# Scheme of work

**Introduction**

## 1AA America, 1849-1895: Expansion and consolidation

This resource gives you one example of a scheme of work for teaching the America, 1840–1895: Expansion and consolidation period studies topic from our GCSE History specification (8145). 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.

This scheme of learning follows the expansion and consolidation of America through five conceptual enquiries, which aims to give agency to the voices of those who experienced this period of colonisation. Please note that this unit can also be taught successfully by following the specification sections in sequence from Part 1 to Part 3.

To enhance the historical coherence of the five enquiries, there is guidance that relates to events and developments outside the specified content of Parts 1, 2 and 3 of the specification. Guidance related to events and developments outside the specification content have been added for teaching purposes and will not be assessed in the examination. However, as is always the case, any valid historical point made by students in the exam that is relevant to a question set will be rewarded in accordance with the levels of response in the mark scheme.

Assumed coverage

This scheme of work is intended for approximately 30 one-hour classroom lessons, each of one hour. Some lessons have been identified as being more suited to cover a two-hour period of learning, and this is made explicit. This scheme of work doesn’t include homework learning time, but does include revision and assessment lessons.

**Assessment**

Assessment points in the learning activity section indicate possible assessment opportunities. These could be short tests of about ten minutes (exam- style questions, short factual tests, examining interpretations) 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. When considering primary and secondary evidence, it is worth remembering that the exam tests students’ ability to analyse and evaluate two written interpretations (AO4); however, as part of your teaching you may wish to look at contemporary sources to support your students’ learning.

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**Enquiry one: Indigenous North America**

**Lesson 1**

**Topic**

Who are the indigenous people of North America?

**Specification content**

* The Plains Indians’ way of life
* The Geography of North America

**Learning outcomes**

* The key focus of this lesson is to provide an important context to students of North America pre-1840. It is crucial to dispel the myth that the land of North America was uninhabited and needed to be tamed. This lesson should be focused around the diverse, interconnected and overlapping indigenous cultures that existed in American before and up to 1840 when this depth study begins.
* It is important to stress the diversity of cultures, languages, and beliefs that existed in America prior to colonization in North America.
* Students could encounter different Indigenous communities such as, but not exclusive of, the Lakota Sioux, Cherokee, Pawnee, Arapaho, Creek, Seminole, Apache, and Cheyenne etc. They should consider that these groups had complex systems of power, and adapted their lives based on the climate and resources of the region they lived in. This could then feed into the analysis of the geography of the USA.
* There should be a concerted attempt to discuss the sensitives around language about references to Indigenous peoples. Undoubtedly there will need to be the use of various phrases to describe the people in North America before the expansion of white colonialism. The language of the time often refers to them as **‘**Indians’ – a term which appears on official documents and is also used by the exam board. However, most considerate term to use is probably indigenous peoples. More appropriate terms such as indigenous peoples will be accepted by examiners in students’ answers to the exam questions.

**Possible teaching and learning activities**

* Students could annotate a map of the indigenous Peoples of North America to show the extent and diversity of indigenous culture both before and after colonisation.
* Students could participate in a discussion about the sensitivities of language regarding the indigenous peoples and why the term ‘Native American’ and ‘Indian’ can be considered (i) insensitive (ii) simplistic.
* Students can analyse a variety of maps to consider the geographic context of North America.
* Introduce stories of Indigenous communities. Students could read about the lives of individuals like Zitkala-Sa etc.

**Resources**

* Study this [Interactive Map of Indigenous Peoples of North America](file:///%5C%5CDFSMPWV01.internal.aqa.org.uk%5CDFS%5CQMTeams%5CContent%20and%20Resources%5CSubjects%5CHistory%5CGCSE%5CScheme%20of%20work%5C1.%20Period%20study%5C2.%20Second%20draft%5CInteractive%20Map%20of%20Indigenous%20Peoples%20of%20North%20America) (Native Land Digital).
* Read this PDF of Roxanne Dunbar-Ortiz’ [An Indigenous Peoples History of the United States](https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/10601/An%20Indigenous%20Peoples%20History%20of%20the%20United%20States%20Ortiz.pdf) (2 hours+).
* Read this PDF textbook on [the Formation of the United States by Alex Ford](https://onedrive.live.com/?authkey=%21APHT9RrTlszCdpI&cid=DAA916CB8AB52178&id=DAA916CB8AB52178%2148722&parId=DAA916CB8AB52178%2147602&o=OneUp).

**Lesson 2**

**Topic**

How did early colonisation impact on indigenous life?

**Specification content**

* Early American government policy towards the Plains Indians
* The Permanent Indian Frontier
* A changing relationship with the Plains Indians

**Learning outcomes**

* The focus of this lesson should provide students with the background of colonisation including (i) early colonisation of America (ii) the creation of the United States of America, including its political nature, constitution, and visions about land (iii) early government policy including the establishment of the Permanent Indian Frontier, and the removal of indigenous peoples from the East, (particularly the Indian Removal Act 1830).
* It is important that students understand that being a US citizen at this point meant being white and from European descent. This therefore did not include indigenous peoples or Black Americans. Women also could not vote. Stress that indigenous people were no longer seen as separate nations but rather as people under the control of the United States and were thus ‘moved’ to lands beyond the Mississippi for their ‘protection’.
* You may also wish to consider the implications of the history of slavery in the creation of new territories, states, and growth of cotton, especially as this had relevance leading to Permanent Indian Frontier. This will also become important later when students consider the Civil War.

**Possible teaching and learning activities**

* Introduce students to the background of colonisation of America, including the establishment of the 13 colonies and subsequent American Revolutionary Wars leading to the formal creation of the United States of America. Students should consider the formation of states and territories, the ‘people’ of America by 1840 whist considering the question ‘How united was the United States’?
* Students could look at the (i) causes of and (ii) consequences of the creation of the Permanent Indian Frontier and complete a table to record their findings.
* Students could examine the story of Andrew Jackson and the Cherokee.

**Resources**

* Read the article on how [Indigenous peoples resisted colonisation](https://education.nationalgeographic.org/resource/native-americans-colonial-america/). National Geographic (10 minutes).
* Explore this lesson on [early colonial encounters with Indigenous peoples](https://www.nationalarchives.gov.uk/education/resources/native-north-americans/). National Archives.
* Watch a documentary on the [5 Civilised Tribes](https://www.youtube.com/watch?v=kWcVX_g0fjg) (59 minutes).
* Read an article on [The Trail of Tears](https://www.history.com/topics/native-american-history/trail-of-tears). History.com.
* Read an extract of [Andrew Jackson's speech to the Cherokee](https://www.gilderlehrman.org/history-resources/spotlight-primary-source/andrew-jackson-cherokee-tribe-1835) (5 minutes).
* Read this PDF textbook on [the Formation of the United States by Alex Ford](https://onedrive.live.com/?authkey=%21APHT9RrTlszCdpI&cid=DAA916CB8AB52178&id=DAA916CB8AB52178%2148722&parId=DAA916CB8AB52178%2147602&o=OneUp).

**Lesson 3 and 4**

**Topic**

How had Indigenous people learned to live on the Plains?

**Specification content**

The Plains Indians’ way of life

**Learning outcomes**

* As lesson one illuminated there was huge diversity in the languages, cultures, customs, and beliefs of the indigenous peoples of North America. Therefore, to gain a rich understanding of the lives of these indigenous peoples, this scheme of work will focus specifically around one nation, the Lakota. We will encounter other nations throughout the unit, but whilst we consider indigenous ways of life, we will focus on one nation. The focus of this lessons should be framed around the enquiry ‘What mattered to the Lakota’?
* Students should focus on the following features of indigenous life:
* The importance of the buffalo in providing all the resources needed by the Plains Indians and how this explains, their nomadic lifestyle, the importance of the horse, their method of transport (travois), their shelter (tipi).
* The attitude to, and respect of the land which is heavily linked to the belief in the Spirit World and the importance of visions, circles, and dances.
* The organization of nations, tribes, and bands and how tribes were governed (role of chiefs, tribal councils, decision making). There should be a focus on warfare and concepts of bravery which will link to the different roles within the tribe (men, women – polygamy, children, elderly – exposure).
* There is an opportunity to compare these values and beliefs with those of ‘white settlers and may stimulate a discussion about why conflict may arise.

**Possible teaching and learning activities**

* Introduce students to the lives of the indigenous peoples, notably the Lakota by looking through various images/video clips and sources. Students could fill in an A3 sheet documenting key areas of knowledge as specified in the guidance.
* An opportunity for students to examine different interpretations relating to the culture of indigenous peoples and those of white settlers, which links with Q1-3 of the exam paper.

Resources

* Watch a video on Zitkala-Sa [a Lakota musician, composer and campaigner for Indigenous citizenship](https://www.youtube.com/watch?v=oHaggw_Za7g). American Masters PBS (12 minutes).
* Read a PDF of [American Indian Stories by Zitkala-Sa](https://www.gutenberg.org/cache/epub/10376/pg10376.html) (2 hours+).
* Watch a video on [the importance of the Buffalo for the Lakota](https://www.youtube.com/watch?v=Gi9Ice4xkMQ) PBSD (13 minutes).
* Read an article on [The Great Spirit and other spiritual beliefs of the Native Americans](https://slife.org/great-spirit/) (10 minutes).
* Read a blog post about [Lakota Sioux tradition, history and culture](https://blog.nativehope.org/sioux-native-americans-their-history-culture-and-traditions) (10 minutes).
* Read about [Eagle Woman - trader and negotiator](https://www.britannica.com/biography/Eagle-Woman) (10 minutes).

**Lesson 5**

**Specification content**

Review and assessment of Enquiry One.

**Learning outcomes**

This is opportunity to assess your students’ understanding of Enquiry One. It is also a chance to discuss exam techniques with students.

**Possible teaching and learning activities**

You could give your students exam style questions relating to indigenous people of North America.

**Enquiry Two: Who Went West?**

**Lesson 6 and 7**

**Topic**

Why did early settlers go West?

**Specification content**

* Attitudes to the ‘Great American Desert’
* The belief in ‘Manifest Destiny’
* Pioneer migrant farmers, the journey west (Oregon and California focus)

**Learning outcomes**

* The focus of this lesson should be centered around the main ideas of ‘Why people moved West’. By ‘West’ we are taking this to mean land ‘west’ of the Mississippi, as maps drawn by settlers during this time disguise highly contested colonization of land.
* The lesson should start with an overview of Manifest Destiny, its origins, and the way in which it was used to justify expansion. Within this there should also be some discussion of contemporary settler views of the ‘Great American Desert’ and the indigenous peoples who inhabited this land.
* There is a good opportunity to discuss how Manifest Destiny was also contested at the time, and indeed still is today by historians. This offers the opportunity to provide other arguments as to why so many people moved West after 1840 including the role of Mountain Men in blazing trails like the Oregon Trail, economic downturn, expanse of ‘free land’ for farming etc.
* This should provide students with the core knowledge to consider the push and pull factors that led to the pioneer farmers to travel to California and Oregon, and the difficulties they faced making the journey.

**Possible teaching and learning activities**

* Students could analyse ‘American Progress’ to illuminate the concept of Manifest Destiny and explain how it was used to motivate people to move West.
* Students to consider the push and pull factors as to why people moved West. This could be considered as a card sort, and then consolidated by filling in a table.
* 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).
* Students could also consider case studies of some of the early pioneers (Sagars, Goulds, Donner Party) examining the journey and problems encountered.

**Resources**

* 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.
* Read an article about [Manifest Destiny](https://www.history.com/topics/19th-century/manifest-destiny) (10 minutes).

**Lessons 8 and 9**

**Topic**

Why did the Mormons move West?

**Specification content**

* Brigham Young and the Mormons
* Journey west
* Challenges faced
* The Mountain Meadow Massacre and its aftermath

**Learning outcomes**

The focus of this lesson will examine a case story of the Mormons and their journey West. The focus of this lesson should be based around the enquiry question ‘What challenges did the Mormons face in moving and settling in the West’. The lessons should consider (i) Joseph Smith and religious persecution in the East, and the decision of Brigham Young to move to the Salt Lake Valley (iii) attempts at settlement and conflict (iii) challenges, organization and growth at Salt Lake Valley (including the Mountain Meadow Massacre 1857).

**Possible teaching and learning activities**

* Introduce students to Mormonism, including beliefs and history in New York under Joseph Smith.
* Students should examine the reasons why the Mormons decided to move West under the leadership of Brigham Young. They could summarise this in a mind map.
* Introduce students to the development and growth of the Mormons at the Great Salt Lake. Students could identify the various challenges and successes and record in a table or answer the question ‘How did the Mormons grow and develop at the Great Salt Lake’.
* Potential storyboard/dual coded timeline to consolidate learning of the Mountain Meadow Massacre.

**Resources**

* Read an article [on Why the Mormons settled in Utah](https://www.history.com/news/why-the-mormons-settled-in-utah). History.Com (10 minutes).
* Read and explore a timeline about [African American Mormons](https://www.blackpast.org/special-features/african-americans-and-church-jesus-christ-latter-day-saints/) (15 minutes).
* Listen to a podcast on the [Mountain Meadows Massacre and its aftermath](https://podcasts.apple.com/us/podcast/and-the-truth-shall-set-you-free-historians/id1534450783?i=1000615901591) (50 minutes),.
* Study a timeline of [Mormon History](https://www.pbs.org/wgbh/americanexperience/features/mormons-timeline/) (10 minutes).
* Read an article about [Mormon Women on the 1846 Iowa Trail](http://files.lib.byu.edu/mormonmigration/articles/MormonWomenIowaTrailMcKenzie.pdf) (20 minutes).

**Lesson 10**

**Topic**

What was the impact of the Gold Rush?

**Specification content**

The miners

**Learning outcomes**

* The focus should be on the discovery of gold in California in 1848, and its consequences. The discovery of gold in California sparked a gold rush and led to an influx of migrants from the East. However, there is also an opportunity to embed diverse stories into the gold rush of 1949 by examining the role of Chinese miners.
* It is important that the consequences of the gold rush are considered, not only geographic and economic impacts, but notably how the gold rush affected relations with the indigenous peoples, particularly looking forward to the discovery of gold in the Black Hills.
* There is opportunity to consider the environmental implications the discovery of gold had, including the consequences of placer mining, hydraulics, and dredging. Considered alongside this environmental impact is the way in which settlers and indigenous peoples had differing views of land ie miners views that land should be exploited for riches.

**Possible teaching and learning activities**

* Retrieval on the indigenous beliefs about land.
* Students could compare the story of the gold rush for migrant’s vs indigenous peoples to compare the different interpretations and experiences.

**Resources**

* Read an article about [Luzena Wilson](https://cowgirlmagazine.com/wild-women-of-the-west-luzena-stanley-wilson/) a women who travelled west for the California Gold Rush (10 minutes).
* Explore a webpage about the [discovery of gold in 1848](file:///%5C%5CDFSMPWV01.internal.aqa.org.uk%5CDFS%5CQMTeams%5CContent%20and%20Resources%5CSubjects%5CHistory%5CGCSE%5CScheme%20of%20work%5C1.%20Period%20study%5C2.%20Second%20draft%5Cdiscovery%20of%20gold%20in%201848). History.com (15 minutes).
* Read two articles about [Chinese migrants and the California Gold Rush](https://www.pbs.org/wgbh/americanexperience/features/goldrush-chinese-immigrants/). PBS (10 minutes) and [Chinese Americans and the Gold Rush](https://blogs.loc.gov/inside_adams/2021/01/chinese-americans-gold-rush/). Library of Congress (10 minutes).
* Explore the [Digital Public Library's collection on the 1848 Gold Rush](https://dp.la/primary-source-sets/california-gold-rush) (5 minutes).
* Read about the [impact of the Gold Rush on indigenous communities](https://www.pbs.org/wgbh/americanexperience/features/goldrush-value-land/) (10 minutes).

**Lesson 11 and 12**

**Topic**

The Homesteaders

**Specification content**

* The Homesteaders, reasons for going west
* Government actions and laws
* Land and railroads
* The Homesteaders, farming problems and solutions

**Learning outcomes**

* The focus of this lesson should be centered around the enquiry ‘Why did the Homesteaders move west, and how did they resolve the challenges faced?’. Although the homesteaders move following the Civil War, they have been placed as part of this enquiry. This group could equally be considered after you have studied the Civil War if you prefer.
* The initial focus should consider the reasons why the Homesteaders moved, particularly the role of the government in providing cheap land. There should also be a consideration of government action and the impact on indigenous people as they were moved onto reservation, and how the creation of trans-continental railways causes permanent destruction to indigenous ways of life. This will tie in with Enquiry Five.
* You will want to consider the wider ‘push’ and ‘pull’ factors that encouraged the homesteaders to move onto the Plains, including 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.
* The second part of the lesson should consider the problems faced by the homesteaders trying to farm on the Plains such as, the climate, the unsuitability of existing machinery, crops, and landholding, natural disasters. Students should also examine how these problems were solved by inventions (and the role of railways in bringing them onto the Plains), government help and Homesteader adaptations to conditions on the Plains.

**Possible teaching and learning activities**

* Introduce students to the reasons why the Homesteaders moved West. On a worksheet students categorise the various factors as either ‘push’ or ‘pull’ and then with colours or highlighters decide which factor each reason fits with: political, economic, religious or another reason for moving.
* Students could complete a card sort on the various problems and solutions of the Homesteaders and then record this in a table in their books.
* Students could examine the experiences of homesteaders by looking at the diaries of Abbie Bright (see below).

**Resources**

* Explore the [diary entries of Abbie Bright](https://www.kansasmemory.org/item/223662/page/19). Kansas Historical Society (30 minutes).
* Read an article on the [Homestead Act](https://www.history.com/topics/american-civil-war/homestead-act).
* Read an article about [African American Homesteaders on the Great Plains](https://www.nps.gov/articles/african-american-homesteaders-in-the-great-plains.htm) (10 minutes).
* Read an article on [how the transcontinental railroad changed the US forever](https://www.bbc.com/travel/article/20221212-how-the-transcontinental-railroad-forever-changed-the-us) (10 minutes).
* Video/slide shows relevant to Homesteaders, for example, ‘Homesteading’ by Prairie Public Broadcasting.

**Lesson 13**

**Specification content**

Review and assessment of Enquiry Two: Who went West?

**Learning outcomes**

This is opportunity to assess your students’ understanding of why settlers went west and the challenges they faced. It is also a chance to discuss exam techniques with students.

**Possible teaching and learning activities**

You could give your students exam style questions relating to settlers.

**Enquiry three: Indigenous rights and increasing conflict on the plains**

**Lesson 14**

**Topic**

How did US policy change toward indigenous people?

**Specification content**

* The Permanent Indian Frontier
* A changing relationship with the Plains Indians
* The Fort Laramie Treaty (1851) and the failure of the policy of concentration

**Learning outcomes**

* By the 1840s the earlier establishment of the Permanent Indian Frontier began to break down as the government actively encouraged the migration of pioneer farmers, Mormons, and miners. This clearly posed problems relating to the protection of indigenous peoples who had been ‘moved’ to the land of the Great Plains because of the 1830 removal.
* Similarly, this also marked a change in attitude between the government and indigenous people, as policy began to focus on the need to ‘civilise’ indigenous people. Indeed ‘American’s were beginning to see the land of the Great Plains from the point of view of ownership and settlement which directly clashed with the traditional and spiritual beliefs of indigenous people.
* Students should consider this changing attitude firstly the form of the 1851 Indian Appropriations Act, which set up legally recognised reservations.
* Students should also then consider the Fort Laramie Treaty (1851) including the (i) reasons for, (ii) features of the treaty and (iii) how it changed the ‘One Big Reservation Policy’ to that of ‘concentration’.
* There is an opportunity to consider the success of the policy of ‘concentration’ and examine contemporary interpretations including the emergence of ‘negotiators’ and ‘exterminators.
* 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.
* It is also important to consider how the lives of indigenous people were changed because of government legislation, and how at every point there was resistance to this change in policy ie the Crow nation.

**Possible teaching and learning activities**

* Quick retrieval on knowledge leading up to Permanent Indian Frontier.
* Students could annotate a map showing the impact of the Indian Appropriations Act and 1851 Fort Laramie Treaty.
* Students could examine indigenous stories to consider how indigenous North America had changed because of this changing policy.
* A living graph could be used to track the rise and change in tensions when examining relations between the ‘settlers’ and the indigenous people so far.

**Resources**

* Read about [Andrew Jackson and the Cherokee](https://www.smithsonianmag.com/history/the-cherokees-vs-andrew-jackson-277394/) (15 minutes).
* Read an article about the [Permanent Indian Frontier](https://www.nps.gov/articles/pifront.htm) (5 minutes).
* Read an article about the [effects of the Indian Removal Act](https://historyincharts.com/indian-removal-act-effects/) (10 minutes).
* Read an article on [The Trail of Tears](https://www.history.com/topics/native-american-history/trail-of-tears) (10 minutes).
* Watch part of Ken Burns’ documentary The West [on the impact of Indian Removal on the Cherokee](https://www.youtube.com/watch?v=Y-jfXuNP4Kc) (watch Ep2 from 43-48 minutes).

**Lesson 15 and 16**

**Topic**

Increasing conflict on the Plains.

**Specification content**

* Reasons for, and consequences of, the Indian Wars (1862-1868)
* Sand Creek Massacre and Fetterman’s Trap

**Learning outcomes**

* The focus should be on the causes and consequences of the conflict between the US government/military and the indigenous peoples as the policy of ‘concentration’ ultimately fails. The lesson should be based around the enquiry ‘Why did indigenous people turn to war in order to resist colonization?’.
* There will be an opportunity to look some specific examples including (i) Little Crow’s War 1862 (ii) Cheyenne War 1863-7 including Sand Creek Massacre 1864 (iii) Red Cloud’s War 1865 and (iv) Fetterman Trap.
* There is an excellent opportunity to examine key indigenous individuals here, and to illuminate their stories (ie Little Crow, Red Cloud, Crazy Horse). Red Cloud’s War also gives students a great opportunity to re-engage with the Lakota Sioux whom they examined earlier on in the course.
* When discussing the reasons for increased conflict, students should consider factors such as, the failure of Fort Laramie Treaty (amongst others), broken promises of the US government and poor conditions on the reservations.

**Possible teaching and learning activities**

* Knowledge retrieval on escalating tensions so far.
* Introduce students, one by one to each of the conflicts. Students could take notes on an A3 sheet documentation the causes, features, and consequences of each conflict. As a class, discuss whether there were common causes, and outcomes.
* A good opportunity to examine differing contemporary interpretations of the causes/consequences of the conflicts. Students could attempt a Q1/2 exam question.

**Resources**

* Knowledge retrieval on escalating tensions so far.
* Contemporary images of each of the wars.
* Read a PDF of textbook [Native Peoples: Conflict and Cooperation](https://onedrive.live.com/?authkey=%21AJckOSUDIG%5FnC70&cid=DAA916CB8AB52178&id=DAA916CB8AB52178%2148725&parId=DAA916CB8AB52178%2147605&o=OneUp) (20 minutes).
* Read a revision page on [Sand Creek Massacre](https://www.bbc.co.uk/bitesize/guides/z4bh47h/revision/5). BBC Bitesize (5 minutes).
* Read an article about [Little Crow's War (also known as the Dakota Uprising)](https://ushistoryscene.com/article/1862-dakota-uprising/) (15 minutes).
* Watch a recording of a CPD event on [understanding Conflict on the Plains](https://www.youtube.com/watch?v=5vX49IClrLs) by Alex Ford via SHP (1 hour 38 mins).

**Lesson 17**

**Specification content**

Review and assessment of Enquiry Three: Indigenous rights and increasing conflict on the plains

**Learning outcomes**

This is opportunity to assess your students’ understanding of Indigenous rights and increasing conflict on the plains. It is also a chance to discuss exam techniques with students.

**Possible teaching and learning activities**

You could give your students exam style questions relating to increasing conflict on the plains.

**Enquiry four: the American Civil War**

**Lessons 18 and 19**

**Topic**

Causes of the American Civil War

**Specification content**

* 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

**Learning outcomes**

* The focus of this lesson should consider the long-, mid- and short-term events leading to the outbreak of Civil War in 1861. The specification demands much more focus on the impact and aftermath of the Civil War, and therefore there is no need to spend a significant amount of time on the day by day or military aspects of the war. Students will however need a sound understanding on the multifaceted reasons why Civil War broke out.
* As background to the events leading to the Civil War your students need to understand long term underlying issues such as, the deep-rooted differences in the beliefs about slavery the federal nature of American government (Republicans vs Democrats) and the economic, social, and cultural differences between North and South.
* The focus should then be on how these long-term issues contributed to growing tension in the medium term (1820–1859) through 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 Missouri Compromise of 1850, and the breakdown of the Missouri-Compromise through the Kansas-Nebraska-Act (1854), Nat Turners’ Rebellion (1831), Harriet Beecher Stowe’s ‘*Uncle Tom’s Cabin’* (1852), John Brown’s raid on Harper’s Ferry (1859).
* Develop your students’ understanding of the immediate events/short term causes (1860–1861) leading up to the outbreak of war such as, Lincoln’s victory in the 1860 election, the secession of South Carolina and other states, leading to the formation of the Confederacy, Davis’s background/beliefs and election as President of the Confederacy in 1861 the events at Fort Sumner (April 1861) which triggered the war.

**Possible teaching and learning activities**

* Students examine a map of the North and Southern states. They could annotate this with the key cultural, social, economic, and political features of the North and South.
* Present the causes of the Civil War to students in a card sort. Students use information cards to (i) construct a timeline of the events leading up to the Civil War (ii) categorise into long term, midterm, and short-term causes (iii) finally categorise in terms of importance using a diamond nine style template.
* The class could then write up the timeline in a double spread in their exercise books and highlight/annotate long term, medium- and short-term causes of the war and the different types of factors for example political, economic etc.

**Resources**

* Read an article about [the role of slavery and the causes of the Civil War](https://home.nps.gov/liho/learn/historyculture/slavery-cause-civil-war.htm) (10 minutes).
* Read an article about the [Origins of the American Civil War](https://www.bl.uk/onlinegallery/onlineex/uscivilwar/origins/origins.html). British Library (10 minutes).
* Watch a video on [The American Civil War](https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-american-civil-war/zv9d2sg). BBC Teach (9 minutes).
* Listen to a podcast on [The Causes of the American Civil War](https://podcasts.apple.com/gb/podcast/200-american-civil-war-the-causes/id1537788786?i=1000567780922). The Rest is History (1 hour).

**Lesson 20**

**Topic**

Consequences of the American Civil War

**Specification content**

Social and economic impact of the American Civil War on civilian populations

**Learning outcomes**

* The main emphasis of the Civil War enquiry lies with the with the consequences of the Civil War on America people, notably the freeing of formerly enslaved peoples who moved to Kansas to start a new life and post-war reconstruction.
* The first lesson should focus should be on the impact of the Civil War on the civilian populations. Consider the following issues, how the war affected industry and agriculture, how news of the war was spread to the home front, disruption of normal life/institutions, the changing role of women, shortages and inflation, to conscription, living in a war zone (occupation, refugees, guerrilla warfare).
* There should also be a focus on the impact of the Civil War on the indigenous populations.

**Possible teaching and learning activities**

* 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.
* 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.
* Students could complete a Q5 ‘In what ways were American people affected by…’

**Resources**

* Read an article about [African Americans during the Civil War](https://www.battlefields.org/learn/articles/african-americans-civil-war) (10 minutes).
* Read an article about the [social and cultural effects of the Civil War](https://www.thecollector.com/sociocultural-effects-of-american-civil-war/) (10 minutes).
* Read an article about the impact [of the Civil War on the Home Front](https://www.battlefields.org/learn/articles/total-war-civil-wars-effect-home-front) (15 minutes).
* Link to AQA [source investigation lesson on the Home Front in the Civil War](https://filestore.aqa.org.uk/resources/history/AQA-81451AA-HOMEFRONT-TN.PDF).
* Watch a video on the [stories of female spies during the American Civil War](https://www.youtube.com/watch?v=cxIuYUVPC4A) (17 minutes).

**Lesson 21**

**Topic**

How did the Civil War affect the lives of Black Americans?

**Specification content**

* The 13th Amendment
* Civil Rights Acts
* The political, social and economic situation of freed slaves after their emancipation

**Learning outcomes**

* The focus of this lesson should be on how the Civil War improved the lives of Black Americans. Although some of this guidance lies outside the specification, it is important to recognise these improvements and consider how they fit into the attempts of post-war reconstruction.
* Students should consider the role of Black Americans during the Civil War, including Emancipation Proclamation 1863, the first black regiment of freed slaves in South Carolina 1862, culminating with the 13th Amendment which ended slavery in the US constitution.
* You may wish to consider the provisions of the 1866 and 1870 Civil Rights Acts, the 14th and 15th Amendments, however this will also be considered as part of the following lessons on post-war reconstruction.

**Possible teaching and learning activities**

* Students study the key experiences of African Americans and identify areas of opportunity/success and areas of limitations.
* Students could examine contemporary accounts of African Americans to illuminate their experiences during and after the Civil War.

**Resources**

* Read an article about [African Americans during the Civil War](https://www.battlefields.org/learn/articles/african-americans-civil-war) (10 minutes).
* Read an article [about experiences of African Americans during the Civil War](https://daily.jstor.org/what-it-was-like-to-be-african-american-soldier-civil-war/) (10 minutes).
* Read the story of [Mary Bowser](https://ancestralfindings.com/mary-elizabeth-bowser-unsung-heroes-of-the-civil-war/#:~:text=Mary%20Jane%20Richards%20Bowser%20was%20an%20African-American%20woman%2C,spy%20for%20the%20Union%20in%20the%20Civil%20War.) an African American women who pretended to be enslaved and spied on Jefferson Davis during the Civil War.

**Lesson 22 and 23**

**Topic**

How did America address the problems after the Civil War?

**Specification content**

* The balance of Federal and State powers
* Reconstruction in the South, 1866–1877
* The 13th Amendment
* Civil Rights Acts
* The political, social and economic situation of freed slaves after their emancipation
* Carpet baggers

**Learning outcomes**

* This lesson should focus on the aftermath of the Civil War and the attempts at post-war reconstruction. It is important that students have a sound understanding of the difference and balance between Federal and State powers, so they can understand the conflict of the Federal government with the Southern states over the freedom and equality of African Americans.
* Students should first consider presidential reconstruction under the role of Andrew Johnson, following the assassination of Lincoln. They should consider that Johnsons view of reconstruction was focused more on the uniting of the states rather than helping the lives of African Americans ie despite the 13th Amendment southern states passed black codes limiting the rights of black people.
* You may want to look at reconstruction in two phases. The first phase considering ‘radical reconstruction’ where congress takes control, and arguably saw some success, particularly for the lives of Black Americans. Within this you may want to consider the Civil Rights Act of 1866, Reconstruction Act of 1867 the 14th and 15th Amendments, and the Freedmen’s Bureau.
* The second phase may be to consider the question ‘Why did reconstruction fail?’. Within this you should focus on complaints of the southern states including the role of scallywags and carpetbaggers, sharecropping and the Ku Klux Klan and the exodus to Kansas.

**Possible teaching and learning activities**

* Quick retrieval on US political system (esp. balance between federal/state).
* Introduce reconstruction to students in its distinct phases as detailed in the guidance.
* Students could complete an annotate timeline of events as you discuss each element. To consolidate, students could categorise the successes/failures of reconstruction in different colours. They could also link to the relevant wider social, cultural, economic and political factors.

**Resources**

* Watch a video about [post-war Reconstruction](https://www.youtube.com/watch?v=8buF2t0VMFs). PBS (2 minutes).
* Explore the [PBS website on Reconstruction after the Civil War](https://www.pbs.org/weta/reconstruction/).
* Read an article on [Reconstruction](https://www.history.com/topics/american-civil-war/reconstruction). History.com (10 minutes).

**Lesson 24**

**Specification content**

Review and assessment of Enquiry Four: the American Civil War.

**Learning outcomes**

This is an opportunity for you to give your students exam style questions relating to the Civil War.

**Possible teaching and learning activities**

Students could be given exam style questions based on the American Civil War.

**Enquiry five: Indigenous resistance and the future of Indigenous people**

**Lesson 25**

**Topic**

How did the US government try to take the West?

**Specification content**

* The resolution of the ‘Indian problem’ after 1865
* The small reservations policy
* Attitudes to the Native Americans

**Learning outcomes**

* You will want to revisit attitudes towards the indigenous peoples as something subject to the rule of the United States government, and to reconsider the arguments of ‘negotiators’ and ‘exterminators’.
* You should consider the small reservations policy which saw the separation of the Indian tribes from each other on small reservations away from white settlers through treaties such as Medicine Lodge (1867) and Second Fort Laramie Treaty (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.
* Stress to students that from 1865 there does seem to be district shift away from the making of treaties with indigenous leaders, and that this period see’s increasing use of the US military to deal with resistance of the indigenous peoples. One key feature of this includes the destruction of the buffalo herds which destroyed the nomadic lifestyle of indigenous peoples and forced them to comply with the reservation policies or faced military violence as we will see the Great Sioux War.
* There is scope here to begin to consider how indigenous peoples lives changed after 1865 and you may begin to consider these changes under the larger concept of ‘genocide’ which will continue through this final section.

**Possible teaching and learning activities**

* Retrieval on government attitude/policy towards indigenous people so far.
* Introduce students to small reservations policy and second Fort Laramie Treaty.
* Analysis of photographs of the buffalo herd and its demise to discuss the attempts at possible genocide?

**Resources**

* Photograph of American Bison Skulls 1870.
* Read an article [on the destruction of the buffalo and the implications for indigenous life](https://www.smithsonianmag.com/history/where-the-buffalo-no-longer-roamed-3067904/). Smithsonian Mag (15 minutes).
* Read a revision page [on how the government destroyed the indigenous way of life](https://www.bbc.co.uk/bitesize/guides/z4bh47h/revision/9#:~:text=Reservations%20destroyed%20the%20Indian%20way%20of%20life%2C%20because,religion%2C%20and%20the%20Dawes%20Act%20ended%20community%20ownership.). BBC Bitesize (10 minutes).
* Watch a video on [how the Second Fort Laramie Treaty failed to keep peace](https://www.youtube.com/watch?v=Ifq3RDUpT84) (3 minutes).
* Watch a video/read an article on the [story of Zitkala-Sa which illuminates the impact of the small reservations policy on indigenous life](https://wams.nyhistory.org/modernizing-america/xenophobia-and-racism/zitkala-sa/) (10 minutes).

**Lesson 26**

**Topic**

Who won the Battle of Little Big Horn 1876? (Great Sioux War, 1867-77)

**Specification content**

The Battle of the Little Big Horn

**Learning outcomes**

* Ensure you begin this lesson with an overview of the causes of, and nature of the Great Sioux War in which the Battle of Little Big Horn is a part. Students should understand the continued resistance against the US government, particularly following the destruction of the buffalo but also following the discovery of gold in the Black Hill that triggered most of the serious fighting. Be clear that again this is a clear violation of promises made to indigenous people by the US government.
* You should then consider the (i) events leading up to the Battle of the Little Big Horn (ii) the events of the Battle and (iii) the consequences, particularly for the victorious Lakota Sioux. You may wish to consider more broadly the failure of the US military by examining Custer and his commanders.
* There is an excellent opportunity to illuminate the voices of indigenous women, notably Buffalo Calf Road Woman and her role in the victory at Little Big Horn.

**Possible teaching and learning activities**

* Introduce students to the causes, events and outcome of the battle using maps and visual interpretations drawn about the battle. Students could create a chronological flow chart or graphic organizer to consolidate their understanding of the key elements of the battle.
* Students could study Buffalo Calf Road Woman to understand the key events and the indigenous stories of the battle.

**Resources**

* Students could study Buffalo Calf Road Woman to understand the key events and the indigenous stories of the battle.
* Read an article about [What really happened at Little Big Horn](https://www.history.com/news/little-bighorn-battle-facts-causes). History.com (10 minutes).
* Read two articles about the role of [Buffalo Calf Road Woman](https://allthatsinteresting.com/native-american-women/2) in the Battle of Little Big Horn [Custers Killer?](https://theleagueofextraordinaryladies.com/2015/04/buffalo-calf-road-woman-custers-killer/) (15 minutes).
* Listen to various podcasts [and key individuals at the Battle of Little Big Horn](https://www.listennotes.com/top-podcasts/battle-of-little-big-horn/).

**Lesson 27**

**Topic**

What were the reactions to the Battle of Little Bighorn?

**Specification content**

The Dawes Act

**Learning outcomes**

* The key thing to stress here is the pyrrhic nature of the victory at Little Bighorn most notably in the US government reaction and the shift towards a more deliberate policy to destroy all elements of indigenous culture.
* You will want to consider the impact of the Dawes Act on the indigenous peoples and the impact reservation life had on indigenous people.
* You could examine the impact of this directly on the Lakota Sioux who were split it smaller reservations to ensure they could never fight again in a great number, weakening of political power of Lakota Sioux Chiefs and destruction of their horses.

**Possible teaching and learning activities**

* Quick retrieval on the outcome at Little Big Horn.
* Introduce students to the idea of the pyrrhic nature of the indigenous victory and explain the reaction of the government who now embarked on a deliberate policy to destroy the indigenous way of life.
* Students could complete a guided reading style activity about the Dawes Act.
* Class discussion on how the Dawes Act destroyed indigenous culture considering, education, tribal structure, nomadic way of life, spirituality etc.

**Resources**

* Read an article on [the Impact of the Dawes Act](https://www.nps.gov/articles/000/dawes-act.htm).
* Read an article about the impact of the Battle of Little Big Horn/Dawes Plan on [the life (and death) of Sitting Bull](https://www.historicamerica.org/journal/2014/12/15/the-death-of-sitting-bull) (also links to Wovoka’s Ghost Dance).

**Lesson 28**

**Topic**

What happened at Wounded Knee?

**Specification content**

* Battle of Wounded Knee
* The closing of the frontier and its impact on Native Americans

**Learning outcomes**

* The focus of this lesson should consider Wovoka’s Ghost Dance and the culminating events at Wounded Knee. It may be interesting to discuss the language of Wounded Knee with students, should we consider this a ‘battle’ or is ‘massacre’ a more appropriate term.
* You may want to finish this lesson by discussing the 1890 US Census Bureau announcement of the ‘closing of the frontier’. This is an excellent opportunity to discuss Jackson Turner’s ‘Significance of the Frontier’ essay and to consider the implications for his argument in that a ‘problem had been dealt with’. It may also be useful to discuss the word ‘closing’ with students as this delivers quite colonial connotations. The implication of colonization on indigenous communities considered in the final lesson will offer an important solution to these problems here.

**Possible teaching and learning activities**

* Students create a storyboard of the events leading up to, and during, the Battle of Wounded Knee.
* Students could analyse Turner’s essay to consider his interpretation of ‘the Indian problem’
* Students could analyse contemporary indigenous interpretations of Wounded Knee. They could answer the question ‘Was there really a ‘battle’ at Wounded Knee’?

**Resources**

* Study a map [about the decline of indigenous populations In America](https://digital.newberry.org/scalar/archive-endurance/media/a-quincentennial-map-of-american-indian-history) (2 minutes).
* Watch a video about [Lost Bird - a baby who survived the massacre at Wounded Knee](https://www.sdpb.org/learn/nativeamerican/lost-bird-of-wounded-knee/) article an timeline also available on this site (26 minutes).
* Read an article [What really happened at Wounded Knee](https://www.nationalgeographic.com/history/article/what-really-happened-at-wounded-knee-the-site-of-a-historic-massacre). National Geographic Society (10 minutes).
* Watch a video about [Wovoka's Ghost Dance](https://www.youtube.com/watch?v=cI0Jfdkq4z8) (7 minutes).
* Read a transcript of an interview with David Treuer [Heartbeat of Wounded Knee](https://www.npr.org/2019/01/19/686830482/heartbeat-of-wounded-knee-demystifies-the-modern-native-experience) which attempts to de-mystify the native experience (20 minutes).

**Lesson 29**

**Topic**

What happened next for indigenous peoples?

**Specification content**

The content of this lesson is outside the specified dates of this option and will not be assessed in the examination; however, you may wish to include it as part of your teaching to present your students will a fuller picture of the longer-term implications of colonisation on indigenous communities.

**Learning outcomes**

Although the specification doesn’t necessarily demand this, it is important to consider the longer-term implications for colonization on indigenous communities. It is important to dispel the myth that indigenous people simply ‘vanished’ or that the problems they faced stopped. Equally as important is to consider the idea that indigenous people resisted colonization throughout the period and indeed after and have since spent decades reclaiming agency for their cause.

**Possible teaching and learning activities**

* Spend some time discussing the concept of ‘what happened next’ for the indigenous peoples. Students might like to take some simple notes as a spider diagram but a simple discussion-based lesson with visual and written sources to support could be just as powerful.
* The main narrative of continuity and continued resistance in the ‘Progressive Era’ is the most important aspect here.

**Resources**

* Watch an article by David Treuer talking about his book [The Heartbeat of Wounded Knee](https://www.youtube.com/watch?v=Te-aPK_e1z8) this offers a nuanced and more balanced approach to the history of indigenous people since 1890 (1 hour).
* Read a transcript of an interview with David Treuer [Heartbeat of Wounded Knee](https://www.npr.org/2019/01/19/686830482/heartbeat-of-wounded-knee-demystifies-the-modern-native-experience) which attempts to de-mystify the native experience (20 minutes).
* Listen to a [range of interviews with indigenous peoples](https://www.wolakotaproject.org/oseu-six/). Wolakota Project.
* Read an article about [Indigenous activism in the Progressive Era](https://116.hist.sites.carleton.edu/indigenous-activism-in-the-progressive-era/) (10 minutes).
* Read an article about [Indigenous history in the 20th and 21st centuries](https://www.britannica.com/topic/Native-American/The-outplacement-and-adoption-of-indigenous-children).

**Lesson 30**

**Specification content**

Review and assessment of Enquiry Five: Indigenous resistance and the future of Indigenous people

**Learning outcomes**

This is opportunity to assess your students’ understanding of indigenous resistance. It is also a chance to discuss exam techniques with students.

**Possible teaching and learning activities**

You could give your students exam style questions based on the content of Enquiry Five