

# The American West

## c.1835-c.1895

Paper 2: Period study. Option 24/25



Everything you need to know to yee-hah this module!



Melksham Oak History Department  
Understanding the past, changing futures.



# The Exam -what am I expected to do?

The American West will be tested in PAPER 2.  
**MAKE SURE YOU PICK THIS TOPIC**—its worth 32 marks which is **20%** of your final grade!



**There are 3 questions you have to answer. They are testing:**

**A01:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

This means show off your knowledge and pick the specific historical information for the time period, event, person or theme  
**= REVISION & PLANNING IS CRUCIAL!**

**A02:** Explain and analyse historical events and periods studied using second-order historical concepts.

This means you need to show off knowledge in detail. You need to describe, explain or give a balanced argument.

This could be to do with cause and/or consequence, change and/or continuity, difference and/or similarity or significance of individuals or factors  
**= POINT, EVIDENCE, EXPLAIN, LINK TO THE QUESTION!**

- \*\*\*\*\*
- ★ **i)** Explain two consequences of..... **4 + 4 marks**
  - ★ **ii)** Write a narrative account analysing.... **8 marks**
  - ★ **iii)** Explain the importance of two of the following.. **8 + 8 marks**
- \*\*\*\*\*

**APPROX TIME**  
is 50 minutes  
**TOTAL = 32 MARKS**

**KEY DATE****KEY EVENT**

You don't have to know EVERY date, but its important to understand the context of the events in each **key topic**.

**KEY TOPIC**

<b>KEY DATE</b>	<b>KEY EVENT</b>	<b>KEY TOPIC</b>
C.1834	Permanent Indian Frontier set up	<b>1</b>
1843	First settlers arrive in Oregon encouraged by government legislation	<b>1</b>
1846	<ul style="list-style-type: none"> <li>• Donner Party head west but meet with disaster and death</li> <li>• Mormons travel to the Great Salt lake having been driven out of Nauvoo</li> </ul>	<b>1</b>
1848	Gold discovered in California	<b>1</b>
1850's	First Homesteaders move to the Plains	<b>1</b>
1851	<ul style="list-style-type: none"> <li>• Fort Laramie Treaty (1)</li> <li>• Indian Appropriations Act</li> </ul>	<b>1</b>
1858-59	Gold discovered in the Pine peak region of the Rocky Mountains	<b>1</b>
1859	Gold mines open in Colorado and Nevada	<b>1</b>
1861	Start of the American Civil War between Northern and Southern states	<b>1</b>
1862	<ul style="list-style-type: none"> <li>• Homestead Act</li> <li>• Little Crow's War</li> <li>• Pacific Railroad Act passed and work begins on the transcontinental railroad</li> </ul>	<b>2</b>
1864	Sand Creek Massacre	<b>2</b>
1865	<ul style="list-style-type: none"> <li>• End of the American Civil War</li> <li>• Slavery abolished in the US</li> </ul>	<b>2</b>
1866	<ul style="list-style-type: none"> <li>• Group of soldiers wiped out at Fetterman's Trap by Plains Indians</li> <li>• Red Cloud's War on the US Government in their attempts to build forts in Montana               <ul style="list-style-type: none"> <li>• Goodnight and Loving reach Fort Sumner with 1,700 cattle</li> </ul> </li> </ul>	<b>2</b>

<b>KEY DATE</b>	<b>KEY EVENT</b>	<b>KEY TOPIC</b>
1867	<ul style="list-style-type: none"> <li>• Medicine Lodge Treaty</li> <li>• Abilene becomes the first cow-town</li> <li>• 'The Beef Bonanza'</li> </ul>	<b>2</b>
1868	Fort Laramie Treaty (2)	<b>2</b>
1869	<ul style="list-style-type: none"> <li>• Completion of the Transcontinental railroad at Promontory Point.</li> </ul>	<b>2</b>
1870	Cattle Ranching begins on the Plains which led to the 'Open Range'	<b>2</b>
1873	Timber and Culture Act	<b>2</b>
1874	<ul style="list-style-type: none"> <li>• Barbed wire begins to be mass-produced</li> <li>• Wind-powered water pump introduced</li> <li>• Custer leads expedition to the Black Hills ignoring the Fort Laramie Treaty</li> </ul>	<b>2</b>
1876	<ul style="list-style-type: none"> <li>• Battle of Little Bighorn</li> <li>• 1876-81 The great Sioux War</li> </ul>	<b>3</b>
1879	Exoduster movement	<b>3</b>
1881	<ul style="list-style-type: none"> <li>• OK Corral</li> </ul>	<b>3</b>
1885	<ul style="list-style-type: none"> <li>• All Plains Indians are settled onto reservations</li> <li>• Northern Herd of Buffalo is completely destroyed</li> </ul>	<b>3</b>
1886	1886-1887 Severe winter leads to the end of the open range	<b>3</b>
1887	Dawes Act	
1890	<ul style="list-style-type: none"> <li>• Wounded Knee Massacre</li> <li>• The US closes Frontier meaning Plains Indians had lost all land</li> </ul>	<b>3</b>
1892	Johnson County War	<b>3</b>
1893	Oklahoma Land Rush	<b>3</b>

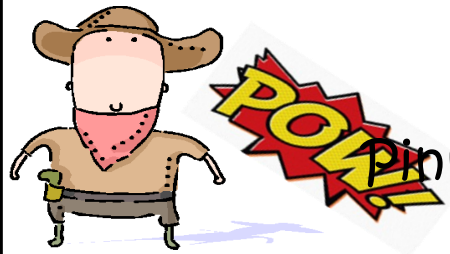
# KEY TOPIC 1: The early settlement of the west c.1835-c.1862



Band, Claim jumping, Counting coup, Federal government, forty-niners, Frontier, Gentiles, Homesteader, Manifest Destiny, Medicine man, Mormons, Nations, nomadic, Pioneers, Polygamy, Tipi, Travois, Vigilante.

<p><b>1 The Plains Indians: their beliefs and way of life</b></p> <p>significance</p>	<ul style="list-style-type: none"> <li>• Social and tribal structures, ways of life and means of survival on the Plains.</li> <li>• Beliefs about land and nature and attitudes to war and property.</li> <li>• US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.</li> </ul>	<p>Similarity &amp; difference</p> <p>Key features</p>
<p><b>2 Migration and early settlement</b></p> <p>Cause &amp; consequence</p>	<ul style="list-style-type: none"> <li>• The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849.</li> <li>• The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.</li> <li>• The development and problems of white settlement farming.</li> </ul>	<p>Key features</p>
<p><b>3 Conflict and tension</b></p> <p>Cause &amp; consequence</p>	<ul style="list-style-type: none"> <li>• Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.</li> <li>• The problems of lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness.</li> </ul>	<p>Change &amp; continuity</p>

# KEY TOPIC 2: development of the plains c.1862-c.1876



Civil War, cow towns, Dry farming, government bonds, indictments, lynched, marshal, open range, Pinkerton Detective Agency, prospectors, ranchers, Reservations, saloons, sod-buster, Texas Rangers, Turkey-Red, Transcontinental.

<p><b>1 The development of settlement in the West</b></p>	<ul style="list-style-type: none"> <li>• The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.</li> <li>• Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.</li> <li>• Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.</li> </ul>
<p><b>2 Ranching and the cattle industry</b></p>	<ul style="list-style-type: none"> <li>• The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.</li> <li>• The impact of changes in ranching on the work of the cowboy.</li> <li>• Rivalry between ranchers and homesteaders.</li> </ul>
<p><b>3 Changes in the way of life of the Plains Indians</b></p>	<ul style="list-style-type: none"> <li>• The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.</li> <li>• The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868.</li> <li>• Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866-68) and the Fort Laramie Treaty (1868).</li> </ul>

significance

Key features

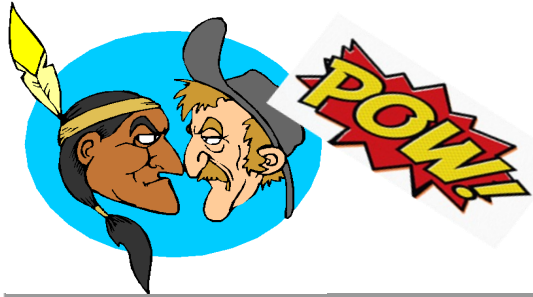
Key features

Cause & consequence

Cause & consequence

Change & continuity

# KEY TOPIC 3: conflicts and conquests c.1876-c.1895



Bone pickers, By-law, Cavalry, Drought, Exoduster, Ghost Dance, 'great die-up', , Ku Klux Klan, Land Rush, Range wars, Reconstruction, Regulators, Reservations, rustling, share-cropping, Total war.

<p><b>1 Changes in farming, the cattle industry and settlement</b></p> <p>significance</p>	<ul style="list-style-type: none"> <li>• Changes in farming: the impact of new technology and new farming methods.</li> <li>• Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range.</li> <li>• Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893.</li> </ul>
<p><b>2 Conflict and tension</b></p> <p>Cause &amp; consequence</p>	<ul style="list-style-type: none"> <li>• Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp.</li> <li>• The range wars, including the Johnson County War of 1892.</li> <li>• Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.</li> </ul>
<p><b>3 The Plains Indians: the destruction of their way of life</b></p>	<ul style="list-style-type: none"> <li>• The hunting and extermination of the buffalo.</li> <li>• The Plains Indians' life on the reservations.</li> <li>• The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.</li> </ul>

Change & continuity

Key features

significance

# How will my exam questions be assessed?



## The 8 mark CONSEQUENCE Question

## The 8 mark NARRATIVE Question

CONSEQUENCE 1:	CONSEQUENCE 2:
<p>1-2 marks:</p> <ul style="list-style-type: none"> <li>• <i>General and simple comment made about the results or outcomes of event or development.</i> P.</li> <li>• <i>Generalised information from the period is used to support comments.</i> P.E</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <i>Specific historical detail about topic, showing good knowledge, yet no link to question focus. (consequence of key event or development)</i> P.E</li> </ul>	<p>1-2 marks:</p> <ul style="list-style-type: none"> <li>• <i>General and simple comment made about the results or outcomes of event or development.</i> P.</li> <li>• <i>Generalised information from the period is used to support comments.</i> P.E</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <i>Specific historical detail about topic, showing good knowledge, yet no link to question focus. (consequence of key event or development)</i> P.E</li> </ul>
<p>3-4 marks:</p> <ul style="list-style-type: none"> <li>• <i>Features of the period used to explain a consequence. (TMT's, TLT's, TST's)</i> P.E.E.</li> <li>• <i>Answer clearly focused on question focus / time period / concept.</i> P.E.E.L</li> <li>• <i>Shows good knowledge and understanding of the period.</i> P.E.E</li> <li>• <i>Specific historical detail to support explanation.</i> P.E.E.L</li> </ul>	<p>3-4 marks:</p> <ul style="list-style-type: none"> <li>• <i>Features of the period used to explain a consequence. (TMT's, TLT's, TST's)</i> P.E.E.</li> <li>• <i>Answer clearly focused on question focus / time period / concept.</i> P.E.E.L</li> <li>• <i>Shows good knowledge and understanding of the period.</i> P.E.E</li> <li>• <i>Specific historical detail to support explanation.</i> P.E.E.L</li> </ul>

LEVEL 1: 1 -2 marks	LEVEL 2: 3- 5 marks	LEVEL 3: 6- 8 marks
<ul style="list-style-type: none"> <li>• <i>Simple, general statements about the topic.</i> P</li> <li>• <i>The order of events is generally disorganised.</i> P.E</li> <li>• <i>Limited knowledge and understanding of the events is shown.</i> P.E</li> <li>• <i>Lacks specific key words, dates and terms.</i> P.E</li> </ul>	<ul style="list-style-type: none"> <li>• <i>An attempt to organise a clear sequence of events. Mostly focused on the question, but some sections are not.</i> P.E.E</li> <li>• <i>Some features of the period/ topic are used to explain the <u>sequence</u> of events and how they led to an outcome. (TMT's, TLT's,)</i> P.E.E.</li> <li>• <i>Some links are found between each of the events. (TLT's)</i> P.E.E.L</li> <li>• <i>Accurate and relevant historical detail included with some specific key words and dates.</i> P.E.E</li> <li>• <i>Explanations show some knowledge and understanding of the events, and OWN knowledge included.</i> P.E.E</li> </ul> <p><b>MAXIMUM 4 MARKS IF ONLY USE THE KEY POINTS PROMPTED IN THE STIMULUS POINTS</b></p>	<ul style="list-style-type: none"> <li>• <i>Answer is organised into a clear sequence of a number of events.</i> P.E.E.L</li> <li>• <i>The answer is coherently and logically structured and the outcome of each event is explained. (TMT's, TLT's)</i> P.E.E.L</li> <li>• <i>The account analyses the linkage between each of the events and how they led to an outcome. (TMT's, TLT's)</i> P.E.E.L</li> <li>• <i>Detailed explanations show good knowledge and understanding of the key features or characteristics of the events.</i> P.E.E.L</li> <li>• <i>Accurate and precise historical detail is included throughout.</i> P.E.E.L</li> </ul> <p><b>NO ACCESS TO LEVEL 3 IF ONLY USE THE ASPECTS PROMPTED BY THE STIMULUS POINTS</b></p>

# The 16 mark **IMPORTANCE** Question

	LEVEL 1: 1-2 marks	LEVEL 2: 3-5 marks	LEVEL 3: 6-8 marks
<b>EVENT / PERSON / DEVELOPMENT 1</b>	<ul style="list-style-type: none"> <li>No explanation is given to points, more list like. <b>P.P.P</b></li> <li>A simple or generalised answer is given, no link to the focus of the question. <b>P.E</b></li> <li>More than one valid point linked to the topic. <b>P.E</b></li> <li>Lack of specific historical detail shows a limited knowledge and understanding of the event / person / development. <b>P.E</b></li> </ul>	<ul style="list-style-type: none"> <li>More than one example of the consequences / results / impact of the event / person / development. <b>(C.R.I) P.E.E</b></li> <li>Answer is mostly structured to discuss the importance of the event / person / development. <b>P.E.E</b></li> <li>Links between the points made are not always clear, so answer may not flow effectively. <b>P.E.E</b></li> <li>Accurate and relevant historical detail is included to support line of argument. <b>P.E.E</b></li> <li>Supporting detail shows some knowledge and understanding of the event / person / development. <b>P.E.E</b></li> </ul> <p><b>NO ACCESS TO LEVEL 2 IF DO NOT EXPLAIN IMPORTANCE OF EVENT / PERSON / DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>3-4 points are made to analyse importance of the event / person / development in the short term and long term. <b>(C.R.I.S.P) P.E.E.L</b></li> <li>Answer is consistently focused on analysing the importance of the event / person / development. <b>P.E.E.L</b></li> <li>The line of argument is clear and convincing, showing links between all of the points made. <b>(Connectives) P.E.E.L</b></li> <li>Every point made is backed up and explained with relevant and precise information. <b>P.E.E.L</b></li> <li>An extensive knowledge and understanding of the event / person / development shown. <b>P.E.E.L</b></li> </ul>
<b>EVENT / PERSON / DEVELOPMENT 2</b>	<ul style="list-style-type: none"> <li>No explanation is given to points, more list like. <b>P.P.P</b></li> <li>A simple or generalised answer is given, no link to the focus of the question. <b>P.E</b></li> <li>More than one valid point linked to the topic. <b>P.E</b></li> <li>Lack of specific historical detail shows a limited knowledge and understanding of the event / person / development. <b>P.E</b></li> </ul>	<ul style="list-style-type: none"> <li>More than one example of the consequences / results / impact of the event / person / development. <b>(C.R.I) P.E.E</b></li> <li>Answer is mostly structured to discuss the importance of the event / person / development. <b>P.E.E</b></li> <li>Links between the points made are not always clear, so answer may not flow effectively. <b>P.E.E</b></li> <li>Accurate and relevant historical detail is included to support line of argument. <b>P.E.E</b></li> <li>Supporting detail shows some knowledge and understanding of the event / person / development. <b>P.E.E</b></li> </ul>	<ul style="list-style-type: none"> <li>3-4 points are made to analyse importance of the event / person / development in the short term and long term. <b>(C.R.I.S.P) P.E.E.L</b></li> <li>Answer is consistently focused on analysing the importance of the event / person / development. <b>P.E.E.L</b></li> <li>The line of argument is clear and convincing, showing links between all of the points made. <b>(Connectives) P.E.E.L</b></li> <li>Every point made is backed up and explained with relevant and precise information. <b>P.E.E.L</b></li> <li>An extensive knowledge and understanding of the event / person / development shown. <b>P.E.E.L</b></li> </ul>

# How can I improve my exam answers?

	Question focus	Structured writing	Line of argument	Historical detail
HIGH Level	The answer is consistently focused on the question.	The answer is structured very carefully. BIG POINTS and explanations are clear and coherent throughout the answer.	The line of argument is very clear and convincing. It flows throughout the answer.	Precisely selected historical detail which shows an in-depth knowledge and understanding.
	The answer is mainly focused on the question.	The answer is well organised into relevant paragraphs and clear BIG POINTS, but some parts of answer may lack focus.	The line of argument is clear and linked to the question for the majority of answer.	Accurate and relevant historical detail is included which shows a good understanding of the topic.
	The answer has weak or limited links to the question.	Some statements are developed and there is some attempt to organise writing. E.g. Paragraphs or connectives .	The line of argument is partly convincing, but lacks strong support throughout.	Some accurate and specific historical detail. Mostly relevant historical detail included.
	The answer has no real links to the question.	The answer lacks organisation.	It is very unclear what is being argued or is simply a narrative of historical information.	Limited historical detail or information included which is not relevant to the question.



◇ REVISION

◇ PEE

◇ HISTORICAL DETAIL

◇ 16 MARK QUS

◇ LINK TO QU FOCUS

◇ STRUCTURED PLANNING

◇ CLEAR BPS AND PEE

◇ INCLUDE SPECIFIC KEY TERMS

◇ EFFECTIVE USE OF TIME

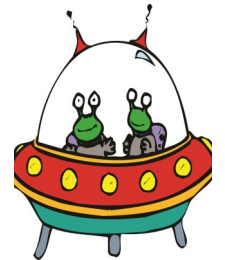
◇ BALANCED ARGUMENTS

◇ PRECISE PEEL

◇ POW

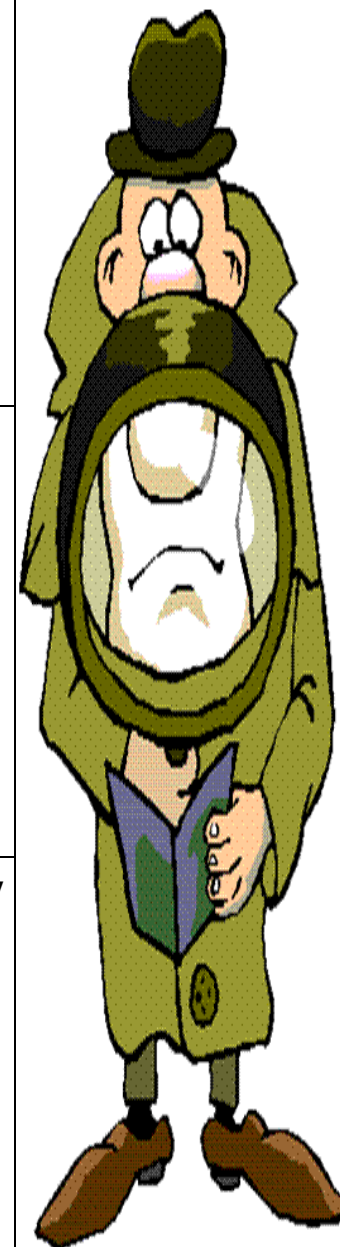
◇ EXPLANATION

**S.M.A.R.T** CON-  
**targets!**



# Self-assessing and peer-assessing your work.

<p>The answer starts with a <b>clear focus on the question</b> (there is no long introduction)</p> <p>Key words from the question are used during the answer.</p> <p>For longer answers, each paragraph is linked to the question.</p>	<p>Statements and arguments are <b>fully developed and explained</b> — showing good knowledge and understanding of the topic.</p> <p>Arguments are <b>well-supported</b> by accurate, relevant and well selected evidence.</p>	<p>Connectives are used to help prove arguments and show significance / impact.</p> <p>Look for phrases like:  <i>this led to...</i>  <i>this resulted in ...</i>  <i>this meant that ...</i></p>
<p>There is a <b>clear line of argument</b> or BIG POINT at the start of each paragraph. The rest of the paragraph supports this argument.</p> <p>The line of argument flows throughout the answer, building up to a clear conclusion.</p>	<p>Paragraphs have been used to provide a <b>clear structure</b>.</p> <p>Each paragraph starts with</p> <ul style="list-style-type: none"> <li>• a different cause/factor (12 mark 'explain' questions) BIG POINT</li> <li>• a different theme/criteria (16 mark 'judgement' questions) BIG POINT</li> </ul>	<p>The answer shows an <b>in-depth</b> knowledge and understanding of the topic.</p> <p>It considers a range of factors/causes ('explain' questions) or provides detailed evidence <b>for and against</b> a statement ('judgement' questions)</p>
<p>The language used helps to construct very precise arguments—showing how important the writer thinks a cause/factor, event or individual is.</p> <p>A good range of <b>historical vocabulary</b> has been used.</p>	<p>There is a <b>clear conclusion</b>.</p> <p>For 'explain' questions, factors/causes are ranked or linked.</p> <p>For 'judgement' questions there is a focus on 'how far' the writer agrees with the statement.</p>	<p>The answer has been <b>carefully checked</b> for spelling, punctuation and grammar.</p> <p>The meaning is always clear throughout the answer.</p>



# What do you need to know for each Key topic?

	KEY TOPIC 1: The early settlement of the west c.1835-c.1862		KEY TOPIC 2: development of the plains c.1862-c.1876		KEY TOPIC 3: conflicts and conquests c.1876-c.1895
TITLE OF MIND-MAP	Key headings for mind-map:	TITLE OF MIND-MAP	Key headings for mind-map:	TITLE OF MIND-MAP	Key headings for mind-map:
Plains Indians and their way of life	<ul style="list-style-type: none"> <li>Why was the <i>Great Plains</i> seen as 'inhabitable' to white settlers?</li> <li>How did the Buffalo and the Horse enable survival on the <i>Great Plains</i>?</li> <li>How did Indian customs and beliefs enable survival on the <i>Great Plains</i>?</li> <li>Why did the white settlers see the Indians as 'savages'?</li> </ul>	Changes in the way of life of the plains Indians	<ul style="list-style-type: none"> <li>What was the impact of the railroads on the way of life of the Indians?</li> <li>What was the impact of the cattle industry and gold prospecting on the Plains Indians?</li> <li>What were the cause, events and results of the Indian Wars?</li> </ul>	The destruction of the Indian way of life	<ul style="list-style-type: none"> <li>What was the role of the government in the destruction of the Indian way of life?</li> <li>How did the reservations control and destroy Plains Indians culture?</li> <li>What was the role of the army in the destruction of the Indian way of life?</li> </ul>
Migration and early settlement	<ul style="list-style-type: none"> <li>Why were the pioneers pushed and pulled to the West in the 1840's?</li> <li>What were the problems and dangers of the trails?</li> <li>How did the Mormons overcome the problems of the journey West?</li> <li>How did the Mormons establish a successful settlement at Salt lake?</li> <li>What were the problems of living and farming on the <i>Great Plains</i>?</li> </ul>	The development of settlement in the west	<ul style="list-style-type: none"> <li>What did the Government do to help the settlers after the Civil War?</li> <li>What solutions emerged to overcome problems of living and farming the <i>Great Plains</i>?</li> <li>What was the impact of the railroad?</li> <li>Why did the problems of law and order get worse?</li> <li>How did the government try to solve the problems of lawlessness?</li> </ul>	Changes in farming, cattle industry and settlement	<ul style="list-style-type: none"> <li>What farming problems did new methods and technology solve?</li> <li>Why did the cattle industry decline?</li> <li>What was life like for African American's after the end of the Civil war?</li> <li>What was the Exoduster movement?</li> <li>What was Oklahoma land rush?</li> </ul>
Conflict and Tension in early settlement	<ul style="list-style-type: none"> <li>What were the consequences of the Gold Rush in 1849?</li> <li>What were the problems of law and order in the new mining towns?</li> <li>What attempts were made to resolve problems of law and order in the mining towns?</li> </ul>	Ranching and the cattle industry	<ul style="list-style-type: none"> <li>Why did a cattle industry grow after 1865?</li> <li>What role did Goodnight, McCoy and Illiff play in the development of the cattle industry?</li> <li>What role did the cowboys play in the cattle industry?</li> </ul>	Conflict and tension in later settlement	<ul style="list-style-type: none"> <li>Why did lawlessness continue to grow?</li> <li>What were the causes, events and results of the Battle of Little Bighorn?</li> <li>Why was there rivalry between homesteaders and ranchers?</li> <li>What were the causes, events and results of the Johnson County war?</li> </ul>
Government Policy towards the Indians 1835-1862	<ul style="list-style-type: none"> <li>Why were there conflicts over the ownership and use of land?</li> <li>What changes were made to government policy towards the Plains Indians in the years 1835-51?</li> <li>What were the causes, terms and consequences of the Fort Laramie Treaty 1851?</li> </ul>	Government Policy towards the Indians 1862-1876	<ul style="list-style-type: none"> <li>What changes were made to government policy towards the Plains Indians in the years 1862-71?</li> <li>What were the causes, terms and consequences of the Fort Laramie Treaty 1868?</li> </ul>	Government Policy towards the Indians 1876-1895	<ul style="list-style-type: none"> <li>What changes were made to government policy after the defeat at the Battle of Little Bighorn?</li> <li>What were the motives and results of the Dawes Act?</li> <li>Why had the Indians lost the Plains by 1890?</li> </ul>

## Key Topic 1:

### **CONSEQUENCE: (4 + 4 marks)**

#### **Explain one consequences of:**

- The setting up of the Oregon Trail 1836
- The Fort Laramie Treaty
- The American victory in the Mexican-American War
- The discovery of gold in Colorado in 1858

### **NARRATIVE: (8 marks)**

#### **Write a narrative account analysing the..**

- Ways in which the US government policy towards the Plains Indians developed in the period 1835-51
- Why Americans went West in the years 1836-49
- Main developments in US Government policy towards the Plains Indians in the period 1836-61

### **IMPORTANCE: (8 + 8 marks)**

#### **Explain the importance of...**

- The Oregon Trail for the early settlement of the West
- The Indian Appropriations Act 1851 for the way of life of the Plains Indians
- The buffalo to the Plains Indians' way of life
- Warrior societies to Plains Indian life
- Breeding and training horses to the way of life and means of survival of the Plains Indians
- Religion to the way of life of the Plains Indians
- The development of new mining towns for law and order in the early West
- The discovery of Gold in California 1848 for the settlement of the American West
- The rapid growth of mining settlements for government efforts to bring law and order to the West
- The leadership of Brigham Young to the successful settlement of the valley of the Great Salt lake by the Mormons

## Key Topic 2:

### **CONSEQUENCE: (4 + 4 marks)**

#### **Explain one consequences of:**

- The Homestead Act 1862
- The ending of the Civil War in 1865 for the settlement of the West
- The development of ranching on the Plains in the years 1866-76
- The opening of the First Transcontinental Railroad 1869
- The discovery in 1871 in an eastern tannery of a process to make high quality leather from buffalo hides
- The introduction of barbed wire in the West (1874)

### **NARRATIVE: (8 marks)**

#### **Write a narrative account analysing the..**

- Key events in the years 1851-66 that led to the beginning of Red Cloud's War
- Events of the Indian Wars 1862-1868
- Key stages in the growth of cattle ranching 1861-72
- Ways in which homesteaders solved the problems of farming on the Great Plains in the years 1862-76
- Development of the railroads in the years 1860-75

### **IMPORTANCE: (8 + 8 marks)**

#### **Explain the importance of...**

- The Homestead Act 1862 for the settlement of the West
- Cattle trails for the development of the cattle industry in the 1860's
- Joseph McCoy to the development of the cattle industry
- Cowboys for the cattle industry
- The railroads for changes in the way of life of the Plains Indians
- Of the strategy of total war for the US army's defeat of the Plains Indians
- The Fort Laramie Treaty of 1868
- The Sand Creek Massacre in 1864

## Key Topic 3:

### **CONSEQUENCE: (4 + 4 marks)**

#### **Explain one consequences of:**

- The defeat of the Seventh Cavalry at the Battle of the Little Big Horn
- The ending of the Civil War for African-Americans
- The winter of 1886-87 for the cattle Industry
- The Johnson County War in 1892

### **NARRATIVE: (8 marks)**

#### **Write a narrative account analysing the..**

- Ways in which settlement in the West developed in the years 1876-1895
- Conflict between the Plains Indians and the US government in the years 1876-1890

### **IMPORTANCE: (8 + 8 marks)**

#### **Explain the importance of...**

- The Battle of Little Bighorn 1876 for government attitudes towards the Plains Indians
- The winter of 1886-87 for the cattle industry
- The Dawes Act, 1887 for the way of life of the Plains Indians
- The Johnson County War 1892 for law and order in the West
- The Oklahoma Land Rush of 1893 for settlement of the West

If you can't answer these—you need to revise some more !



## Revision Techniques:

AUDITORY / INERACTIVE	Tick list	VISUAL / CREATIVE	Tick list	BIG PICTURE EXERCISES	Tick list	SUMMARY ACTIVITES	Tick list	KINESTHETIC	Tick list	MEMORY	Tick list
GCSE podcasts		Make a movie / animation		Timelines		PMI a topic		Role play a scenario		Look, say, cover, write, check	
Youtube videos		Posters / Diagrams / Pictures		Key Date cards		SWOT a topic		Teach a pet		Create a test	
Create a Game		Mnemonics / songs		American map of development		Flash cards		Teach a parent		Talk for 1 minute!	
Interactive ICT		Storyboards / cartoons		Flow charts / road maps		Source / Picture annotation		Teach a friend		Test a friend	

# How do I answer questions about The American West?

## 1. CONSEQUENCE [8]

Explain **two** consequences of...  
In this answer you are explaining the result of something and the difference it made.

# C.R.I.S.P

Two paragraphs – one for each consequence.

You must say what the consequence was and then **EXPLAIN** the **impact and difference** it made.



**POINT.** One consequence was...

**EVIDENCE.** For example...

**EXPLAIN.** The results/consequence of this was...

**POINT.** Another consequence was..

**EVIDENCE.** For example..

**EXPLAIN.** This led to/resulted in...

## 2. NARRATIVE ACCOUNT [8]

Write a **narrative account** analysing...

**KEY SKILLS:**

- Explain how one event led to another.
- Do this in a logical chronological order.
- Always remember to add a point of your own.
- Always link back to the question.
- Refer back to the question at the end.
- Use specific evidence (see separate box)



There is no set structure for this – just make sure your answer is sequenced.

- Point 1 given in the question.
- For example/instance.... (what was it? What happened? Provide facts/evidence)
- Explain how this led to the next stage and link back to the question.
- Point 2 given in the question.
- For example/instance.... (what was it? What happened? Provide facts/evidence)
- Explain how this led to the next stage and link back to the question.



**What about my own point? This can be included at any stage of your answer.**

## 3. IMPORTANCE [16]

Explain the **importance** of two of the following.....

- Explain each reason fully with clear evidence
- Refer back to the question throughout
- 8 marks** = quality of background knowledge.
- 8 marks** = explanation of the importance of the factors.

# C.R.I.S.P

**P.** Firstly, one important factor was.....

**E.** For example... (what did it do? Add knowledge and facts here)

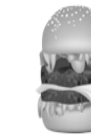
**E.** Explain its importance? Why was it important? What made it so important? Explain this clearly.



**P.** Secondly, another important factor was.....

**E.** For example... (what did it do? Add knowledge and facts here)

**E.** Explain its importance? Why was it important? What made it so important? Explain this clearly.



This is a 16 mark question so you must be prepared to develop your answer and add as much detail as you can.

'This was an important factor because.....which meant.....



## **EXPLAINING CONSEQUENCES:**

- This led to..
- This meant that...
- **As a result of..**
- **The effect of this was..**
- **Consequently..**
- **The consequence was..**
- **This made a difference as..**
- **This changed the way..**



## **What should I use as EVIDENCE?**

- D** - Dates
- A** - Acts/laws
- T** - key Terms
- E** - Events
- S** - Statistics



## **Writing a narrative account:**

- This led to..
- **In order to...**
- **Despite this....**
- **As a consequence...**
- **The effect of this was..**
- **Consequently..**
- **Without this..**
- **All of these events led to**



## **Explaining Importance:**

- **This was essential..**
- **This was key..**
- **A vital part was..**
- **Without this..**
- **This mattered significantly as..**
- **This resulted in..**
- **This changed..**
- **It meant they relied on..**

