

Scheme of Work

Cambridge International AS & A Level History

9389 Component 2: Outline study

The History of the USA, 1840–1941

For examination from 2016

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Introduction

Recommended prior knowledge

We recommend that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent.

Context

Learners will be required to answer two questions from the topics below; there is one question per topic. Both parts of the questions chosen must be answered; Part (a) requires a causal explanation, Part (b) requires consideration of significance and weighing the relative importance of factors.

The expansion of US power from the 1840s to the 1930s

Civil War and reconstruction, 1861–1877

The Gilded Age and the Progressive Era, from the 1870s to the 1920s

The Great Crash, the Great Depression and the New Deal, from the 1920s to 1941

Outline

This unit looks at developments across 100 years and how different themes changed the United States. The emphasis is on both looking at wide-ranging causes and thinking analytically about issues in the different themes. The four topics of this unit guide learners through the transition of America from a fledgling country to a global superpower. The different key questions give teachers and learners the opportunity to look at different aspects of the same topic and compare and contrast them. This should be encouraged and will be necessary in order to succeed with the longer analytical questions required in the examination. It also covers some of the major characters of the period which gives a lot of scope for enjoyable teaching and learning.

Key: whole class (**W**), group work (**G**), pair (**P**) and individual activities (**I**), as well as homework (**H**), are indicated within this scheme of work.

Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk>.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk. e.g. Browning, P, and Walsh-Atkins, P. *History of the USA 1840–1941*. Cambridge University Press, 2013. ISBN: 9781107679603

Non-endorsed textbooks. Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author. Although most of the reading in this scheme of work is taken from books listed here, other reading on the topics described in the scheme of work would be appropriate providing it is of an AS/A Level standard.

- Farmer, A, and Sanders, V. *An Introduction to American History 1860–1990*. Hodder Murray
- Murphy, D, Cooper, K, and Waldron, M. *United States 1776–1992*. Collins Educational
- Brogan, H. *The Penguin History of the United States of America*. Penguin
- Carroll, P N, and Noble, D W. *The Free and the Unfree: A new history of the United States*. Penguin

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Useful websites include:

<https://www.mtholyoke.edu>
www.youtube.com
<http://www.csub.edu>
<http://www.dmwv.org>
<http://education-portal.com>
<http://international.loc.gov>
www.pbs.org
<http://www.militaryhistoryonline.com>
<http://history.state.gov>
<http://www.learner.org>
<http://www.thenagain.info>
<http://www.worldwar1.com>
www.bbc.co.uk
<http://www.socialstudieshelp.com>
<http://afe.easia.columbia.edu>
<http://www.portsmouthpeacetreaty.org>
<http://www.archives.gov>
<http://www.us-civilwar.com/>
<http://www.usnews.com>
<http://edsitement.neh.gov>
www.ushistory.org
<http://www.senate.gov>
<http://freedmensbureau.com>
<http://compromiseof1877.com>
<http://www.ushistoryscene.com>
<https://www.boundless.com/u-s-history>
<http://www.heritage.org>
<http://www.npr.org>
<http://www.shmoop.com>
<http://www.johndclare.net>
www.history.com

Topic 1: The expansion of US power from the 1840s to the 1930s

Key questions	Key content	Suggested teaching activities	Learning resources
Why, and with what consequences, did the USA expand its power in North America from the 1840s to the 1890s?	The Concept of Manifest Destiny	<ul style="list-style-type: none"> Teacher-led introduction on Manifest Destiny and its meaning and use from the 1840s onwards. Lead learners through article by John L. Sullivan on Manifest Destiny. (W) Research task. Using textbooks and websites learners investigate why it was possible to move West in the 19th century. (P) (I) Learners watch the YouTube video from the Smithsonian on the painting 'Westwards the Course of Empire takes its way' and discuss what it tells us about Manifest Destiny. (W) (G) Written / homework task. Explain what Manifest Destiny meant and its use in the 19th century. (I) (H) Learners find other examples of artwork with a Manifest Destiny theme and write a description or give a presentation on its meaning. (P) (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> Murphy pp33–40 Browning p69 Online <ul style="list-style-type: none"> https://www.mtholyoke.edu/acad/intrel/osulliva.htm http://www.youtube.com/watch?v=6yfkvlQuq7s http://www.csub.edu/~gsantos/cat16.html
	The Mexican–American War 1846–48	<ul style="list-style-type: none"> Research activity. In groups, learners research the Mexican-American war and prepare a presentation on the following aspects: (G) <ul style="list-style-type: none"> the main events of the war the role of President Polk in the war the outcome of the war for Mexico and the United States. Discussion. Was victory in the Mexican-American war the finest achievement of Manifest Destiny? (W) 	Textbooks, e.g. <ul style="list-style-type: none"> Murphy pp36–7 Online <ul style="list-style-type: none"> http://www.dmwv.org/mexwar/mexwar1.htm
	The Indian Wars	<ul style="list-style-type: none"> Homework task. Learners use textbooks and other available resources to build a timeline of US-Native American interaction up to 1850. (I) Teacher-led introduction to the overall causes and consequences of the Indian Wars focussed on territorial expansion and impact on Native American population. The education-portal.com video gives a good introduction. (W) Research activity. In groups of four, learners research some of the significant battles of the Indian Wars: the Sand Creek Massacre, the Red River War, Little Bighorn and the Battle of Wounded Knee are good starting points but learners can follow their own interest. Research should focus on: (G) <ul style="list-style-type: none"> causes of the conflict main events of the conflict 	Textbooks, e.g. <ul style="list-style-type: none"> Browning pp72–74 Murphy pp46–50 Online <ul style="list-style-type: none"> http://education-portal.com/academy/lesson/the-indian-wars-struggle-between-native-americans-and-settlers.html

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ the results for American power ○ the consequences for Native Americans. ● Groups should use their combined research to build an online encyclopaedia of the Indian Wars for revision. (G) (H) 	
	The Purchase of Alaska, 1867	<ul style="list-style-type: none"> ● Teacher-led introduction to the Purchase of Alaska and its consequences for territorial expansion. Include clear reference to geographical situation of Alaska. (W) ● Research activity. In pairs, learners research the Purchase of Alaska and why it was seen as Seward's Folly and whether this is a fair view. (P) ● Discussion. Should we still see the Alaska Purchase as Seward's Folly? (W) ● Written / homework task. Why was the USA able to expand its power in North America from the 1840s to the 1890s? (I) (H) 	Online <ul style="list-style-type: none"> ● http://international.loc.gov/intldl/mtf/html/mfak/mfaksale.html
Why, and with what consequences, did US relations with the states of Central America and the Caribbean change between the 1840s and the 1930s?	Policies towards Mexico, 1846–1920	<ul style="list-style-type: none"> ● Teacher-led introduction on foreign policy initiatives and theories in the period. Learners should understand that they will be looking at examples and the changing nature of each policy in Central America and the Caribbean. Include: (W) <ul style="list-style-type: none"> ○ Monroe Doctrine ○ Roosevelt Collary ○ Moral Diplomacy ○ Good Neighbor Policy. ● Research task. In pairs, learners build a fact file of US involvement in Mexican affairs. For each event there should be an explanation of who was involved, the main events, why the US felt the need to act and the consequences. This could be done as a booklet or website. Learners could start by looking at: <ul style="list-style-type: none"> ○ The Mexican Civil War, 1857 ○ Maximilian of Austria, 1863 ○ Presidency of Diaz, 1876–1911 ○ The Mexican Revolution, 1910 ○ The Search for Pancho Villa, 1916. (P) ● Written / homework task. Explain why the US continued to be involved in Mexico after 1848. (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> ● Browning Chapter 3

Key questions	Key content	Suggested teaching activities	Learning resources
	Policies towards Cuba, 1897-1940	<ul style="list-style-type: none"> Teacher-led introduction on the importance of Cuba to the USA and Spain during the 19th century. The YouTube video offers a good overview of the causes of the Spanish–American war. (W) Research task. Learners research the causes, events and impact of the Spanish American war and summarise in a mind map. Learners should ensure they have an understanding of the Teller and Platt Amendments. (P) (I) (H) Learners read the article on militaryhistoryonline.com and write a summary of the role and significance of the Rough Riders led by Theodore Roosevelt in the conflict. (P) (I) Research task. In groups, learners produce a presentation on the continuing influence of the United States in Cuba. Groups should begin by researching: (G) <ul style="list-style-type: none"> the Cuban Pacification/Occupation 1906–9 Cuban War of 1912 influence of the United States on sugar markets in the 1920s FDR sending warships to Cuba in 1933. Discussion. Why was Cuba so important to the US from 1897–1940? (W) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Browning pp76–80 Murphy pp212–215 <p>Online</p> <ul style="list-style-type: none"> http://www.youtube.com/watch?v=U5I4yQCpMM http://www.pbs.org/crucible/ http://www.militaryhistoryonline.com/19thcentury/articles/RoughRiders.aspx
	<ul style="list-style-type: none"> Banana Wars Dollar Diplomacy 	<ul style="list-style-type: none"> Teacher-led introduction on the meaning of the terms <i>Banana Wars</i> and <i>Dollar Diplomacy</i>. It is important to relate these ideas back to the key question for this section. (W) Research task. Assign groups of learners a country (i.e. Panama, Nicaragua, Haiti or Honduras) and to research the role of Banana Wars and Dollar Diplomacy. They should be ready to share their findings on these countries with the whole group. You should remind learners to concentrate on the nature of US involvement in these countries. (G) Debate. Learners use the knowledge gained from studying this key question to prepare for a formal debate on ‘This house believes that the United States relationship with Latin America had fundamentally changed by the 1930s.’ (W) Written / homework task. ‘How far did American power in Central and South American increase between the 1840s and the 1930s?’ (I) (H) 	
Why, and with what consequences, did US relations	US–European relations before, during and after the US Civil War	<ul style="list-style-type: none"> Research / homework task. Learners research and produce a timeline of US–European relations. Begin by looking at: (P) (I) (H) <ul style="list-style-type: none"> British involvement in Oregon 1846 The influence of European powers in the Civil War 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Browning pp85–92 Murphy pp94–5

Key questions	Key content	Suggested teaching activities	Learning resources
with Europe change between the 1840s and the 1930s?		<ul style="list-style-type: none"> ○ Napoleon III and the Civil War. ● Discussion. How much had the relationship between the USA and Europe changed by the end of the 19th century? (W) 	Online <ul style="list-style-type: none"> ● http://history.state.gov/milestones/1830-1860/OregonTerritory
	Growth of US naval power	<ul style="list-style-type: none"> ● Teacher-led introduction to the idea of the importance of US naval power. A good place to start is the publication of <i>The Influence of Sea Power on US History</i> (1890). A good summary can be found on the history.state.gov website. (W) ● For further research learners could research some of the text and significance of <i>The Influence of Sea Power on US History</i> on the learner.org website. (P) (I) 	Online <ul style="list-style-type: none"> ● http://history.state.gov/milestones/1866-1898/Mahan ● http://www.learner.org/courses/amerhistory/resource_archive/resource.php?unitChoice=16&ThemeNum=1&resourceType=2&resourceID=10137
	US involvement in World War I	<ul style="list-style-type: none"> ● Teacher-led introduction to situation in Europe before the First World War and the problems of war for American citizens. (W) ● Research task. Learners research and summarise the main events and reasons for US involvement in WWI. (P) (I) ● Research task. In groups, learners produce a presentation on the major US involvement in WWI. The battles of Chateau Thierry and Belleau Wood are a good place to start. You should remind learners to focus on what changes the American Expeditionary Force brought to the war. (G) ● Written / homework task. 'It was the U-boat campaign of 1917 which brought America into the First World War.' How far would you agree with this view? (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> ● Murphy pp222–226 ● Brogan pp481–491 Online <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v=n7kp3vf1uKA ● http://www.thenagain.info/webchro/world/uswwi.html ● http://www.worldwar1.com/dbc/ct_dm.htm

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	USA and the post war settlement in the 1920s	<ul style="list-style-type: none"> • Teacher-led introduction to Wilson’s Fourteen Points presented at the Paris Peace Conference. Discuss with learners why Wilson wanted these points. The BBC videos offer a good overview. (W) • Research task. In groups, learners prepare a presentation on why Wilson failed to impose his views on the Conference or in the USA. Learners should begin by including: (G) <ul style="list-style-type: none"> ○ problems at the Conference ○ the arguments over ratification in the USA ○ Wilson’s main opponents in Congress. • Written / homework task. Learners produce a timeline of US involvement with international affairs in the 1920s. ‘How isolated was the USA from international affairs 1919–1930?’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Murphy pp226–229 , 231–234 • Brogan pp494–504 <p>Online</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/history/world_wars/wwone/fourteen_points.shtml • http://www.bbc.co.uk/learningzone/clips/wilsons-fourteen-points/5650.html • http://www.bbc.co.uk/learningzone/clips/aims-of-the-big-three-at-versailles/2431.html • http://www.socialstudieshelp.com/lesson_75_notes.htm
Why, and with what consequences, did US relations with Asia change between the 1840s and the 1930s?	China: Treaty of Wangxia (1841); Open Door policy; Chinese revolution (1911)	<ul style="list-style-type: none"> • Teacher-led introduction to the Treaty of Wangxia (a summary is available on the blogs.loc.gov website). (W) • Discussion. What kind of relationship did this set up between the US and China? (W) • Learners read the description of the Open Door policy set up by John Hay and write a summary. (I) • Research task. In pairs, learners research the Chinese Revolution of 1911 and how the US was involved. (P) • Written / homework task. ‘Explain how US relations with China changed during the period.’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Browning pp93–98 <p>Online</p> <ul style="list-style-type: none"> • http://blogs.loc.gov/law/2011/02/the-treaty-of-wangxia-pic-of-the-week/ • http://history.state.gov/milestones/1899-1913/HayandChina • http://history.state.gov/milestones/1899-1913/ChineseRev

Key questions	Key content	Suggested teaching activities	Learning resources
	Japan: Commander Perry's visit (1853); US–Japanese trade; Washington naval treaties (1922)	<ul style="list-style-type: none"> • Learners read the article on the columbia.edu website on Commodore Matthew Perry and Japan and discuss the questions that follow the text as a whole-class discussion. (W) (I) • Research task. In groups prepare a presentation on US-Japanese involvement in the late 19th and early 20th century. Learners should concentrate on how the two countries interacted and US motives. Ideas to get started: (G) <ul style="list-style-type: none"> ○ US involvement in the Russo-Japanese War, 1905 ○ Commerce and Navigation Act, 1911 ○ Japanese involvement in WWI ○ Washington Naval Treaty, 1922. • Written / homework task. Why did it become increasingly difficult for the United States to maintain good relations with Japan? (I) (H) 	<p>Online</p> <ul style="list-style-type: none"> • http://afe.easia.columbia.edu/special/japan_1750_perry.htm • http://www.portsmouthpeacetreaty.org/ • http://history.state.gov/milestones/1899-1913/JapaneseRelations • http://www.fofweb.com/History/MainPrintPage.asp?iPin=EJA537&Data Type=AmericanHistory&WinType=Free • http://history.state.gov/milestones/1921-1936/NavalConference
	Acquisition of Hawaii and the Philippines	<ul style="list-style-type: none"> • Read and summarise the article on archives.gov about the US acquisition of Hawaii. Concentrate on reasons for and opposition to the acquisition. (I) • Research task. In pairs, learners research the United States acquisition of the Philippines after the Spanish American war and summarise the causes and consequences. (P) • Written / homework task. 'To what extent could the United States be considered an imperial power in Asia by the 1930s?' (I) (H) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/hawaii-petition/ • http://history.state.gov/milestones/1899-1913/War

Topic 2: Civil War and reconstruction, 1861–1877

Key questions	Key content	Suggested teaching activities	Learning resources
Why did the Civil War last for four years?	<ul style="list-style-type: none"> The military strategies of the two sides The leadership of the two sides The political aims of the two sides The resources available to the two sides 	<ul style="list-style-type: none"> Research task. In small groups, learners take responsibility for one of the following themes to answer the question ‘Why did the Civil War last for four years?’ (G) (I) <ul style="list-style-type: none"> Military Strategy: how each side fought the war, including examples of major battles Leadership: how Lincoln, Davies and other prominent leaders managed the war including the Home Fronts Political Aims: what each side wanted from the war including opposition faced by the political leadership Resources: The situation in 1861 regarding man power, economic backing and arms and how this changed in four years. Each group prepares a presentation and produces a two sided hand out to teach the rest of the class about their theme. (W) (G) Discussion. Using the resources created by the groups discuss why the Civil War lasted for longer than expected. (W) Written / homework task. Explain why the Civil War lasted for four years. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Browning pp40–47 Murphy pp79–94 Farmer pp41–63 Brogan Chapter 15 <p>Online</p> <ul style="list-style-type: none"> http://www.us-civilwar.com/
How great was the immediate impact of the Civil War?	<p>Limitations on civil liberties during the war</p>	<ul style="list-style-type: none"> Learners read the article on <i>Revoking Civil Liberties</i> (on the usnews.com website) about the measures Lincoln took during the Civil War. Learners summarise the article and record five ways in which civil liberties were suspended by Lincoln. (I) Learners summarise the different views of Lincoln’s actions and how it has been seen by historians. (I) Discussion. Is it right to talk of Lincoln using ‘dictatorial’ powers during the Civil War? (W) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Browning pp47–54 <p>Online</p> <ul style="list-style-type: none"> http://www.usnews.com/news/history/articles/2009/02/10/revoking-civil-liberties-lincolns-constitutional-dilemma
	<p>The Emancipation Proclamation, 1863</p>	<ul style="list-style-type: none"> Teacher-led introduction to the Emancipation Proclamation focussing on its impact on the war effort on both sides and public opinion. (W) Research task. In pairs, learners research how significant the Emancipation Proclamation was and write a six point summary. (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Murphy pp95–6 Farmer pp65–8 <p>Online</p> <ul style="list-style-type: none"> The resources used in this online

Key questions	Key content	Suggested teaching activities	Learning resources
			<p>lesson provide a good starting point</p> <p>http://edsitement.neh.gov/lesson-plan/emancipation-proclamation-freedoms-first-steps#sect-thelesson</p> <ul style="list-style-type: none"> • http://vimeo.com/54467304
	<p>Life in the Confederate States</p> <p>Democratic politics; North and South</p>	<ul style="list-style-type: none"> • Read the section on the shmoop.com website on the South and write down five ways in which life in the Confederate States was impacted by the Civil War. (I) • Research task. In pairs, learners choose two ideas from list of impacts and find out more about them. Produce a 'one side' fact file on that impact. (P) (I) (H) • Written / homework task. Why was the South affected so badly by the Civil War? (10) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.shmoop.com/civil-war/society.html • http://www.pbs.org/civilwar/cwimages/ruins/index.html
What were the aims and outcomes of reconstruction?	<p>Presidential reconstruction</p>	<ul style="list-style-type: none"> • Teacher-led introduction to the idea of Reconstruction and the plans under Lincoln to reconstruct the union. The education-portal.com video gives a good overview. (W) • Research task. In pairs, learners use ideas gained from introduction to make a summary timeline of Presidential Reconstruction under Lincoln and Johnson. (P) (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Farmer pp73–76 <p>Online</p> <ul style="list-style-type: none"> • http://education-portal.com/academy/lesson/president-lincolns-legacy-plans-for-a-reconstructed-union.html • http://education-portal.com/academy/lesson/president-andrew-johnson-attempts-to-continue-lincolns-reconstruction-plan.html • http://www.sparknotes.com/history/american/reconstruction/section2.r.html
	<p>Radical reconstruction</p>	<ul style="list-style-type: none"> • Written / homework task. Learners read and summarise the main ideas of Radical Reconstruction and how the main changes in focus from Presidential Reconstruction. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Farmer pp77–78 •

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> • Research task. In pairs, learners use <i>The Road to Impeachment</i> on teachingamericanhistory.org to produce a timeline of the conflict between Congress and Johnson from 1865–67. (P) • Written / homework task. Why did Congress come into conflict with President Johnson over Reconstruction? (I) (H) 	Online <ul style="list-style-type: none"> • http://www.ushistory.org/us/35b.asp • http://teachingamericanhistory.org/static/neh/interactives/impeach/
	Constitutional Amendments 13, 14 and 15	<ul style="list-style-type: none"> • Teacher-led introduction to passing and content of the Reconstruction Amendments. You should ensure learners have a clear overview of what each said and how it was passed. (W) • Research task. Learners research the passing of each amendment and write a brief revision fact file for each amendment. (P) (I) 	Online <ul style="list-style-type: none"> • http://constitutioncenter.org/learn/educational-resources/historical-documents/the-reconstruction-amendments • http://education-portal.com/academy/lesson/the-reconstruction-amendments-the-13th-14th-and-15th-amendments.html • http://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm
	The changing practice of reconstruction	<ul style="list-style-type: none"> • Reflection task. In pairs, learners produce a mind map which looks at the different ways in which politicians and others tried to reconstruct the South. Learners should use what they have already learnt in this key question as well as the Presidency of Ulysses S. Grant. (P) • For extra challenge learners could add historiographical references to their mind map. (P) 	
How successful was reconstruction?	The changing position of ex-slaves	<ul style="list-style-type: none"> • Research task. In groups, learners produce a presentation on the way in which ex-slaves lives changed during the reconstruction era. Start by looking at the resources opposite on the Freedman's Bureau and the rise of sharecropping. (G) • Discussion. 'How far did reconstruction advance the position of ex slaves?' (W) 	Textbooks, e.g. <ul style="list-style-type: none"> • Browning pp61–66 Online <ul style="list-style-type: none"> • http://freedmensbureau.com/ • http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/index.html

Key questions	Key content	Suggested teaching activities	Learning resources
	The responses of the White South	<ul style="list-style-type: none"> • Research task. In groups, each learner should take responsibility for researching one of the following ways in which the White South responded to reconstruction: <ul style="list-style-type: none"> ○ Black Codes ○ Ku Klux Klan ○ Redeemers ○ White League ○ Red Shirts. • Groups of learners then use their research to construct a fact file on White Responses. (G) (H) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.pbs.org/wgbh/amex/reconstruction/kkk/sf_klan.html
	The Compromise of 1877	<ul style="list-style-type: none"> • Teacher-led overview on the Compromise of 1877. (W) • Written / homework task. Learners prepare and write specimen paper question 'How far did the position of ex-slaves improve by 1877?' (I) (H) 	<p>Online</p> <ul style="list-style-type: none"> • http://compromiseof1877.com/info/info.htm

Topic 3: The Gilded Age and the Progressive Era, from the 1870s to the 1920s

Key questions	Key content	Suggested teaching activities	Learning resources
Why were the 1870s and 1880s decades of rapid industrialisation?	The growth of trusts and corporations	<ul style="list-style-type: none"> Teacher-led introduction to the idea of trusts and corporations. The education-portal.com video offers a good overview of new working practices and business models. (W) Research task. In pairs, learners use the theoretical knowledge they have learnt about trusts and corporation to research Andrew Carnegie and J.D. Rockefeller. Encourage learners to concentrate on how these two figures used new practices including trusts and corporations to drive industrialisation. Each learner produces a 10 point summary on the role of their individual and teach their partner. They could devise a quiz to test knowledge. (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Browning Chapter 4 <p>Online</p> <ul style="list-style-type: none"> http://education-portal.com/academy/lesson/american-industry-development-in-the-gilded-age-bessemer-process-scientific-management-new-business-models.html http://www.westga.edu/~hgoodson/Economic%20Trends.htm http://www.gale.cengage.com/pdf/whitepapers/gdc/Corporations_whtppr.pdf http://www.pbs.org/wgbh/amex/carnegie/sfeature/mf_flames.html
	<p>Technological innovations</p> <p>The growth of the railways</p>	<ul style="list-style-type: none"> Written / homework task. Learners read the notes from Lesson 42 of www.socialstudieshelp.com and write down 5 inventions or patents which helped to fuel the industrialisation of the United States. (I) (H) Research task. In groups, learners choose 2 or 3 of the inventions or patents to research and prepare a presentation 'How did new technology help increase the speed of industrialisation?' (G) (H) Read the overview on loc.gov of the importance of railways during the period and write a ten point summary. (I) Discussion. 'How important was new technology to industrialisation?' (W) 	<p>Online</p> <ul style="list-style-type: none"> http://www.socialstudieshelp.com/Lesson_42_Notes.htm http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/

Key questions	Key content	Suggested teaching activities	Learning resources
	Trade policies, e.g. tariffs	<ul style="list-style-type: none"> Teacher-led overview of tariffs, deskilling of labour and trade unions. (W) Written / homework task. 'Account for the rapid industrialisation of the American economy in the 1870s and '80s'. (I) (H) 	Online <ul style="list-style-type: none"> http://education-portal.com/academy/lesson/economic-policy-industrialization-in-the-us-during-the-industrial-revolution.html
How great were the economic and social consequences of rapid industrialisation in the late nineteenth century?	New immigration	<ul style="list-style-type: none"> Research task. Learners read and make notes on different push and pull factors that caused a boom in population during this area. (I) Research task. In pairs, learners produce a map showing the origin of New immigrants in the period. The ushistoryscene.com website is useful. (P) Discussion. 'What impact did new immigrants have on the United States in the late 19th century?' (W) 	Textbooks, e.g. <ul style="list-style-type: none"> Browning pp110–115 Murphy pp130–134 Online <ul style="list-style-type: none"> http://www.ushistoryscene.com/un-categorized/immigrantscitiesdisease/ http://www.pbs.org/destinationamerica/usim_wn_flash.html
	Economic growth and recessions	<ul style="list-style-type: none"> Written / homework task. Learners read about and then write a five point summary of the way big business was criticised in the late 19th century. (I) Research task. In groups, learners research either of the two topics below then produce a worksheet on the recession which highlights factors which caused it and the effects it had on people at the time. (G) <ul style="list-style-type: none"> the Panic of 1873 and the Long Depression Recession of 1882-85. 	Textbooks, e.g. <ul style="list-style-type: none"> Murphy pp128–130 Online <ul style="list-style-type: none"> http://projects.vassar.edu/1896/trusts.html
	The realities of urbanisation	<ul style="list-style-type: none"> Teacher-led introduction to the problems of city life in the late 19th century. The Filthy Cities documentary on YouTube gives an excellent and detailed overview. (W) Research task. In pairs, learners create a mind map of some of the realities of urbanisation. Learners should think about how to categorise different issues and problems. (P) Learners could be encouraged to research the impacts on different cities and compare them. (P) 	Online <ul style="list-style-type: none"> http://www.youtube.com/watch?v=DMZxVDioNbs Filthy Cities documentary http://ci.columbia.edu/0240s/0243_2/0243_2_s1_text.html

Key questions	Key content	Suggested teaching activities	Learning resources
	The farming crisis	<ul style="list-style-type: none"> Teacher-led introduction to the difficulties which faced farmers in the period including price fluctuations and other market conditions. (W) Research task. Learners research and produce a summary of the Populist movement; its aims and importance. (I) Written / homework task. 'To what extent were the benefits of industrialisation felt by only a few people in the late nineteenth century?' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Murphy pp116–120 <p>Online</p> <ul style="list-style-type: none"> http://education-portal.com/academy/lesson/the-grange-and-the-populist-party-platform-goals-history-definitions.html http://mshistory.k12.ms.us/articles/163/
What were the main aims of the Progressive Movement in the 1890s and 1900s?	Limits on party machines and bosses	<ul style="list-style-type: none"> Teacher-led overview on the main ideas behind the Progressive movement. (W) Research task. In groups, learners research how local progressive movements began to change how politics operated and prepare a presentation on 'Local achievements of Progressivism'. Learners can start by looking at how they used: (G) <ul style="list-style-type: none"> The Initiative and Referendum The Recall The direct primary Direct election of Senators Commission and city manage plans. Research/homework task. Learners read the article on boundless.com and summarise the argument it makes about how Progressivism transformed American politics. (I) Discussion. 'Why did Progressives challenge the way politics was run in the late 19th/early 20th century?' (W) 	<p>Textbooks, e.g.</p> <p>There is lots of reading available on this, eg:</p> <ul style="list-style-type: none"> Browning pp115–122 Brogan Chapter 19 'The Progressive Adventure' Farmer pp88–96 Murphy pp134–145 <p>Online</p> <ul style="list-style-type: none"> https://www.boundless.com/u-s-history/the-progressive-era-1890-1917/the-politics-of-progressivism/features-of-progressivism/ http://www.heritage.org/research/reports/2007/07/the-progressive-movement-and-the-transformation-of-american-politics

Key questions	Key content	Suggested teaching activities	Learning resources
	Prohibition	<ul style="list-style-type: none"> • Research task. In pairs, learners write a six point summary on why Progressives fought for Prohibition. (P) • In pairs or individually, learners read the source extract from a Temperance meeting and summarise the ideas of the women at the meeting about Prohibition. (P) (I) (H) • Research task. In pairs, learners collect and analyse other sources such as cartoons and speeches on the temperance and prohibition campaigns. (P) (I) (H) • Written / homework task. Explain why and how Progressives fought for a policy of prohibition. (I) (H) 	<p>Online</p> <ul style="list-style-type: none"> • https://www.boundless.com/u-s-history/the-progressive-era-1890-1917/the-politics-of-progressivism/prohibition/ • http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/ • http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/policy.html source extract from a Temperance meeting
	Female emancipation	<ul style="list-style-type: none"> • Teacher-led introduction to the Women's movement at the beginning of the 20th century and how it fitted in with Progressive ideas. The education-portal.com video gives a good overview. (W) • Learners read the source on the loc.gov website written by Robert La Follette (a leading Progressive) on Women's suffrage and make a four point summary of his views. (I) • Research task. In pairs, learners research either Carrie Chapman Catt or Alice Paul and produce a fact file on their role in the passing of the 19th Amendment. (P) 	<p>Online</p> <ul style="list-style-type: none"> • http://education-portal.com/academy/lesson/womens-suffrage-early-feminism-movement-19th-amendment-leaders.html • http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/publrole.html • http://memory.loc.gov/ammem/naw/cattbio.html

Key questions	Key content	Suggested teaching activities	Learning resources
	Regulation of private corporations	<ul style="list-style-type: none"> Teacher-led introduction to the ways Progressives tried to take on unregulated big business and institute new laws. The education-portal.com video gives a good overview. (W) Research task. In pairs, learners listen to the podcast (on the npr.org website) on Upton Sinclair's <i>The Jungle</i> and research the influence of the book. Create a fact file on the importance of the book in passing food safety regulation. (P) (H) Research / homework task. Learners write a summary of some of the other important Progressive books of the period which looked at how industry and government operated, for example: (I) (H) <ul style="list-style-type: none"> <i>Shame of the Cities</i> (1904) Lincoln Steffens <i>The Octopus</i> (1901) & <i>The Pit</i> (1903) Frank Norris <i>History of the Standard Oil Company</i> (1904) Ida M. Tarbell Written / homework task. 'Why and in what ways did Progressives try to solve the problems of big business in early 20th century America?' (I) (H) 	Online <ul style="list-style-type: none"> http://education-portal.com/academy/lesson/trust-busting-and-government-regulations-on-economy-industry-in-the-progressive-era.html http://www.npr.org/templates/story/story.php?storyId=1580844
How successful was the Progressive Movement?	The Career of Theodore Roosevelt	<ul style="list-style-type: none"> Research task. In groups, learners design a museum exhibition to look at the career of Theodore Roosevelt. It must look at both the successes and difficulties he faced in his Presidency and beyond, as well as thinking about how progressive he was. This can either be a wall display or a website for use by other AS Level students. Learners should try to include different types of sources and opinions in their exhibitions. (G) (H) Written / homework task. 'How successful a political leader was Theodore Roosevelt?' (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> Browning pp122–126 Online <ul style="list-style-type: none"> http://elections.harpweek.com/1904/cartoons-1904-list.asp?Year=1904 http://memory.loc.gov/ammem/collections/troosevelt_film/ http://www.pbs.org/wgbh/americanexperience/features/general-article/tr-domestic/ http://www.pbs.org/wgbh/americanexperience/features/general-article/tr-legacy/
	Constitutional Reforms	<ul style="list-style-type: none"> Teacher-led overview on the content of the 16th, 17th, 18th and 19th amendments. (W) Research task. In pairs, learners choose one of the Progressive Era amendments and produce a fact file on how it was passed and how successful 	

Key questions	Key content	Suggested teaching activities	Learning resources
	<p>The presidency of Woodrow Wilson</p>	<p>it was. (P) (H)</p> <ul style="list-style-type: none"> • Research task. Research the presidency of Woodrow Wilson and produce an annotated timeline showing ways in which he was progressive and limitations on his progressive politics. (I) (H) Read the article on the mheducation.com website and summarise the ways in which historians have disagreed about the impact of the Progressive era. (I) • Written / homework task. Learners choose two progressive policies of Woodrow Wilson and write a summary of how successful each was. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Farmer pp94–5 • Murphy pp142–145 <p>Online</p> <ul style="list-style-type: none"> • http://www.shmoop.com/progressive-era-politics/politics.html • http://glencoe.mheducation.com/sites/0012122005/student_view0/cha/pter20/where_historians_disagree.html

Topic 4: The Great Crash, the Great Depression and the New Deal, from the 1920s to 1941

Key questions	Key content	Suggested teaching activities	Learning resources
How great was the impact of the Great Crash and the Great Depression on the USA?	The USA in the 1920s	<ul style="list-style-type: none"> • Research task (P), (H), (I). What was life like in the USA in the 1920s? Start by thinking about: <ul style="list-style-type: none"> ○ Prohibition ○ Cultural change including women ○ Immigration ○ The Economy • Class discussion: To what extent was the 1920s (up to 1929) a period of <ul style="list-style-type: none"> ○ Social liberation ○ Equality ○ Prosperity? • Identify groups which did / did not benefit. (W) 	<p>Textbooks, e.g.</p> <p>There is a lot of reading on this topic including:</p> <ul style="list-style-type: none"> • Murphy pp152–170 • Farmer pp96–105 <p>Online</p> <ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/America_economy_1920s.htm
	Economic developments in the 1930s	<ul style="list-style-type: none"> • Teacher-led introduction to the main events and causes of the Great Crash of 1929 and in what ways this causes the Depression. It is important to note that this was not the only cause. (W) • Research task. Learners research the causes of the Crash and the Depression and produce a visual diagram/mind map/spider diagram to show their understanding. (I) (H) • Research task. In pairs, learners begin to produce ‘An Encyclopaedia of the Great Depression’. This can be written or designed as a website / wiki, etc., but should be a useful revision tool on the impacts of the Great Depression across America. Learners should begin by looking at the Economic impacts: (P) <ul style="list-style-type: none"> ○ unemployment ○ fall in prices ○ production figures 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Browning Chapter 5 • Murphy pp171–75 • Farmer pp106–108 <p>Online</p> <ul style="list-style-type: none"> • http://www.johndclare.net/America_6.htm • http://www.shmoop.com/great-depression/economy.html • http://www.bbc.co.uk/learningzone/clips/unemployment-in-1930s-america/11163.html • http://www.history.com/topics/1930s/photos#soup-kitchens-and-bread-lines
	Developments in US society	<ul style="list-style-type: none"> • Research task. Learners continue to produce their ‘Encyclopaedia of the Great Depression’ but looking at the impact on society. Learners should begin by thinking about: (P) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.ushistory.org/us/48e.asp

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> o mass migration o crime rates o changing family life. 	<ul style="list-style-type: none"> • http://faculty.washington.edu/gregory/dust%20bowl%20migration.htm • http://www.youtube.com/watch?v=i1849yFmTxw • http://www.npr.org/templates/story/story.php?storyId=1138638
	Political change in the 1930s	<ul style="list-style-type: none"> • Research task. Learners finish their Encyclopaedia by researching the political changes which took place in the 1930s: (P) <ul style="list-style-type: none"> o changes in political ideas o Socialist party o William Foster and the workers party. • Written / homework task. 'Why did the Great Crash have such a significant impact on the USA?' (10) (I) (H) 	<ul style="list-style-type: none"> • Various biographies of political leaders are available online.
How effective were the strategies used by Presidents Hoover and Roosevelt to deal with the domestic problems facing the USA in the 1930s?	The economic and social policies of Herbert Hoover	<ul style="list-style-type: none"> • Teacher-led introduction to the immediate aftermath and effects of the Great Crash. (W) • Research / homework task. Learners prepare for a debate 'This House believes that Herbert Hoover was primarily responsible for the Great Depression.' Learners should research the beliefs and actions of Herbert Hoover in the early years after the Crash. You should remind learners that they need solid arguments and evidence to argue their points. (G) (P) (I) • Debate. 'This House believes that Herbert Hoover was primarily responsible for the Great Depression.' (W) (H) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.gilderlehrman.org/history-by-era/new-deal/resources/herbert-hoover-great-depression-and-new-deal-1931%E2%80%931933
	The 100 Days and the First New Deal	<ul style="list-style-type: none"> • Teacher-led introduction giving an overview of the election campaign and results of 1932. (W) • Research task. Learners research and summarise in the form of a timeline the actions Roosevelt took as part of the 100 days and the First New Deal. (I) • Research task. In small groups, learners choose one of the Alphabet Agencies created as part of the First New Deal and prepare a presentation on the background and impact of it. (G) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Murphy pp186–194 • Farmer pp113–116 <p>Online</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=gSZdbrykxI8 • http://www.shmoop.com/franklin-d-roosevelt-fdr/first-100-days.html • http://www.johndclare.net/America

Key questions	Key content	Suggested teaching activities	Learning resources
			8.htm
	The Second New Deal Franklin Roosevelt's political strategies	<ul style="list-style-type: none"> • Research task. In pairs, learners research how the Second New Deal tried to deal with the problems that were still affecting America in 1935. Learners produce a diagram to show the different laws and their functions. (P) (H) • Research / homework task. Learners listen to some of Roosevelt's fireside chats and research why they were important to people at the time. Make a list of how Roosevelt 'did things differently' when he was President. (I) • Discussion. 'How far did FDR change politics forever during the 1930s?' (W) • Written / homework task. Explain how the Second New Deal attempted to tackle the problems of the Great Depression. (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Murphy pp194–199 • Farmer pp118–121 Online <ul style="list-style-type: none"> • https://www.boundless.com/u-s-history/the-new-deal-1933-1940/the-second-new-deal/the-second-new-deal/ • http://www.presidency.ucsb.edu/fireside.php • http://edsitement.neh.gov/lesson-plan/fdrs-fireside-chats-power-words
How effective was the opposition to the New Deal?	Opposition from the liberal left	<ul style="list-style-type: none"> • Research task. In groups of three, each learner researches one of the following leaders of the liberal left that challenged FDR: (G) (I) (H) <ul style="list-style-type: none"> ○ Huey Long ○ Charles E. Coughlin ○ Francis Townsend. • Learners produce a fact file to share with the rest of their group. For each person learners should include: <ul style="list-style-type: none"> ○ ways in which they opposed the New Deal ○ how popular their ideas were ○ problems with their ideas. (G) (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Murphy pp201–202 Online <ul style="list-style-type: none"> • http://www.ssa.gov/history/cough.html • https://en.wikipedia.org/wiki/Huey_Long • https://en.wikipedia.org/wiki/Francis_Townsend
	Opposition from the conservative right	<ul style="list-style-type: none"> • Teacher-led overview of right wing opposition to the Second New Deal, including the levels of effectiveness of the Republican Party. (W) • Written / homework task. Why did the New Deal attract opposition from both the left and right? (I) (H) 	Online <ul style="list-style-type: none"> • https://www.boundless.com/u-s-history/the-new-deal-1933-1940/the-legacy-of-the-new-deal/setbacks-for-the-president/

Key questions	Key content	Suggested teaching activities	Learning resources
	Opposition from the Supreme Court	<ul style="list-style-type: none"> • Read the information on the socialstudieshelp.com website and make a five point summary of how the Supreme Court opposed the New Deal. (I) • Research task. In pairs, learners choose one of the cases they have read about which the Supreme Court was involved with, then create a written or online revision guide: <ul style="list-style-type: none"> ○ what happened ○ how Roosevelt responded ○ the effect it had on the New Deal. • Written / homework task. To what extent did opposition to the New Deal make it less successful? (I) (H) 	Online <ul style="list-style-type: none"> • http://www.socialstudieshelp.com/Lesson_87_Notes.htm
Based on his leadership of the USA in the 1930s, how far does Franklin Roosevelt deserve his reputation as one of the great US Presidents?	<p>The case for: durable change</p> <p>The case against: limited economic impact, challenge to US values</p> <p>The historical debate</p>	<ul style="list-style-type: none"> • Teacher-led introduction about whether the New Deal was a success, emphasising that there were pro and cons and the influence of the Second World War. (W) • Research task. In pairs, learners read the article on the millercenter.org website on the impact and legacy of FDR. Begin a list of positive and negative changes. (P) • In the same pairs, learners should plan a TV documentary on whether FDR was really one of the great US presidents. They should research and include: <ul style="list-style-type: none"> ○ how much he changed America ○ the problems not dealt with by the New Deal ○ how historians have differed in their views of Roosevelt. Learners present their ideas as a written plan or film some of their ideas. (P) (H) • Written / homework task. How successfully did President Roosevelt deal with the consequences of the Great Crash between 1933 and 1938? (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Murphy pp205–207 Online <ul style="list-style-type: none"> • http://www.bbc.co.uk/learningzone/clips/was-the-new-deal-a-success/11165.html • http://millercenter.org/president/frd Roosevel/essays/biography/9 • http://newsroom.ucla.edu/portal/ucla/frd-s-policies-prolonged-depression-5409.aspx • http://www.youtube.com/watch?v=a7KYn5xCyCI • http://www.time.com/time/specials/packages/0,28757,1906802,00.html

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Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
tel: +44 1223 553554 fax: +44 1223 553558
email: info@cie.org.uk www.cie.org.uk

