

## Scheme of Work

# Cambridge International AS & A Level History

## 9389 Component 1: Document question

The Origins of the Civil War, 1846–1861

For examination from 2016

---

## Contents

---

Introduction.....	3
Key question: How and why did the outcomes of the war with Mexico 1846–1848 add to sectional difficulties? .....	5
Key question: Why did the Compromise of 1850 break down so quickly? .....	7
Key question: Why did the Republicans win the 1860 presidential election? .....	9
Key question: Why did the Civil War begin in April 1861? .....	11

---

## 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

This unit is essentially an introductory unit to the AS and A Level course and possibly could be done first. It is designed to act as a stepping stone on from IGCSE. A higher level of knowledge and understanding is of course expected and in addition a greater degree of sophistication in the use of sources. It has to be stressed that the AOs being assessed here are AO2a and AO2b, (analysis, application and evaluation), and while obviously knowledge and understanding are vital to underpin it all, this paper has a substantial skills-based focus and a major part of the teaching time allocated should be devoted to ensuring the requisite skills are acquired and developed. The first section of each key question contains a source based exercise which has a focus on the specific source-based skills which need developing throughout the study of this unit.

Candidates will be required to answer a compulsory two-part question based on historical sources covering an aspect of the International Option. In Part (a) candidates will be expected to consider two sources on one aspect of the material, and in Part (b) candidates will be expected to use all the sources and their knowledge of the period to address how far the sources support a given statement. The skills which learners will require in order to analyse and evaluate source material should be developed throughout the course. Learners will also require contextual knowledge.

### Outline

This unit offers a good in-depth beginning to studying American history through documents. It is a clear preparation for the later units 2b and 4b which are more wide-ranging treatments of later American history.

The unit takes an in-depth look at the origins of the Civil War. It builds learners' knowledge of sectional divides and controversy in the decades prior to secession in 1860-61.

There is a deliberate emphasis in this unit of beginning to use documentary evidence and reading at length to improve knowledge and understanding. Both of these skills are important not only to the examination of this unit but to the overall study of AS and A Level History in this syllabus. Teachers and educators are encouraged to look for greater opportunities for learners to access and use primary material and to build up their ability to read analytical texts at greater length.

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](http://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](http://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. These include:

Farmer, A, and Sanders, V. *An Introduction to American History 1860–1990*. Hodder Education, 2002. ISBN: 9780340803264

Murphy, D, Cooper, K, and Waldron, M. *United States 1776–1992*. Collins Educational, 2001. ISBN: 9780007116218

Although most of the reading in this scheme of work is taken from these A Level standard text books, other reading on the topics described in the scheme of work would be appropriate providing it is of an AS/A Level standard.

**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:**

[www.learner.org](http://www.learner.org)

<http://edsitement.neh.gov>

[www.ourdocuments.gov](http://www.ourdocuments.gov)

[www.npr.org](http://www.npr.org)

[www.pbs.org](http://www.pbs.org)

[www.boundless.com](http://www.boundless.com)

[www.ushistory.org](http://www.ushistory.org)

[www.enotes.com](http://www.enotes.com)

[www.nytimes.com](http://www.nytimes.com)

[www.schmoop.com](http://www.schmoop.com)

[www.claremont.org](http://www.claremont.org)

[www.uselectionatlas.org](http://www.uselectionatlas.org)

[www.debate.org](http://www.debate.org)

## Key question: How and why did the outcomes of the war with Mexico 1846–1848 add to sectional difficulties?

Key content	Suggested teaching activities	Learning resources
The Missouri Compromise, 1820	<p><b>Why was there a need for a political compromise by 1820?</b></p> <ul style="list-style-type: none"> <li>• Learners watch YouTube video (rwGRheUQMY8) on the ‘Expansion of the United States Map 1763 - Present’. <b>(W)</b></li> <li>• In pairs, learners use their knowledge and other resources (e.g. the ‘learner.org’ link) to build a timeline of expansion. <b>(P)</b> <ul style="list-style-type: none"> <li>◦ Learners could use the quiz at the end of the learner.org link to challenge other pair’s knowledge and check their own in small groups. <b>(G) (P)</b></li> <li>◦ Learners colour-code their expansion timelines to show how economic, political and social factors affected expansion. <b>(P) (I)</b></li> </ul> </li> <li>• Research / homework activity. Learners research and summarise reading on the beginning of the United States and the position of slavery in society. <b>(I) (H)</b></li> <li>• Discussion. Why was slavery becoming a political issue by 1820? <b>(W)</b> <ul style="list-style-type: none"> <li>◦ Follow up with an individual written task on this issue. <b>(I) (H)</b></li> </ul> </li> <li>• Research task. In groups or pairs, use online lesson (see ‘edsitement’ link) and other resources to produce a presentation on the causes and solutions of the Missouri Compromise. <b>(G) (P)</b></li> <li>• Learners use a transcript of the Compromise (e.g. see ‘ourdocuments.gov’ link) and a podcast on Henry Clay (see ‘npr.org’ link) to expand their understanding and presentations. <b>(G) (P) (I)</b></li> <li>• Discussion. How much of a compromise was 1820? What future problems might there be? <b>(W)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp8–9</li> <li>• Farmer pp5–13</li> <li>• Murphy pp60–62</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=rwGRheUQMY8">http://www.youtube.com/watch?v=rwGRheUQMY8</a></li> <li>• <a href="http://www.learner.org/interactives/historymap/states.html">http://www.learner.org/interactives/historymap/states.html</a></li> <li>• <a href="http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-thelesson">http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-thelesson</a></li> <li>• <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=22&amp;page=transcript">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=22&amp;page=transcript</a></li> <li>• <a href="http://www.npr.org/templates/story/story.php?storyId=7043103">http://www.npr.org/templates/story/story.php?storyId=7043103</a></li> </ul>
The Wilmot Proviso, 1846	<p><b>Why did the USA go to war with Mexico in 1846?</b></p> <ul style="list-style-type: none"> <li>• In pairs, using the interactive timeline from pbs.org and other resources, learners construct an overview of relationships between Mexico, the USA and Texas in the years before the Mexican War <b>(P)</b></li> <li>• Research task. In groups each learner researches one of the characters involved in the Mexican War. Choose from: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>◦ James K Polk</li> <li>◦ Hernan Cortez</li> </ul> </li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp15–18</li> <li>• Farmer p14</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/kerawar/ushistory/timeline_flash.html">http://www.pbs.org/kerawar/ushistory/timeline_flash.html</a></li> <li>• <a href="https://www.boundless.com/u-s-history/a-">https://www.boundless.com/u-s-history/a-</a></li> </ul>

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>○ General Santa Anna</li> <li>○ Zachary Taylor.</li> <li>● Learners produce social media profiles on their chosen person. They then design a method of teaching and testing the other group members on their character's involvement in the war. <b>(G)</b></li> <li>● Discussion. Who encouraged/caused war and why? How did this increase sectional tension? <b>(W)</b></li> <li>● Homework / written task. 'What was the Wilmot proviso and how did it increase sectional tension?' Use textbooks, websites and other resources. <b>(I)</b></li> </ul>	<p><a href="https://www.bbc.com/history/usa/1840-1861/the-breakdown-of-sectional-balance/wilmot-proviso/">house-dividing-1840-1861/the-breakdown-of-sectional-balance/wilmot-proviso/</a></p>
The Treaty of Guadalupe Hidalgo, 1848	<p><b>How did the end of the Mexican war make sectional tensions worse?</b></p> <ul style="list-style-type: none"> <li>● Teacher-led introduction on the course of the Mexican war and the terms of the treaty of Guadalupe Hidalgo, and provide learners with a map of the territorial gains. The video (from education-portal.com) is a good place to start. <b>(W)</b> <ul style="list-style-type: none"> <li>○ The online quiz could be used to check learners' understanding. <b>(I)</b></li> </ul> </li> <li>● Research task. Learners plan a group presentation on how the treaty and its aftermath increased sectional tensions: <b>(G) (P) (I)</b> <ul style="list-style-type: none"> <li>○ why were new states important?</li> <li>○ why did California and Mexico cause problems</li> <li>○ why was popular sovereignty a cause of disagreement</li> <li>○ what happened in the 1848 election.</li> </ul> </li> <li>● Discussion. What were the main causes of sectional tension by 1849? <b>(W)</b></li> <li>● Homework / written task. Learners produce a mind map using their understanding so far of the causes and events of sectional tension. <b>(I)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>● Farmer pp15–16</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>● <a href="http://education-portal.com/academy/lesson/the-mexican-american-war-treaty-of-guadalupe-hidalgo-the-wilmot-proviso.html">http://education-portal.com/academy/lesson/the-mexican-american-war-treaty-of-guadalupe-hidalgo-the-wilmot-proviso.html</a></li> <li>● <a href="http://education-portal.com/academy/lesson/election-of-1848-california-gold-rush-and-the-compromise-of-1850.html">http://education-portal.com/academy/lesson/election-of-1848-california-gold-rush-and-the-compromise-of-1850.html</a></li> </ul>
The Compromise of 1850	<p><b>How did the Compromise of 1850 try to solve sectional problems?</b></p> <ul style="list-style-type: none"> <li>● Teacher-led introduction on growing tension and role of Henry Clay in formulating the Compromise. The YouTube video (byk1UY4JP2E) is a good place to start. <b>(W)</b></li> <li>● Research task. In pairs learners research the main terms of the compromise and the role of Stephen Douglas in its passing through Congress. <b>(P)</b></li> <li>● Unit (Key question) Essay: 'The Mexican War was the primary factor in increasing sectional tension up to 1850.' How far do you agree with this statement? This essay echoes the format of the second question on Paper 1. Learners could be encouraged to use sources they have studied in this section. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>● Browning pp19–20</li> <li>● Farmer pp.16–17</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.youtube.com/watch?v=byk1UY4JP2E">http://www.youtube.com/watch?v=byk1UY4JP2E</a></li> <li>● <a href="http://www.ushistory.org/us/30d.asp">http://www.ushistory.org/us/30d.asp</a></li> </ul>

## Key question: Why did the Compromise of 1850 break down so quickly?

Key content	Suggested teaching activities	Learning resources
Implementing the Fugitive Slave Act	<p><b>Why was the Fugitive Slave Act so controversial?</b></p> <ul style="list-style-type: none"> <li>• Teacher-led introduction on the main terms and operation of the Fugitive Slave Act as part of the Compromise of 1850. The video (see 'video.pbs' link) offers a good summary with questions for moving on. <b>(W)</b></li> <li>• Research task. In pairs, learners research the reaction to the Fugitive Slave Act taking the role of either Southerners or Northerners. <b>(P)</b></li> <li>• Group task. Learners join with another pair from the opposite point of view and explain the reactions/fears/hopes of each side. <b>(G) (P)</b></li> <li>• Research / homework task. Learners read the article on the Fugitive Slave Act by Eric Foner (see 'herb.ashp.cuny.edu' link) and write a 6 point summary of his opinion. <b>(I) (H)</b> <ul style="list-style-type: none"> <li>◦ Learners could then be challenged to find and summarise other historians' opinions on the act. <b>(P) (I) (H)</b></li> </ul> </li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning p20</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://video.pbs.org/video/2319483495/">http://video.pbs.org/video/2319483495/</a></li> <li>• <a href="http://suite101.com/article/the-fugitive-slave-act-of-1850-and-northern-response-a223971">http://suite101.com/article/the-fugitive-slave-act-of-1850-and-northern-response-a223971</a></li> <li>• <a href="http://herb.ashp.cuny.edu/items/show/1489">http://herb.ashp.cuny.edu/items/show/1489</a></li> </ul>
Implementing the Kansas-Nebraska Act	<p><b>Did the Civil War begin in Kansas-Nebraska?</b></p> <ul style="list-style-type: none"> <li>• Research task. Learners research the problem of the Nebraska territory and why an act was passed. <b>(P) (I)</b></li> <li>• Learners note the main points of the Kansas-Nebraska Act. <b>(P)</b></li> <li>• Teacher-led discussion of the role of Stephen A. Douglas. 'Why was his role in Kansas Nebraska important?' <b>(W)</b></li> <li>• Research task. In groups produce a presentation on the events in Bleeding Kansas and the effect they had on the nation. Learners should try to use sources from the time to explain their ideas. <b>(G)</b></li> <li>• Debate. This house believes that the Civil War began in the Kansas-Nebraska territory. <b>(W)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp22–24</li> <li>• Farmer pp18–19</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ourdocuments.gov/doc.php?doc=28">http://www.ourdocuments.gov/doc.php?doc=28</a></li> <li>• <a href="http://www1.assumption.edu/ahc/Kansas/default.html">http://www1.assumption.edu/ahc/Kansas/default.html</a></li> </ul>
<i>Uncle Tom's Cabin</i>	<p><b>Did a novel really start the Civil War?</b></p> <ul style="list-style-type: none"> <li>• Teacher-led introduction on the novel <i>Uncle Tom's Cabin</i> and the role it is often seen as having. Including the quote from Lincoln to Harriet Beecher Stowe. <b>(W)</b></li> <li>• Learners should be encouraged to read all or part of the novel which is available online.</li> <li>• Research task. In groups, produce a presentation on how Uncle Tom's Cabin was received in the North and South, and how it increased tension over slavery. The</li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning p21</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://utc.iath.virginia.edu/index2f.html">http://utc.iath.virginia.edu/index2f.html</a></li> <li>• <a href="http://www.nytimes.com/2011/06/26/books/rev">http://www.nytimes.com/2011/06/26/books/rev</a></li> </ul>

Key content	Suggested teaching activities	Learning resources
	<p>virginia.edu website offers some good primary sources to include. <b>(G)</b></p> <ul style="list-style-type: none"> <li>• Learners read the book review from the <i>New York Times</i> and summarise the views of the author in 10 bullet points. <b>(P) (I)</b></li> </ul>	<p><a href="http://www.virginia.edu/learningresources/primarysources/1850s/1850s-book-review-mightier-than-the-sword-by-david-s-reynolds.html?pagewanted=all&amp;_r=0">http://www.virginia.edu/learningresources/primarysources/1850s/1850s-book-review-mightier-than-the-sword-by-david-s-reynolds.html?pagewanted=all&amp;_r=0</a></p>
The formation of the Republican party	<p><b>Why did the Republican party emerge as the main challenger to the Democrats?</b></p> <ul style="list-style-type: none"> <li>• Teacher-led intro on the two party system at the beginning of the 1850s and how it had begun to weaken with the decline of the Whig Party. <b>(W)</b></li> <li>• Research task. In pairs, learners research either the Know Nothings or the Republicans, each learner takes one. Produce a summary that includes: <ul style="list-style-type: none"> <li>○ what each group stood for</li> <li>○ who voted for them</li> <li>○ electoral success and failure. <b>(P)</b></li> </ul> </li> <li>• Learners design a revision task/quiz for their partner on one of the parties.</li> <li>• Learners read and summarise the section on the Rise of the Republican party from Farmer and/or other sources. <b>(I)</b></li> <li>• Learners produce a summary diagram to answer the question 'Why did the Republican party emerge as the main challenger to the Democrats?' <b>(P) (I)</b></li> <li>• Reflection task. In groups of four each look back at one of the topics in this key question. For each topic how did each: <ul style="list-style-type: none"> <li>○ cause sectional tension to increase politically</li> <li>○ encourage the general public to become more involved in sectional tension</li> <li>○ make civil war more likely.</li> </ul> </li> <li>• Learners share their reflections and summarise ideas. <b>(G)</b></li> <li>• Unit (Key question) Essay: <i>'The Compromise of 1850 was destined to fail.'</i> How far do you agree with this statement? This echoes the form of questions on the specimen papers and should encourage learners to continue practice analytical writing. <b>(I)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Farmer pp17–24</li> <li>• Browning pp24–25</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.shmoop.com/political-parties/the-second-party-system.html">http://www.shmoop.com/political-parties/the-second-party-system.html</a></li> </ul>

## Key question: Why did the Republicans win the 1860 presidential election?

Key content	Suggested teaching activities	Learning resources
The <i>Dred Scott</i> judgement	<p><b>How did the Dred Scott judgement increase tension in the United States?</b></p> <ul style="list-style-type: none"> <li>• Learners watch YouTube video summary of Dred Scott case and use it to write an overview of the case and judgement. <b>(W) (P)</b></li> <li>• Learners read the transcript of the Dred Scott decision and discuss as a class or in groups. <b>(W) (G)</b></li> <li>• Learners read the pbs.org article by David Blight on the Dred Scott decision and summarise why it was important in 5 bullet points. <b>(P) (I)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning p26</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=9j3IKSs2ZoA">http://www.youtube.com/watch?v=9j3IKSs2ZoA</a></li> <li>• <a href="http://www.ourdocuments.gov/doc.php?doc=29">http://www.ourdocuments.gov/doc.php?doc=29</a></li> <li>• <a href="http://www.pbs.org/wgbh/aia/part4/4i3090.html">http://www.pbs.org/wgbh/aia/part4/4i3090.html</a></li> </ul>
The Lincoln-Douglas Debates	<p><b>How did the Lincoln-Douglas help the Republican cause?</b></p> <ul style="list-style-type: none"> <li>• Teacher-led introduction to the Debates and the context of the 1858 congressional elections. <b>(W)</b></li> <li>• Discussion. <i>‘Why did the debates become such a focus of national attention?’</i> <b>(W)</b></li> <li>• Research task. In groups learners produce a presentation on the content and significance of the debates. Learners should try to include some primary source material. <b>(G)</b></li> <li>• Written / homework task. Learners read the article on the House Divided speech that Lincoln gave <i>The Speech that Changed the World</i>. Learners produce a summary of why the author thinks the speech is so important. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp26–28</li> <li>• Farmer pp26–7</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=2cYWUIEV3Mg">http://www.youtube.com/watch?v=2cYWUIEV3Mg</a></li> <li>• <a href="http://lincoln.lib.niu.edu/lincolndouglas/">http://lincoln.lib.niu.edu/lincolndouglas/</a></li> </ul>
John Brown and Harper’s Ferry	<p><b>Why did John Brown’s raid on Harpers Ferry increase sectional tension?</b></p> <ul style="list-style-type: none"> <li>• Research task. Learners research the life of John Brown and produce a timeline including events at Harpers Ferry in 1859. <b>(I)</b></li> <li>• Reflection task. In pairs, learners produce a summary in diagram or written form to show how each of the 3 events covered in this unit so far helped the Republican cause. <b>(P)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp28–29</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.wvculture.org/history/jnobrown.html">http://www.wvculture.org/history/jnobrown.html</a></li> <li>• <a href="http://www.pbs.org/wgbh/aia/part4/4p2940.html">http://www.pbs.org/wgbh/aia/part4/4p2940.html</a></li> </ul>

Key content	Suggested teaching activities	Learning resources
The election campaign of 1860	<p><b>Who fought the election of 1860?</b></p> <ul style="list-style-type: none"> <li>• Research task. In groups of four, learners research the election campaign of 1860. Each learner should concentrate on one of the candidates: <b>(G)</b> <ul style="list-style-type: none"> <li>○ Abraham Lincoln</li> <li>○ Stephen Douglas</li> <li>○ John Breckinridge</li> <li>○ John Bell.</li> </ul> </li> <li>• Groups should produce a double page (A3) newspaper spread on the positions the candidates took, where their main support was, what happened during the campaign, how the Democrat and Republican parties fought the election. <b>(G)</b></li> <li>• Written / homework task. The Specimen Paper for this unit concentrates on the nature and actions of the Republican party in the period covered by this key question. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>• Browning pp29–30</li> <li>• Murphy pp71–73</li> </ul>

## Key question: Why did the Civil War begin in April 1861?

Key content	Suggested teaching activities	Learning resources
<ul style="list-style-type: none"> <li>The results of the 1860 presidential election</li> <li>The secession of the southern states</li> </ul>	<p><b>Why did victory for Lincoln lead to secession?</b></p> <ul style="list-style-type: none"> <li>Written task. Using the <a href="http://uselectionatlas.org">uselectionatlas.org</a> website as a starting point, learners produce a script for a podcast on the results of the 1860 election. <b>(P)</b></li> <li>Learners can also record their podcast or make a YouTube video in the style of an ‘election night’ programme. <b>(P)</b></li> <li>Research / homework task. Learners read and summarise the chapter opposite (or other resource) on how Lincoln’s election victory led to the outbreak of war. Prepare for a discussion on whether Lincoln’s victory made war inevitable. <b>(P) (I)</b></li> <li>Discussion. <i>Did President Lincoln’s election make the Civil War inevitable?</i> <b>(W)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>Browning pp31–36</li> <li>Murphy pp74–79</li> </ul>
<ul style="list-style-type: none"> <li>The leadership of Lincoln</li> <li>The leadership of Jefferson Davis</li> </ul>	<ul style="list-style-type: none"> <li>Research task. In pairs, learners research the motivations and actions of Lincoln and Davies in the period leading up to, and the early stages of, the war. Together produce a timeline, colour coded to show the actions of each. <b>(P)</b>.</li> <li>Learners read and summarise some of the ideas on the <a href="http://debate.org">debate.org</a> website on who was the better president and some strengths and weaknesses of each. <b>(P) (I)</b></li> <li>Unit (Key question) Essay: <i>Why did the Civil War begin in April 1861?</i> <b>(I) (H)</b></li> <li>Challenge learners to produce their own exam papers (and mark scheme) on a theme from the course including sources and appropriate part (a) or (b) question. <b>(P)</b></li> </ul>	<p><b>Textbooks, e.g.</b></p> <ul style="list-style-type: none"> <li>Farmer pp33–36</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li><a href="https://www.debate.org/debates/Abraham-Lincoln-was-a-better-president-than-Jefferson-Davis/1/">https://www.debate.org/debates/Abraham-Lincoln-was-a-better-president-than-Jefferson-Davis/1/</a></li> </ul>

© Cambridge International Examinations 2015  
Version 3.1  
Updated: 18.02.16

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

