

Key Question	Possible Teaching Activities	Resources	Time Allocated	Homework
How was America founded?	<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>	<p>Government of the USA diagram handout</p> <p>Federal vs State Venn Diagram</p> <p>The Making of America 1789-1900 (TMOA)</p> <p>Glossary – photocopy for all students pg 104-5</p>	0.5 lesson	
How and why did the USA expand between 1789-1838?	<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>	<p>Expansion across the USA map</p> <p>Land purchase map of USA</p> <p>Physical Map of USA</p> <p>Cross section diagram of US physical geography – The American West (TAW) pg 12.</p> <p>US states and dates of establishment map.</p> <p>Moving to new lands tabular task.</p> <p>Key events timeline (enlarge to A3)</p>	1 lesson	Add key info onto Key events timeline for expansion section.
How and why did slavery and southern plantations expand between 1789-1838?	<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</i></p>	<p>Venn Diagram comparison between North and South handout.</p> <p>TMOA pg 15-19</p> <p>https://www.youtube.com/watch?v=68gi3C0A9Fo – History Channel explanation of Missouri Compromise (2:22)</p> <p>https://www.youtube.com/watch?v=Ajn9g5Gsv98 – crash course history video on slavery (14:24) – good summary and overview of slavery</p>	2 lessons	Add key info onto Key events timeline for expansion section.

slavery as a good thing.

Use pg 14-15 (TMOA) to complete the comparison Venn diagram showing the differences and similarities between North and South.

Students answer the following short questions:

- 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)

The Missouri Compromise 1820 – watch you tube clip and take notes. Use pg 17 (TMOA) to help with the explanation.

Read pg 18-19 (TMOA) and complete the table below:

Reasons to abolish slavery	Reasons to keep slavery

Closer Look 1 – Use the information to create a mind map showing what the lives of slaves were like.

	Watch You Tube 'Crash Course History' clip as an overview and summary of slavery. (It does go beyond 1838 but is very good).			
How were indigenous people removed from the east between 1830-1838?	<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>	<p>Copy of map of Indian tribes pg 20 (TMOA) https://www.youtube.com/watch?v=yQfP2Y2t45U – Hip Hughes account of the Indian Removal Act 1830 (5:20) pg 21-23 (TMOA) Blank Map of USA for tension mapping task https://www.youtube.com/watch?v=auNOGcmYYSI The Battle For Paradise: The First and Second Seminole Wars</p>	2 lessons	On a blank map of the USA write on the different places where and when tension/conflict has broken out between 1789-1838. Use your timeline to help.
Assessment	1 mark question test on this section.	Question sheet.	0.5 lessons or homework	
Key Question	Possible Teaching Activities	Resources	Time Allocated	Homework
How did the Plains Indians live?	<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>	<p>Pg 28-31 (TMOA) Pg 18-21, 44-47 (TAW) will need to be photocopied. Aspects of life tabular task sheet Image of Sioux Camp by G Catlin</p>	6 lessons	Analyse image of a Sioux Camp by G Catlin.

<p>What were the experiences of the first migrants moving West?</p>	<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>	<p>Pg 27, 32-37, 42-43. (TMOA) https://www.youtube.com/watch?v=YLmUht9QOIE - Short Video clip explaining Manifest Destiny (3:31) Manifest Destiny Images for source evaluation Moving to the Great American Desert question sheet in The American West by James Green (TAW- JG) pg- 14-15 Diagram pg 16 (TAW-JG) Diagrams on Pg 58 and 60 (TAW) Case study on pg 66-67 (TAW) The Donner Party. https://www.youtube.com/watch?v=WCA-J1uY7s - Short clip about the Mormons by Ken Burns (7:58)</p>		<p>Complete task 4 on the Moving to the Great American Desert question sheet.</p>
<p>What was the impact of gold</p>	<p>Read pg 38-41 and take notes on the two case studies about gold rushes.</p>	<p>Pg 38-41 (TMOA) Land – the big issue worksheet – pg 48-9 (TAW)</p>		<p>Complete questions 1-6 on</p>

rushes on movement West?	<p>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>	<p>https://www.youtube.com/watch?v=iydRkC0gMZI</p> <ul style="list-style-type: none"> - Video on California Gold Rush (2:16) very basic but good facts. - https://www.youtube.com/watch?v=t7Wr1tMs5F0 - Video on California Gold Rush (3:16) <p>Gold! Worksheet – pg 18-21 (TAW-JG) Will need photocopying.</p>		Land – the big issue worksheet.
ASSESSMENT	Q2 and Q3	Pg 102-103 (TMOA) – also on sample paper (I think!?)	1 lesson	
Key Question	Possible Teaching Activities	Resources	Time Allocated	Homework
How and why did divisions cause a Civil War by 1861?	<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:</p> <ol style="list-style-type: none"> 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 	<p>Pg 45-49 (TMOA)</p> <p>https://www.youtube.com/watch?v=pcy7qV-BGF4</p> <ul style="list-style-type: none"> - Video on the causes of the Civil War (5:50) - https://www.youtube.com/watch?v=1FzPlawthDo - Video clip on the cause of the Civil War (6:37) - https://www.youtube.com/watch?v=11gevEoaJsk – Video clip on John Brown and Harper’s Ferry (4:06) - https://www.youtube.com/watch?v=jso1YRQnpCI - Song about John Brown (traditional) (2:55) 	4-5 lessons	Write a profile about John Brown – see pg 60-61 (TMOA)

	<p>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>			
<p>What was the experience of African Americans during the Civil War?</p>	<p>Read pg 50-53 (TMOA) and complete the Record task as part of the enquiry task on pg45.</p> <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>Pg 50-53 (TMOA)</p> <p>Venn Diagram task comparing Northern and Southern African Americans during the Civil War.</p> <p>https://www.youtube.com/watch?v=DOyO75HJygl</p> <ul style="list-style-type: none"> - Video on the experience of African Americans in the Civil War (3:30) <p>https://www.youtube.com/watch?v=uhf4O0xaG-Y</p> <ul style="list-style-type: none"> - The Emancipation Proclamation and African American soldiers in the Civil War (3:25) 		<p>Write a newspaper article to explain how and why African Americans had different experiences during the Civil War.</p>
<p>What impact did Reconstruction have on the lives of 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</p>	<p>https://www.youtube.com/watch?v=nowsS7pMApl – Crash Course History episode on Reconstruction (12:59)</p> <p>Pg 54-59 (TMOA)</p>		

	<p>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"> <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								
ASSESSMENT	Q5	Pg 103 (TMOA)	1 lesson							
Key Question	Possible Teaching Activities	Resources	Time Allocated	Homework						
How and why did white Americans exploit the Great Plains?	<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.</p> <p>Read case study on Johnson County War to show problems caused by cattle ranchers on</p>	<p>https://www.youtube.com/watch?v=kl0lxIMMb9E</p> <ul style="list-style-type: none"> - The impact of expansion of the Railroads (4:05) - https://www.youtube.com/watch?v=hoXVq2aLn4M - Video on Chinese contribution to the Transcontinental Railroad. <p>Pg 64-67 (TMOA) Diagram showing the life of a cowboy. Johnson County War case study.</p>	1 lesson	Design a poster by the government or a railroad company to encourage people to go West.						

	the Plains.			
What was lie like as a Homesteader?	<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.</p> <p>Read pg 68 (TMOA) and summarise the 3 bullet points.</p> <p>Read pg 69 and complete the Reflect question.</p> <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.</p> <p>Women</p>	Pg 68-71 (TMAO)	2 lessons	
How and why did the Indian Wars break out? What was the impact of these wars?	<p>Read pg 72-77 and complete the Indian Wars tabular task. Get students to explain their rank order results.</p> <p>Students answer the following question - How far do you agree with the following statements:</p> <ol style="list-style-type: none"> 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 	<p>Pg 72-77 (TMOA)</p> <p>Indian Wars tabular task.</p> <p>Diagram about General Custer.</p>	2 lessons	Write an obituary for General Custer and Sitting Bull.

	<p>misunderstandings.</p> <p>Read pg 78-9 (TMOA) and complete either a Venn diagram or table to compare and contrast the different views of the Battle of the Little Bighorn.</p>							
ASSESSMENT	Q4 on pg 103 (TMOA)	Pg 103 (TMOA)	1 lesson					
Key Question	Possible Teaching Activities	Resources	Time Allocated	Homework				
How and why did life change for Plains Indians after the introduction of Reservations?	<p>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?</p> <ol style="list-style-type: none"> The destruction of the buffalo The establishment of reservations Americanisation and the destruction of Indian culture The Dawes Act 1887 The Ghost Dance <p>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.</p> <p>Watch video clip on the impact of Westward expansion on Indians.</p> <p>Read the profile on Quanah Parker and create a timeline of his life.</p>	<p>https://www.youtube.com/watch?v=z3knJOD3uNw4 - Impact of Westward expansion on the Indians (8:36)</p> <p>Read pg 82-85 (TMOA)</p> <p>Read pg 94-95 (TMOA)</p>	2 lessons	Complete the judgment task for homework				
What was the impact of economic, social and political change on the lives of African Americans after	<p>Read pg 86-89 (TMOA) and complete the table below:</p> <table border="1" data-bbox="427 1206 994 1283"> <tr> <td>Life improved</td> <td>Life got worse</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Identify key individuals that were involved in the beginning of the civil rights movement (See homework).</p>	Life improved	Life got worse			<p>Pg 86-89 (TMOA)</p> <p>https://www.youtube.com/watch?v=07cispyOhWQ Video biography on Booker T Washington</p> <p>https://www.youtube.com/watch?v=TGOEED_MexI Video biography on WEB DuBois</p> <p>https://www.youtube.com/watch?v=qGLm7VUbiWE Hip Hughes comparison of Booker T Washington and</p>	2 lessons	Write profiles on the individuals highlighted in the activity
Life improved	Life got worse							

Reconstruction?	Watch video biographies and comparison clips.	WEB DuBois		
What impact did the growth of big business, cities and mass migration have on the USA between 1877-1900?	<p>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)</p> <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>	<p>Pg 90 (TMOA) Students need a copy of pg 91 (TMOA) https://www.youtube.com/watch?v=RRhjqqe750A Crash Course history video on the growth of cities. (12:44) Images of NY city</p>	2 lessons	Research Rockefeller and JPMorgan as Robber Barons.