



Pearson

# **International Advanced Level History**

## **TOPIC GUIDE**

**Unit 3 WHI03 - Thematic Study with Source Evaluation  
Option 1A: The USA, Independence to Civil War,  
1763-1865**

# Introduction

## Option 3A: The USA, Independence to Civil War, 1763-1865

This option is divided into the following five key topics and one of these will be the subject of the sources question in section A. The five key topics are linked by five themes which will form the basis of the essays in section B, each of which will address at least two of the key topics.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

### The five key topics are: -

1. 'A New Nation' 1763-83.
2. 'A More Perfect Union' 1786-91
3. 'Jacksonian Democracy' 1828-37
4. 'A House Divided ' 1850-61
5. 'War and the end of slavery' 1863-65.

### The five themes are: -

1. The relationship of the separate states to the whole
2. The issue of slavery
3. The problems posed by governing a democracy
4. The role of political leadership and the presidency
5. The significance of financial and economic problems

## Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

## Overview

The focus of this unit is on the key developments in the birth, from 1763 to 1776, and then the tumultuous early years of the USA from the Declaration of Independence to the end of the Civil War and the abolition of slavery in 1865. The focus of the unit is essentially on breadth and hence the five itemised themes which run from 1763 to 1865. It is essential that these themes be grasped and addressed in each of the key topics. Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the particular period (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change. Knowledge of the intervening periods is not required. The clarification below has indicated some of the opportunities to make thematic links within each key topic. In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in a particular key topic area (AO2).

This option requires a sound grasp of historical geography to enable candidates to make sense of the complex events and evaluate the roles of individuals in the USA in these years of expansion and conflict.

### **Key Topic 1. 'A New Nation' 1763-83.**

This begins in 1763 with Britain's victory over France in the Seven Years War and the removal of the French threat in North America to the Thirteen British Colonies which hugged the Atlantic seaboard. Candidates should be aware of their differing identities, namely the five southern states where most of the 200000 black slaves lived and toiled (T2), the mid-Atlantic states with the two important cities of New York and Philadelphia and the Northern states of New England where Massachusetts was the most important. Apart from a common British heritage and loyalty to the British crown, each state was distinct with differing forms of government (T1).

The gradual build up to the breach with Britain and the outbreak of war in 1775 is central with a clear focus on the British attempts to tax the colonies through the Stamp Act, the Townshend duties and the Tea Act (T5). The Acts of resistance such as the Boston Tea Party and the burning of the British schooner Gaspee should be studied together with the British responses such as the Declaratory Act, the Boston Massacre of 1770 and the Coercive Acts of 1774. The meeting of the Continental Congress in 1774 with representatives of all the states except Georgia marks a major development (T1) as does the creation of a continental army in its second session of 1775 and the adoption of the Articles of Confederation in 1777 by the second congress. Throughout all of this the roles of leading individuals such as Jefferson, Franklin, Sam and John Adams and Thomas Paine in persuading and leading resistance is central (T3/4). Possibly most important is the military leadership provided by George Washington leading a 'democratic' army (T3/4). The contradiction between Jefferson's libertarian rhetoric and his ownership of slaves should be noted (T2) as also with Washington and most of the southern gentry who resisted King George.

Finally, students should address the reasons for British defeat noting the complexity of causation. The interplay of the crucial decisions of individuals, notably Gage, Burgoyne and Cornwallis on the one hand and George Washington on the other, the sheer scale of the task

facing the British Government, the key role of Spain and even more of France in facilitating American victory, should all be understood.

### **Key Topic 2. 'A More Perfect Union' 1786-91**

This deals with the reasons for the emergence of a closer union between the different states and the process by which it took place. The framing and adoption of the new constitution of 1787 is its essence (T1). Other themes clearly come into play. The topic begins in 1786 when problems with the existing union under the Articles of Confederation were becoming manifest, Shay's rebellion of that year raised the whole issue of taxation and debt (T5). Hamilton, one of the leading framers and proponents of a new constitution saw the rebellion as a warning about the 'tyranny of the majority' and the dangers of democracy (T3). The crucial roles played by Hamilton and Madison in creating the new constitution and then selling it throughout the Union to receive ratification by 1791 must be addressed (T4).

A study of the Constitutional Convention of 1787 requires that students understand the significance of key ideas such as 'the separation of the powers' which underpinned the new constitution but also how clashes between big states like Virginia and smaller ones like New Jersey led to vital compromises which shaped the final draft (T1). Likewise, the Northern and Southern States clashed over slavery and the slave trade (T2) resulting in fudged compromises. Various clauses in the constitution also reflected a suspicion of democracy (T3).

Finally, the titanic struggle to secure ratification must be covered including the debate between Federalists and Anti-Federalists. The significance of the roles of Hamilton, Madison and Washington (T4) and the significance of the concession of a Bill of Rights (T3) should be understood. Students should be aware of the strengths and the weaknesses of the new arrangements and how key issues relating to slavery had not been resolved (T2).

### **Key Topic 3. 'Jacksonian Democracy' 1828-37**

This requires a focus on the transformative presidency of Andrew Jackson and begins with the reasons for his election as the seventh president of the United States. Students must be aware of how the new nation had changed by this date. The details of how these changes had occurred is not necessary but the westward settlement with the admission of new states to the union and the enhanced population, with a greater percentage able to vote in most states by 1828, should be known. Jackson was the first president not from one of the original 13 colonies and his rough/tough charismatic personality chimed with the widened electorate (T3/T4). Democracy, or at least adult male democracy, had arrived in the USA. Students should be aware of changing political organisation necessitated by a wider franchise and the nature of Jackson's populist policies and rhetoric.

The central issues of his presidency relate to each of the themes notably John C Calhoun and nullification which raised in extreme form the relationship of a single state, in this case South Carolina, to the federal whole. (T1). Jackson's defence of the union and the Federal Government (T4) looks forward to the clash of 1861. His presidential opponent in 1832, Henry Clay should be studied as the leading Whig politician and an opponent of populism (T3&T4) as should Nicholas Biddle the director of the Bank of the United States, which Jackson refused to re charter (T5). Jackson, a slave owner, also faced growing problems posed by slavery, notably the rising tide of abolitionism in the North and an increasing

paranoia in the South encouraged by abolitionism and the death toll brought about in Virginia in Nat Turner's slave rising of 1831 (T2).

Finally, candidates should be aware of Jackson's legacy in terms of his influence in shaping the Democratic Party and the office of the Presidency in its relations with Congress and the Supreme Court (T3&T4).

#### **Key Topic 4. 'A House Divided' 1850-61**

Here the central issue is the growing gulf between the slave owning South and the increasingly more populous North. The clash of economic interests should be studied (T5) as well as the increasingly dangerous issue of slavery (T2). The topic begins with Henry Clay's last great triumph in the Compromise of 1850, which candidates should study as well as its unravelling over the decade. Here the operation of the Fugitive Slave Act and its impact will be central with candidates being aware of the importance of the anti-slave writing, such as Uncle Tom's Cabin, which it elicited. They should also be aware of the outrage amongst abolitionists caused by the Dred Scott decision of 1857 and of the significance of the Lincoln-Douglas debates 1858.

The political polarisation should be traced and analysed through such key developments as the founding of the Republican Party in 1854, the increasing violence in the newly organised territory of Kansas and even in Congress in 1856 with the celebrated attack on Senator Sumner by Congressman Preston Brooks. The significance of John Brown both in Kansas and later at Harper's Ferry should be addressed. The role of political leadership, or its absence in the White House until the arrival of Lincoln in 1860, will be a key element of study (T4).

Finally, the drift from political crisis to war needs tracing and analysing, starting with the bitterly contested presidential election of 1860 (T3) and the consequent secession of South Carolina in 1861 followed by the other confederate states. Here the interplay of leadership and the issue of the States' relationship with the federal union is paramount (T4&T1).

#### **Key Topic 5. War and the end of slavery 1863-65**

This topic, limited to two tumultuous years, covers the growing triumph of the North in the Civil War starting with the two significant battles at Gettysburg and then in the west at Vicksburg. Candidates should appreciate the multiplicity of factors explaining the ultimate victory of the North, including the balance of economic forces (T5), the political leadership of Lincoln and Jefferson Davis (T4) and the military leadership of Grant. The problems posed by democracy in both North and South should be addressed (T3), namely the resistance in the South to centralised authority and the resistance in New York to the Draft in July 1863.

Finally, candidates should understand the important development of slavery's abolition between 1863 and 1865 (T2), including the reasons for, and significance of, the passage of the 13th Amendment in 1865, and the conditions of a reconstructed union laid out in the Proclamation of December 1863 (T1). They should understand the reasons for the process adopted and relate this to Lincoln's skill as a political leader (T4).

## Option 3A: The USA, Independence to Civil War, 1775–1865

### Example scheme of work

<b>Week 1</b>	<b>'A New Nation', 1763–83</b>	The reasons for the breach with Britain
<b>Aim:</b> Students to understand and explain the reasons for the outbreak of war with Britain.		
<b>Topics covered:</b> The 13 colonies and their differing identities and their response to the removal of the French threat and its cost 1763; the colonies' response to the British attempts to tax them, including the Stamp Act (1765), Declaratory Act (1766), Townshend Acts (1767) and the Tea Act (1773); the significance of the Boston Massacre (1770), Gaspee incident (1772) and Boston Tea Party (1773); the reasons for, and impact of, the Coercive Acts of 1774; the significance of the meeting of a Continental Congress 1774; The outbreak of war 1775.		
<b>Suggested activities/resources:</b> Map work identifying the colonies; Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); B Knollenberg, <i>Origin of the American Revolution 1759-1766 and Growth of the American Revolution 1766-1775</i> (Liberty Fund Inc, 2002).		
<b>Teaching points to note:</b> This part of the course sets the context in which the events take place, so is crucial to later understanding of what is happening. The nature of the colonies and their different identities is important to grasp.		
<b>Week 2</b>	<b>'A New Nation', 1763–83</b>	Organising a new nation, including the relationship of the states to the whole
<b>Aim:</b> Students to understand how the new nation was created and to develop an awareness of the contradictions within it.		
<b>Topics covered:</b> Organising a new nation, including the relationship of the states to the whole; the roles of George Washington, Thomas Jefferson, Benjamin Franklin, Sam and John Adams and Thomas Paine; the significance of the Articles of Confederation 1777 and their defects; the importance of the contradictions between the rhetoric of freedom and the presence of slavery.		
<b>Suggested activities/resources:</b> Source skills activity focusing on the role of key individuals; History Channel Documentary The History of US, episode 2 <i>Revolution</i> ; Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History, 2008)		
<b>Teaching points to note:</b> At the beginning of the course it will be advisable to establish the key themes to be addressed across the topics to address: 1) the relationship of the separate states to the whole; Students also need to use skills of analysis for evaluation of two sources in Section A of the exam paper.		

<b>Week 3</b>	<b>'A New Nation', 1763–83</b>	The reasons for British defeat,
<p><b>Aim:</b> Students to explain the reasons for the British defeat and assess the relative significance of the causes.</p> <p><b>Topics covered:</b> The reasons for British defeat, including the extent of difficulties facing the British; the impact of military errors by Generals Gage, Burgoyne and Cornwallis; the significance of French and Spanish intervention.</p> <p><b>Suggested activities/resources:</b> Causation exercise prioritizing reasons for the British defeat; C Bonwick, <i>The American Revolution</i> (Palgrave Macmillan, 2005); Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); C Hibbert, <i>Redcoats and Rebels: The American Revolution through British Eyes</i> (Norton, 2002) F Jennings, <i>The Creation of America: Through Revolution to Empire</i> (Cambridge University Press, 2000)</p> <p><b>Teaching points to note:</b> To reach a judgement on relative significance, students need to compare the role of different factors in bringing about an event.</p>		
<b>Week 4</b>	<b>'A More Perfect Union', 1786–91</b>	Unity and disunity
<p><b>Aim:</b> Students to compare and contrast factors favouring unity and disunity.</p> <p><b>Topics covered:</b> Unity and disunity: problems with debts, funding and trade; the impact of Shay's rebellion; the significance of Madison and Hamilton in urging and facilitating change.</p> <p><b>Suggested activities/resources:</b> Chart summary activity with students recording the factors for unity and disunity in table form; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995); Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008).</p> <p><b>Teaching points to note:</b> Key themes to address: 4 the role of political leadership and the presidency; 5 the significance of financial and economic problems. Key themes will be examined in Section B of the exam paper. Students may begin to chart developments in the themes that they can add to during the course.</p>		

<b>Week 5</b>	<b>'A More Perfect Union', 1786–91</b>	The Constitutional Convention May to September 1787
<p><b>Aim:</b> Students to understand the nature of the constitution and the debate over the content</p> <p><b>Topics covered:</b> The Constitutional Convention May to September 1787: the significance of the theory of 'separation of the powers'; the clash between the 'big states' model and the 'little states' model and the significance of the compromise of 16th July; the clash over slavery and its resolution through compromise</p> <p><b>Suggested activities/resources:</b> Source skills activity focusing on the debates over the constitution; H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995); Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); <a href="http://www.constitution.org/dhcusa.htm">http://www.constitution.org/dhcusa.htm</a> provides a documentary history of the US Constitution.</p> <p><b>Teaching points to note:</b> Opportunities to address: 1) the relationship of the separate states to the whole; 3) the problems posed by governing a democracy. Students may find it helpful to chart the key themes and add to them as they progress through the course.</p>		
<b>Week 6</b>	<b>'A More Perfect Union', 1786–91</b>	Ratification by the states
<p><b>Aim:</b> Students to understand and explain the strengths and weaknesses of the constitution</p> <p><b>Topics covered:</b> The significance of the theory of 'separation of the powers'; the clash between the 'big states' and the 'little states' model and the significance of the compromise of 16<sup>th</sup> July; the clash over slavery and its resolution through compromise.</p> <p>Ratification by the states and the debate between Federalists and Anti-federalists, including what this revealed about the strengths and weaknesses of the new constitution: the roles of Washington, Madison and Hamilton in securing New York and Virginia's approval</p> <p><b>Suggested activities/resources:</b> Role play between Federalists and Anti-federalists debating the constitution; Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History 2008); H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995);</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the relationship of the separate states to the whole; 3) the problems posed by governing a democracy; 4) the role of political leadership and the presidency. These topics could be examined in breadth in a thematic question.</p>		



<b>Week 7</b>	<b>'A More Perfect Union', 1786–91</b>	Ratification by the states
<p><b>Aim:</b> Students to understand the significances of the Bill of Rights and the election of Washington.</p> <p><b>Topics covered:</b> The importance of the Bill of Rights; the significance of Washington's election in 1789 and final approval by all 13 states by 1791 .</p> <p><b>Suggested activities/resources:</b> Chart activity mapping out Washington's actions and their significance; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Ron Chernow, <i>Washington: A Life</i>, Penguin books 2011;</p> <p><b>Teaching points to note:</b> Key themes to address: 1 the relationship of the separate states to the whole; 4 the role of political leadership and the presidency. Students often find impact a difficult concept; there is an opportunity here to distinguish between reasons and impact.</p>		
<b>Week 8</b>	<b>'Jacksonian Democracy', 1828–37</b>	The reasons for and significance of the election of Andrew Jackson 1828
<p><b>Aim:</b> Students to understand the reasons for the election of Jackson and to assess its significance.</p> <p><b>Topics covered:</b> The importance of the enlarged franchise; the personality and ideas of Andrew Jackson; the significance of political organisation and populist policies.</p> <p><b>Suggested activities/resources:</b> Causation activity focusing on the reasons for Jackson's election; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, (Random House, 2009.)</p> <p><b>Teaching points to note:</b> Key themes to address: 4) the role of political leadership and the presidency. There is an opportunity to distinguish between causation and significance.</p>		

<b>Week 9</b>	<b>'Jacksonian Democracy', 1828–37</b>	Jackson's opponents and problems faced throughout his presidency
<p><b>Aim:</b> Students to identify and explain the problems faced by Jackson.</p> <p><b>Topics covered:</b> The significance of John C Calhoun's states' rights and nullification, Henry Clay and Whiggery and Nicholas Biddle and the Bank of the United States; the problem of slavery including the rise of abolitionism and Nat Turner's Rising.</p> <p><b>Suggested activities/resources:</b> Source skills focusing on opposition to Jackson's presidency; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, 2009,</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the relationship of the separate states to the whole; 2) the issue of slavery, 3) the problems posed by governing a democracy; Students may take the opportunity to focus on the relative weights that can be attached to two pieces of contemporary source material relating to Jackson's presidency to develop the skills needed to tackle the source question in Section A of the exam paper.</p>		
<b>Week 10</b>	<b>'Jacksonian Democracy', 1828–37</b>	Jackson's legacy in American politics,
<p><b>Aim:</b> Students to explain the reasons for the emergence of the Democratic Party.</p> <p><b>Topics covered:</b> The clash of economic interests. The emergence of the Democratic Party; the enhanced power and prestige of the presidency and Jackson's relationship with Congress and the Supreme Court.</p> <p><b>Suggested activities/resources:</b> Flow diagram showing the stages by which the Democratic Party emerged; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, (2009), Mark Cheatham, <i>Andrew Jackson and the Rise of the Democrats: A Reference Guide</i>, 2015; <a href="http://millercenter.org/president/biography/jackson-impact-and-legacy">http://millercenter.org/president/biography/jackson-impact-and-legacy</a> is a useful summary of Jackson's legacy.</p> <p><b>Teaching points to note:</b> Key themes to address: 4) the role of political leadership and the presidency. There is an opportunity here to compare and contrast Jackson as a president with his predecessors studied earlier in the course.</p>		

<b>Week 11</b>	<b>'A House Divided', 1850–61</b>	The clash of economic interests between the northern and southern states
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**Aim:**

Students to explain the reasons for and the nature of the clash between North and South.

**Topics covered:**

The Compromise of 1850 and its consequences: the operation of the Fugitive Slave Act and its impact in the north and south; the significance of the formation of the Republican Party 1854.

**Suggested activities/resources:**

Map work activity distinguishing northern and southern states and the economic differences; Alan Farmer, *The American Civil War: Causes, Course and Consequences 1803-1877* (Access to History 2008 ), Derrick Murphy, Mark Waldron, *United States, 17740–1919* (Collins Educational, Flagship History, 2008); David M. Potter, Don E. Fehrenbacher, *The Impending Crisis, 1848-61*, (Torchbooks, 1976); *The History of US*, episode 4 Division (History Channel)

**Teaching points to note:**

Key themes to address: 2) the issue of slavery; 5) the significance of financial and economic problems. Students may develop key themes charts that they have already started by adding material from this part of the course. A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types. for example a speech and a personal account.

<b>Week 12</b>	<b>'A House Divided', 1850–61</b>	Growing tensions between the states 1854–58
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**Aim:**

Students to understand and explain the key issues causing division between the states 1854-58

**Topics covered:**

The lack of effective and unifying national leadership; the importance of bleeding Sumner and bleeding Kansas; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858.

**Suggested activities/resources:**

Source skills focusing on the Dred Scott decision; Alan Farmer, *The American Civil War: Causes, Course and Consequences 1803-1877* (Access to History 2008),; Derrick Murphy, Mark Waldron, *United States, 17740–1919* (Collins Educational, Flagship History, 2008); David M. Potter, Don E. Fehrenbacher, *The Impending Crisis, 1848-61*, (Torchbooks 1976), 1976; PBS Documentary *The Civil War*, episode 1, Causes (PBS)

**Teaching points to note:**

Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery. Students may focus on integrating and testing the sources for weight using their knowledge.

<b>Week 13</b>	<b>'A House Divided', 1850–61</b>	The drift to war
<p><b>Aim:</b> Students to understand and explain the reasons for the secessions of the southern states and their impact.</p> <p><b>Topics covered:</b> Growing tensions between the states 1854-58: the lack of effective and unifying national leadership; the importance of bleeding Sumner and bleeding Kansas; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858. The significance of John Brown and Harpers Ferry 1859; the significance of the presidential election of 1860 and Lincoln's victory; the secessions of the southern states and their impact 1861</p> <p>Suggested activities/resources: Impact activity tabulating the events and their impact; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History, 2008); John Keegan, <i>The American Civil War</i>, (Vintage 2010); <i>The History of US</i>, episode 5 Civil War. (History Channel)</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 4) the role of political leadership and the presidency. Students should be increasing in confidence in planning and writing essays that cover themes in breadth. Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
<b>Week 14</b>	<b>War and the end of slavery, 1863–65</b>	The North's road to victory
<p><b>Aim:</b> Students to understand the significance of the key events leading the North towards victory.</p> <p><b>Topics covered:</b> The significance of Northern victories at Gettysburg and Vicksburg; the importance of the political leadership of Lincoln, including the Gettysburg Address; the significance of the New York City draft riot July 1863; the significance of the military leadership of Grant.</p> <p><b>Suggested activities/resources:</b> Flow diagram activity outlining the relationship between the key events leading the North towards victory; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008 ), Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History, 2008); James M. McPherson, <i>Battle Cry of Freedom: The Civil War Era</i> (Penguin history) 1990 Film: <i>Lincoln</i>, 2013; <a href="http://avalon.law.yale.edu/19th_century/gettyb.asp">http://avalon.law.yale.edu/19th_century/gettyb.asp</a> has the text of the Gettysburg Address.</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 4) the role of political leadership and the presidency. Students may continue to develop key themes charts that they have already started by adding material from this part of the course.</p> <p>Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		

<b>Week 15</b>	<b>War and the end of slavery, 1863–65</b>	The crumbling South
<p><b>Aim:</b> Students to understand and explain the reasons for the defeat of the South.</p> <p><b>Topics covered:</b> The significance of the inferiority of the Confederation in terms of economic power and development; the political leadership of Jefferson Davis and the problems he faced in coordinating the different southern states for the war effort of the South; the reasons for Lee’s surrender.</p> <p><b>Suggested activities/resources:</b> Comparison activity comparing and contrasting the strengths of the North with the weaknesses of the South; James M. McPherson, <i>Embattled Rebel: Jefferson Davis and the Confederate Civil War</i>, 2015, Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History, 2008); .</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 5) the significance of financial and economic problems. Students have the opportunity to hone their skills in similarity and difference and compare and contrast in preparation for the breadth questions in Section B of the exam paper.</p>		
<b>Week 16</b>	<b>War and the end of slavery, 1863–65</b>	The end of slavery and the restoration of the union.
<p><b>Aim:</b> Students to understand the events leading to the end of slavery and to assess the significance of the Emancipation Proclamation.</p> <p><b>Topics covered:</b> The end of slavery and the restoration of the union, including the significance of the Emancipation Proclamation of January 1863; the significance of the Emancipation Proclamation of January 1863; the significance of Lincoln’s Proclamation of Amnesty and Reconstruction December 1863; the reasons for and significance of the passage of the 13th Amendment in 1865.</p> <p><b>Suggested activities/resources:</b> Source skills focusing on the significance of the Emancipation Proclamation; <a href="http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html">http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html</a> has copies of the relevant documents; Eric Fone, <i>The Fiery Trial: Abraham Lincoln and American Slavery</i>, 2012; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008 ), Derrick Murphy, Mark Waldron, <i>United States, 17740–1919</i> (Collins Educational, Flagship History, 2008); History Channel Documentary <i>The History of US</i>, episode 5 Civil War (History Channel)</p> <p><b>Teaching points to note:</b> Key themes to address: 2) the issue of slavery; 3) the problems posed by governing a democracy; 4) the role of political leadership and the presidency; Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight attached to the evidence.</p>		

<b>Week 17</b>	<b>Revision</b>	
<p><b>Topics:</b></p> <p>Weeks 1-7 of this unit.</p> <p><b>Suggested activities/resources</b></p> <p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Teaching points to note:</b></p> <p>Students will appreciate the opportunity to re-visit the key themes across the period 1775-1865. Source skills should be addressed with the focus on comparing the weight attached to the opinions in sources.</p>		
<b>Week 18</b>	<b>Revision</b>	
<p><b>Topics:</b></p> <p>Weeks 8-16 of this unit.</p> <p><b>Suggested activities/resources:</b></p> <p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Teaching points to note:</b></p> <p>Students often have difficulty in grasping the chronology of the period 1775-1865 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>		

## Resources List

- the 2015 Specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- sample assessment materials for 2015 Specification for the IAL in History

### **Option 3A The USA, Independence to the Civil War, 1775-1865**

H Brogan, The Penguin History of the USA (Penguin Books, 2001);

Alan Farmer, Britain and the American Colonies, 1740-89 (Access to History, Hodder Education, 2008);

Alan Farmer, The American Civil War: Causes, Course and Consequences 1803-1877 (Access to History 2008),

[IAL History topic resource mapping](#)