

# INTERNATIONAL GCSE

## History (9-1)

TOPIC BOOKLET:

America: from new nation to divided union, 1783-1877

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Pearson Edexcel International GCSE in History (4HI1)

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For first teaching September 2017

First examination June 2019



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## 1. Overview

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This option is a Breadth Study and in five Key Topics students learn about:

1. Building a new nation, 1783-1809
2. Westward Expansion and Native American Removal, 1803-49
3. Slavery, The South and the Causes of Secession, 1850-61
4. Civil War and the End of Slavery, 1861-65
5. A More Perfect Union? 1865-77

Breadth Studies focus on a substantial and coherent longer time span of around 100 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into five **key topics** outlined above, which provide a framework for teaching and understanding the option. Although these clearly run in chronological sequence, they should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics. Through these key topics students trace developments in 5 **key themes** across the chronology. These are:

1. The relationship of the separate states to the whole
2. The issue of slavery

3. The problems posed by an expanding nation
4. The role of government policy
5. The significance of financial and economic factors.

### **Outline – why students will engage with this period in history**

Students study a period of huge significance in the birth and development of the American Republic.

It is the story of a difficult birth, as America emerged as the first modern western nation to abandon the time-honoured traditions of monarchy and experiment with an ideal form of enlightened government, a new and untested idea, a republic. It is the story of childhood squabbles over what the new system should look like, often seen through the eyes of key protagonists, Thomas Jefferson and Alexander Hamilton. Just as in modern Britain, the key issue seemed to be about where power should rest – in a wider federation, more locally, or even in a planned divided union. It is the narrative of how to make a nation in the context of a storm of cultural diversity and economic change and how to preserve it, despite conflict and prejudice. Or how very nearly to lose it through the determination of abolitionists and slave owners who come to blows. What fascinates us about this Breadth Study is that at its heart we have this morally reprehensible thing. The issue taps into what pupils feel and know about slavery in the former British Empire and also in the modern world. Historians differ over how important this factor was in causing a war about breaking the union. There is a lot of bias and myth, but it makes for a fascinating study.

It is a story of captivity and exploitation, tragic wars and new hope. It is the story of a people who went West to worship the way they wanted, to make their fortunes, for adventure. It is about the grabbing pioneers of the gold rush and the dispossession of a native people by politicians who believed it was by God's providence that they should extend their cultural superiority over the whole of North America.

Here, too, is the truth behind almost every novel about family quarrels: money and dominance are somewhere at its heart and often violence too. The great divorce between North and South in the Civil War was about as messy as it is possible to imagine. The grief shared by family members on either side was mutual. Reconciliation through the reconstruction of a divided union was messy and deeply flawed for all, not least for African Americans, who were freed in name but were denied almost everything else. When the war was done and the union had won, to the victors the spoils, but what would happen to the damaged ones? The Declaration of Independence had seemed at odds with slavery. Samuel Johnson asked: "Why is it we hear the loudest yelps for liberty from the drivers of Negroes?" Nowhere did the original settlers, the Native Americans, profit from the Big Family Quarrel. In a 21st Century world riven by discrimination against minorities, modern forms of slavery and exploitation of the weak, pupils will have their moral judgements. This Breadth Study does not require them to take sides, but many who contemplate the plight of refugees and minorities in their own lifetimes will do so.

## 1.1 Assessment

Students answer one question (called B1) for this breadth study. It is divided into three question types:

- B1 (a): this focuses on in what ways things changed (or stayed the same). Students respond by offering two ways.
- B1 (b): this focuses on causation, in which students write an account that explains the causes of an event.
- B1 (c): students select one from a choice of two for extended writing. Each focuses on the extent of change, or the relative responsibility of a factor for change. The question may select a factor and ask the student to discuss the relative significance of that factor, or it may invite a discussion on the significance of a change within the period or how far something changed over an extended period. The question may or may not cover the whole chronological period of the breadth study, but will normally draw upon two or more topics across the selected chronology. Further guidance on assessment approaches is provided in 'Getting Started'.

## 2. Content guidance<sup>1</sup>

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### 2.1 Summary of content

Key Topic 1 begins with the challenges to the new republic in its ability to maintain law and order. Depression, inflation, and high taxes made life miserable for many Americans. The plight of farmers in western Massachusetts led to Shays' Rebellion. The 1786 rebellion exposed the inability of the central government to control revolt and impose economic order, and heightened an already growing sense of panic nationwide. The result was a convention to focus on the shortcomings of the national government which convened in Philadelphia in 1787. The decision was made to create a new framework written into a new constitution, and the convention became known as the Constitutional Convention. The outcome was a compromise between those who favoured a strong central government and those who wanted to allow greater powers to each new state and also a fix for the problem of representation between larger and smaller states. This Connecticut (or Great) Compromise combined the Virginia Plan's suggestion of proportional representation and the New Jersey Plan's suggestion of equal representation for all states, creating the House of Representatives and the Senate as we know them today.

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<sup>1</sup> This section is written to support teachers' planning and does not constitute additional specified material to be taught.

A second debate resolved by the Constitution concerned the representation of slave states: whether slaves should be counted as persons or as property for the purposes of representation and taxation. Northern states, where slavery was not as common, argued that to count slaves as members of the population would give the South an unfair advantage in the lower house, where representation was proportional to population. The solution came in the three-fifths clause, which allowed three-fifths of all slaves to be counted as people.

The Constitution proposed a government composed of three branches: the legislative, executive, and judicial. A system of checks and balances, in which each branch of the government held certain powers over the others protected against tyranny, and was the keystone of the new government. The supporters of the Constitution called themselves Federalists, so their opponents were Anti-federalists. The Anti-federalists claimed the Constitution granted too much power to the national government. They argued that the Constitution doomed the states to be dominated by a potentially tyrannical central government. Federalists defended the necessity of a strong national government and praised the Constitution. The debates over ratification of the Constitution led to a Bill of Rights composed of ten amendments to the Constitution, some of central importance, and spawned the development of two separate political parties. Hamilton's New England Federalists supported a loose interpretation of the Constitution and a strong central government. Jefferson's Southern Republicans supported a strict interpretation of the Constitution, a more limited central government and greater provision for states' rights. The growing divide between Federalists and Anti-federalists revealed itself most in the debate over national finances. Hamilton's major proposals for national finance: national assumption of state debt; a national bank and protectionist tariffs, pitted Federalists against Anti-federalists, or loose constructionists against strict constructionists. Enmity between the two parties deepened, until the end of Jefferson's presidency in 1809.

Key Topic 2 begins with the 1803 Louisiana Purchase and the resulting opposition of Spain, Britain and the Native Americans. The Louisiana Purchase nearly doubled the size of the U.S. and eliminated the French and Spanish control of New Orleans and the Mississippi River. Jefferson was fascinated with the undiscovered frontier. He foresaw an agricultural America not an industrial one, and therefore sought to open up new farming in the great interior. He commissioned teams of explorers, including Lewis and Clark, to map out the new territory. In the 1819 the Transcontinental Treaty Spain ceded Florida to the U.S. and agreed to a southern border of the United States west of the Mississippi River reaching all the way to the Pacific Ocean. It also boosted U.S. claims to the Oregon Territory and gave the United States its first legal claim to the west coast. All this additional territory opened up a sectional question between the slave-owning southern states and the rest of the nation. As new territories applied to join the Union should they enter slave-free, and if so would this lead to an increasing majority in Congress for abolition of slavery? The result in 1820 was a loose-fitting sticking plaster for the union, known as the Missouri Compromise.

Jackson was determined to secure Native American lands for U.S. settlement. The Indian Removal Act, passed in 1830, allowed him forcibly to move Native Americans to pre-planned areas in the west. U.S. officials began the process with the Cherokee tribe, and Georgia moved into their former territory. In 1832 Jackson ignored a Supreme Court ruling against Cherokee removal. Between 1835 and 1838, the U.S. army forced bands of Cherokee to move west on the so-called Trail of Tears. Nearly a quarter of the tribe died on the journey.

Westward expansion was enhanced by the popular belief that it was America's manifest destiny to expand across Texas, toward the Pacific coast. It echoed Protestant beliefs that America was chosen by God as a haven where Protestants could spread their faith. This brought the US into conflict with Mexico and Britain. The Mexican War spread throughout Texas, New Mexico, and California, and into the Mexican interior, finally ending in U.S. victory. With the Treaty of Guadalupe Hidalgo, signed in February 1848, it secured the West for American settlement, and American land now stretched continuously from the Atlantic to the Pacific Ocean. An 1846 compromise with Britain divided the Oregon territory along the forty-ninth parallel. South of this line lay U.S.-owned Oregon, and north lay the British-owned Washington territories. Oregon was admitted as a state in 1859.

One effect of westward expansion by pioneers was the discovery of gold in California's Sierra Nevada Mountains. As news of this discovery reached the east, a gold rush began, drawing great numbers of Mexicans, Europeans and Americans westwards in search of a fortune. California attracted about 100,000 immigrants in a single year. Numerous cities and mining towns grew up, and it was clear that California needed to organise its own government, either independent or within the Union. This was highly significant, as will become clear in the next topic.

Key Topic 3 concerns the political conflict over slavery and states' rights, and begins with the Compromise of 1850. California requested admission as a slave-free state, which frightened the South because the admission of another free state into the Union would make slave-holding interests a minority in Congress. Southern Congressmen tried to block California's admission. The resulting Compromise of 1850 called for the admission of California as a free state; the strengthening of the Fugitive Slave Law; popular sovereignty in Utah and New Mexico concerning the question of slavery; the abolition of the slave trade in Washington D.C. and the federal government taking on Texas's debt. Further controversy occurred over the Kansas-Nebraska Act of 1854, Bleeding Kansas and the Dred Scott case. Beginning with the Act of 1854, which effectively nullified the Missouri Compromise and opened up the Nebraska and Kansas territories to popular sovereignty, Kansas became a battleground for supporters of slavery and abolitionists from the north. Ensuing violence known as 'Bleeding Kansas' foreshadowed the coming Civil War. President Buchanan sought a Supreme Court ruling on the issue of slavery's extension. He found one in the case of Dred Scott, in which Scott, a Missouri slave, sued for his freedom on the basis that his owner had taken him to live in a free state (Illinois). The Court ruled that Scott, as a slave, had no right to sue in federal court, and further claimed that no African American, whether slave or free, could become a citizen of the United States. Slaves

were property only and would remain property even if they lived in free territory. Furthermore, Congress could not forbid slavery in any U.S. territory. Therefore, the Missouri Compromise was deemed to be against the spirit of the US Constitution.

The Topic continues with the economic origins of the North-South split leading to the Civil War. In the 80 years between the American Revolution and the Civil War, the North and South developed along separate cultural, political and economic paths. While the North became an industrial and manufacturing section deeply affected by social reform movements like the abolition of slavery and women's rights, the South relied on cotton, itself founded on slavery, and was largely devoid of reformist thinking. Arguments over the economy centred on the issue of tariffs (taxes on imports). These tariffs imposed by the federal government protected Western farming interests, Northern manufacturers and miners, but they hurt farmers in the South. Southern politicians grew so angry at the imbalance that they named the 1828 tariff the "Tariff of Abominations." In 1832 South Carolina declared that the tariff was unconstitutional, arguing that individual states could nullify federal laws that damaged their interests. Thus it became an issue of states' rights over the federal government. Although a compromise was found in 1833, the question of states' rights constantly re-emerged over the question of slavery.

The Topic concludes with the immediate causes of the Civil War, including the roles of John Brown, Abraham Lincoln, Fort Sumter and the secession of South Carolina. In 1859 abolitionist John Brown led an antislavery revolt in Virginia, when he attempted to seize federal arsenal at Harpers Ferry in order to arm a massive slave uprising. His raid was unsuccessful, however, and he was caught and hanged. In the election of 1860, Republican Abraham Lincoln, who supported the free-soil position (banning slavery from new territories), defeated three challengers representing the country's varying pro-slavery political positions—Northern Democrats, Southern Democrats, and Southern moderates. Lincoln won the presidency despite not even appearing on the ballot papers in several slave states. This result so alienated the South that it began a series of events which led rapidly towards a sectional civil war. A special South Carolina convention voted unanimously to leave the Union. By February 1861, six more Southern states followed suit: Alabama, Mississippi, Florida, Georgia, Louisiana, and Texas. Delegates from all seven states met to establish the Confederate States of America, and they chose Jefferson Davis as the Confederacy's first president. Lincoln refused to recognise this secession. He declared he would use all means necessary to preserve the Union, even if it meant freeing no slaves. But positions hardened and in April 1861 the Confederate attack on federal troops at Fort Sumter sparked the secession of the Upper South and the commitment of the North to war.

Key Topic 4 covers the Civil War and the reasons for Union victory. It starts with the role of military leadership including Lee, Sherman and Grant. It considers the competitive advantage of northern industrial might and the possession of edible crops together with the impact of the Union naval blockade in preventing the South from narrowing that advantage. It continues with the impact of the relative political leadership skills of Lincoln and Davis, the Gettysburg Address, where Lincoln portrayed the war as a test of democracy's

strength, and the Emancipation Proclamation, which mobilised the support of European liberals and appeased the Radical Republicans in Congress. Abolishing slavery thus became one of the Union's primary objectives for war, along with preserving the Union. The impact of the Battles of Gettysburg and Vicksburg (1863) and the 'March Through Georgia' (1864) are explored as key military events. The consequences of the destruction of the Southern economy, especially through runaway inflation, are assessed as a major factor in the defeat of the Confederacy.

Key Topic 5 begins with the role of Johnson and the Reconstruction Act of 1867 in restoring the seceded states to the Union. Johnson presented a weak plan for Reconstruction, pardoning ex-Confederates and allowing reconstructed governments to be dominated by pro-slavery forces, which passed black codes to keep the freedmen under white control. The Radical Republicans in Congress took a much more liberal view on freedmen and a harsher one on the ex-Confederates. To help former slaves adjust to their new lives, Congress established the Freedmen's Bureau, which offered education, employment, economic relief, and legal aid to freed slaves. The Freedmen's Bureau helped build hospitals and supervised the founding of black schools throughout the South. Congress passed the Thirteenth Amendment, which abolished slavery. After an overwhelming victory in the 1866 Congressional election, Radicals gained the Civil Rights Act they needed to push for passage of the Fourteenth Amendment (allowing equality before the law) and military occupation of the South. The Reconstruction Act of 1867, passed over Johnson's veto, took away the rights of governments formed under presidential Reconstruction and imposed martial law on the ex-Confederate states.

Radical Reconstruction continued with the Fifteenth Amendment (1870), which guaranteed the right to vote to any citizen regardless of race, colour, or previous condition of servitude. Working to undermine this Amendment was the Ku Klux Klan (KKK), which conducted raids and carried out lynchings to intimidate black voters as part of its campaign to ensure white supremacy in the South. In response Congress passed the Enforcement Acts of 1870 and 1871, which protected black voters. The last great achievement of the Radicals was the Civil Rights Act proposed in 1870 but not passed until 1875. It declared that all persons, regardless of race, colour, or previous condition, was entitled to full and equal employment of accommodation in "inns, public conveyances on land or water, theatres, and other places of public amusement."

Reconstruction became more conservative in the 1870s and Topic 5 continues with the rulings of the Supreme Court. In a series of decisions, the Court reversed many of the trends the Radicals had begun. The Court ruled that the Fourteenth Amendment only protected the rights of national citizenship, not state citizenship, and therefore allowed southern states to impose literacy tests, poll taxes, property requirements, and grandfather clauses to limit voting among blacks.

Key Topic 5 is completed by the failure of Grant's Peace Policy towards Native Americans. When gold was discovered in South Dakota, the federal government announced that General Custer's forces would hunt down all Sioux not in reservations beginning January 31, 1876. Many Sioux refused to comply, but at the Battle of Little Bighorn, the Sioux wiped out an overconfident Custer and his men. This

was a temporary victory for the tribe. It caused the US government and military to concentrate forces on the northern Sioux tribes and allies in order to make a serious effort to "pacify" Montana.

**Terms and first-order concepts:** What sorts of terms and first-order concepts will students need to be familiar with for this option?

Students should understand the key substantive (first order) concepts intrinsic to this study: Constitutional Convention, Constructionists, fire-eaters, Federalists, Freedman's Bureau, Gettysburg Address, Jacksonian, Jeffersonian, Manifest Destiny, Missouri Compromise, nativism, nullification, popular sovereignty, Reconstruction, secession, Shays' Rebellion, Transcontinental Treaty, Whig.

They should also understand the key terms and second order concepts that will enable them to discuss change and consequence as the questions require.

In order to discuss the extent and process of change, students should be familiar with continuity and change and therefore consequence and significance (of specified events in relation to changes and unfolding developments). Students will need to understand the terms impact, significance and consequence.

**Impact:** Impact means a powerful effect that something, especially some new change, has on a situation or person.

E.g. *the attitude of the US Government had quite an impact on the Native Americans. President Grant's new proposals were intended to teach the Sioux tribe a lesson.*

**Significance:** Significance is the amount of influence or meaning that the impact of an event or change has. It can also be regarded as the importance of that impact.

E.g. *the significance of what was changing was clearer to South Carolina than to most Northern states. The importance of tariffs could not be ignored. Its effects would be profoundly damaging for the Southern economy. It was the first time that sectional differences might actually split the Union.*

**Continuity and Change:** This is what, in broad terms, stayed the same over a longer period and what changed.

E.g. *Discrimination against African Americans remained a constant aspect of life in the South in the whole period. The Reconstruction era following the Civil War brought profound changes to black civil rights, but southern governors found ways to perpetuate*



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*institutionalised racism, so that, for example, sharecropping was slavery in another name and new voting rights could be ignored by using a series of loopholes in the new Constitution.*

**Consequence:** A consequence means what happened because of an action, in other words, it is the result of an event or change.

*E.g. A consequence of the Missouri Compromise was that there was a new era of relative stability in the sectional strife over slavery. This consequence, however, was not to be of lasting significance, because as westward expansion brought new changes to the geography of America, the arguments over whether new states should be slave or free quickly returned.*

## 2.2 Content exemplification and mapping

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. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

Key topic 1: Building a new nation, 1783-1809	Exemplification	Thematic Links	Resources
1 The nature and impact of tensions in the new republic	<ul style="list-style-type: none"> <li>● <b>Reasons for economic and social problems</b> Lack of security for settlers close to the frontier leading to Shays' Rebellion, 1786</li>   <li>● <b>Challenges to the ability to maintain law and order</b> The failure of central government to deal with revolt.</li> </ul>	<p>The significance of financial and economic factors in causing tension (Theme 5)</p> <p>The role of government policy in causing tension (Theme 4)</p>	<ul style="list-style-type: none"> <li>● A good starting point for the whole breadth study for teachers would be: <a href="http://besthistorysites.net/american-history/">http://besthistorysites.net/american-history/</a></li> <li>● And <a href="http://www.ushistory.org">www.ushistory.org</a></li> <li>● There is no current textbook for this course. The best substitute for more able pupils would be Murphy D, Cooper K and Waldron M — United States, 1776-1992 (Collins Educational) pp 1-101</li> <li>● Also useful for the more able is Farmer A – The American Civil War: Causes, Courses and Consequences, 1803-77 (Access to History, Hodder Education)</li> </ul>

<p>2 Making the Constitution, 1787-91</p>	<ul style="list-style-type: none"> <li>• <b>Reasons for the Constitutional Convention</b> The shortcomings of the national government</li> <li>• <b>Changes in the relationship between federal and state governments</b> The nature of the solution to the problem of representation between larger and smaller states – combining the Virginia and New Jersey Plans in the Connecticut (or Great) Compromise</li> <li>• <b>The nature of the debates over ratification of the Constitution</b> The conflict between national and state powers between Federalists and Anti-federalists. The dangers of a potentially tyrannical central government and the solutions</li> <li>• <b>Solutions to the debate over the Constitution</b> A Bill of Rights composed of ten amendments to the Constitution.</li> </ul>	<p>Government policy as a factor in the requirement for a new Constitution (Theme 4)</p> <p>The relationship of the separate states to the whole as a cause of change in the Constitution (Theme 1)</p> <p>As above (Theme 1)</p> <p>The relationship of the separate states to the whole in transforming the Constitution (Theme 1)</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov">www.loc.gov</a> is the Library of Congress. As an overall guide to content, with quizzes and exercises, the best starting point for all pupils is Sparknotes: <a href="http://www.sparknotes.com/history/">http://www.sparknotes.com/history/</a></li> <li>• Also <a href="https://www.tes.com/teaching-resource/the-medallie-history-of-the-united-states-of-america-1776-1876-6236496">https://www.tes.com/teaching-resource/the-medallie-history-of-the-united-states-of-america-1776-1876-6236496</a> - for students and teachers for the whole Breadth Study</li> <li>• 'America the Story of US' – a History Channel series. Ep 2 for this key topic.</li> <li>• Congress website, which has much suitable material for the whole breadth study, but is especially good for this section</li> <li>• <a href="http://www.sparknotes.com/history/american/statebuilding/">http://www.sparknotes.com/history/american/statebuilding/</a> <a href="http://www.sparknotes.com/history/american/articles/">american/articles/</a> <a href="http://www.sparknotes.com/history/american/constitution/">american/constitution/</a></li> </ul>
<p>3 The problem of slavery</p>	<ul style="list-style-type: none"> <li>• <b>Challenges to a divided union represented by slave and non-slave holding states</b></li> </ul>	<p>The issue of slavery as a cause of tension (Theme 2)</p>	<p>Farmer A – The American Civil War: Causes, Courses and Consequences, 1803-77 (Access to History, Hodder Education)</p>



	<p>The problem of over-representation in the House of Representatives of slave-holding states</p> <ul style="list-style-type: none"> <li>• <b>The impact on slave states of a slave-holding economy</b> The South as a "Cotton Kingdom," remaining rural and agrarian and the North industrialised.</li> </ul>	<p>and</p> <p>The problems of representation as a factor for change in an expanding nation (Theme 3)</p> <p>The significance of financial and economic factors as a cause of sectional differences arising from slavery (Theme 5)</p>	
<p>4 Divisions during Jefferson's presidency, 1801-09</p>	<ul style="list-style-type: none"> <li>• <b>The nature of the debate between loose and strict constructionists</b> Hamilton's New England Federalists' urban support for a loose interpretation of the Constitution and strong central government control of finances. Jefferson's Southern Republicans' agrarian support for a strict interpretation of the Constitution, a more limited central government and greater provision for states' rights</li> <li>• <b>The nature of the social and cultural divide</b> Federalist merchants, bankers and manufacturers, wealthy farmers and</li> </ul>	<p>The relationship of the separate states to the whole in causing division in the financial and economic factors (Themes 1 and 5)</p> <p>The significance of financial and economic factors in causing political</p>	



	Southern plantation owners against anti-federalist artisans, shopkeepers, frontier settlers, backcountry farmers and poor farmers.	division (Theme 5) and The role of government policy as a factor in dividing society (Theme 4)	
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<b>Key topic 2: Westward Expansion and Native American Removal, 1803-49</b>	<b>Exemplification</b>	<b>Thematic Links</b>	<b>Resources</b>
The significance of the Louisiana Purchase	<ul style="list-style-type: none"> <li>• <b>The impact of increased exploration and settlement of the new territory</b> The Louisiana Purchase and the elimination of the French (and remnant Spanish) control of New Orleans and the Mississippi River</li> <li>• <b>Challenges to the Republic posed by the Louisiana Purchase (1803)</b></li> </ul>	<p>The problems posed by an expanding nation in causing tensions in foreign relations (Theme 3)</p> <p>The Purchase as a factor in the</p>	<ul style="list-style-type: none"> <li>• Edexcel GCSE (9-1) History the American West, c.1835-c.1895 Student Book, by Rob Bircher</li> <li>• American Expansionism, 1783-1860: A Manifest Destiny? (Seminar Studies In History) by Mark Joy</li> <li>• <a href="https://www.tes.com/us/teacher-lessons/america-the-story-of-us-episode-3-quiz-and-worksheet-westward-11329567">https://www.tes.com/us/teacher-lessons/america-the-story-of-us-episode-3-quiz-and-worksheet-westward-11329567</a> - a companion to the History Channel series</li> </ul>

	<p>The success of the Lewis and Clark expedition and increased exploration and settlement of the new territory. Strains between Federalists and Anti-federalists. Conflict with Native Americans</p> <ul style="list-style-type: none"> <li>• <b>Changes to the US resulting from the Transcontinental Treaty (1819)</b> Spanish recognition of U.S. continental claims from Florida to the west coast.</li> </ul>	<p>changing relationship between the separate states and the whole (Theme 1)</p> <p>Government policy as a factor in resolving tensions in foreign relations (Theme 4)</p>	<p>'America the Story of US' (Ep 3 for this key topic)</p>
<p>Opposition to Westward expansion from Spain, Britain and Native Americans</p>	<ul style="list-style-type: none"> <li>• <b>The impact of conflict with Spain</b> The debate over possession of western Florida between Spain and the U.S. following the Louisiana Purchase</li> <li>• <b>Challenges to expansion posed by British opposition</b> The dispute with Britain over present-day Pacific North West USA and Western Canada. The 1846 compromise dividing the Oregon territory along the forty-ninth parallel</li> <li>• <b>Changes in the status of Native Americans</b> The removal of the Native Americans through the Indian Removal Act (1830) to reservations in Oklahoma and elsewhere.</li> </ul>	<p>Westward expansion as a cause of change in foreign relations (Theme 3)</p> <p>Government policy as a factor in changing US territory (Theme 4)</p> <p>The problems posed by an expanding nation in causing</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.sparknotes.com/history/american/westwardexpansion/">http://www.sparknotes.com/history/american/westwardexpansion/</a></li> </ul>



		<p>tensions with indigenous peoples (Theme 3) and Government policy as a factor in new solutions to Native American settlement (Theme 4)</p>	
Expansion and sectional conflict	<ul style="list-style-type: none"> <li> <p><b>Reasons for the Missouri Compromise (1820)</b> Westward expansion and sectional conflict. Northern and Southern feuding over western territories' slave-free status</p> </li> <li> <p><b>The nature of the Compromise and its impact on sectional conflict</b> The balance between Maine's free state Missouri's slave state status and the prohibition of slavery north of the 36°30' latitude</p> </li> </ul>	<p>The role of government policy in causing sectional conflict (Theme 4) and The issue of slavery in causing sectional conflict (Theme 2)</p> <p>Government policy and the issue of slavery as factors in changing sectional</p>	<ul style="list-style-type: none"> <li> <p><a href="http://www.sparknotes.com/history/american/precivilwar/section1/">http://www.sparknotes.com/history/american/precivilwar/section1/</a></p> </li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Challenges to the Compromise posed by western expansion in the 1840s</b> Consequences of the war with Mexico. The role of Texas and the other lands ceded by Mexico—including California and New Mexico—in the slave-free debate. The Wilmot Proviso (1846).</li> </ul>	<p>problems for the better (Themes 4 and 2)</p> <p>The issue of slavery as a cause of tension in territorial expansion (Theme 2) and An expanding nation as a cause of reopening the problem of sectional disputes (Theme 3)</p>	
Settling the West	<ul style="list-style-type: none"> <li>• <b>The effects of Manifest Destiny in Texas and Oregon</b> Polk’s policy to “re-annex Texas and re-occupy Oregon.” War with Mexico and the Treaty of Guadalupe Hidalgo (1848), Mexico cession of Texas, New Mexico, and California to the U.S. Polk’s compromise with Britain over Oregon’s borders</li> <li>• <b>The impact of the California Gold Rush</b></li> </ul>	<p>An expanding nation as a cause of tensions in foreign relations (Theme 3) and Government policy as a cause of territorial</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.sparknotes.com/history/american/precivilwar/section4.rhtml">http://www.sparknotes.com/history/american/precivilwar/section4.rhtml</a></li> </ul>

	The impact of the discovery of gold in California. The growth of numerous cities and mining towns, and the pressure for California to organise its own government.	change (Theme 4) and The significance of financial and economic factors in changing US territory (Theme 5)	
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<b>Key topic 3: Slavery, The South and the Causes of Secession, 1850-61</b>		<b>Exemplification</b>	<b>Thematic Links</b>	<b>Resources</b>
The political conflict over slavery and states' rights	<ul style="list-style-type: none"> <li>• <b>The significance of the Compromise of 1850</b> The Compromise of 1850 and the admission of California as a free state in return for the strengthening of the Fugitive Slave Law. Utah, New Mexico and the concept of popular sovereignty to decide the question of slavery. Resistance to the Slave Law through violent protest, aid to escaped slaves and personal liberty laws</li> <li>• <b>The impact of the Kansas-Nebraska Act, 1854 and Bleeding Kansas</b></li> </ul>	<p>The issue of slavery as the cause of increasing political conflict (Theme 2) and</p> <p>An expanding nation as a cause of tensions (Theme 3)</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.tes.com/teaching-resource/ending-slavery-in-the-united-states-of-america-the-american-civil-war-11300412">https://www.tes.com/teaching-resource/ending-slavery-in-the-united-states-of-america-the-american-civil-war-11300412</a></li> <li>• Farmer A — The American Civil War and Its Origins 1848-1865, Third Edition (Hodder Murray, 2006)</li> <li>• For Key Topics 3, 4 and 5 the early chapters of the new A Level text by Vivienne Sanders - Access to History: Civil Rights and Race Relations in the USA 1850-2009</li> </ul>	

	<p>Sectional conflict over the admission of Nebraska to the Union. The impact of the Kansas-Nebraska Act on the Missouri Compromise. Popular sovereignty and violence in 'Bleeding Kansas'</p> <ul style="list-style-type: none"> <li>• <b>Challenges to the Union posed by the Dred Scott Decision, 1857</b></li> </ul> <p>The Dred Scott decision in the Supreme Court and the status of slaves as simple property without the right to sue. The implications for the 1850 Compromise.</p>	<p>and Government policy as a cause of increasing sectional problems (Theme 4)</p>	<p>(Hodder) are accessible for most pupils</p>
<p>The economic origins of the division between Union and Confederacy</p>	<ul style="list-style-type: none"> <li>• <b>Reasons for the economic division between North and South</b></li> </ul> <p>Arguments over the economy. Tariffs imposed by the federal government protecting Northern manufacturers and miners, but hurting farmers in the South</p> <ul style="list-style-type: none"> <li>• <b>The significance of economic issues as a cause of war</b></li> </ul> <p>Incompatibility between northern and southern economies. The industrial revolution in the North reliant on wage labourers, not slaves. Southern states' reliance on slaves for their farming economy.</p>	<p>The significance of financial and economic factors as a cause of division between Union and Confederacy (Theme 5)</p> <p>The strained relationship between the separate states to the whole over slavery as a cause of war (Theme 1) and</p>	<ul style="list-style-type: none"> <li>• Slavery and the Making of America DVD box set by PBS (Morgan Freeman) NTSC only. A concise look at the nearly two and a half centuries of slavery from the first arrival of black indentured servants at the Jamestown Colony in 1619 through the end of the Civil War in 1865. Select the appropriate disc. Highly recommended.</li> <li>• <a href="http://www.sparknotes.com/history/american/civilwar/">http://www.sparknotes.com/history/american/civilwar/</a></li> </ul>

		<p>The significance of financial and economic factors as a cause of division between Union and Confederacy (Theme 5)</p>	
<p>The immediate causes of the Civil War</p>	<ul style="list-style-type: none"> <li> <p><b>The consequences of Republican-Democrat rivalry over slavery</b> The Lincoln-Douglas Debates during the 1858 mid-term election campaign. Lincoln’s free-soil argument against Douglas’s popular sovereignty. Lincoln’s national prominence as a Republican spokesman for anti-slavery interests</p> </li> <li> <p><b>The impact of John Brown’s raid, 1859</b> The role of Harper’s Ferry in inflaming sectional tensions and the 1860 presidential election</p> </li> <li> <p><b>The significance of Lincoln’s election to the presidency, 1860</b> Lincoln’s anti-slavery platform and relations with Southerners. The outcome of the presidential election – Lincoln’s victory without the support of a single Southern state</p> </li> </ul>	<p>The issue of slavery in causing the Civil War (Theme 2)</p> <p>The issue of slavery in causing the Civil War (Theme 2)</p> <p>The strained relationship between the separate states to the whole</p>	

	<ul style="list-style-type: none"> <li> <b>The challenge of Fort Sumter, 1861</b>            South Carolina's secession, followed by six more Southern states. The establishment of the Confederate States of America. Lincoln's determination to preserve the Union. The Confederate attack on federal troops at Fort Sumter, the secession of the Upper South and the commitment of the North to war.         </li> </ul>	<p>over slavery as a cause of war (Theme 1)</p> <p>As above (Theme 1)</p>	
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Key topic 4: Civil War and the End of Slavery, 1861-65	Exemplification	Thematic Links	Resources
The reasons for Union victory	<ul style="list-style-type: none"> <li> <b>The industrial and agricultural strengths of the North</b>            The impact of the North's expanding manufacturing industry and railroad building on arms and supplies. The impact of the South's lack of arable crops. The Union blockade on imports and exports proving ever more decisive         </li> </ul>	<p>The significance of financial and economic factors as a reason for the Union victory (Theme 5) and An expanding North as a cause of union victory (Theme 3)</p>	<ul style="list-style-type: none"> <li>Farmer A — The American Civil War 1861-65, Second Edition (Hodder Murray)</li> <li>'America – the Story of US' History Channel DVD Ep 4 and 5</li> <li>The Ken Burns DVD box set <a href="http://www.pbs.org/kenburns/civil-war/">http://www.pbs.org/kenburns/civil-war/</a></li> <li><a href="http://www.sparknotes.com/history/american/civilwar/">http://www.sparknotes.com/history/american/civilwar/</a></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>The strengths and weaknesses of the political leadership on both sides</b> The impact of Lincoln’s Emancipation Proclamation on the Radical Republicans in Congress. Davis and political disunity within the Confederate states - economic issues and recruitment.</li> </ul>	<p>Government policy as a factor in influencing the outcome of the War in both sections (Theme 4) and The strained relationship between the separate states to the whole within the Confederacy as a cause of defeat (Theme 1)</p>	
<p>Key battles in 1863-64 and their consequences</p>	<ul style="list-style-type: none"> <li>• <b>The decisive impact of the Battle of Gettysburg (1863)</b> Lee’s failed attempt to capture Northern territory at Gettysburg</li> <li>• <b>The consequences of the Battle of Vicksburg (1863)</b> Grant’s successful siege of Vicksburg, Mississippi, leading to its surrender. Union control of the Mississippi River splitting the Confederacy in half</li> <li>• <b>Challenges to the Confederacy raised by the ‘March Through Georgia’ (1864)</b></li> </ul>	<p>The broken relationship of the separate states to the whole as a factor in the war (Theme 1)  As above (Theme 1)  The significance of financial and</p>	

	Sherman's victories at Atlanta and Savannah. The decisive impact of 'Total war' against civilians.	economic factors as a cause of Union victory (Theme 5)	
The consequences of the destruction of the Southern economy	<ul style="list-style-type: none"> <li> <b>The impact of the Union naval blockade</b>            The Union naval blockade leading to famine within the Confederacy         </li> <li> <b>The impact of the Confederate currency crisis</b>            Severe inflation, financial turmoil and disunity between the Confederate states         </li> <li> <b>The consequences of total war and slave defections</b>            The Union destruction of infrastructure and agriculture. Confederate desertions and hunger at home. The impact on the slave-holding Southern plantation system - slave flight to Union lines.         </li> </ul>	<p>The significance of financial and economic factors as a cause of Union victory (Theme 5)</p> <p>The significance of financial and economic factors as a cause the Union victory (Theme 5)</p> <p>The significance of financial and economic factors as a cause of Union victory (Theme 5) and The issue of slavery as the cause of increasing conflict (Theme 2)</p>	

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Key topic 5: A More Perfect Union? 1865-77	Exemplification	Thematic Links	Resources
<p>Early challenges to reconstructing the Union - the role of Johnson, 1865-67</p>	<ul style="list-style-type: none"> <li> <b>Challenges to Reconstruction posed by states' rights</b>            Johnson's rejection of Radical Republican attempts to dissolve the plantation system, reorganise the southern economy, and protect the civil rights of blacks         </li> <li> <b>The impact of Presidential Reconstruction</b>            Johnson's return of confiscated property to white southerners, pardons to former Confederate officers and government officials, and his undermining of the Freedmen's Bureau. The response of the Radical Republicans and Congressional Reconstruction, including the military occupation of the South.         </li> </ul>	<p>Tensions in the relationship between the separate states and the whole as a cause of challenges to reconstructing the Union (Theme 1)</p> <p>The role of the government policy as a cause of challenges to reconstructing the Union (Theme 4)</p>	<ul style="list-style-type: none"> <li> <a href="http://www.sparknotes.com/history/american/reconstruction/">http://www.sparknotes.com/history/american/reconstruction/</a> </li> </ul>



<p>Changes to African American life in the South - Black Reconstruction</p>	<ul style="list-style-type: none"> <li> <p><b>Reasons for the limited effectiveness of Black Reconstruction</b></p> <p>Southern resistance to the Freedmen’s Bureau and civil rights legislation, including the 14<sup>th</sup> and 15<sup>th</sup> Amendments and the Civil Rights Act (1875). Establishment of segregated schools</p> </li> <li> <p><b>Changes to African American work, education and worship</b></p> <p>African American churches. The sharp increase in African American marriages</p> </li> <li> <p><b>The effects of opposition to Black Reconstruction</b></p> <p>The challenge to the 13<sup>th</sup> Amendment presented by Black Codes and Ku Klux Klan intimidation of freedmen. The nature of sharecropping.</p> </li> </ul>	<p>The relationship of the separate states to the whole in causing restrictions to African Americans’ freedoms (Theme 1)</p> <p>The role of government policy in changing freedmen’s lives (Theme 4)</p> <p>The relationship of the separate states to the whole as a cause of restrictions to African Americans’ freedoms (Theme 1)</p> <p>and</p> <p>Changing the status of slavery as a cause of tension (Theme 2)</p>	<ul style="list-style-type: none"> <li>John White - Reconstruction After the American Civil War (Seminar Studies, 1977) – out of print but worth finding for able pupils.</li> <li>Early content of Vivienne Sanders Access to History: Civil Rights and Race Relations in the USA 1850-2009 (Hodder)</li> </ul>
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<p>A new Constitution in theory and practice, 1866-75</p>	<ul style="list-style-type: none"> <li> <p><b>Changes to the lives of African Americans brought about by amendments to the Constitution</b></p> <p>The Civil Rights Act, 1866 and guaranteed citizenship to all Americans regardless of race (except Native Americans). The right to own property, sue, testify in court, and sign legal contracts. Equal protection under the law, reversing Dred Scott</p> </li> <li> <p><b>Limits to the practical effectiveness of the constitutional amendments</b></p> <p>The impact of Black Codes imposed by white governors on the practical effectiveness of the constitutional amendments. The impact of the Klan. The Supreme Court's opposition to Radical Republican legislation, and the impact of its rulings on blacks' civil liberties.</p> </li> </ul>	<p>The role of government policy in changing freedmen's lives (Theme 4) and Theme 2 as above</p> <p>The relationship of the separate states to the whole in restricting change to African Americans' freedoms (Theme 1) and The role of government policy through the Supreme Court in restricting the extent of change to freedmen's lives (Theme 4)</p>	



<p>Native American policy under President Grant, 1869-77</p>	<ul style="list-style-type: none"> <li> <p><b>The aims of Grant’s Peace Policy</b></p> <p>The removal of Indians from desirable land. Reform of the Indian Bureau, including the removal of corrupt agents, provision of rigorous agricultural training on newly established reservations and establishment of schools and churches to transform Indians into Christian citizens</p> </li> <li> <p><b>Reasons for the failure of the Peace Policy</b></p> <p>Massacres of Native Americans, containment on reservations, military pursuits, including Custer and the Battle of Little Big Horn (1876), a temporary victory for the Sioux tribe. The military campaign against northern Sioux tribes to "pacify" Montana.</p> </li> </ul>	<p>The role of government policy in changing indigenous peoples’ lives (Theme 4) and</p> <p>The significance of financial and economic factors in managing Native American resettlement (Theme 5)</p> <p>The role of government policy in changing indigenous peoples’ lives (Theme 4) and</p> <p>An expanding nation as a cause of tensions (Theme 3)</p>	
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### 3. Student timeline

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The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

<b>1783</b>	Peace of Paris: Britain cedes independence to the American colonies
<b>1787</b>	Shays' Rebellion in Massachusetts; Constitutional Convention in Philadelphia to draw up a new Constitution
<b>1789</b>	George Washington is first President of the United States
<b>1791</b>	New Constitution ratified by 13 former colonies; Bill of Rights includes the first ten amendments
<b>1801</b>	Jefferson elected third President
<b>1803</b>	Louisiana Purchase doubles the size of the US
<b>1804</b>	Lewis and Clark begin the exploration of the Purchase
<b>1819</b>	Transcontinental Treaty. Spain cedes Florida to the US
<b>1820</b>	Missouri Compromise temporarily settles sectional conflicts over slavery
<b>1830</b>	Indian Removal Act begins the process of settling Native Americans on reservations
<b>1831</b>	Nat Turner's slave revolt in Virginia
<b>1832</b>	Nullification crisis over tariffs in South Carolina
<b>1838</b>	Forcible removal of Cherokee tribe. 'Trail of Tears' begins
<b>1846</b>	Mexican War begins the crisis over accession of new territories to the US
<b>1848</b>	Treaty of Guadalupe Hidalgo ends the Mexican War and adds half a million square miles to US territory
<b>1850</b>	The 1850 Compromise over the accession of California
<b>1854</b>	Kansas Nebraska Act and 'Bleeding Kansas' reignites sectional disputes; Republican Party is established

<b>1857</b>	Dred Scott decision opens federal territories to slavery and inflames Northern opinion
<b>1858</b>	Lincoln-Douglas debates bring Lincoln to national prominence
<b>1859</b>	John Brown's raid on Harper's Ferry, Virginia intensifies sectional tension
<b>1860</b>	Lincoln is elected President; South Carolina secedes from the Union
<b>1861</b>	The remaining six Lower South states secede and the Confederate States of America are formed, electing Jefferson Davis as President; Fort Sumter incident begins the Civil War; Four Upper South states secede; Battle of Bull Run provides a victory for the Confederates
<b>1862</b>	The Homestead Act facilitates western expansion; Confiscation Act frees all slaves of owners who support the Confederacy
<b>1863</b>	Lincoln issues the Emancipation Proclamation; Battle of Gettysburg ends Lee's invasion of the North; Confederate army surrenders to Grant at Vicksburg; Lincoln adopts his Ten Per Cent Plan for reconstructing the Union
<b>1864</b>	Sherman's March through Georgia and March to the Sea intensifies the Union grip on the South
<b>1865</b>	Lee surrenders Confederate forces at Appomattox; Lincoln is assassinated; Johnson's Presidential Reconstruction begins; Black Codes take advantage of Johnson's leniency; 13 <sup>th</sup> Amendment abolishes slavery
<b>1866</b>	Civil Rights Act passes over Johnson's veto and effectively begins Congressional (Radical) Reconstruction; 14 <sup>th</sup> Amendment gives all races citizenship and equal protection under the law; the Freedman's Bureau is extended
<b>1867</b>	Military Reconstruction Act effectively places the South under Union occupation with the task of forming new state governments; attempted impeachment of Johnson is a reaction to his attempts to obstruct Radical Reconstruction
<b>1868</b>	Grant is elected President
<b>1869</b>	15 <sup>th</sup> Amendment grants the vote to all males regardless of race
<b>1871</b>	Georgia is the last of the former Confederate states to re-join the Union; Ku Klux Klan Act allows federal troops to take action against the Klan and other terrorist groups
<b>1875</b>	Civil Rights Act forbids discrimination in public places
<b>1876</b>	Custer's Last Stand at Little Bighorn underlines the failure of Grant's Peace Policy towards Native Americans

<b>1877</b>	Federal troops leave the South, which is by now 'redeemed', i.e. eight states were under the control of southern conservatives
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