



Scheme of work

1A America, 1840–1895: Expansion and consolidation

This resource gives you one example of a scheme of work for teaching America, 1840–1895: Expansion and consolidation period studies topic from our new GCSE in History. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

It is designed to enable your students to gain an understanding of the development of America during a period of expansion to the west and consolidation as a nation, and the effects these two developments had on various groups involved.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources.

Part One: Expansion: Opportunities and challenges

The geography of North America

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none">Attitudes to the Great American Desert.The belief in 'Manifest Destiny'.	<p>The focus should be on the natural frontiers which created barriers when crossing the continent with an emphasis on the Great Plains and why they were seen as inhospitable by white settlers.</p> <p>You should develop your students' understanding of the concept of 'Manifest Destiny' and why it was important in the settlement of the west.</p>	<p>Use maps /cross-sections to illustrate the natural frontiers.</p> <p>Students complete a matching exercise linking descriptions/pictures of natural features (landscape/climate) to the appropriate geographical area.</p> <p>Students research the concept of 'Manifest Destiny' and do a role play/speech justifying it</p>	<p>Maps, pictures/descriptions of the various geographic areas.</p> <p>Resources for students to use:</p> <ul style="list-style-type: none">John O'Sullivan's statement on 'Manifest Destiny'paintings symbolising 'Manifest Destiny' such as 'American Progress' by John Gast, or 'Westward the Course of Empire Takes its way' by Emanuel Leutze

Why the early settlers went west and the challenges they faced

Lesson number	Specification content	Guidance	Learning activity	Resources
2	<ul style="list-style-type: none"> Brigham Young and the Mormons. 	<p>You can use the Mormons as a case study to look at reasons why people moved west.</p> <p>You should explain why the Mormons were persecuted in the East and the reasons for Brigham Young's decision to move them west to the Salt Lake Valley.</p>	<p>Students classify the various reasons for the Mormons' persecution into religious, political, economic, and other reasons.</p> <p>Students write/give a speech from Brigham Young justifying his decision to move the Mormons west.</p>	<p>Information cards detailing the reasons for Mormon persecution.</p> <p>Contemporary accounts/cartoons of the Mormons in the East</p>
3	<ul style="list-style-type: none"> Brigham Young and the Mormons 	<p>The focus should be on Brigham Young's successful organisation of the move to the Great Salt Lake, and how the problems they faced there were overcome.</p>	<p>Students make a timeline of the important events in Mormon history from 1831 to 1848.</p> <p>Ask your students to stage an 'interview' with Brigham Young with a group asking questions and with 'Brigham Young' answering in character.</p> <p>Students match the problems that the Mormons faced on their journey and at the Great Salt Lake with the solutions that they devised.</p> <p>Students create a mind map to show the factors in the successful Mormon settlement</p>	<p>Textbook information on important events in Mormon history.</p> <p>Information cards relating to Brigham Young and the journey west.</p> <p>'Problem' and 'solution' cards.</p> <p>Contemporary accounts/cartoons of the Mormons journey west and</p>

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				their life at Salt Lake City.
4	<ul style="list-style-type: none"> Pioneer migrant farmers, the journey west. 	<p>The focus should be on the push and pull factors that led the pioneer farmers to travel to California and Oregon, and the difficulties they faced making the journey.</p>	<p>Students categorise the various factors as either 'push' or 'pull'.</p> <p>Students chart the various trails the pioneers' used on maps. (The map could be annotated with some of the main problem points along the trails).</p> <p>Students write their own diary extracts/story board as if they were migrants travelling west</p>	<p>Information cards detailing the various factors that led the pioneer farmers to head west.</p> <p>Maps of trails the pioneers used.</p> <p>Contemporary accounts of the journey, for example: the Sagars and Goulds.</p> <p>Videos of the Donner party</p>
5	<ul style="list-style-type: none"> The miners. 	<p>The focus should be on the discovery of gold in California which sparked a gold rush, and the effects of the gold rush had on:</p> <ul style="list-style-type: none"> California/Oregon America as a whole. <p>Develop your students' understanding of the miners' experience looking for gold and the effects discovering gold could have.</p>	<p>Students imagine that they were a 'forty-niner' and write a letter back home about their experiences in California.</p> <p>Students create a mind map of the effects of the discovery of gold, differentiating the positive and negative effects for:</p> <ul style="list-style-type: none"> individuals the areas involved America as a whole. 	<p>Contemporary accounts/cartoons/pictures of the gold rush and its effects.</p> <p>Videos related to the gold rush</p>

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6	Review and assessment	This is opportunity to assess your students' understanding of why early settlers went west and the challenges they faced. It is also a chance to discuss with students exam techniques.	You could give your students a 12 mark bullet style question relating the early settlers.	

Dealing with a different culture

Lesson number	Specification content	Guidance	Learning activity	Resources
7	<ul style="list-style-type: none"> The Plains Indians' way of life. 	<p>The focus should be on the importance of the buffalo in providing all the resources needed by the Plains Indians and how this explains:</p> <ul style="list-style-type: none"> their nomadic lifestyle the importance of the horse their method of transport (travois) their shelter (tipi) <p>This way of life can be contrasted with that of the white settlers.</p>	<p>Students annotate a diagram of the buffalo to show its many uses.</p> <p>Students analyse images of Plains Indian life to assess the importance of the horse in pulling travois, hunting, and warfare.</p> <p>Students draw up a chart to contrast the way of life of the Indians compared to white Americans.</p>	<p>Contemporary accounts/pictures of a buffalo hunt, Indians travelling using the travois and the tipi.</p> <p>Relevant videos, for example the buffalo hunt from 'Dances with Wolves' or the History Channel video: 'The buffalo and Native Americans'.</p>
8	<ul style="list-style-type: none"> The Plains Indians' way of life 	<p>The focus should be on the Plains Indians':</p> <ul style="list-style-type: none"> respect for nature their attitude to the land belief in the spirit world the importance of visions, circles and dances. <p>These values and beliefs can be contrasted with those of white settlers.</p>	<p>Students continue to chart the differences in attitudes, values and beliefs of the Indians compared to white Americans.</p>	<p>Contemporary accounts/pictures relevant to attitudes to the land, the spirit world and dances.</p> <p>The Sun Dance section of the film 'A Man Called Horse' is an example of the Plains' way of life.</p>

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9	<ul style="list-style-type: none"> The Plains Indians' way of life 	<p>The focus should be on:</p> <ul style="list-style-type: none"> how tribes were governed (role of chiefs, tribal councils, decision making) Indian warfare and concepts of bravery the different roles within the tribe (men, women - polygamy, children, elderly – exposure) <p>You can contrast the Plain Indians' style of government, ideas and social structure with that of the white settlers.</p>	<p>Assessment point: give your students a short factual recall test on what they have learnt about the Plains Indian's way of life so far.</p> <p>Students continue to chart the differences between the Plains Indians and white Americans, adding government, ideas and social structure.</p> <p>Divide the class into two: one group act on the Plain Indians' behalf and the other group represent white Americans. Each side explains their respective way of life, attitudes, values and beliefs and justifies their actions.</p> <p>You could keep score as each side trade arguments and justifications.</p>	Contemporary accounts/pictures relevant to government, warfare, and social structure.
10	<ul style="list-style-type: none"> Early American government policy towards the Plains Indians. The Permanent Indian Frontier. 	<p>The focus should be on the white American belief that the Plains were impossible to settle on and therefore could be given to the Indians as 'One Big Reservation' behind the Permanent Indian Frontier.</p>	<p>Students chart the Permanent Indian Frontier and the removal of the Eastern Indian tribes to the Plains using a map.</p> <p>Students use the information</p>	<p>Maps</p> <p>Information cards with key</p>

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	<ul style="list-style-type: none"> A changing relationship with the Plains Indians. 	<p>Your students should also realise how this situation was breaking down by the 1840s with pioneer farmers, Mormons, and miners all crossing the Plains.</p>	<p>cards to begin to create a chronology of the conflict on the Plains. They will develop this chronology over the next few lessons.</p> <p>Ask your students to consider how the Indians' way of life would have been affected by the arrival of white Americans on the Plains.</p>	<p>events on the Plains between 1825 and 1850.</p> <p>Contemporary comments by white Americans and Indians about each other's way of life.</p>

Part two: Conflict across America

Increasing conflict on the Plains

Lesson number	Specification content	Guidance	Learning activity	Resources
11	<ul style="list-style-type: none"> The Fort Laramie Treaty (1851) and the failure of the policy of concentration. 	<p>The focus should be on the Fort Laramie Treaty (1851) and how it changed the 'One Big Reservation Policy' to that of 'concentration'.</p> <p>Develop your students' understanding of the failure of the 'concentration' policy. Consider factors such as: further incursions by miners, settlers, cattle drives, the growth of the railroads and the increased Indian attacks which resulted.</p>	<p>Students chart the policy of 'concentration' on a map.</p> <p>Students continue to compile a chronology of the growing conflict on the Plains by including the 1850s.</p>	<p>Map.</p> <p>Extracts from the Fort Laramie Treaty (1851).</p> <p>Information cards with key events on the Plains during the 1850s.</p>
12 and 13	<ul style="list-style-type: none"> Reasons for, and consequences of, the Indian Wars (1862-1868) including the Sand Creek Massacre and Fetterman's Trap. 	<p>The focus should be on the causes of the Indian Wars. Your students should consider factors such as:</p> <ul style="list-style-type: none"> the broken treaties/promises the poor conditions on reservations. <p>When looking at the Indian Wars you may want to cover the following events:</p> <ul style="list-style-type: none"> Little Crow's War (1862) the Cheyenne Uprising (1863) 	<p>Students continue to compile their chronology of the growing conflict on the Plains by including the 1860s.</p> <p>Students should use their chronology from lessons 11, 12 and 13 to identify influential moments that could be seen as turning points or landmarks in the conflict on the Plains.</p>	<p>Internet/textbook research on the individual conflicts that made up the Indian Wars.</p>

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		<ul style="list-style-type: none"> Red Cloud`s War (1868) <p>You should pay particular attention to the Sand Creek Massacre (Nov 1864) Fetterman`s Trap (Dec 1866).</p> <p>Develop your students understanding of the effects of these wars/incidents on the Indians and the relationship with white settlers/government.</p>	<p>In groups, students research the different wars and report back to the whole class. As a class, you students should determine whether there were common causes, and outcomes, for the Indians of these conflicts.</p> <p>Students produce an `official` report on the events of Sand Creek.</p> <p>Mount a class courtroom exercise where they evaluate Colonel Chivington`s role in the Sand Creek Massacre.</p>	<p>Contemporary accounts of the Sand Creek Massacre</p>

The background to the American Civil War

Lesson number	Specification content	Guidance	Learning activity	Resources
14 and 15	<ul style="list-style-type: none"> Differences between North and South, issues of slavery, westward expansion and free states abolitionism. The breakdown of Missouri Compromise, John Brown The roles of Lincoln and Jefferson Davis. 	<p>As background to the events leading to the Civil War your students need to understand long term underlying issues such as:</p> <ul style="list-style-type: none"> the federal nature of American government and the debate over secession the concept of free and slave states the economic, social, and cultural differences between North and South <p>The focus should then be on how these long term issues contributed to growing tension in the medium term (1820–1859) through the events below.</p> <ul style="list-style-type: none"> New territories seeking admission to the Union which raised the issue of slavery, and how the Missouri Compromise (1820) attempted to maintain the balance. The continued westward expansion which renewed tension over slavery and led to the Compromise of 1850, and the breakdown of the Missouri Compromise through the Kansas 	<p>Students use a map to chart the expansion of the USA and free and slave states.</p> <p>Students use information cards to construct a timeline of the events leading up to the Civil War. Alternatively you could divide your class into groups and ask each group to research different issues/events. The class could then construct the timeline together.</p> <p>Students highlight long term, medium and short term causes of the war and the different types of factors for example political, economic etc.</p> <p>Students hold a classroom debate. They adopt the role of either a Northerner or Southerner and seek to explain and justify their reasons for</p>	<p>Simplified diagram of American constitution.</p> <p>Maps showing the expansion of the USA during this period including free and slave states</p> <p>Information cards or textbook/internet research on the various issues/events leading up to the Civil War.</p> <p>Videos from the Civil War Trust.</p>

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		<p>-Nebraska Act (1854).</p> <ul style="list-style-type: none"> • Nat Turners' Rebellion (1831). • Harriet Beecher Stowe's 'Uncle Tom's Cabin' (1852). • John Brown's raid on Harper's Ferry (1859). <p>Develop your students' understanding of the immediate events/short term causes (1860–1861) leading up to the outbreak of war such as:</p> <ul style="list-style-type: none"> • Lincoln's victory in the 1860 election • the secession of South Carolina and other states leading to the formation of the Confederacy • Davis's back ground/beliefs and election as President of the Confederacy in 1861 • the events at Fort Sumner (April 1861) which triggered the war. 	fighting.	
16	<ul style="list-style-type: none"> • Social and economic impact of the American Civil War on civilian populations. 	<p>The focus should be on the impact of the Civil War on the civilian populations. Consider the following issues:</p> <ul style="list-style-type: none"> • how the war affected industry and agriculture • how news of the war was spread 	In pairs, students research different aspects of the impact of the war on civilians and, in a marketplace activity, pitch their findings to other students who correlate the results as a dynamic diagram/mind map.	<p>Textbook/internet research on the Home Front during the American Civil War both at</p> <ul style="list-style-type: none"> • a national level • for individual states

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		<p>to the home front</p> <ul style="list-style-type: none"> the disruption of normal life/institutions the changing role of women shortages and inflation reactions to conscription living in a war zone (occupation, refugees, guerrilla warfare) 	<p>Students analyse the contents to determine if there were common elements, or if civilians in the North and South had different experiences. Ask your students to consider whether either side fared worse.</p>	
17	<ul style="list-style-type: none"> <i>Review and assessment</i> 	<p>This is an opportunity for you to give your students exam style questions relating to the Civil War.</p>	<p>Students answer exam style questions relating to the Civil War.</p> <p>Class discussion on exam technique.</p>	

Coming to terms with the Mormons

Lesson number	Specification content	Guidance	Learning activity	Resources
18	<ul style="list-style-type: none"> The Mountain Meadows Massacre and its aftermath. 	<p>The focus should be on:</p> <ul style="list-style-type: none"> Young's desire for an independent state (Deseret) the political standoff after 1848 when the Salt Lake area was handed over to the USA by Mexico. <p>Develop your students' understanding of:</p> <ul style="list-style-type: none"> the worsening relations leading to the Mountain Meadows Massacre (1857) the various compromises/ accommodations made until Utah was accepted as a state in 1896. 	<p>Give your students a short factual recall test to see what they remember about the Mormons from previous lessons.</p> <p>Ask your students to create a timeline which charts how Utah became a state based on an information sheet.</p>	<p>Information sheet on the events between 1848 and 1896.</p>

Part three: Consolidation: forging the nation

The aftermath of the American Civil War

Lesson number	Specification content	Guidance	Learning activity	Resources
19	<ul style="list-style-type: none"> The balance of Federal and State powers. The 13th Amendment. Civil Rights Acts. 	<p>The focus of this lesson should be the reunifying of the nation and the supremacy of the Federal government over the states.</p> <p>Develop your students' understanding of how these factors lead to the ending of slavery through:</p> <ul style="list-style-type: none"> the 13th Amendment the provisions of the 1866 and 1870 Civil Rights Acts, the 14th and 15th Amendments. 	<p>Students summarise the key points and write an assessment of how the USA had changed as a result of this legislation.</p>	<p>Extracts from contemporary sources relevant to the supremacy of the Federal government, and the abolition of slavery.</p>
20	<ul style="list-style-type: none"> Reconstruction in the South, 1866–1877. Carpet baggers. 	<p>The focus should be on:</p> <ul style="list-style-type: none"> the South under military rule the re-admission of Southern states into the Union the economic and political reconstruction of the South the role of carpet baggers the political, social and economic situation of freed slaves after their emancipation. 	<p>Divide your students into groups and ask them to research/report back on the effects of Reconstruction on different sectors of society:</p> <ul style="list-style-type: none"> freed slaves plantation owners carpetbaggers Southern politicians etc. <p>Each group shares their summary with the rest of the class. They could present their findings as a PowerPoint.</p>	<p>Definition of Reconstruction.</p> <p>Textbook/internet research on the effects of Reconstruction on the South.</p>

The continued settlement of the west

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21	<ul style="list-style-type: none"> The Homesteaders, reasons for going west. Government actions and laws. Land and railroads. 	<p>The focus should be on the 'push' and 'pull' factors that encouraged the homesteaders to move onto the Plains. You should include the factors below.</p> <ul style="list-style-type: none"> The role of the government in promoting Manifest Destiny, providing cheap land and removing the Indians onto reservations. The part played by the railways through advertising and selling land cheaply. The chance for ex-Civil War soldiers, freed slaves, and those from Europe suffering religious and political persecution to start a new life. 	<p>Students categorise the various factors as either 'push' or 'pull' and decide whether each factor was either: political, economic, religious or another reason for moving.</p> <p>Class discussion of which was the most important reason why Homesteaders moved onto the Plains.</p> <p>Students write and deliver a politician's speech encouraging people to 'Go West!'</p> <p>Students analyse contemporary posters to discover methods used/attractions offered in persuading people to move onto the Plains.</p>	<p>Maps of the Homesteader states.</p> <p>Information cards detailing the various factors that led the Homesteaders to move onto the Plains.</p> <p>Video/slide shows relevant to Homesteaders, for example, 'Homesteading' by Praire Public Broadcasting.</p> <p>Contemporary posters/adverts encouraging settlers to move onto the Plains.</p>
22 and 23	<ul style="list-style-type: none"> The Homesteaders, farming problems and solutions. 	<p>The focus should be on the problems faced by the homesteaders trying to farm on the Plains such as:</p> <ul style="list-style-type: none"> the climate the unsuitability of existing machinery, crops, and landholdings 	<p>Students create a PowerPoint presentation which identifies the problems/solutions faced by the Homesteaders. The problems/solutions could be shared out amongst pairs/groups of students who research their given problem</p>	<p>Information cards detailing the farming problems faced by the homesteaders on the Plains.</p> <p>Contemporary pictures/adverts/cartoons/extr acts showing the</p>

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		<ul style="list-style-type: none"> natural disasters. <p>Students should understand how these problems were solved by:</p> <ul style="list-style-type: none"> inventions (and the role of railways in bringing them onto the Plains) government help Homesteader adaptations to conditions on the Plains. 	<p>and/or solution. Each slide in the PowerPoint presentation should deal with a problem and/or solution and have an image with a text explanation.</p> <p>Assessment point: students complete a 'describe' type question regarding the problems faced by the Homesteaders.</p>	<p>inventions/methods/Acts etc. by which these problems were overcome.</p>

The resolution of 'the Indian Problem' after 1865

Lesson number	Specification content	Guidance	Learning activity	Resources
24	<ul style="list-style-type: none"> The small reservations policy. Attitudes to the native Americans. 	<p>The focus should be on the two issues below.</p> <ul style="list-style-type: none"> The separation of the Indian tribes from each other on small reservations away from white settlers through treaties such as Medicine Lodge (1867) and Fort Laramie (1868). The way in which the Indians were expected to learn to live on the reservations like white farmers by giving up their tribal ways and not hunting the buffalo. <p>Develop your students' understanding of the conflicting views of 'humanitarians' and 'exterminators'.</p>	<p>Students use maps to develop their understanding of the small reservations policy.</p> <p>Students draw up a summary chart comparing the reasons for, and the successes or failures of, the various policies towards the Indians.</p> <p>Students use their existing knowledge of white and Indian attitudes/behaviour to hold a class debate between 'Exterminators' and 'Humanitarians'.</p>	<p>Maps</p> <p>Relevant extracts from (or internet/textbook research on) Medicine Lodge and Fort Laramie (1868) Treaties.</p>
25	<ul style="list-style-type: none"> The Battle of the Little Big Horn. 	<p>The focus should be on the events leading up to the Battle of the Little Big Horn.</p> <p>Consider where responsibility for the defeat at Little Big Horn lies between:</p> <ul style="list-style-type: none"> Custer Custer's commanders 	<p>Students create a timeline/storyboard of the key events leading up to and during the battle.</p> <p>Students map the events before and during the battle.</p> <p>Students use information cards</p>	<p>Excerpts can be used from many of the documentaries and film versions of Custer and the Battle of the Little Big Horn such as:</p> <ul style="list-style-type: none"> 'The Real Wild West - Episode 1: General George Custer' 'Son of the Morning Star'

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		<ul style="list-style-type: none"> the Indians his subordinates bad luck. 	<p>to assess who/what was responsible for the defeat.</p> <p>Students write a report for the government report on the defeat.</p> <p>Students hold a class debate on the contribution of Custer's personality to the defeat at Little Big Horn</p>	<p>(TV Movie, 1991)</p> <ul style="list-style-type: none"> 'The Battle of the Little Big Horn in Six minutes'. <p>Maps of the campaign and of the Little Bighorn valley.</p> <p>Information cards each detailing a possible reason for Custer's defeat at Little Big Horn.</p>
26	<ul style="list-style-type: none"> The Dawes Act. 	<p>The focus should be on:</p> <ul style="list-style-type: none"> the pyrrhic nature of the Indian victory at the Little Big Horn the impact of the Dawes Act on the Indians what reservation life was like for the Indians. 	<p>Students analyse sources about the Dawes Act and contemporary attitudes to the Indians.</p> <p>Give your students four pictures (with wide margins) reflecting aspects of reservation life. Ask them to annotate explanations of how Indian life changed.</p>	<p>Relevant extracts from the Dawes Act/ contemporary sources which have comments by white Americans on the Indians.</p> <p>Textbook/internet research on life on the Indian reservations.</p>
27 and 28	<ul style="list-style-type: none"> Battle of Wounded Knee. The closing of the frontier and its impact on native Americans. 	<p>The focus should be on:</p> <ul style="list-style-type: none"> why the Ghost Dance was significant for the Indians what happened at Wounded Knee. <p>Develop your students' understanding of the government's</p>	<p>Students create a storyboard of the events leading up to, and during, the Battle of Wounded Knee.</p> <p>Assessment point: give your students an 'explain' style question about how the lives of</p>	<p>Contemporary accounts/pictures of the Battle of Wounded Knee.</p>

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		continuing policy of destroying the Indians' way of life and culture.	the Plains Indians' were affected by white settlers.	
29	<ul style="list-style-type: none"> The resolution of 'the Indian Problem' overview. 	The focus should be on the factors which led to the defeat of the Plains Indians and why they were finally forced to submit to the US Army.	Ask your students to list the reasons why they think the Indians list the struggle for the Plains. They can check their answers against the information cards and then write an explanation for each reason they've listed. Your students should then make a judgement about the most important reason for the Indians' defeat.	Information cards each stating a reason (without detail) why the Indians lost the struggle for the Plains.

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30	Review of Parts one, two and three.	This is an opportunity to assess your students' understanding of this topic. You could use the specimen paper or a mock exam to do this.	Give your students the specimen paper or a mock exam. Students should complete this in 50 minutes.	Specimen paper or mock paper.