

Scheme of work

AS/A-level History 7041/7042

America: A Nation Divided, c1845–1877, 2J

Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and college. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Scheme of work

HISTORY: America: A Nation Divided, c1845–1877

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 2)

Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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America: A Nation Divided, c1845–1877

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE ORIGINS OF THE AMERICAN CIVIL WAR, c1845–1861; Section 1: North and South in c1845					
Week 1	The American Republic.	The federal government and its relationships with the states.	<p>PowerPoint introduction and overview of period.</p> <p>Use Power Point, DVD or Youtube clips to illustrate life in America in the 1840s.</p> <p>Create a large diagram to illustrate the workings of the American Political system:</p> <ul style="list-style-type: none"> • president and their cabinet • federal bureaucracy • houses of Congress • Supreme Court • the American Constitution • state governments • administration of territories. 	<p>Use key terms to develop conceptual understanding, eg federal; states; republic; democracy; separation of powers; constitution; states rights.</p> <p>Consider the balance of power between states and Federal Government.</p> <p>In-depth appreciation of what the development of America as a nation state up until this point meant.</p>	<p>Primary and secondary written and visual sources to build a picture of how the political system functioned.</p> <p>Youtube film/documentary on development of America.</p> <p>Guided worksheets and reference material for reading.</p> <p>Map of America in 1845, showing states and territories; free states; slave states; etc.</p> <p>Primary sources for analysis.</p>

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Week 2		The role of the president; the US constitution and the Supreme Court.	<p>Use some contemporary materials to stimulate thinking about the role of the president and their power.</p> <p>Look at views about a number of different presidents from this period using contemporary sources. These could include cartoons, newspaper articles and speeches. Where possible consider the provenance of the sources.</p> <p>Consider the makeup of the political parties and how presidential candidates and their running mates were selected. Look at a couple of Presidential elections to illustrate the voting system and key issues of the day.</p> <p>Research the nature of the US Constitution and the role of the Supreme Court.</p>	<p>Understanding the restrictions on the president's power as well as the influence they had.</p> <p>Appreciation that the party system in America was fairly loose and that there were substantial divides within the Whigs and Democrats.</p>	<p>Passing laws game which demonstrates the difficulties in passing laws in America for a President.</p> <p>Compilations of stimulus material relating to Presidents and their election and Presidential powers.</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.</p>

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Week 3	The Northern states.	Social, economic and political characteristics.	<p>Introductory spider diagram to illustrate the key social, economic and political characteristics of the North.</p> <p>Students could work in groups researching and then giving presentations on key aspects of Northern society, eg</p> <ul style="list-style-type: none"> • urbanisation • immigration • industry and business • northern agriculture and rural life • abolitionism. <p>Use contemporary sources to highlight both negative and positive views of the economic, social and political developments in the North.</p>	<p>Understanding of change and continuity in the North and the impact of immigration, urbanisation and industrialisation.</p> <p>Insight into the concept of the North as a comparatively egalitarian.</p> <p>Opportunity for differentiation in research for and delivery of presentations.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • at least two sources illustrating differing views.

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Week 4	The Southern states.	Social, economic and political characteristics.	<p>Exploration of Southern values and society in contrast to those in the North to be captured in graphic form such as a Venn diagram.</p> <p>Examination of primary sources which justify slavery with consideration of provenance, content and tone.</p> <p>Student research into the horrors of slavery and first-hand accounts of the treatment of slaves.</p> <p>Create a diagram to illustrate the structure of Southern society.</p>	<p>Consider whether slavery had economic benefits for the Southern economy.</p> <p>Awareness of Southern values and belief in the superiority of their society compared to 'Yankee materialism'.</p> <p>Evaluate the contemporary debate over slavery including the Southern argument that slaves had better lives than northern urban workers.</p>	<p>Research materials such as the writing and speeches of Frederick Douglas and others who escaped and\ or witnessed slavery.</p> <p>Use of film footage eg from 'Twelve Years a Slave' to illustrate the workings and impact of slavery.</p>

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Week 5	The legacy of the past.	The Missouri Compromise.	<p>Examine the details of the Missouri Compromise and create a chart or diagram to summarise its main features.</p> <p>Look at a map marked with the Missouri Compromise line and label with states and territories above and below it.</p> <p>Consider the effects of the compromise for both North and South.</p>	<p>Encourage students to debate the pros and cons of the compromise.</p> <p>This would be a good point to consider an essay question on the divide between the North and South.</p>	<p>Guided reading and worksheets; source material including speeches and contemporary views on the Missouri Compromise.</p> <p>Consider essay writing skills.</p>
Week 6		The Nullification Crisis.	<p>Examine the details of the Nullification Crisis.</p> <p>Create a summary of the key figures involved; their demands and the reaction to them.</p> <p>Class debate to recreate the arguments of the Nullification Crisis.</p> <p>Analysis of contemporary sources looking at provenance, tone and view.</p>	<p>Encourage students to make links to Week 1 and evaluate the potential for states to defy the Federal government.</p>	<p>Guided reading and worksheets; source material including speeches and contemporary views on the Nullification Crisis.</p>

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Week 7		Southern fears of Modernisation.	<p>Students might undertake an examination of economic statistics on the importance of slavery and of 'king cotton' to the Southern economy.</p> <p>Analysis of contemporary sources from the South that focus on the benefits of agricultural life and comparisons of this to urban industry in the North.</p> <p>Consider: why did the South fear modernisation?</p>	<p>Evaluation of the degree to which the South was gaining a separate identity and idealising its own way of life.</p> <p>Exploration of the link between fears of modernisation and the defence of slavery.</p>	Guided reading and worksheets including contemporary source material.
Week 8			<p>Produce a range of maps which illustrate the moving frontier, states and territories.</p> <p>Student led debate on the positives and negatives of the moving frontier.</p> <p>Students might create spider diagrams looking at Northern and Southern hopes in terms of the expansion of the USA.</p>	<p>Evaluation of the potential impact on the balance between North and South.</p> <p>Evaluation of the impact of moving frontier on federal government.</p> <p>Key concepts; eg: Manifest Destiny, Frontier Spirit, etc.</p>	Guided reading of academic historians.

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PART ONE: THE ORIGINS OF THE AMERICAN CIVIL WAR, c1845–1861; Section 2 : Attempts to Maintain the Union, c1845–1854					
Week 9	Westward expansion and its impact on North and South.	The ideas of Manifest Destiny.	<p>Map work showing the expansion of the USA.</p> <p>Research the origins and ideas of Manifest Destiny.</p> <p>Source study on Northern and Southern hopes for Westward expansion and fears of what it may lead to.</p> <p>Evaluate the concept of 'Manifest Destiny.</p>	<p>Discuss: the tension created between the sections by Westward expansion.</p> <p>Students to carry out extra research into the frontier and Westward Expansion.</p> <p>Extension task on exploring the impact of frontier on American culture.</p>	<p>Maps showing Westward expansion.</p> <p>Source material on Westward expansion.</p> <p>Scaffolding sheets to support research into Westward Expansion.</p>

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Week 10		Controversy over the new territories acquired by victory over Mexico.	<p>Use PowerPoint, clips and source extracts to examine reasons for, events of and aftermath of war with Mexico.</p> <p>Students could compare different accounts of:</p> <ul style="list-style-type: none"> • Polk's role in causing the war • support for the war • amount of territory that should have been annexed • reaction to the Treaty of Guadalupe Hidalgo. <p>Consider the war against Mexico as a turning point in North South relations.</p>	<p>Encourage thinking about the causes and consequences of the war with Mexico.</p> <p>Consider/read further to enhance knowledge of historiographical debate on importance of the war in developing the divide between North and South.</p>	<p>Sources from wide variety of perspectives about the war with Mexico.</p> <p>Map of the war with Mexico, showing key battles and territory gained.</p> <p>Guided reading to enhance understanding of key events, key people, fighting and consequences of the war with Mexico.</p>

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Week 11	Attempts at political compromise	The Wilmot Proviso	<p>Source material relating to the reasons for the Wilmot Proviso.</p> <p>Produce a chart including:</p> <ul style="list-style-type: none"> • reasons for the Wilmot proviso • its conditions • the reasons for Northern support • Southern anger • sectional voting. <p>Consider speeches about the Proviso, looking at provenance as well as content.</p> <p>Debate the importance of Polk's perceived Southern bias.</p>	<p>Understanding the link between the war with Mexico and tensions with Britain in increasing the divide between North and South.</p> <p>Assessing the relative importance of different groups, individuals and factors in making the proviso so divisive.</p>	<p>Contemporary sources.</p> <p>Information pack to support a debate on Polk and his perceived Southern bias.</p>

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Week 12		The role of personalities such as Zachary Taylor, Stephen Douglas and Henry Clay; the Compromise of 1850.	<p>Produce detailed profiles of Zachary Taylor, Stephen Douglas and Henry Clay.</p> <p>Create a chronological table to record detail of the Compromise of 1850.</p> <p>Create a diagram to illustrate why the Compromise was supported and why it was opposed.</p> <p>Evaluation of a series of speeches by key figures discussing the Compromise.</p> <p>Assess the Compromise's chances of giving lasting peace between North and South.</p>	<p>Understanding the importance of the Compromise and the process of it passing as a seminal point in the development of sectional division.</p> <p>Stretch and challenge research into the Compromise including extracts from academic books.</p>	<p>Sources for evaluation and guided reading for additional research.</p> <p>Secondary writing about the Compromise and biographies of key figures.</p>

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Week 13		Texas and California; the Fugitive Slave Law.	<p>Debate on the admission of Texas and California into the Union and their borders.</p> <p>Assess and record strengths and weaknesses of these changes.</p> <p>Create an A3 chart to reflect the reactions to the Fugitive Slave Law:</p> <ul style="list-style-type: none"> • divide into boxes to record details of the reaction of Northern politicians, Southern politicians, in the Southern press, in the Northern press and in popular literature • changes to the earlier laws regarding fugitive slaves • students could research separate areas in pairs and pool information. 	<p>Ask students to present views on Texas and California entering the Union.</p> <p>Debate the Fugitive Slave Law from different points of view.</p> <p>Differentiation by student activities in compiling overview chart and discussion of changes.</p>	Collating evidence from guided reading and sources.
Week 14	The growth of abolitionist sentiment in the North.	Political leaders such as William Seward; activists such as John Brown.	<p>Worksheet or guided research to understand the beliefs, aims and key actions of William Seward, John Brown and other key abolitionists.</p> <p>Opportunity for some character profiles (researched in pairs): consider both Northern and Southern views on the political leaders and activists.</p> <p>Consider why clubs had a growing influence on political feeling in the North.</p> <p>Look at source material on activities.</p>	<p>Developing understanding of views of key abolitionists.</p> <p>Differentiation by task and outcome. This could include student presentation about the political leaders and activists.</p>	<p>Guided research using primary sources where available.</p> <p>Picture stimuli, possibly with a source for research into key individuals.</p>

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Week 15		Popular literature and the press.	<p>Share ideas about why popular literature was important in the formation of public opinion.</p> <p>Create a column chart to show the attitudes of different press in the North towards slavery.</p> <p>Consider contemporary sources and in particular 'Uncle Tom's Cabin'</p> <p>Analyse the impact of 'Uncle Tom's Cabin', looking at: the responses in the North and South; the numbers sold; resonance in popular opinion, etc.</p>	<p>Understanding how popular literature and the press impact on popular opinion.</p> <p>Evaluating how representative popular literature and the press are of public opinion.</p>	<p>Sources from the press and guided reading.</p> <p>Text of 'Uncle Tom's Cabin' for analysis.</p>
Week 16		The cultural and economic influence of European immigrants arriving in the northern states.	<p>Chart of cultural and economic influences of different European immigrant groups in different northern states.</p> <p>Consider the possible connection between European immigration and increasing abolitionist feelings.</p> <p>Record the attitudes to immigration of the Know Nothing Movement and Nativists as well as their attitudes to slavery.</p>	<p>Students to explain the link between immigration and sectional tension.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Map(s) to illustrate immigration into Northern states.</p> <p>Guided reading.</p> <p>Contemporary accounts.</p>

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Week 17	Reactions against abolitionism in the South.	Political leaders such as Jefferson Davis.	<p>Construct a profile of Jefferson Davis and other key pro-slavery voices from the South.</p> <p>Complete a chart to show the range of political reactions to abolitionism and how this in turn increased sectional tension in the South.</p> <p>Look at sources on:</p> <ul style="list-style-type: none"> • the 1852 election • Pierce's election • Gadsden Purchase • filibustering in Cuba. <p>Consider the provenance of contemporary material and look for conflicting views.</p>	<p>Some students could be challenged to undertake further research into Jefferson Davis, President Pierce, James Gadsden and John Quitman.</p> <p>Discuss why Southern reaction to abolitionism was so strong given the Democrats' strength and the relatively small number of abolitionists.</p>	<p>Academic reading on North-South problems, 1850–1853.</p> <p>Written sources with contrasting views could also be analysed and compared.</p> <p>Chart outline to complete.</p> <p>Sources including material on 1852 election and Pierce's election; Gadsden Purchase and filibustering in Cuba.</p>

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Week 18		Popular literature and the press.	<p>Read contemporary Southern press attacks on abolitionist ideas. Also look at press reactions to ‘filibuster’ expeditions to Cuba; the 1852 election; and the Gadsden Purchase.</p> <p>Consider why there was a response in popular literature to ‘Uncle Tom’s Cabin’.</p> <p>Look at extracts from popular literature such as ‘The Planter’s Northern Bride’, ‘Aunt Phillis’ Cabin and ‘The Sword and the Distaff’.</p> <p>Create a revision chart on attempts to maintain the Union, c1845–1854 and the problems faced.</p>	<p>Debate: assessing the significance of popular literature and the press in Southern identity and reaction to abolitionist feelings in the North.</p> <p>Student-led assessment of attempts to maintain the Union, c1845–1854 and the problems faced.</p> <p>(Could be linked to study of how a movement towards a Civil War develops).</p>	<p>Sources including extracts from Southern press and from popular literature.</p> <p>Guided reading of academic historians.</p>

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PART ONE: THE ORIGINS OF THE AMERICAN CIVIL WAR, c1845–1861; Section 3 : The Outbreak of Civil War, 1854–1861					
Week 19	'Bleeding Kansas'	The de-stabilisation of the balance between North and South.	<p>Recap on issues causing tension between the North and South.</p> <p>Discuss the motives of Senator Douglas. Divide the class into North and South for a mock debate on the Kansas-Nebraska bill.</p> <p>Compare the results of the class vote with what happened in congress. Distinguish between vote for party and a vote for section.</p> <p>Examine the attempts by Northerners and Southerners to influence events in Kansas.</p>	<p>Debate activity provides opportunity for further research and 'stretch and challenge'</p> <p>Key concepts: Slave Power; conspiracy; popular sovereignty; 'Bleeding Kansas'.</p>	<p>Sources relating to Kansas-Nebraska.</p> <p>Guided reading.</p>
Week 20		The de-stabilisation of the balance between North and South.	<p>Create a chart of events and developments in Kansas from 1854 to 1856.</p> <p>Read contemporary accounts of events and debate their value as authentic descriptions of 'Bleeding Kansas' in 1856.</p> <p>Create a wall poster to show the situation in Kansas from 1854 to 1856.</p> <p>Debate on the state of sectional tension following 'Bleeding Kansas' and 'Bleeding Sumner'.</p>	<p>Key terms and events: Lecompton government; Topeka government; sack of Lawrence; Pottawatomie Creek massacre.</p>	<p>Sources for evaluation and guided reading.</p>

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Week 21	The emergence of the Republican Party.	The political impact of the controversy over the Kansas-Nebraska Act.	<p>Consider the political impact of the Kansas-Nebraska Act (get students ideas before looking at what actually happened).</p> <p>Compile a chart of developments in the early stages of the development of the Republican Party, including:</p> <ul style="list-style-type: none"> • American Party problems • Know Nothing splits • Whig decline • Nathaniel Banks becoming speaker • the first national convention in 1856. 	<p>Opportunity to consider the significance of belief in Slave Power as a dividing force between North and South.</p> <p>Create a Republican election poster or party political broadcast focused on the Kansas-Nebraska Act and Slave Power.</p>	<p>Sources, written and visual, to illustrate Republican Party ideas.</p> <p>Guided reading of academic historians.</p>
Week 22		The spread of Republican parties across northern states.	<p>Create a map with dates and details to show the Republican parties across northern states.</p> <p>Create spider diagram to show reasons for the emergence of the Republican Party and why it appealed in the Northern states.</p>	<p>Opportunities for further differentiated research to find out more about the emergence of the Republican Party.</p> <p>Debate the significance of the emergence of a 'North only' party.</p>	<p>Guidance for reading and research.</p> <p>Materials for illustrated presentations.</p> <p>Contemporary sources on the Republican party and its supporters.</p>

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Week 23		The elections of 1856; key personalities including Lincoln, Seward and Chase.	<p>Examine election results including popular vote, states won and sectional divisions.</p> <p>Students might construct key profiles of: Lincoln, Seward, Chase, Fremont, Fillmore and Buchanan.</p> <p>Examine the 1856 campaign through contemporary materials looking at speeches and newspaper reports. Students to analyse the tone and how the parties portrayed their opponents.</p>	<p>Debates: Was the 1856 election a defeat or victory for the Republican party?</p> <p>Consider the impact of the election on sectional divides, the Democrats and American Party.</p>	<p>Election data, including electoral college map.</p> <p>Contemporary speeches and newspaper reports.</p>
Week 24	Hardening of positions.	The Dred Scott decision.	<p>Students could research the details of the Dred Scott case.</p> <p>Draw a flow chart to show developments in the case.</p> <p>Examine differing contemporary interpretations of the Dred Scott case from the North and South.</p> <p>Consider how this case made eventual conflict more likely.</p>	<p>Understanding the link between the Dred Scott case and the movement towards the Civil War.</p> <p>Opportunity for further individual research into the conditions slaves were subjected to in the Slave States and attitudes to African-Americans in the North. This could involve looking at the</p>	<p>Guided reading using primary sources and reference books.</p> <p>Access to the internet for research.</p>

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Week 25		The Lincoln-Douglas debates.	<p>Detailed examination of the speeches of Lincoln and Douglas.</p> <p>Examination of how the debates were reported and interpreted at the time including the portrayal of Lincoln in the South as an abolitionist.</p> <p>Produce a timeline of the debates including: context; key quotes; reaction in both North and South.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Debate on the significance of how Lincoln is perceived in both his rise in the Republican party and the movement towards Civil War.</p>	<p>Copies of the speeches of Lincoln and Douglas as well as a variety of reactions from the time to the debates.</p> <p>Appropriate writing from historians.</p>
Week 26		Harper's Ferry.	<p>Students research and create a storyboard of the events of Harper's Ferry.</p> <p>Examine sources that interpret the events of Harper's Ferry and the trial of John Brown in different ways.</p>	<p>Debate: John Brown, hero or villain?</p> <p>Opportunity for further reading and research: has the significance of Harper's Ferry been exaggerated?</p>	<p>Contemporary accounts and pictures.</p> <p>Detailed accounts enabling the creation of the storyboard.</p> <p>Access to the internet for research.</p>

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Week 27		Local conflicts; the split in the Democratic Party.	<p>Explore the splits in the Democratic party in the build up to the 1860 election including the convention.</p> <p>Debate the failings of Buchanan and the growing sectionalism in congress, with both sides exchanging insults and even carry arms.</p> <p>Examine the arming and drilling of militia by Southern state governments and local conflicts in border states.</p> <p>Students could work in groups to research and then present information on the 'hardening of positions'.</p>	<p>Debate: was a truly national party viable by 1859?</p> <p>Revision activities leading to student presentations can be organised into differentiated groups.</p> <p>Key terms and concepts: slave patrol; Free homesteads; Black Republicans.</p>	<p>Information sheets and guided reading as well as primary sources.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • at least one source illustrating their aspect of hardening positions.
Week 28	The drive for secession of the South.	The presidential election of 1860.	<p>Consider the candidates in the 1860 election. Identify why each was chosen by their party and what the key disputes were in both the North and South.</p> <p>Examine maps and results, looking at trends and divides.</p> <p>Explore why Northerners voted Republican and</p>	<p>Debate: did Lincoln's election make war inevitable?</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Contemporary accounts and pictures.</p> <p>Election statistics and maps showing share of votes in different states.</p> <p>Practice exam-style</p>

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Week 29		Southern political leaders and proclamation of the Confederacy.	<p>debate what this meant for the future of the Union.</p> <p>Explore the actions of key secessionists across the South and the process of the secession spreading from South Carolina to the rest of the deep South.</p> <p>Debate the idea of a Slave Power conspiracy.</p> <p>Evaluate whether Southern political leaders could have done more to avoid war or if they should be held accountable for it.</p> <p>Create a diagram or chart to show stages of secession and the creation of the Confederacy.</p>	<p>Debate if secession inevitably meant war.</p> <p>Opportunity to explore differences between states and figures who both opposed and supported secession.</p>	<p>Contemporary and modern accounts of the spread of secession in Southern states.</p> <p>questions.</p>

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Week 30		Outbreak of hostilities.	<p>Explore in detail the events leading to the outbreak of hostilities and create a timeline for 1860 to 1861.</p> <p>Consider the final attempts to reach compromise and why they failed.</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Look back at material in Part One and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content. • some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg Lincoln, Douglas, Polk, Clay, Brown, Davis and others.</p> <p>Could hold balloon debate to determine the most influential.</p> <p>Consider developments from different perspectives: political; economic and social; military; religious.</p> <p>Collect several sources to show how each area</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p>	<p>Contemporary accounts of the outbreak of hostilities, for example Fort Sumter.</p> <p>Further source material which could be assembled by students.</p> <p>Guided reading.</p>

		<p>developed and changed (also note what stayed the same). Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	
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PART TWO: CIVIL WAR AND RECONSTRUCTION, 1861–1877; Section 1: The War, 1861–1865 (A-level only)					
Week 1	The strengths and weaknesses of the Confederate cause.	Military resources; political and military leadership.	<p>PowerPoint introduction and overview of period</p> <p>Create a large revision diagram to illustrate the situation of the Confederate military and political position:</p> <ul style="list-style-type: none"> • Jefferson Davis and his cabinet • the Confederate Congress • draft evaders, civil liberties and vigilante groups • voluntary associations • military resources • military leadership. <p>Consider how problems might be addressed.</p> <p>Make a spider diagram to show why the Confederacy could be considered politically and militarily weak, include:</p> <ul style="list-style-type: none"> • state rights problems • ‘died of democracy’ debate, • ‘rich man’s war and poor man’s fight debate’. <p>Consider the military strengths of the Confederacy, in particular the training colleges and morale of the troops.</p>	<p>Use primary source material to stimulate debate and encourage able students to find examples for themselves.</p> <p>Some could undertake further research into the Confederate army, generals and political leaders.</p>	<p>PowerPoint for overview.</p> <p>Primary and secondary written and visual sources.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 2		Economic and geographical factors; relations with foreign powers.	<p>Class debate on the impact of geographical factors on the Confederates war effort:</p> <ul style="list-style-type: none"> • advantage of defending • size of the South • interior lines of communication • river barriers between Washington and Richmond. <p>Consider the economic situation of the confederacy in the early stages of the war. Make a two column chart to record positive and negative factors.</p> <p>Student presentations on economic policy:</p> <ul style="list-style-type: none"> • ordnance bureau • draft exemptions • blockade running • confederate socialism • agricultural production • slavery • reasons for economic collapse • role of Confederate women • King Cotton. <p>Investigate the relationship between the Confederation and Britain (eg purchase of</p>	<p>Debate: Why did the Confederate economy collapse and was it avoidable?</p> <p>Differentiation by task and contribution to presentations.</p>	<p>Maps of Confederacy showing rivers and interior lines of communication along with key settlements.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • one primary source and one secondary extract relating to allocated rising. <p>Sources on foreign relations could be used to discuss later interpretation of these events.</p>

			commerce raiders) and other European powers.		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3	The strengths and weaknesses of the Unionist cause.	Military resources; political and military leadership.	<p>Complete a diagram of the key political and military leaders of the Union.</p> <p>Identify the weaknesses of the Union military resources, military leadership and political leadership.</p> <p>Students might carry out detailed investigations into Lincoln, leading to a class debate on him as a war time leader.</p> <p>Students could find relevant primary and secondary source material on the Lincoln to support the debate.</p> <p>Opposition to the war in the North including the Copperheads and Clement Vallandigham.</p>	<p>Understanding concept of the Union's position compared to that of the Confederacy.</p> <p>Debate on Lincoln as a leader.</p> <p>Opportunity for differentiation in research.</p>	<p>Diagram of military and political leaders.</p> <p>Research materials on foreign relations and the economy.</p> <p>Maps of Union and Confederacy.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4		Economic and geographical factors; relations with foreign powers.	<p>Students could look at sources and extracts to complete a chart illustrating problems, policies, successes and failures of the Union economy during the war:</p> <ul style="list-style-type: none"> • equipping the army • economic growth • increased mechanisation • problems for cotton mills • loss of labour force • falling immigration. <p>Make a chart to illustrate geographical issues faced by the Union.</p> <p>Investigate the relationship between the Union and Britain (eg the Trent affair) and other European powers.</p>	<p>Consider the success and failure of each aspect in context.</p> <p>Opportunity to research relations with Britain and other foreign powers.</p>	<p>Guided reading and maps to chart military developments.</p> <p>Economic statistics.</p>

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Week 5	The course of the Civil War.	Military campaigns.	<p>Begin a military timeline which can be added to as more developments are studied. This should include detail on key battles in different theatres of war as well as political developments.</p> <p>Look at the battles of 1861 and 1862 and consider the nature and scale of the warfare in the early stages of the war.</p> <p>Different members of the class could take different viewpoints to provoke a class discussion leading to a judgement on topics:</p> <ul style="list-style-type: none"> • armed mobs • impact of rifle-muskets • McClellan's tactics in 1861 and 1862 • dismissal of McClellan. <p>Draw up a chronological chart looking at the battles in 1861 and 1862. Students note the different names used by the two sides; tactics used; casualties and outcome.</p> <p>Discussion point: Confederates were winning in Virginia; the Union were winning in the West.</p> <p>Examine primary sources on the soldiers'</p>	<p>Encourage students to debate whether the Confederate or Union army had the best of the early stages of the war.</p> <p>Consideration of whether Antietam was a key turning point of the war.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question</p>	<p>Guided reading and worksheets.</p> <p>Source material including statistics on First Manassas; Battle Shiloh; Seven Day battles; Second Manassas; Antietam; and Fredericksburg.</p> <p>Recap on essay writing skills with handout</p> <p>Internet research for timeline.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6		Military campaigns.	<p>Examine the course of the war from 1863 to 1865.</p> <p>Research into different recollections and reports on the different battles using primary sources</p> <p>Each student could create an illustrated profile of a key figure from the war and these could be shared with the class.</p> <p>Each student could also find their own relevant primary/contemporary source to share with the group.</p> <p>Make a timeline to show the course of the war from 1863 to 1865:</p> <ul style="list-style-type: none"> • Chancellorsville • Gettysburg • Vicksburg • Chattanooga • Shenandoah Valley • Atlanta Campaign • march through Georgia • Nashville. 	<p>Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.</p> <p>Finding (and justifying choice of) individual sources permits differentiation.</p>	<p>Guided reading on the course of the war, 1863 to 1865.</p> <p>Primary source material for evaluation.</p> <p>Conflicting opinions from academic History books on political leadership in the North and South.</p> <p>Accounts for evaluation and discussion (Could present a PowerPoint of illustrations at various stages of the war).</p> <p>Internet research for timeline</p>

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Week 7		The reasons for the final defeat of the Confederacy.	Using contemporary sources and guided reading from secondary material, examine the debates surrounding the defeat of the Confederacy: <ul style="list-style-type: none"> • Union comparative strength in man and industry • the Emancipation Proclamation • missed Confederate opportunities, most notably in the early stages of the war • military and political leadership • effectiveness of the 'offensive-defensive' strategy • failure to make better use of guerrilla warfare • skill of Union generals and Lincoln • lack of nationalism • preoccupation with Virginia. 	For class debate: what were the key reasons for Confederate defeat? Was the Union victory inevitable given its advantages? Was the Union's leadership superior to that of the Confederacy? Who was the best general of the Civil war?	Guided reading and primary source material.

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Week 8	The United States at the end of the Civil War.	The costs of war for the South.	<p>Students to assess the cost of the war for the South looking at a number of key issues:</p> <ul style="list-style-type: none"> • the impact on the fighting men including casualties. • the impact on Confederate women • the ending of slavery • economic costs • the devastation of Georgia. <p>Use contemporary and secondary sources to produce a summary of the costs of the war for the South. Students to revisit earlier work on the South's economy and the position of the Confederacy at the start of the war.</p>	<p>Consider the state of the Southern economy and Southern society following the war.</p> <p>How far the South had been damaged by the war?</p> <p>Opportunity for debate and further research into alternative interpretations.</p>	<p>Economic data and contemporary sources from a variety of viewpoints.</p> <p>Secondary sources exploring issues about Southern society in 1865 and how it had been affected by defeat.</p> <p>Guided reading for 'stretch' activity.</p>

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Week 9		The costs of war for the North.	<p>Make spider diagram to show the costs of the war for the North, including:</p> <ul style="list-style-type: none"> • casualties • economic costs • impact on immigration • political divisions • social costs/ divisions. <p>Use secondary and contemporary source materials to consider different interpretations of the impact of the war on the Northern economy.</p>	<p>Debate the options available to the North having won the war (return to this in Weeks 12 and 13 when the decisions on the way forward are examined).</p> <p>Consider whether the war was good or bad for the Northern economy.</p> <p>Evaluation of contemporary material and developments from different perspectives.</p>	<p>Guided reading and sources for evaluation.</p> <p>Economic data.</p>

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Week 10		The prospects for reconciliation.	<p>Create a diagram to revisit the divisions between the North and South on the eve of war and explore if these had been removed by the war, remained unchanged or been made worse.</p> <p>Make a balance sheet of the prospects of reconciliation considering issues such as:</p> <ul style="list-style-type: none"> • war weariness • things the two sides had in common • the ways the two sides portrayed each other during the war • remaining divisions • treatment of prisoners of war. 	<p>Opportunity for debate and further research on the positions of the North and South at the end of the war.</p> <p>Could compare with 1861 and assess how far the situation had changed.</p>	<p>Outline diagram to assess the prospects for reconciliation.</p> <p>Guided reading of contemporary and secondary sources.</p>

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PART TWO: CIVIL WAR AND RECONSTRUCTION, 1861–1877; Section 2: Early Reconstruction, 1865–1867 (A-level only)					
Week 11	Planning for the future after the war.	The impact of the Emancipation Proclamation.	<p>Make a timeline of key events and developments in early reconstruction from 1865 to 1867.</p> <p>This could be added later to cover radical Reconstruction.</p> <p>Students examine the build up to the Emancipation, proclamation, discussing the issue of Lincoln’s motivation and the context of the war.</p> <p>Consider contemporary sources, including criticism of Lincoln from Garrison and Greely and Lincoln’s response to these criticisms.</p> <p>Four groups could investigate and feedback on how the Proclamation affected:</p> <ul style="list-style-type: none"> • the Northern army • the Confederate war effort • slaves in the confederacy • Blacks and abolitionists in the North. <p>Create a diagram to illustrate the effects of the Emancipation Proclamation.</p>	<p>Discuss: did the Emancipation Proclamation change the course of the Civil War?</p> <p>Further reading opportunities, including detailed examination of exchanges between Lincoln and his critics in the North.</p> <p>Make links back to notes from Weeks 6, 7 and 10.</p>	Guided reading and primary source material to support tasks.

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Week 12		Lincoln's aims.	<p>Students could create their own diagrams to show how Lincoln's views changed over time from 1861 to 1865.</p> <p>Analyse Lincoln's own writing, contemporary and secondary sources relating to Lincoln's motives and intentions regarding the Emancipation Proclamation and Reconstruction.</p> <p>Class debates on where Lincoln stood on Reconstruction and whether the Emancipation Proclamation was purely a military action.</p>	<p>Why did Lincoln issue the Emancipation Proclamation?</p> <p>Could Lincoln have done more for Black Americans?</p> <p>Opportunity for further discussion on Lincoln's views on race and reconstruction.</p>	<p>Encourage students to read biographies of Lincoln.</p> <p>Guided reading and source material.</p> <p>Primary source material.</p>

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Week 13		The approach to preparing for post-war Reconstruction.	<p>Up to four groups could look at differing areas and give class presentations. They should be encouraged to refer to both secondary and primary materials and create an illustrated handout for the rest of the group:</p> <p>Group 1: the 10 per cent plan</p> <p>Group 2: Republican opposition</p> <p>Group 3: the Wade-Davis bill</p> <p>Group 4: attitudes towards Reconstruction in the South.</p> <p>Activities to explore the issue of reforming nationhood following the division of the Civil War.</p>	<p>Assessing the level of division over how to approach Reconstruction.</p> <p>Debate: 'Preparation for Reconstruction was damaged by the President and Congress competing for control'.</p> <p>Opportunities for differentiation in contributions to class debates which allocated students could lead and chair.</p> <p>Encourage the students to explore how social harmony and nationhood have been restored after other civil wars.</p>	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Guided reading and use of primary sources wherever possible.</p>

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Week 14	The Thirteenth Amendment.	Origins.	<p>Student constructed time line on the movement towards the Thirteenth Amendment. This should trace the key catalysts and barriers through from: the pre-war abolitionist; through the war; the Emancipation Proclamation; use of black troops; the election of 1864; passage through the Senate.</p> <p>Opportunity to revise the issue of slavery going back to Part One of the course.</p>	<p>Understanding the importance of Emancipation.</p> <p>Debate: How far had attitudes to slavery in America changed by the time of the thirteenth Amendment.</p> <p>Encourage students to make comparisons with the pre-war debates over slavery.</p>	<p>Collating evidence from guided reading and sources.</p> <p>Summary chart to complete to give an overview of the end of slavery and to link to Part One debates on Slavery and the introduction of the Thirteenth Amendment.</p>

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Week 15		Impact.	<p>Create a spider diagram of the impact of the Thirteenth Amendment.</p> <p>Investigate the social tension between freed slaves and the white community.</p> <p>Assess and record the strengths and weaknesses of the Thirteenth Amendment.</p>	<p>Debate the relationship of black Americans and the state.</p> <p>Make links to the impact of Emancipation Proclamation and ask students to present views on extent of change and continuity.</p> <p>How far did the Thirteenth Amendment reopen the 'divisions' of the Civil War?</p>	Collating evidence from guided reading and sources.

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Week 16	The Fourteenth Amendment.	The origins.	<p>Research detail on:</p> <ul style="list-style-type: none"> the reasons behind the fourteenth Amendment such as concerns over growing Southern representations debates in Congress on the fourteenth Amendment proposed changes and eventual compromise reactions to the proposal of the fourteenth Amendment in the North and South. <p>Discuss the detail of the bill and what it illustrated about sectional divisions and attitudes towards Black Americans.</p>	<p>Developing an understanding of views of how Amendments are passed and the criteria that need to be met.</p> <p>Build an understanding of citizens' rights and protection by the law.</p> <p>Students interested in Law and Politics might take the lead in debating the significance of Civil Rights.</p>	<p>Guided research using primary sources where available.</p> <p>Reading of academic historians</p>

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Week 17		Thaddens Stevens; Radical Republicans; the struggle to pass the amendment; the Reconstruction Acts.	<p>Create a diagram illustrating the effects of Fourteenth Amendment, to include:</p> <ul style="list-style-type: none"> • political impact of President Johnson’s veto • response of radical Republicans such as Thaddeus Stevens and Wendell Phillips • impact on Black Americans and other minority groups • limited scope of the Amendment (e.g. not applying to actions by private individuals). <p>Evaluate the different clauses of the Amendment. Students could be divided into groups and each group given a different clause to examine. They will then feed this back ensuring all students have a full set of notes.</p> <p>Students could create a diagram or chart to illustrate the Reconstruction Acts.</p>	<p>Understanding how the American political system operated and the limitation on Federal Government power.</p> <p>Students might like to carry out further research into the history of the fourteenth Amendment including Supreme Court cases in which it was involved.</p>	<p>Copies of the fourteenth Amendment.</p> <p>Additional guided reading and source material.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18	The Presidency of Andrew Johnson.	Personality and aims.	<p>Students carry out research and create a detailed profile of Andrew Johnson.</p> <p>Students work in small groups debating:</p> <ul style="list-style-type: none"> • his working-class background, becoming a self-made man • his southern roots and slave ownership • pre-war political career • loyalty to the Union • nomination as Lincoln's vice-president • his aims on becoming president. <p>Groups then to feed into a whole class discussion debating: 'Andrew Johnson was ill suited to the position of President that was thrust upon him in 1865'.</p> <p>Assess whether Johnson's stated aim to continue Lincoln's policy was realistic and widely supported.</p>	<p>Differentiation by task and feedback.</p> <p>Use research materials and sources of varying complexity according to ability.</p> <p>Students to undertake an extension looking at historians' views of Johnson ranging from highly critical to more sympathetic.</p>	<p>Research materials: books, articles, primary and contemporary sources and internet.</p> <p>Initial stimulus material could be provided, to be augmented by students themselves.</p>

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Week 19		Conflicts with Congress; the break with the Republicans.	<p>Consider the root causes of President Johnson's conflicts with Congress and the Republican Party.</p> <p>Create a chronological chart to show how the rift between Johnson and Congress developed. Assess the relative importance of events.</p> <p>Draw a spider diagram to illustrate problems between Johnson and the Republican Party.</p>	<p>Consider the reasons for Johnson being chosen as Vice-President and his background on the shaping of his relationship with Congress.</p> <p>Who was most badly affected by Johnson's break with the Republicans?</p>	<p>Guided reading or worksheets contemporary materials.</p> <p>Sources with contrasting views could be analysed and compared.</p>

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Week 20		Impeachment.	<p>Invite students to discuss in pairs, and then share conclusions, on why Johnson was impeached and whether it was justified. They might consider:</p> <ul style="list-style-type: none"> • Presidential Reconstruction ('Reconstruction Confederate Style') • Congress' attempts to take over Reconstruction • Johnson working with Democrats and vetoing powers for the Freedmen's Bureau • fourteenth Amendment • race riots of 1866 • 1866 mid-term elections. • Military Reconstruction Bill of 1867. <p>Further discussion could centre around the continuing sectional divisions; the political and legal justifications of the impeachment; why Johnson's impeachment failed.</p>	<p>Plenty of opportunity for differentiation/stretch and challenge by task and in discussion by pairing able and less able.</p> <p>A revision essay would enable students to show what they have learnt.</p>	<p>Further reading and source material.</p> <p>Could provide initial evidence bank for students to add to.</p>

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PART TWO: CIVIL WAR AND RECONSTRUCTION, 1861–1877; Section 3: Radical Reconstruction, 1867–1877 (A-level only)					
Week 21	The presidency.	The election of 1868 and Andrew Johnson's Christmas amnesty.	<p>Students might research Johnson's pardons and the Christmas amnesty. Students debate his motives and the effects of these pardons: did they help to heal divisions?</p> <p>Create a detailed chronological table of the events of 1868 including quotes from contemporaries to highlight the key issues and arguments as well as differing views from different states.</p> <p>Students could produce profiles of Grant and Horatio Seymour, examining their political credentials, beliefs and policies.</p> <p>Assess the implications of Grant's share of the vote:</p> <ul style="list-style-type: none"> • big victory in electoral college votes • narrow victory in the popular vote • strong Black support. 	<p>Plenty of opportunities for individual research initiative. Topics could be allocated as appropriate to different members of the group</p> <p>Could assemble a variety of student-led presentations or allocate lead contributors for aspects of debates.</p> <p>Debate extent of national division in America at this point of time.</p>	<p>Materials on Johnson's Christmas Amnesty and the 1868 Election</p> <p>These could be presented on a PowerPoint or printed out as laminated evidence for discussion.</p> <p>Other primary and contemporary written sources, particularly on attitudes of Black voters and towards Black voters.</p> <p>Maps to illustrate the election campaign and results of the 1868 election.</p>

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Week 22		The aims and policies of Ulysses Grant; personalities; policies; conflicts with Congress.	<p>Students might debate Grant's personal level of commitment to Reconstruction. Distribute primary and secondary extracts to help students enrich the debate.</p> <p>Use primary sources to consider political scandals and their impact.</p> <p>Produce a chart detailing:</p> <ul style="list-style-type: none"> • the different political scandals • the people involved • the consequences for the relationship between Grant and Congress. <p>Evaluate the reasons for Democrat gains in 1874. Use a map to highlight the scale of gains made.</p> <p>'The 1875 Civil Rights Act was completely ineffective': construct a diagram to assess whether this statement was true, adding evidence from primary and secondary sources.</p>	<p>Students look at differing interpretations of President Grant's commitment to Reconstruction.</p> <p>Differentiation through which extracts are distributed to whom.</p> <p>Consider: 'The 1875 Civil Rights Act was completely ineffective'.</p> <p>Further research into the political scandals.</p>	<p>Primary source material on Grant, political scandals and 1875 Civil Rights Act</p> <p>Map(s) of Democrat gains in 1874 election.</p> <p>Sources for evaluation and guided reading.</p>

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Week 23	Radical Reconstruction in the South.	The impact of the Reconstruction Acts; southern Unionists.	<p>Groups of students might research the four Reconstruction Acts:</p> <ul style="list-style-type: none"> • 2nd March 1867 • 23rd March 1867 • 19th July 1867 • 11th March 1868 <p>Groups could then present their work to the rest of the class and produce hand-outs, including contemporary sources, to accompany their presentations.</p> <p>Students explore the role of white Southern Unionists (Scalawags) in Reconstruction. Tasks to involve looking at accounts from southern Unionists and also sources that are hostile to them.</p> <p>Create a diagram to detail corruption and inefficiency. Use both contemporary and secondary material.</p> <p>Analysis of statistics and other sources on economic reconstruction, high cotton prices and railway construction. Examine the impact of these economic changes on southern Blacks, southern Whites and the relationship between</p>	<p>Understanding concepts of Scalawags and carpetbaggers.</p> <p>Differentiation through task; giving students different roles in tasks and materials.</p> <p>To what extent was reconstruction imposed on the South?</p>	<p>The four Reconstruction Acts and related contemporary and secondary sources.</p> <p>Statistics and other sources on economic reconstruction.</p> <p>Accounts about Southern Unionists (Scalawags).</p> <p>Sources on corruption and inefficiency.</p> <p>Research materials; different students could concentrate on different areas.</p>

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Week 24		The role of the army; the campaign for the Fifteenth Amendment.	<p>the Northern and Southern states.</p> <p>Consider the continuing military occupation of the South and the role of the military districts.</p> <p>Look at southern attitudes towards the army and the army's attitudes to Southerners, both Black and White.</p> <p>Class discussion on the weaknesses in the fourteenth Amendment and how they had been exploited.</p> <p>Students to create a diagram or chart to illustrate the origins of, and effects of, the fifteenth Amendment</p> <p>Examine weaknesses in the fifteenth Amendment and problems getting it through Congress.</p> <p>Consider the view that the process of ratifying this amendment was 'hard going and the outcome uncertain'.</p>	<p>Researching the link between the thirteenth, fourteenth and fifteenth Amendments.</p> <p>Opportunity for debate on the morality of military occupation following the war.</p> <p>Interested students might like to undertake further research into the long term impact of the fifteenth Amendment.</p>	<p>Guidance for reading/ research.</p> <p>Primary sources where possible.</p> <p>Secondary sources which evaluate the fifteenth Amendment.</p>

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Week 25	Resistance to Radical Reconstruction in the South.	Southern Democrats and 'Redeemers'.	<p>Students could produce a timeline looking at:</p> <ul style="list-style-type: none"> • Tennessee 1869 • Virginia and North Carolina 1870 • Georgia 1871 • Texas 1873 • Arkansas • Alabama 1874. <p>Students research how far these democrat regimes were committed to reducing:</p> <ul style="list-style-type: none"> • political, social and economic power of blacks • the scope and expense of government • taxes. <p>Students consider how far these commitments were met.</p> <p>Analyse the reasons for Republican defeat.</p> <p>Students could look at different reasons and argue a case for the primacy of their reason.</p>	<p>Consider the meaning of 'redeemer'</p> <p>Debate: was a return to Democrat control in the South inevitable?</p>	<p>Resources to support production of timeline, research and debate.</p> <p>Use of earlier materials on Radical Reconstruction</p> <p>Primary source material from Republican and Democrat perspectives.</p>

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Week 26		The Ku Klux Klan.	<p>Students look at the formation of the Ku Klux Klan including a profile of the founder, Nathan Bedford Forrest.</p> <p>Students examine and evaluate the 'Organisation and Principles; 1868 of the KKK.</p> <p>Student investigation into support for the KKK including:</p> <ul style="list-style-type: none"> • scale of support • support from people in office • membership. <p>Look at historical interpretations about the KKK: its membership; level of support and impact. Students could also study extracts Thomas Dixon's novel <i>The Clansman</i> and discuss the provenance of fictional sources.</p> <p>Discussion of the problems of tackling the Klan including examining the Three Force Acts and their effects.</p>	<p>Understanding of the KKK; students could research different aspects such as origins, support and impact.</p> <p>Opportunities for further development of analysis skills looking at provenance, tone and content of a variety of primary sources.</p>	<p>Guided reading using reference books.</p> <p>Extracts from 'Organisation and Principles' and the Three Force Acts.</p>

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Week 27		The issue of voter registration.	<p>Half the students could investigate White paramilitary groups (Rifle Clubs, Red Shirts, White Leagues) and their role in reducing black voter registration and participation.</p> <p>The other half of the class could investigate the actions of Republican leaders, including the practice of blacks voting multiple times.</p> <p>The students could pair up and peer support each other to reach a judgement on the comparative significance of the two groups.</p> <p>Students could use contemporary and secondary materials to create a case study looking at Louisiana from 1868 to 1876, notably the two governments of 1872.</p> <p>Examination of the significance of the Black votes in the 1876 election.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Pairing of students should ensure that students are of different abilities.</p> <p>Discussion on the extent of interference of voter registration and its impact.</p>	<p>Resources for student investigations, including primary and secondary material.</p> <p>Case study resources on Louisiana.</p> <p>Statistics and sources on 1876 election.</p>

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Week 28	The end of Radical Reconstruction.	The position of African-Americans in the North by 1877.	<p>Investigation into the migration of southern Blacks into the North and its impact.</p> <p>Look at the search for greater Civil Rights in the North and any progress made.</p> <p>Students could produce profiles of activists such as Fredrick Douglas and evaluate their attempts to improve the position of African Americans.</p> <p>Produce a case study on the position of African Americans in the North using both contemporary and secondary sources.</p> <p>Link back to earlier material on the abolitionist movement and consider the degree of change in the north.</p>	<p>To what extent did Radical Reconstruction have a positive impact on the lives of African Americans in the North?</p> <p>Were attitudes towards African Americans in the Northern states different in 1877 to how they were in 1860?</p>	<p>Material on the migration of southern Blacks into the North and its impact.</p> <p>Source material from and on the African Americans in the Northern states.</p> <p>Evaluate and debate contemporary accounts and secondary sources on Civil Rights leaders.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		The position of African-Americans in the South by 1877.	<p>Examination and discussion of Black Codes and the associated social discrimination in the Southern states. Students could look at Black Codes from a range of Southern states.</p> <p>Evaluation of the economic plight of southern Blacks looking at economic data, contemporary accounts and reference material.</p> <p>Debate the term 'Black Reconstruction' and whether it is accurate. Students examine details of Black representatives and voting power as well as historians' views.</p> <p>Research a case study of the 1876 presidential election looking at: scandals and disputes over Black votes, building on work from Week 27.</p> <p>Debate the Compromise of 1877: the reasons for it and its impact. Details and evaluation to be captured in a flow diagram.</p>	<p>Conceptual understanding; 'Black Reconstruction'.</p> <p>Look at differing historical interpretations of 'Black Reconstruction'</p> <p>Debate whether African Americans position had improved in the South.</p> <p>Students could find contemporary and later views on the Compromise of 1877 to share.</p>	<p>Maps of America containing information on the 1876 election.</p> <p>Students should look over sources used in Part Two of the course and add to these to create an evidence bank on reconstruction.</p> <p>Research further into interpretations of the 1877 Compromise from contemporary and secondary books and articles.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview	Revision	<p>Look back at material in Parts One and Two and, taking the themes of political authority, abolitionism, social justice, social tension and harmony, nationhood and political compromise. create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each theme • a summative wall poster for each theme <p>Collect or index sources for each area and for the key individuals studied.</p> <p>Update glossary.</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Consider whether America's journey in the years 1845 to 1877 had seen them go from a nation united to a nation divided and back again.</p> <p>Opportunities for differentiation by task and in students' reflection on and selection of information.</p>	<p>Notes and materials from Part One and Part Two of this course.</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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