

Week 21

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. Each of the three claims joins two things with...

- ☐ but
- ☐ while
- ☐ because
- ☐ unless

2. Select **all** four imperialist grounds the CED names.

- ☐ economic opportunities
- ☐ racial theories
- ☐ competition with European empires
- ☐ the perception that the western frontier was "closed"

*Tick every correct option.*3. Select **all** three effects the CED names.

- ☐ acquisition of island territories
- ☐ an increase in involvement in Asia
- ☐ the suppression of a nationalist movement in the Philippines
- ☐ the annexation of Mexico

*Tick every correct option.*4. Select **all** three national aims the CED names.

- ☐ effectively regulate the economy
- ☐ expand democracy
- ☐ generate moral reform
- ☐ acquire colonies

Tick every correct option.

5. Entry departed from the tradition of...

- ☐ free trade
- ☐ noninvolvement in European affairs
- ☐ high tariffs
- ☐ open immigration

6. Select **all** three targets of wartime anxiety about radicalism.

- ☐ freedom of speech
- ☐ labour activism
- ☐ immigrant culture
- ☐ church attendance

Tick every correct option.

7. Select **all** three results of the consumer-goods focus.

- ☐ improved standards of living
- ☐ greater personal mobility
- ☐ better communications systems
- ☐ lower wages

Tick every correct option.

8. 'Episodes of credit and market instability' describes...

- ☐ a single crash
- ☐ a recurring problem
- ☐ a foreign event
- ☐ a court case

9. The CED says mass mobilisation...

- ☐ deepened the Depression
- ☐ helped end the Great Depression
- ☐ had no economic effect
- ☐ caused the Depression

10. 'This perspective was later reinforced by revelations' shows the CED is...

- ☐ dating when the evidence arrived
- ☐ rejecting the perspective
- ☐ inventing it
- ☐ quoting a treaty

AP United States History

1. **while**

Neither half cancels the other.

2. **economic opportunities; racial theories; competition with European empires; the perception that the western frontier was "closed"**

'Destined' echoes 5.2's Manifest Destiny, aimed overseas.

3. **acquisition of island territories; an increase in involvement in Asia; the suppression of a nationalist movement in the Philippines**

The third belongs in any answer.

4. **effectively regulate the economy; expand democracy; generate moral reform**

The third is why prohibition is a Progressive measure.

5. **noninvolvement in European affairs**

3.10's Farewell Address is the tradition meant.

6. **freedom of speech; labour activism; immigrant culture**

One anxiety, three targets.

7. **improved standards of living; greater personal mobility; better communications systems**

The second and third are new in kind.

8. **a recurring problem**

With the Depression as the sharpest.

9. **helped end the Great Depression**

It fits exactly with 7.10's verdict on the New Deal.

10. **dating when the evidence arrived**

It separates belief at the time from later confirmation.

7.1 Contextualizing Period 7

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS mass culture 大众文化 • context 背景 • reform 改革

Objective

Build the skills to write the **context** 背景 for 1890-1945.

You must be able to:

- state the CED's three key concepts for the period
- explain the pairing in KC-7.1
- state what innovations contributed to
- state the double effect of participation in global conflicts

1 Worked examples

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

■ Three key concepts

KC-7.1: growth expanded opportunity, **while** economic instability led to new efforts to reform U.S. society and its economic system. **KC-7.2:** innovations in communications and technology contributed to the growth of mass culture, **while** significant changes occurred in migration patterns. **KC-7.3:** participation in a series of global conflicts propelled the United States into a position of international power **while** **renewing domestic debates over the nation's proper role in the world.**

■ The pairing

Growth and instability in one sentence. The same economy that expanded opportunity also produced the crises that made reform necessary, which is why the period contains both the 1920s and the 1930s.

■ Innovations

The growth of mass culture — a shared national culture becomes possible when the same broadcast reaches everyone.

■ Double effect

International power and renewed domestic debate. Becoming powerful did not settle the argument about whether to be involved; the CED says it **renewed** it.

2 Practice

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

2.2 Explain the pairing of growth and instability. [2]

2.3 Global conflicts had a double effect.

(a) State both. [2]

(b) State what innovations contributed to. [1]

3 Exam-style questions

3.1 The CED says participation in global conflicts **renewed** debates over the nation's [1]

- **A** proper role in the world
- **B** tariff schedule
- **C** currency
- **D** borders

3.2 Innovations in communications contributed to the growth of [1]

- **A** mass culture
- **B** agriculture
- **C** segregation
- **D** the tariff

3.3 A country becomes powerful and argues more about whether to act abroad.

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

(b) Explain why power does not settle the argument.

[2]

Solutions

2.1 growth expanding opportunity while instability produced reform efforts; innovations growing mass culture while migration patterns changed; global conflicts propelling the U.S. to international power while renewing debates over its role.

2.2 the same economy that expanded opportunity produced the crises that made reform necessary.

2.3 (a) it propelled the United States into a position of international power and renewed domestic debates over its proper role in the world. (b) the growth of mass culture.

3.1 A. its proper role in the world.

3.2 A. mass culture.

3.3 (a) renewed. (b) power makes intervention possible everywhere, which multiplies the occasions on which the question must be asked.

7.2 Imperialism: Debates

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS imperialism debate 帝国主义辩论

Objective

Build the skills to explain the **imperialism debate** 帝国主义辩论.**You must be able to:**

- name the four imperialist arguments
- name the three anti-imperialist arguments
- state what both sides invoked
- explain what the shared argument shows

1 Worked examples

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

■ Four imperialist arguments

Economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” — used to argue that Americans were destined to expand their culture and institutions to peoples around the globe.

■ Three anti-imperialist arguments

Principles of self-determination, racial theories, and the U.S. foreign policy tradition of isolationism.

■ The shared argument

Racial theories appear on both lists. The same body of thought was used to argue for expansion and against it.

■ What that shows

An argument is not the same as a position. Racial theory could justify governing others or refusing to admit them, so knowing someone’s premises does not tell you their conclusion — which is exactly why the CED lists it twice.

2 Practice

2.1 Name the four imperialist arguments. [2]

2.2 Name the three anti-imperialist arguments. [3]

2.3 One argument appears on both lists.

(a) Name it and explain how it served both. [2]

(b) State what this shows about arguments and positions. [1]

3 Exam-style questions

3.1 Imperialists cited the 1890s perception that the western frontier was [1]

- **A** “closed”
- **B** expanding
- **C** unexplored
- **D** foreign

3.2 Anti-imperialists invoked self-determination, racial theories and [1]

- **A** the tradition of isolationism
- **B** the Monroe Doctrine
- **C** the tariff
- **D** free silver

3.3 The same theory is used by both sides of a debate.

(a) State what this shows. [1]

(b) Explain what an answer must therefore do.

[2]

Solutions

2.1 economic opportunities; racial theories; competition with European empires; the perception that the frontier was closed.

2.2 principles of self-determination; racial theories; the U.S. foreign policy tradition of isolationism.

2.3 (a) racial theories; they justified governing others and also refusing to admit them. (b) that premises do not determine conclusions.

3.1 A. “closed”.

3.2 A. isolationism.

3.3 (a) that the theory does not determine the position. (b) state which use of the theory it means and how that use produced the conclusion in question.

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

“[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.

7.3 The Spanish–American War

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS imperialism debate 帝国主义之争 • war's consequences 战争的后果

Objective

Build the skills to explain the **war's consequences** 战争的后果.

You must be able to:

- state the three consequences of the American victory
- state what happened in the Philippines
- explain why the third consequence complicates the first two
- connect the war to the imperialism debate

1 Worked examples

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

■ Three consequences

The American victory led to **the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.**

■ The Philippines

The suppression of a nationalist movement. The CED names it plainly: a movement for national self-government was put down.

■ The complication

7.2's anti-imperialists cited **self-determination**. The third consequence is the United States suppressing exactly that principle abroad, in the same years the debate was being conducted at home.

■ The connection

The war did not settle the debate; it produced the case the debate was about. An answer that treats 7.2 as theory and 7.3 as events has missed that the events are the argument's subject matter.

2 Practice

2.1 State the three consequences of the American victory. [3]

2.2 State what happened in the Philippines. [2]

2.3 The third consequence complicates the debate.

(a) Explain how. [2]

(b) State the relationship between 7.2 and 7.3. [1]

3 Exam-style questions

3.1 The war led to U.S. acquisition of island territories in the Caribbean and [1]

- **A** the Pacific
- **B** the Atlantic only
- **C** the Mediterranean
- **D** the Arctic

3.2 The CED describes what happened in the Philippines as [1]

- **A** the suppression of a nationalist movement
- **B** a voluntary union
- **C** a withdrawal
- **D** a purchase

3.3 A country whose debate invokes self-determination suppresses a nationalist movement.

(a) State the tension. [1]

(b) Explain why the CED's plain wording matters. [2]

Solutions

2.1 acquisition of island territories in the Caribbean and the Pacific; increased involvement in Asia; the suppression of a nationalist movement in the Philippines.

2.2 a nationalist movement was suppressed.

2.3 (a) anti-imperialists cited self-determination, and the United States suppressed exactly that claim abroad. (b) 7.3's events are what 7.2's debate is about.

3.1 A. the Pacific.

3.2 A. suppression of a nationalist movement.

3.3 (a) the principle invoked at home was denied abroad. (b) a vaguer phrase would obscure what was done, and the tension is only visible when the act is named accurately.

7.4 The Progressives

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS reform 改革 • progressives 进步派 • immigration restriction 移民限制 • prohibition 禁酒令

Objective

Build the skills to explain the **Progressives** 进步派.

You must be able to:

- state what Progressive journalists attacked
- name the three aims of national Progressive legislation
- name three issues on which Progressives were divided
- distinguish preservationists from conservationists

1 Worked examples

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

■ Journalists

Some Progressive Era journalists attacked what they saw as **political corruption, social injustice, and economic inequality**, while reformers, **often from the middle and upper classes and including many women**, worked to effect social changes in cities and among immigrant populations.

■ Three aims

On the national level Progressives sought federal legislation to **effectively regulate the economy, expand democracy, and generate moral reform**. Progressive amendments dealt with **prohibition and women's suffrage**.

■ Divisions

The Progressives were divided over many issues. Some supported Southern segregation, while others ignored its presence. Some advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts. Progressives also disagreed about immigration restriction.

■ Two conservation positions

Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources. Same institution, different purposes.

2 Practice

2.1 State what Progressive journalists attacked. [3]

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

2.3 The Progressives were divided.

(a) Name two divisions. [2]

(b) State what preservationists and conservationists agreed on. [1]

3 Exam-style questions

3.1 Progressive amendments dealt with prohibition and [1]

- A women's suffrage
- B the income tax only
- C segregation
- D immigration quotas

3.2 On segregation, the CED says some Progressives supported it and others [1]

- A ignored its presence
- B abolished it

- **C** were unaware of it
 - **D** left the country
-

3.3 A movement is divided over expert rule and popular participation.

(a) State what both positions want. [1]

(b) Explain why they conflict. [2]

Solutions

2.1 political corruption; social injustice; economic inequality.

2.2 effectively regulate the economy; expand democracy; generate moral reform.

2.3 (a) any two of: segregation (support vs ignoring); popular participation vs expert administration; immigration restriction. (b) the establishment of national parks.

3.1 A. women's suffrage.

3.2 A. ignored its presence.

3.3 (a) better government. (b) expert rule improves decisions by removing them from popular control, while expanding participation improves them by extending that control.

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

“The colored women of the United States [have] bonded themselves together to fulfill a mission to which they feel peculiarly adapted and especially called.... It is not because we are discouraged at the progress made by our people that we have uttered the cry of alarm which has called together this band of earnest women assembled here tonight. In the unprecedented advancement made by the negro since his emancipation, we take great pride....

In public questions affecting our legal status, let us engage intelligently and continuously, whenever and wherever it is possible to strike a blow for equality and right.... Let the cause of temperance and morality be especially espoused in our effort to better humanity and elevate the race.... Let us consecrate¹ ourselves anew to the mission which we have been called to fulfill....

Let us not only preach, but practice race unity, race pride, reverence and respect for those capable of leading and advising us.”

Source: Mary Church Terrell, president of the National Association of Colored Women, first presidential address to the association, 1897

1: dedicate

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

- A. Briefly describe the author’s purpose as expressed in the excerpt.
- B. Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt.
- C. Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945.

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.

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 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**.

- a. Briefly describe one point of view suggested in the excerpt.
- b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
- c. 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.

7.5 World War I: Military and Diplomacy

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS entry and aftermath 参战与战后

Objective

Build the skills to explain **entry and aftermath** 参战与战后.

You must be able to:

- state what U.S. entry departed from and why
- state the CED's assessment of the AEF's combat role
- state what U.S. entry nevertheless did
- state what the Senate refused

1 Worked examples

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

■ Departure

After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.

■ The AEF

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies. A limited military contribution with a decisive effect.

■ Why both

The entry mattered as much for what it promised — fresh manpower and industrial capacity — as for what it delivered in the field before the war ended.

■ The Senate

Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. The tradition departed from in 1917 reasserted itself in 1919.

2 Practice

2.1 State what U.S. entry departed from and why. [2]

2.2 State the CED's assessment of the AEF's role and of U.S. entry. [2]

2.3 The Senate acted after the war.

(a) State what it refused. [2]

(b) State what this shows about the tradition. [1]

3 Exam-style questions

3.1 The AEF's role in combat is described as [1]

- **A** relatively limited
- **B** decisive in every battle
- **C** nonexistent
- **D** the largest of any army

3.2 The Senate refused to ratify the Treaty of Versailles or [1]

- **A** join the League of Nations
- **B** fund the army
- **C** recognise France
- **D** end the war

3.3 A limited military contribution has a decisive effect.

(a) State how this is possible. [1]

(b) Explain the reasoning.

[2]

Solutions

2.1 the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Wilson's call for the defense of humanitarian and democratic principles.

2.2 the AEF played a relatively limited role in combat; U.S. entry helped tip the balance in favor of the Allies.

2.3 (a) to ratify the Treaty of Versailles or join the League of Nations. (b) that the tradition departed from in 1917 reasserted itself.

3.1 A. relatively limited.

3.2 A. the League of Nations.

3.3 (a) the effect can come from what entry promises rather than from what it delivers. (b) fresh manpower and industrial capacity changed what each side could expect, which alters the war's balance before those resources are fully used.

7.6 World War I: Home Front

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS great migration 大迁徙 • home front 后方

Objective

Build the skills to explain the **home front** 后方.

You must be able to:

- state what happened to freedom of speech during the war
- state what nativist campaigns produced
- state what the demand for war production caused
- state what the Great Migration was and what migrants found

1 Worked examples

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

■ Speech

Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.

■ Quotas

Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

■ Internal migration

The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.

■ The Great Migration

African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination. Both halves, and the CED states them together.

2 Practice

2.1 State what happened to freedom of speech and why. [2]

2.2 State what nativist campaigns produced. [2]

2.3 The Great Migration had a double outcome.

(a) State what migrants escaped and what they found. [3]

(b) State what caused internal migration to cities. [1]

3 Exam-style questions

3.1 Anxiety about radicalism led to [1]

- **A** a Red Scare
- **B** immigration quotas alone
- **C** a strike wave only
- **D** no response

3.2 African American migrants moved to the North and West and [1]

- **A** still encountered discrimination
- **B** found full equality
- **C** returned immediately
- **D** were barred from work

3.3 People move to escape discrimination and encounter it at their destination.

(a) State what the CED records. [1]

(b) Explain why both halves belong in an answer.

[2]

Solutions

2.1 official restrictions grew, as anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.

2.2 quotas restricting immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

2.3 (a) they escaped segregation, racial violence and limited economic opportunity and found new opportunities but still encountered discrimination. (b) increased demand for war production and labor.

3.1 A. a Red Scare.

3.2 A. still encountered discrimination.

3.3 (a) both the new opportunities and the continued discrimination. (b) an account of only the opportunities makes the migration a success story, and one of only the discrimination cannot explain why so many moved.

“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.

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

7.7 1920s: Innovations in Communication and Technology

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS 1920s economy and media 媒体与经济

Objective

Build the skills to explain the **1920s economy and media** 媒体与经济.

You must be able to:

- state what new technologies focused the economy on
- name the three effects the CED gives
- state the double effect of new mass media
- explain why the media effect points both ways

1 Worked examples

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

■ The focus

New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods.

■ Three effects

Improved standards of living, greater personal mobility, and better communications systems.

■ Mass media

New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures. Both a national culture and a heightened awareness of regional difference.

■ Both ways

A broadcast reaching everywhere makes a shared culture possible and also makes local difference audible to people who had never encountered it. The CED refuses to make mass media only a homogenising force.

2 Practice

2.1 State what new technologies focused the economy on. [2]

2.2 Name the three effects the CED gives. [3]

2.3 Mass media worked in two directions.

(a) State both. [2]

(b) Explain how one medium can do both. [1]

3 Exam-style questions

3.1 New mass media contributed to national culture and to [1]

- **A** greater awareness of regional cultures
- **B** the end of regional cultures
- **C** less communication
- **D** lower living standards

3.2 One of the three effects is greater personal [1]

- **A** mobility
- **B** debt
- **C** isolation
- **D** taxation

3.3 A radio programme is heard in every region.

(a) State the two possible effects. [1]

(b) Explain why the CED names both.

[2]

Solutions

2.1 the production of consumer goods.

2.2 improved standards of living; greater personal mobility; better communications systems.

2.3 (a) the spread of national culture and greater awareness of regional cultures. (b) a broadcast reaching everywhere both shares one culture and makes local difference audible.

3.1 A. greater awareness of regional cultures.

3.2 A. mobility.

3.3 (a) a shared national culture and a heightened awareness of regional difference. (b) the same broadcast can carry material from one region to another, so it both unifies and exposes difference.

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

7.8 1920s: Cultural and Political Controversies

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS harlem renaissance 哈莱姆文艺复兴 • 1920s controversies 文化争论

Objective

Build the skills to explain the **1920s controversies** 文化争论.

You must be able to:

- state the CED's demographic claim about 1920
- state what migration gave rise to
- name five subjects of 1920s controversy
- explain why the same decade produced expression and restriction

1 Worked examples

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

■ 1920

By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.

■ New art

Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

■ Five controversies

Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

■ Both at once

The same decade produced the Harlem Renaissance and the immigration quotas of 7.6. Expression and restriction are responses to the same demographic change, which is why the CED puts them in one unit.

2 Practice

2.1 State the CED's demographic claim about 1920 and its consequence. [2]

2.2 Name five subjects of 1920s controversy. [3]

2.3 The decade produced expression and restriction.

(a) Name an example of each. [2]

(b) Explain why they belong in one unit. [1]

3 Exam-style questions

3.1 By 1920, a majority of the U.S. population lived in [1]

- **A** urban centers
- **B** rural areas
- **C** the South
- **D** the West

3.2 The Harlem Renaissance is given as an example of [1]

- **A** new forms of art and literature expressing ethnic and regional identities
- **B** immigration policy
- **C** economic regulation
- **D** foreign policy

3.3 A society becomes more diverse and restricts entry in the same decade.

(a) State what both respond to. [1]

(b) Explain the difference between the two responses.

[2]

Solutions

2.1 a majority lived in urban centers, which offered new economic opportunities for women, international migrants and internal migrants.

2.2 gender roles; modernism; science; religion; issues related to race and immigration.

2.3 (a) expression: the Harlem Renaissance; restriction: the immigration quotas. (b) both are responses to the same demographic change.

3.1 A. urban centers.

3.2 A. new art expressing ethnic and regional identities.

3.3 (a) the same demographic change. (b) one makes the new population's experience part of the national culture, while the other seeks to limit further change of the same kind.

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

7.9 The Great Depression

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS great depression 大萧条 • urban, industrial 城市工业化

Objective

Build the skills to explain the **Great Depression** 大萧条.

You must be able to:

- state the transition the CED says continued
- state what episodes of instability led to
- state what policymakers transformed the U.S. into
- explain what 'limited welfare state' concedes

1 Worked examples

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

■ The transition

The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. “Continued” — the transition began in period 6.

■ Instability

Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

■ The transformation

During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

■ 'Limited'

The CED's adjective concedes the scope. A welfare state was created and it was bounded — and 8.9's Great Society is the next attempt to extend it.

2 Practice

2.1 State the transition the CED says continued and from when. [2]

2.2 State what policymakers transformed the U.S. into and what this redefined. [2]

2.3 The CED writes “limited welfare state”.

(a) State what the adjective concedes. [2]

(b) State what episodes of instability led to. [1]

3 Exam-style questions

3.1 The transformation of the 1930s redefined the goals and ideas of [1]

- **A** modern American liberalism
- **B** conservatism
- **C** foreign policy
- **D** federalism only

3.2 “Limited” indicates the welfare state was [1]

- **A** created and bounded
- **B** never created
- **C** unbounded
- **D** temporary only

3.3 A crisis produces a permanent change in what government does.

(a) State the CED’s example. [1]

(b) Explain why an emergency can produce a permanent change.

[2]

Solutions

2.1 from a rural, agricultural economy to an urban, industrial economy led by large companies; the transition began in period 6 and continued.

2.2 a limited welfare state, redefining the goals and ideas of modern American liberalism.

2.3 (a) that the welfare state was bounded in scope rather than comprehensive. (b) calls for a stronger financial regulatory system.

3.1 A. modern American liberalism.

3.2 A. created and bounded.

3.3 (a) the transformation of the U.S. into a limited welfare state. (b) institutions created for an emergency outlast it, and the expectations they create make removing them a change in its own right.

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

“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.

7.10 The New Deal

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS new deal 新政 • recovery 复苏 • relief 救济 • radical, union, and populist movements 激进派、工会与
 • franklin roosevelt's new deal 罗斯福新政

Objective

Build the skills to explain the **New Deal** 新政.

You must be able to:

- state the three aims of the New Deal
- state the two pressures on Roosevelt
- state what the New Deal did and did not achieve
- state the political realignment it fostered

1 Worked examples

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

■ Three aims

Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

■ Two pressures

Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. Pressure from both directions.

■ Achievement

Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies. The CED denies the immediate success and asserts the lasting one.

■ Realignment

It fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

2 Practice

2.1 State the three aims of the New Deal. [3]

2.2 State the two pressures on Roosevelt. [2]

2.3 The CED assesses the New Deal in two parts.

(a) State both. [2]

(b) State the realignment it fostered. [1]

3 Exam-style questions

3.1 The CED says the New Deal [1]

- **A** did not end the Depression
- **B** ended the Depression
- **C** worsened it deliberately
- **D** was never enacted

3.2 Conservatives in Congress and the Supreme Court sought to [1]

- **A** limit the New Deal's scope
- **B** expand it
- **C** ignore it
- **D** fund it

3.3 A programme fails at its stated aim and changes politics for a generation.

(a) State the CED's judgment. [1]

(b) Explain how both can be true.

[2]

Solutions

2.1 provide relief to the poor; stimulate recovery; reform the American economy.

2.2 radical, union and populist movements pushing for more extensive change; conservatives in Congress and the Supreme Court seeking to limit its scope.

2.3 (a) it did not end the Depression; it left a legacy of reforms and regulatory agencies. (b) a long-term realignment in which many ethnic groups, African Americans and working-class communities identified with the Democratic Party.

3.1 A. it did not end the Depression.

3.2 A. limit its scope.

3.3 (a) that it did not end the Depression but left a lasting legacy. (b) the stated aim was recovery, which it did not achieve, while the institutions and loyalties it created outlived the crisis.

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.

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

“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.

7.11 Interwar Foreign Policy

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS interwar foreign policy 两战之间的外交 • unilateral foreign policy 单边外交政策

Objective

Build the skills to explain **interwar foreign policy** 两战之间的外交.

You must be able to:

- state the CED's description of postwar U.S. policy
- name the three instruments it used
- state the American position in the 1930s
- explain how unilateralism and isolationism coexist

1 Worked examples

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

■ The description

In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.

■ Three instruments

International investment, peace treaties, and select military intervention.
An economic, a diplomatic and a military instrument.

■ The 1930s

While many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II. Concern without willingness to act.

■ Both at once

Unilateral means acting alone; **isolationist** means avoiding entanglement. A country can act abroad on its own terms while refusing the commitments that membership in an international system would involve. The CED's "even while" holds both.

2 Practice

2.1 Name the three instruments of postwar U.S. policy. [3]

2.2 State the American position in the 1930s. [2]

2.3 Unilateralism and isolationism coexisted.

(a) Distinguish them. [2]

(b) State what drew the United States into the war. [1]

3 Exam-style questions

3.1 The CED describes postwar U.S. foreign policy as [1]

- **A** unilateral
- **B** multilateral
- **C** colonial
- **D** absent

3.2 Most Americans in the 1930s opposed [1]

- **A** taking military action against Nazi Germany and Japan
- **B** all trade
- **C** the New Deal
- **D** immigration quotas

3.3 A country intervenes selectively abroad and refuses to join international bodies.

(a) State the two terms that apply. [1]

(b) Explain how both are true at once.

[2]

Solutions

2.1 international investment; peace treaties; select military intervention.

2.2 many Americans were concerned about the rise of fascism and totalitarianism, but most opposed taking military action until Pearl Harbor.

2.3 (a) unilateral means acting alone; isolationist means avoiding entanglement. (b) the Japanese attack on Pearl Harbor.

3.1 A. unilateral.

3.2 A. military action.

3.3 (a) unilateral and isolationist. (b) it acts abroad on its own terms while refusing the standing commitments membership in an international system requires.

7.12 World War II: Mobilization

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS women and minorities 妇女与少数族裔 • mass mobilization 全面动员 • wartime mobilization 战时动员
 • great depression 大萧条

Objective

Build the skills to explain **wartime mobilization** 战时动员.

You must be able to:

- state what mass mobilization did to the Depression
- state the role of the industrial base
- state the opportunities and the debates mobilization produced
- state what happened to Japanese Americans

1 Worked examples

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

■ Ending the Depression

The mass mobilization of American society helped end the Great Depression, which 7.10 records the New Deal as not having done.

■ The industrial base

The country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. Supplying allies is named alongside supplying its own forces.

■ Opportunities and debates

Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. "For the war's duration" is a limit the CED states explicitly.

■ Internment

Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. Migration from Mexico and elsewhere in the Western Hemisphere increased in spite of contradictory government policies toward Mexican immigration.

2 Practice

2.1 State what mass mobilization did and the role of the industrial base. [2]

2.2 State the opportunities mobilization provided and the CED's limit on them. [2]

2.3 Wartime experiences challenged civil liberties.

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

(b) State the CED's description of policy towards Mexican immigration. [1]

3 Exam-style questions

3.1 The industrial base won the war partly by equipping and provisioning [1]

- **A** allies and millions of U.S. troops
- **B** U.S. troops only
- **C** civilians only
- **D** enemy forces

3.2 The opportunities for women and minorities are described as lasting [1]

- **A** for the war's duration
- **B** permanently
- **C** for a decade
- **D** for one year

3.3 A war produces both an advance in opportunity and a loss of civil liberties.

(a) State the CED's examples of each. [1]

(b) Explain why both belong in one account.

[2]

Solutions

2.1 it helped end the Great Depression; the strong industrial base played a pivotal role by equipping and provisioning allies and U.S. troops.

2.2 opportunities for women and minorities to improve their socioeconomic positions, for the war's duration.

2.3 (a) the internment of Japanese Americans. (b) contradictory.

3.1 A. allies and troops.

3.2 A. for the war's duration.

3.3 (a) opportunities for women and minorities; the internment of Japanese Americans. (b) both were produced by the same mobilisation, so an account of either alone misdescribes what the war did at home.

“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: Elizabeth 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.

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

7.13 World War II: Military

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS survival of freedom and democracy 自由与民主的存续 • allied cooperation 盟国合作 • women and mi

Objective

Build the skills to explain the **war and its meaning** 战争与意义.

You must be able to:

- state how Americans viewed the war
- state what later reinforced that view
- name the four things that achieved military victory
- state what the atomic bombs did and what they sparked

1 Worked examples

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

■ The view

Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies.

■ Reinforcement

This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. “Later” — the view preceded the full knowledge that confirmed it.

■ Four means of victory

Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion.

■ The bombs

The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons. The CED states an effect and a controversy in one sentence, and takes no side.

2 Practice

2.1 State how Americans viewed the war and what later reinforced it. [2]

2.2 Name the four things that achieved military victory. [2]

2.3 The atomic bombs had two consequences.

(a) State them. [2]

(b) State the force of “later reinforced”. [1]

3 Exam-style questions

3.1 The CED says the use of atomic bombs hastened the end of the war and [1]

- **A** sparked debates about the morality of using atomic weapons
- **B** ended all debate
- **C** had no other effect
- **D** was universally condemned at once

3.2 Military service provided opportunities for women and minorities while leading to debates over [1]

- **A** racial segregation
- **B** the tariff
- **C** immigration quotas
- **D** the New Deal

3.3 A view held during a war is confirmed by evidence discovered afterwards.

(a) State what this shows about the view. [1]

(b) Explain why the CED's word "later" matters. [2]

Solutions

2.1 as a fight for the survival of freedom and democracy against fascist and militarist ideologies; revelations about Japanese wartime atrocities, Nazi concentration camps and the Holocaust.

2.2 Allied cooperation; technological and scientific advances; the contributions of service-men and women; campaigns such as island-hopping and D-Day.

2.3 (a) they hastened the end of the war and sparked debates about the morality of using atomic weapons. (b) that the view preceded the knowledge that confirmed it.

3.1 A. moral debates.

3.2 A. racial segregation.

3.3 (a) that it was held on other grounds at the time. (b) it distinguishes what was known during the war from what was learned afterwards, which matters for judging the decisions made at the time.

7.14 Postwar Diplomacy

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS postwar position 战后地位

Objective

Build the skills to explain the **postwar position** 战后地位.

You must be able to:

- state the two conditions that allowed U.S. emergence
- state what the United States emerged as
- explain why the war-ravaged condition of others is part of the explanation
- connect this to period 8

1 Worked examples

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

■ Two conditions

The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.

■ What it emerged as

The most powerful nation on Earth. The CED states it without qualification, which it rarely does.

■ Relative and absolute

Power is relative. The United States grew stronger during the war while every other major economy was damaged, so the gap widened from both directions at once.

■ Into period 8

7.1 said global conflict **renewed domestic debates over the nation's proper role in the world**. Period 8 is the conduct of that role and the continuing argument about it.

2 Practice

2.1 State the two conditions that allowed U.S. emergence. [2]

2.2 Explain why the condition of others is part of the explanation. [2]

2.3 The position leads into the next period.

(a) State what 7.1 said global conflict renewed. [2]

(b) State what the United States emerged as. [1]

3 Exam-style questions

3.1 The CED says the United States emerged as [1]

- **A** the most powerful nation on Earth
- **B** one of several equals
- **C** economically weakened
- **D** isolationist

3.2 Power in this account is [1]

- **A** relative
- **B** absolute only
- **C** irrelevant
- **D** unmeasurable

3.3 One country grows stronger while others are damaged.

(a) State the effect on the gap between them. [1]

(b) Explain why both facts are needed.

[2]

Solutions

2.1 the war-ravaged condition of Asia and Europe; the dominant U.S. role in the Allied victory and postwar peace settlements.

2.2 power is relative, so the damage to other economies widened the gap as much as U.S. growth did.

2.3 (a) domestic debates over the nation's proper role in the world. (b) the most powerful nation on Earth.

3.1 A. the CED's unqualified statement.

3.2 A. relative.

3.3 (a) it widens from both directions at once. (b) growth alone would not produce dominance if others grew too, and damage to others alone would not produce it without U.S. capacity.

7.15 Comparison in Period 7

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS compare 比较 • women and minorities 妇女与少数族裔

Objective

Build the skills to **compare** 比较 within period 7.

You must be able to:

- state what a comparison must contain
- compare the two world wars' home fronts
- state a basis of comparison
- 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.

■ Two home fronts

Similarity: both wars produced internal migration to urban centres for war production, and both produced restrictions — on speech in the first, on Japanese Americans' liberty in the second. **Difference:** the first war's restrictions targeted radicalism and immigrant culture broadly; the second's internment targeted one group by ancestry.

■ The basis

The relationship between mobilisation and civil liberties. Naming it converts two descriptions into a comparison.

■ Limits

“For the war's duration”, “relatively limited”, “most opposed” — the CED's qualifiers keep a comparison from overstating either case.

2 Practice

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

2.2 State a similarity between the two world wars' home fronts. [2]

2.3 Name a difference with its basis.

(a) State them. [2]

(b) Name two of the CED's qualifiers useful for limiting a claim. [1]

3 Exam-style questions

3.1 A useful basis of comparison for the two home fronts is the relationship between [1]

- **A** mobilisation and civil liberties
- **B** tariffs and currency
- **C** parties and machines
- **D** trusts and unions

3.2 "For the war's duration" limits a claim about [1]

- **A** opportunities for women and minorities
- **B** the Depression
- **C** the atomic bomb
- **D** the League of Nations

3.3 Write a comparison of the two world wars' effects on the American home front. [4]

Solutions

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

2.2 both produced internal migration to urban centres for war production and both produced restrictions on liberty.

2.3 (a) the first war's restrictions targeted radicalism and immigrant culture broadly while the second's internment targeted one group by ancestry; the basis is the relationship between mobilisation and civil liberties. (b) any two of: "for the war's duration"; "relatively limited"; "most opposed".

3.1 A. mobilisation and civil liberties.

3.2 A. opportunities for women and minorities.

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