sentence.

■ A difference

Resources and infrastructure. The Union had **greater resources**, and the war brought the **wartime destruction of the South's infrastructure**. The basis of comparison is the capacity to sustain a long war.

■ Limits

"Some short-term successes", "generally fell short", "most slave states" — the CED's qualifiers are the material for a comparison that does not overstate.

2 Practice

2.1 State the three things a comparison must contain. [3]

2.2 Name a similarity between the Union and the Confederacy. [2]

2.3 Name a difference with its basis.

(a) State them. [2]

(b) Name two of the CED's qualifiers that limit a claim. [1]

3 Exam-style questions

3.1 Both sides mobilized while facing [1]

- **A** considerable home front opposition
- **B** no opposition
- **C** foreign occupation
- **D** identical resources

3.2 A basis of comparison for the war's outcome is the capacity to [1]

- **A** sustain a long war
- **B** win a single battle
- **C** hold an election
- **D** appoint judges

3.3 Write a comparison of the Union and the Confederacy on their capacity to sustain

the war.

[4]

Solutions

2.1 a similarity; a difference; a stated basis of comparison.

2.2 both mobilized their economies and societies while facing considerable home front opposition.

2.3 (a) the Union had greater resources while the South's infrastructure was destroyed in the war; the basis is the capacity to sustain a long war. (b) any two of: "some short-term successes"; "generally fell short"; "most slave states".

3.1 A. home front opposition.

3.2 A. sustaining a long war.

3.3 the basis stated; a similarity with evidence; a difference with evidence; a sentence relating the two rather than describing each in turn.