



History Scheme of Learning

Year 10/11 – The Making of America, 1789-1900

Intent – Rationale

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>KS3 – Black People’s of the Americas unit in Year 9 KS3 – Exploration of the Americas in Year 8</p>	<ul style="list-style-type: none"> • History Around Us unit – no connection
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • EP – Rosa Parks and Civil Rights 	<ul style="list-style-type: none"> • SP2,3 • M1,2,3 • SO1 • C1,2
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Uncle Tom’s Cabin – Harriet Beecher Stowe • Roots – Alex Haley • Martin Luther King Biographies 	<ul style="list-style-type: none"> • Use of statistics in source material



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History Scheme of Learning

Year 10/11 The Making of America, 1789-1900

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
	<u>Know</u>
<p>How tensions arose as the USA grew between 1789-1838 How different groups saw the American West between 1839-60 The impact of the Civil War and Reconstruction between 1861-1877 How settlement of the Plains led to conflict between 1861-77 How the lives of Americans changed between 1877-1900</p>	
	<u>Apply</u>
<p>Knowledge of how and why the USA expanded between 1789-1838 Knowledge of the expansion of slavery in Southern States between 1789-1838 Knowledge of the removal of indigenous people from the East between 1830-38 Knowledge of how different groups lived and interacted on the Plains e.g. the Plains Indians, Homesteaders, Mormons and miners between 1839-60 Knowledge of the causes, course and consequences of the American Civil War 1861-65 Knowledge of the African American experience during the Civil War 1861-65 Knowledge of the successes and failures of Reconstruction between 1865-77 Knowledge of the development of the Railroads and the Cattle industry between 1861-77 Knowledge of conflict on the Plains between White settlers and Plains Indians and White Settlers and other White Settlers Knowledge of the cause, course and consequences of the Indian Wars 1862-1877 Knowledge of the destruction of the Plains Indian’s way of life between 1877-1900 Knowledge of the impact of economic, social and political change for African Americans between 1877-1900 Knowledge of the development of American cities, migration, big business between 1877-1900</p>	
	<u>Extend</u>
<p>Evaluate the impact of Westward expansion between 1789-1838 and the tension caused by the expansion of slavery in the Southern States Evaluate the impact on the 5 civilised tribes of the Indian Removal Act of 1830 Evaluate the different ways of life experienced on the Plains and the reasons for migration between 1839-60 Evaluate the cause, course and consequences of the civil war for different groups in American society between 1861-77 Evaluate the impact of the Railroads on Westward expansion between 1861-77 Evaluate the impact of the Indian Wars between 1862-77 on the Indian Nation and relations with the US government Evaluate the impact of US government policy to destroy the way of life for Plains Indians 1877-1900 Evaluate the impact of changes to African American lives between 1877-1900 Evaluate the causes of the development of cities, expansion and growth of big business and the impact of mass migration between 1877-1900</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?



abolitionist a person who opposed slavery

academics highly educated people

Amendment to the US Constitution an alteration to the Constitution of the USA which has to be passed by Congress and ratified by the states

American Dream the view of the opportunities which the USA could offer immigrants

bailiff a person who collected money that was owed

Black Codes laws which discriminated against black Americans

budget a government's plans for how it will spend taxpayers' money

Buffalo Dance a special dance to encourage the buffalo to return each year

capitalist (system) system which encourages individuals to make money for personal profit

caravan a group of travellers, often with wagons and horses

civil rights rights that people have as citizens of a country, affecting their daily lives

civil rights campaigners someone who fought for equal treatment of people

coffle a chained group of slaves

compromise a half-way deal where each person involved gets some but not all of what they want

Confederacy the name taken by the Southern states when they tried to break away from the Union and form their own nation

Confederates people who fought for the South during the Civil War

Congress the name of the body that passes laws in the USA

constitution the rules by which a nation is governed

contrabands name given to slaves who ran away from their owners and worked for the Union army in the Civil War

convert change or turn around, often used to describe changes of religious belief

cotton gin a machine for separating cotton fibres

Cotton Kingdom the name given to the Deep South because of its links to cotton growing

cow towns towns set up for the buying and selling of cattle on railroads

culture a way of living shared by a group of people

GCSE style questions from sample and past papers
Recap and revision tests



Dawes Act a law which allowed Plains Indians to become citizens in return for giving up tribal claims to land

Declaration of Independence a document which split the American colonies from British rule

democratic a system in which decisions are made by voting

Dred Scott a slave who took his case for freedom to the Supreme Court and lost

dry farming methods of farming to deal with limited water supplies

ecological something that tries not to cause lasting harm to the land or animal and plant life

emancipated freed

Emancipation Proclamation a statement made on 1 January 1863 by President Lincoln that all slaves would be freed

Exodusters black settlers who moved to Kansas

exploitation taking advantage of someone or something without caring about the consequences

federal national, i.e. something that affects all the different states of the USA

forty-niners the people who went to California during the 1848–49 gold rush

Founding Fathers the people who signed the Declaration of Independence

frontiersmen people who lived beyond the western borders of the American colonies

fur trapper a person who hunted animals for fur and sold them for profit

Ghost Dancers reservation Indians who believed that white Americans could be removed from the Earth through a spiritual dance

Great Spirit one of the Lakota gods

Homestead Act a law passed in 1862 which promised 160 acres of land to anyone willing to work it for five years

homesteaders people who settled on the Plains

immigration the arrival of people from one place in another where they hope to stay and live

indigenous something or someone whose origins are deeply rooted in a place

Jim Crow laws racist laws which attempted to reduce the power of black Americans

Ku Klux Klan a violent, racist, white supremacist group



land speculators people who bought up land and sold it on for profits

Louisiana Purchase the name given to a deal in 1803 when France sold a huge area of land in North America to the USA

lynching murder of black people by white racists, often done by hanging

Manifest Destiny a belief in a God-given right to take over the whole of America

mission a group sent to convert people from one religion to another; it often provides health care or education for the people it tries to serve

Mormons followers of the teachings of Joseph Smith and the Book of Mormon

nomad person who lives by moving from place to place with no settled home

placer gold gold which can be easily found in nugget or dust form rather than stuck in rock

plantations large farms which grow a single crop, for example cotton

political liberals people who believed in equal rights and free trade

prairies wide areas of grassland as found on the Plains

president (of the USA) the head of the American state, elected by voters every four years

prospectors people who went searching for gold

pushing system a slave system in which slaves are forced to do more work each day

radical someone or something that attacks a problem by its roots rather than attempting minor changes

railroad the American term for what is called a railway in Britain

ranchers people who ran cattle ranches

recession a serious drop in trade that causes unemployment and poverty

Reconstruction the rebuilding of America after the Civil War

rendez-vous a meeting at an agreed time and place

repeating rifles guns that could fire bullets rapidly one after another over long distances

reservation an area of land set aside for Indian settlement

secede to cut away from or leave



segregation division, keeping apart, e.g. blacks from whites

Senate part of the USA's Congress where laws are made

Senators/Representatives people who are voted into Congress to represent their state

sharecroppers people who rented land by giving up a share of their crops each year

soddies houses made of earth

speculation investing in a product with the hope of selling it later for more money

States (of America) different areas of the United States, each with its own government that must keep to the US Constitution

Supreme Court the highest court in the USA that had to decide if new laws fitted the US Constitution

task system a slave system in which slaves are made to complete a set number of tasks each day

territories name given to areas of land that were owned by the USA but not yet ready to become states

the Plains the area of land between the Mississippi River and the Rocky Mountains

tipi a Plains Indian name for a large tent

town boosters people who promoted the growth of their town and tried to encourage people to settle there

transcontinental something that crosses a whole continent, e.g. a railroad in the USA

treaty an official agreement between two nations, e.g. to end a war

Underground Railroad a secret organisation which helped slaves to escape to free states

Union a shorter name for the United States used by the Northern states in their war against the Confederacy

vision a way of looking at an issue or place

War of Independence the conflict between the American colonies and Great Britain, 1775–83

White League a racist, white supremacist group

World's Fair an exhibition in Chicago in 1892

yeoman farmer a self-sufficient landowner



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
How was America founded?	To be able to explain how America works as a country and who is involved	To be able to explain and evaluate how America works as a country and who is involved	<p>Use the diagram to explain the different branches of the US Government and how it compares with our own.</p> <p>Explain the difference between Federal and State power.</p> <p>Use pg 7 (TMOA) to add any notes needed to diagram.</p> <p>Students explain the 3 groups of people in the Americas and where they come from.</p>
How and why did the USA expand between 1789-1838?	To be able to explain American expansion and its impact between 1789 and 1838	To be able to explain and analyse American expansion and its impact between 1789 and 1838	<p>Discuss maps of physical barriers to expansion, ownership of territory and the phases of expansion.</p> <p>Use pg 11-13 (TMOA) to complete the ‘moving into new lands’ tabular task.</p>
How and why did slavery and southern plantations expand between 1789-1838?	To be able to explain the expansion of slavery and its impact between 1789 and 1838	To be able to explain and analyse the expansion of slavery and its impact between 1789 and 1838	<p>Introduce and define the term – ‘The Peculiar Institution’ and discuss why the USA had slavery and what people thought about it.</p> <p><i>Some (e.g., Kenneth M. Stampp) see this expression as specifically intended to gloss over the apparent contradiction between lawful slavery and the statement in the Declaration of Independence that "all men are created equal". But, in fact, at the time this expression became popular, it was used in association with a vigorous defence of slavery as a good thing.</i></p> <p>Use pg 14-15 (TMOA) to complete the comparison Venn diagram showing the differences and similarities between North and South.</p> <p>Students answer the following short questions:</p> <ol style="list-style-type: none"> 1) ‘How did Westward expansion create tension over slavery in the USA?’ – Use pg 15 (TMOA). 2) ‘How did the Cotton Gin help slavery to expand in the USA?’ - Use pg 16 (TMOA). 3) ‘What impact did the Louisiana Purchase have on the development of the Cotton industry in the South?’ – Use pg 17 (TMOA) <p>The Missouri Compromise 1820 – watch you tube clip and take notes. Use pg 17 (TMOA) to help with the explanation.</p> <p>Read pg 18-19 (TMOA) and complete the table below:</p>



		<table border="1"> <tr> <th>Reasons to abolish slavery</th> <th>Reasons to keep slavery</th> </tr> <tr> <td></td> <td></td> </tr> </table>		Reasons to abolish slavery	Reasons to keep slavery		
Reasons to abolish slavery	Reasons to keep slavery						
			<p>Closer Look 1 – Use the information to create a mind map showing what the lives of slaves were like.</p> <p>Watch You Tube ‘Crash Course History’ clip as an overview and summary of slavery. (It does go beyond 1838 but is very good).</p>				
How were indigenous people removed from the East between 1830-1838?	To be able to understand why people were removed from the East between 1789 to 1838	To be able to understand and evaluate the impact of the reasons why people were removed from the East between 1789 to 1838	<p>Who were the five civilised tribes and how did they try to adapt their lives to fit in with the white Americans?</p> <p>Watch You Tube clip on the Indian Removal Act, 1830. – take notes</p> <p>Explain how Indian tribes tried to resist white American – use pg 21-23 (TMOA).</p> <p>Add key info onto Key events timeline for expansion section.</p>				
How did the Plains Indians live?	To be able to explain what life was like for Indians on the Plains	To be able to explain and evaluate what life was like for Indians on the Plains	<p>Use pg 28-29 (TMOA) to create a mind map to explain what life was like for the different tribes on the Plains.</p> <p>Read pg 29-31 (TMOA) and pg 18-21 (TAW) and complete the tabular task to show what life was like on the Plains.</p> <p>Give students a copy of how outsiders saw Plains Indian life on pg 46-7 (TAW) and accounts by white Americans who spent time with the Indians on pg 44-45 (TAW)</p>				
What were the experiences of the first migrants moving West?	To be able to explain what life was like and the problems faced by the first migrants moving West	To be able to explain critically evaluate what life was like and the problems faced by the first migrants moving West	<p>Write down the 3 bullet point on pg 27 (TMOA) Explain the concept of Manifest Destiny and complete source analysis on Manifest Destiny Images.</p> <p>Examine push/pull factors to explain why people went West on pg 32 – link to homework task. Give students the diagram from pg 58 (TAW)</p> <p>Read pg 33 (TMOA) and complete Reflect questions. Give students a copy of the summary diagram on pg 16 (TAW-JG) and the diagram on pg 60 (TAW)</p> <p>Photocopy the ‘Sagers on the Oregon Trail’ for students pg 34 (TMOA) and the Donner Party on pg 66-67 (TAW) and write a short summary or 3 bullet points to explain the main problems faced on the journeys.</p>				



			<p>Read pg 35 (TMOA) and answer the 2 Reflect questions.</p> <p>Watch You Tube clip on Mormons. Read pg 36-37 and answer the 3 questions in the record task as individual questions.</p> <p>Case study on Abigail Scott on pg 42-43 (TMOA). Complete Reflect question.</p>
What was the impact of gold rushes on movement West?	To be able to explain the impact of gold rushes on people’s decision to move West	To be able to explain and evaluate the impact of gold rushes on people’s decision to move West	<p>Read pg 38-41 and take notes on the two case studies about gold rushes. Complete the two questions in the Record task box as separate questions.</p> <p>Watch video clip on California Gold rush.</p> <p>Complete Stage 1 on Gold! Worksheet. Give students a copy of the timeline on pg 18 (TAW-JG)</p>
How and why did divisions cause a Civil War by 1861?	To be able to explain the causes of the Civil War	To be able to explain and analyse the causes of the Civil War	<p>Read the Enquiry task on pg 45(TMOA). Read pg 46-47 (TMOA) and complete the enquiry task from pg 45 – use pg 47 to give evidence for arguments supporting and opposing the statement in the Record box on pg 46.</p> <p>Complete Reflect tasks 1 and 2 about the Clay compromise of 1850 on pg 47 (TMOA).</p> <p>Use pg 48 to answer the following questions: 1) What impact did the Kansas-Nebraska Act of 1854 have on tension between North and South? 2) Explain the views held by the Democrats and Republicans? 3) How did James Buchanan actions as President further split the North and South? 4) What did Abraham Lincoln offer people during the election campaign of 1860?</p> <p>Watch video clip on John Brown and Harper’s Ferry – link to Homework task.</p> <p>Read pg 49 (TMOA) and complete the Reflect questions.</p> <p>Watch You Tube clip on the causes of the Civil War.</p>
What was the experience of African Americans during the Civil War?	To be able to explain what life was like during the Civil War for Black people	To be able to explain and evaluate what life was like during the Civil War for Black people	<p>Read pg 50-53 (TMOA) and complete the Record task as part of the enquiry task on pg45.</p>

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			<p>Complete Venn Diagram task comparing Northern and Southern African Americans during the Civil War.</p> <p>Students write a definition of the Emancipation Proclamation.</p> <p>You Tube clips on the Emancipation Proclamation and African Americans during the Civil War.</p>						
<p>What impact did Reconstruction have on the lives of African Americans?</p>	<p>To be able to explain the impact of Reconstruction on African Americans</p>	<p>To be able to explain evaluate the impact of Reconstruction on African Americans</p>	<p>Explain what Reconstruction means – students write down a definition.</p> <p>Watch overview You Tube video on Reconstruction.</p> <p>Students need to write down the 13th, 14th and 15th Amendments and explain what they actually achieved. (Include Dred Scott case of 1857)</p> <p>Explain the difference between Presidential and Congressional Reconstruction.</p> <p>Explain key terms – Sharecropping, Impeachment, Black Codes/Jim Crow Laws, Scallawags, Carpetbaggers and the Ku Klux Klan.</p> <p>Read pg 54-57 (TMOA) and complete the table below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>President/Congress</th> <th>Successes</th> <th>Failures</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Read pg 58-59 (TMOA) and explain why Reconstruction failed.</p> <p>Complete Record activity on pg 54 (TMOA)</p>	President/Congress	Successes	Failures			
President/Congress	Successes	Failures							
<p>How and why did white Americans exploit the Great Plains?</p>	<p>To be able to explain how and why white Americans exploited the Great Plains</p>	<p>To be able to explain and evaluate how and why white Americans exploited the Great Plains</p>	<p>Read pg 64-65. List the main ways in which the Railroads changed the Plains and for each reason listed explain how it changed the Plains.</p> <p>Read pg 66-67 and explain how the cattle industry developed and the impact it had on the Plains. Read case study on Johnson County War to show problems caused by cattle ranchers on the Plains.</p>						
<p>What was life like as a Homesteader?</p>	<p>To be able to explain the experiences of the Homesteaders</p>	<p>To be able to explain and evaluate the experiences of the Homesteaders</p>	<p>Students need to identify the main reasons homesteader went West – link to push/pull exercise completed earlier in the course. You need to emphasise the Homestead Act of 1862 and propaganda from the Government and railroad companies encouraging people to go West – Link to Manifest Destiny. Read pg 68 (TMOA) and summarise the 3 bullet points. Read pg 69 and complete the Reflect question.</p>						



			Read pg 70-71 and create a mind map to show the problems that people faced on the Plains and the solutions that they found to the problems. Women				
How and why did the Indian Wars break out? What was the impact of these wars?	To be able to explain the causes of the Indian wars and the impact they had	To be able to explain and analyse the causes of the Indian wars and the impact they had	Read pg 72-77 and complete the Indian Wars tabular task. Get students to explain their rank order results. Students answer the following question - How far do you agree with the following statements: 1) The conflict on the Plains was part of a continuous strategy against the Plains Indians by the US government. 2) The conflict on the Plains was the result of Indian resistance towards American expansion. 3) The conflict on the Plains was the result of a serious of misunderstandings. Read pg 78-9 (TMOA) and compete either a Venn diagram or table to compare and contrast the different views of the Battle of the Little Bighorn.				
How and why did life change for Plains Indians after the introduction of Reservations?	To be able to explain changes to everyday life for Plains Indians on the Reservations	To be able to explain and evaluate the impact of changes to everyday life for Plains Indians on the Reservations	Read pg 82-85 (TMOA) and answer the following question: Which factor had the greatest impact on the lives of Native Americans between 1877-1900? a) The destruction of the buffalo b) The establishment of reservations c) Americanisation and the destruction of Indian culture d) The Dawes Act 1887 e) The Ghost Dance Students will need to take notes on each section and reach a judgment to show which factor had the greatest impact on the lives of Indians. Watch video clip on the impact of Westward expansion on Indians. Read the profile on Quanah Parker and create a timeline of his life.				
What was the impact of economic, social and political change on the lives of African Americans after Reconstruction?	To be able to explain the socio-economic and political changes to Black People's lives post Reconstruction	To be able to explain and evaluate the impact of the socio-economic and political changes to Black People's lives post Reconstruction	Read pg 86-89 (TMOA) and complete the table below: <table border="1" style="margin-left: 20px;"> <tr> <td>Life improved</td> <td>Life got worse</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> Identify key individuals that were involved in the beginning of the civil rights movement (See homework). Watch video biographies and comparison clips.	Life improved	Life got worse		
Life improved	Life got worse						
What impact did the growth of big business, cities and mass migration have on the USA between 1877-1900?	To be able to explain how and why cities, business and mass migration all grew between 1877-1900	To be able to explain and evaluate how and why cities, business and mass migration all grew between 1877-1900	Define the following key terms: Robber Barons, Corporations, WASP, Laissez Faire (WASP – White Anglo Saxon Protestants – they were the first wave on successful immigrants and controlled many of the big businesses in the US. They only wanted WASP immigrants to come to the US rather than Catholics and Eastern European Slavs. Their behaviour led to Nativism)				

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			<p>'Nativism -the policy of protecting the interests of native-born or established inhabitants against those of immigrants.'</p> <p>Take notes on Andrew Carnegie pg 90 (TMOA) Give students a copy of pg 91 (TMOA).</p> <p>Students use 3 images 1900 to show how much cities had developed in the USA. Explain how each image shows how cities have changed.</p> <p>Write a travel blog for a visitor touring the major cities in America in 1900.</p>
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