

Additional notes on content changes

For slide 15 of the training, there is a 20 minute discussion of the changes in the content. These notes, which are too detailed for the trainer notes grid, should form the basis of the summary

Key Topic 1: The early settlement of the West, c1835-c1862

The changes made to this key topic have clarified and organised the material to be covered. By having clearing 'groupings' of contents within the key topic, it will be easier for teachers to structure teaching and learning.

Sub-topic 1 The Plains Indians: their beliefs and way of life	From a teaching point of view, this section of content is now simply about addressing the beliefs and way of life of the Plains Indians. The last bullet point (which covered US policy for the Plains Indians) has been moved, and is now mentioned in sub-topic 3, as a cause of tension and conflict. This means that you can enjoy teaching the fascinating culture of the Plains Indians, without also addressing the issues of conflict between the Plains Indians culture and the US government.
Sub-topic 2 Migration and early settlement	<p>A key change to note here is that 'economic conditions' are no longer mentioned in the specification as a reason for migration. Of course, students will still need to be aware that economic conditions were relevant to the decision to migrate, for example in understanding the powerful effect of the rumours of wealth which led to the 1849 California Gold Rush. But the removal of 'economic conditions' makes a subtle change for your teaching – instead of needing to teach about the economic situation in the East, you can instead focus principally on the factors that motivated the move towards the West, what many teachers refer to as the 'pull factors'.</p> <p>The other changes in this subtopic act to clarify the content but should not have a significant impact on your teaching. For example, 'the process and problems of migration' has been replaced with 'early migration to c1850', with the same named examples. This wording will simplify planning for teachers. Similarly, 'white settlement farming' has become simply 'white settlement', which removes the need for teachers to create some sort of artificial division between aspects of white settlement which involved farming, and those which did not. This should simplify your teaching approach.</p>
Sub-topic 3 Conflict and tension	The changes to this sub-topic mean that whilst the content remains largely the same, it will be easier to teach this as a narrative start point for issues of conflict and tension, rather than as a series of problems and solutions. In the first bullet point, the content now specifies tensions with Plains Indians, rather than simply tensions between settlers and Plains Indians. This includes, but is not limited to, examples of conflict caused by US government policy – note that these are the examples which were previously in the first sub-topic, so there is no additional content to teach. By locating these examples in this sub-topic, as a cause of conflict and tension, teachers will find that students are able to see the link between the policies and the early tensions in the West. It is worth pointing out that the phrase 'support for US westward expansion' is no longer explicitly

	<p>mentioned, but it is implicitly relevant through the examples which are specified.</p> <p>In the second bullet point, the specification now addresses ‘lawlessness in early towns and settlements’. This means that instead of teaching problems and solutions, you can consider lawlessness as a more narrative issue which lends itself more to the style of assessment in Paper 2 Booklet P (which focus on consequences, analytical narrative and significance). In a similar way to the first bullet point, the attempts to address lawlessness in this period are now more general, and are no longer specifically identified as attempts by government or local communities, meaning that there is no need to create a distinction here. The examples you were previously using to teach this content area will remain relevant.</p>
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Key Topic 2: Development of the plains, c1862-c1876

<p>Sub-topic 1</p> <p>The development of settlement in the West</p>	<p>The most obvious point that will stand out in the changes for this sub-topic is the removal of the specific reference to the Civil War and post-war reconstruction. Of course, in studying the named examples in this key topic, it will remain relevant for students to know about the existence of the Civil War and the need for reconstruction. But now, this will be in relation to the named content as context, rather than as a discreet topic to teach and revise. If your existing planning had one or more lessons on the Civil War, you may choose to remove them and address the context of the Civil War where relevant within other lessons. Alternatively, you may find it helpful to condense your previous teaching on the Civil War into a ‘mini-introduction’ for this key topic which will help your students to see the chronological context. If you choose this approach and you use the Pearson student book, you may find page 39 relevant for making this brief introduction. <i>[NB standard disclaimer about not having to purchase resources to deliver our qualifications]</i></p> <p>The other changes to this sub-topic are more likely to affect how you organise your teaching, rather than changing the content itself. The content of the first two bullet points has been reorganised, so that now you have one bullet point about the development of the railroads, and one about issues related to homesteaders. You may find it helpful to address one, then the other in your teaching. This may help your students when it comes to revision.</p> <p>The change to the third bullet point is a continuation of the clarification made in key topic 1, sub-topic 3. The content itself has not changed; what is new is that the emphasis is on looking at the development of law and order as a continuation of the issues of lawlessness identified in the first key topic, rather than as a list of problems and attempted solutions.</p>
<p>Sub-topic 2</p> <p>Ranching and the cattle industry</p>	<p>Little has changed in this key topic. The first bullet point is entirely unchanged. The content of the second bullet point is the same as what was covered in the previous second and third bullets. What is different in the second bullet point is the emphasis. Whereas before the emphasis was on the impact of ranching on the work of the cowboy, now it is more generally on the changing role of the cowboy. This still explicitly includes the impact of ranching on the role of cowboys, but it allows students to look more generally at the role of the cowboy within the developing narrative of the American West. Additionally, the relationship between</p>

	ranchers and homesteaders is now included within this bullet point, allowing you the opportunity to address it as part of the wider narrative, in particular as a basis for the range wars which are covered in the last key topic.
Sub-topic 3 Changes in the way of life of the Plains Indians	There is very little change to the teaching of this sub-topic. The notable difference is that President Grant's 'Peace Policy' of 1868 is no longer a specified content area, which means that there is no requirement to teach it. Apart from that, the second Fort Laramie Treaty (1868) has been reorganised to be part of the government policy. This means that you can teach the sub-topic in three well defined bullet points – the impact of factors related to Western settlement on the Plains Indians, the impact of US government policy, and the conflicts that occurred with the Plains Indians in this period. This will simplify planning and teaching. <i>[NB you could mention (if there was a benign response to slide 11) that we now refer to the first and second Fort Laramie Treaties to provide greater clarification.]</i>

Key Topic 3: Conflicts and conquest, c1876-c1895

Sub-topic 1 Changes in farming, the cattle industry and settlement	There has been very little change in key topic 3 as a whole, including this sub-topic. One change that you could easily miss when reading the specification is that a colon after 'the significance of changes in the nature of ranching' has been replaced by a period. From a teaching point of view, this serves as a reminder that the end of the open range is a discreet point, rather than the sole consequence of the changes to the nature of ranching. In teaching the significance of changes in the nature of ranching, students will need to consider wider implications. For teachers using the Pearson student textbook, pages 73 to 75 may prove useful in addressing this area of content. Error! Bookmark not defined. The other clarification is in the third bullet point. The phrase 'continued growth of settlement' has been simplified to 'continued settlement'. For teaching the topic, this should clarify that the intention is to address the continuing development of settlement in the West from the earlier key topics, rather than simply the continued growth.
Sub-topic 2 Conflict and tension	In the previous two key topics, the emphasis with law and order in the American West has been adjusted to focus on the development of problems and solutions, rather than a simple assessment of the extent to which the problem was solved. However, the content to be covered has not changed, so from a teaching point of view the significance of the changes is in the emphasis rather than what is covered. This will help students to address the assessment focus on consequences, analytical narrative and significance. The changed location of the reference to Wyatt Earp reflects that his role in law enforcement predated the events at the OK Corral in 1881. The content has not changed, however from a teaching point of view it is good to remember that Wyatt Earp's role in law enforcement ranges from 1874 to 1882. For teachers using the Pearson student textbook, there is a useful summary of Earp's role on page 82. Error! Bookmark not defined.
Sub-topic 3 The Plains Indians: the destruction of their way of life	The only change to note in this section of the specification content is that the closure of the Indian Frontier has been moved to the earlier sub-topic 1, as an aspect of the continued settlement of the West. Aside from this, the content remains the same.

