

Scheme of Work – Paper 1 and Paper 2

American option: The history of USA, 1820–1941

Cambridge International AS & A Level History 9489

For examination from 2021



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place to ensure that the syllabus is covered fully. What follows is just one possible approach and you should always check the syllabus for the content of your course. You can choose what approach to take, and you know the nature of your institution and the levels of ability of your learners.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by the teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and the size of the class. The length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that History is an academic discipline that is based on the study and interpretation of a range of different types of historical evidence. The key concepts are highlighted separately in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Cause and consequence

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

Key Concept 2 (KC2) – Change and continuity

The patterns, processes and interplay of change and continuity within a given time frame.

Key Concept 3 (KC3) – Similarity and difference

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

Key Concept 4 (KC4) – Significance

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

Key Concept 5 (KC5) – Interpretations

How the past has been subsequently reconstructed and presented by historians.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance on how many hours are recommended for each topic.

Topic	Suggested teaching time (hours/% of the course)
The origins of the Civil War, 1820–61	This unit should take about 45 hours/25% of the course.
Civil War and Reconstruction, 1861–77	This unit should take about 45 hours/25% of the course.
The Gilded Age and Progressive Era, 1870s–1920	This unit should take about 45 hours/25% of the course.
The Great Crash, The Great Depression and the New Deal Policies, 1920–41	This unit should take about 45 hours/25% of the course.

Resources

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge International teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as a PDF and an editable version in Microsoft Word format on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word, you can download Open Office free of charge from www.openoffice.org.

Websites

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

The websites referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the specific resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International AS & A Level History syllabus and it provides some ideas and suggestions for how to cover the content of the syllabus. We have designed the following features to help guide you through your course:

Learning objectives help your learners by making clear the knowledge they are trying to build. Pass these objectives on to your learners by expressing them as 'We are learning to / about ...'.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
How was the issue of slavery addressed between 1820 and 1850?	Learn about the attempts at Compromise: the Missouri Compromise and the Compromise of 1850.	<p>Research task In groups or pairs, use online lesson http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-thelesson and other resources to produce a presentation on the causes and solutions of the Missouri Compromise.</p> <p>Discussion: How much of a compromise was 1820? What future problems might there be? Teacher-led introduction on the growing tension, which led to the need for a new Compromise and the role of Henry Clay in formulating the Compromise of 1850.</p> <p>Research task: in pairs, learners research the main terms of the compromise and the role of Stephen A. Douglas in passing it through Congress. www.ushistory.org/us/30d.asp</p> <p>Extension activity Learners use a transcript of the Compromise www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript and a podcast on Henry Clay www.npr.org/templates/story/story.php?storyId=7043103 to expand their understanding and their presentations. (I)</p>

Extension activities provide your abler learners with further challenges beyond the basic content of the course. Innovation and independent learning **(I)** are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past papers, specimen papers and **mark schemes** are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

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Formative assessment (F) is ongoing assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt: you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Topic 1: The origins of the Civil War, 1820–61

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How was the issue of slavery addressed between 1820 and 1850?</p> <p>KC2 KC3</p>	<p>Understand the political system in 1820, learning about the practical application of the Constitution and developing an understanding of the balance of sectional interests.</p>	<p>Learners are given a presentation of visual and written sources and take notes on what they can learn from these sources about the politics, economy and society of the USA in 1820. They feedback their impressions to the rest of the class.</p> <p>Teacher-led introduction on the political system in the USA in 1820 www.rogerdarlington.me.uk/Americanpoliticalsystem.html Learners are given a diagram showing the structure of the US political system. They make notes from this website about each of the elements.</p> <p>Extension activity Learners read the short article here https://classroom.synonym.com/major-changes-american-politics-late-1820s-10408.html and make notes on the changes already taking place in the US political system by the 1820s. What implications might these changes have? (I)</p> <p>Learners research and summarise their reading about the beginnings of the United States and the position of slavery in society. (I)</p> <p>Class discussion Why was slavery becoming a political issue by 1820? Follow up with an individual written task on this issue. (F)</p>
	<p>Learn about westward expansion and the absorption of Texas, and understand the impact of territorial expansion.</p>	<p>Learners watch YouTube video on the ‘Expansion of the United States Map 1763Present’. www.youtube.com/watch?v=rwGRheUQMY8</p> <p>In pairs, learners use their knowledge and other resources (e.g. the ‘learner.org’ link) to build a timeline of expansion. Learners colour-code their expansion timelines to show how economic, political and social factors affected expansion. (I)</p> <p>Learners could use the quiz at the end of this link www.learner.org/interactives/historymap/states.html to challenge other learners’ knowledge and check their own in small groups. (F)</p> <p>Class discussion What issues might arise for the US government from territorial expansion?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about population growth and movement and understand their impact.	<p>Learners complete a chart to show the reasons why people moved west in the early nineteenth century. Using textbooks and websites, learners investigate why it was possible to move west in the nineteenth century. (I)</p> <p>Teacher-led introduction on Manifest Destiny and its meaning and use from the 1840s onwards Lead learners through the article by John L. O’Sullivan on Manifest Destiny www.mtholyoke.edu/acad/intrel/osulliva.htm.</p> <p>Learners watch the YouTube video from the Smithsonian on the painting <i>Westwards the Course of Empire Takes its Way</i> www.youtube.com/watch?v=6yfkvIQuq7s and discuss what it tells us about Manifest Destiny.</p> <p>Homework task Explain what Manifest Destiny meant and its use in the nineteenth century. (I)</p> <p>Extension activity Learners find other examples of artwork with a Manifest Destiny theme and write a description or give a presentation on its meaning www.csub.edu/~gsantos/cat16.html.</p>
	Learn about the attempts at compromise: the Missouri Compromise and the Compromise of 1850.	<p>Research task In groups or pairs, learners use online lesson http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-thelesson and other resources to produce a presentation on the causes and solutions of the Missouri Compromise.</p> <p>Class discussion How much of a compromise was 1820? What future problems might there be?</p> <p>Teacher-led introduction on the growing tension which led to the need for a new Compromise, and the role of Henry Clay in formulating the Compromise of 1850.</p> <p>Research task In pairs learners research the main terms of the compromise and the role of Stephen A. Douglas in passing it through Congress. www.ushistory.org/us/30d.asp</p> <p>Extension activity Learners use a transcript of the Compromise www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript and a podcast on Henry Clay www.npr.org/templates/story/story.php?storyId=7043103 to expand their understanding and their presentations. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How and why did sectional divisions widen between 1850 and 1856?</p> <p>KC1 KC2 KC4</p>	<p>Understand the problems arising from the Compromise of 1850 and the application of the Fugitive Slave Act.</p>	<p>Teacher-led introduction on the main terms and operation of the Fugitive Slave Act, as part of the Compromise of 1850. This video http://video.pbs.org/video/2319483495/ offers a good summary with questions for moving on.</p> <p>In pairs, learners research the different reactions to the Fugitive Slave Act and prepare for a role-play, taking the role of either Southerners or Northerners. http://suite101.com/article/the-fugitive-slave-act-of-1850-and-northern-response-a223971</p> <p>Group task Learners join with another pair representing the opposite point of view and explain the reactions/fears/hopes of their side.</p> <p>Learners read the article on the Fugitive Slave Act by Eric Foner and write a six-point summary of his opinion. (I) http://herb.ashp.cuny.edu/items/show/1489</p> <p>Extension activity Learners find and summarise other historians' opinions of the Fugitive Slave Act.</p>
<p>Learn about the issue of Kansas and understand its impact.</p>		<p>Learners research the problem of the Nebraska territory and why an act was passed. (I) The website www.ourdocuments.gov/doc.php?flash=false&doc=28 is useful here. Learners note the main points of the Kansas–Nebraska Act.</p> <p>Teacher-led discussion of the role of Stephen A. Douglas in Kansas–Nebraska important?</p> <p>Group task Learners prepare 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. www1.assumption.edu/ahc/Kansas/default.html</p> <p>Debate 'This house believes that the Civil War began in the Kansas–Nebraska territory.'</p>
<p>Learn about changes in the party-political system and understand reasons for the decline of the Whigs and the rise of</p>		<p>Teacher-led introduction 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.</p> <p>Research task Working in pairs, each learner researches either the Know Nothings or the Republicans www.shmoop.com/political-parties/the-second-party-system.html.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	the Republicans.	<p>Each learner in a pair produces a fact sheet briefly summarising:</p> <ul style="list-style-type: none"> • what the party they researched stood for • who voted for them • their electoral success or failure. <p>Learners design a revision task/quiz for their partner on the party they researched.</p> <p>Learners read and summarise a text/article on the Rise of the Republican party. (I)</p> <p>Learners produce a summary diagram to answer the question: why did the Republican party emerge as the main challenger to the Democrats? (F)</p>
	Understand the significance of States' Rights.	<p>Learners are given a definition of States' Rights, e.g. https://guides.lib.jjay.cuny.edu/c.php?g=288398&p=4496530 They make notes on the rest of the extract on this web page to decide how many of the problems facing the USA by the 1850s can be attributed to States' Rights. They also list any other factors which caused tension.</p> <p>Homework task <i>The issue of States' Rights was the most important cause of tension in the USA by the late 1850s. How far do you agree? (F)</i></p> <p>Extension activity Learners read the following article and note the main points: www.npr.org/sections/itsallpolitics/2011/04/12/135353655/slavery-not-states-rights-was-civil-wars-cause?t=1543221189779 They decide whether the article challenges or supports the position they took in the written task above.</p>
<p>Why did the Republicans win the 1860 presidential election?</p> <p>KC1 KC2 KC3 KC4</p>	Understand the growing strength of abolitionism, e.g. John Brown.	<p>Teacher-led introduction on the reasons for the growth of abolitionism. Learners research the life of John Brown and produce a timeline showing the events at Harpers Ferry in 1859. www.wvculture.org/history/jnobrown.html (I)</p> <p>Group task In pairs, learners produce a summary in diagram or text form to show how the events covered in this topic so far helped the Republican cause. www.pbs.org/wgbh/aia/part4/4p2940.html</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the emerging notion of 'slave power', e.g. Dred Scott.	<p>Teacher-led introduction on the notion of 'slave power' and how this arose.</p> <p>Learners watch this video www.youtube.com/watch?v=9j3IKSs2ZoA and make notes on the Dred Scott judgement, focusing on:</p> <ul style="list-style-type: none"> • why the case occurred • what the verdict was • why the verdict was controversial. <p>Learners read the transcript of the Dred Scott judgement www.ourdocuments.gov/doc.php?doc=29 and discuss as a class or in groups.</p> <p>Learners read the article by David Blight on the Dred Scott decision www.pbs.org/wgbh/aia/part4/4i3090.html and summarise why the decision was important in five bullet points. (I)</p>
	Understand the reasons for increasing confrontation within and between the North and South.	<p>Group task</p> <p>Based on what learners have studied so far, ask: why was there increasing tension between North and South by 1860?</p> <p>Each group can discuss one of the events/issues below:</p> <ul style="list-style-type: none"> • John Brown's raid at Harpers Ferry • the Missouri Compromise • the Compromise of 1850 • the Dred Scott Judgement • Kansas–Nebraska • Bleeding Kansas • Bleeding Sumner • States' Rights <p>The whole class feed back on their group work and take notes on the presentations from other groups. The whole class discuss whether all the events/issues were equally important or whether some were more significant than others. Can the events/issues be categorised to show their relative importance?</p> <p>Extension activity</p> <p>Using the quiz on this website https://quizlet.com/7765592/key-events-leading-tension-before-the-civil-war-flash-cards/ as a model, design a quiz to test the class on what they have learned so far.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the impact of the Lincoln–Douglas Debates.	<p>Teacher-led introduction to the Debates and the context of the 1858 congressional elections. www.youtube.com/watch?v=2cYWUIEV3Mg</p> <p>Class discussion Why did the Debates become such a focus of national attention?</p> <p>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.</p> <p>Extension activity Learners read the article on the House Divided speech that Lincoln gave: <i>The Speech that Changed the World</i> http://lincoln.lib.niu.edu/lincolndouglas/. Learners produce a summary of why the author thinks the speech is so important. (I)</p>
	Learn about the election campaign of 1860 and the divisions within the Democratic Party.	<p>Research task Working in groups of four, learners research the election campaign of 1860. Each learner should concentrate on one of the candidates:</p> <ul style="list-style-type: none"> • Abraham Lincoln • Stephen A. Douglas • John Breckinridge • John Bell. <p>Groups should produce a double page (A3) newspaper spread on:</p> <ul style="list-style-type: none"> • the positions the candidates took • where their main support was • what happened during the campaign • how the Democrat and Republican parties fought the election. <p>Learners should consider the similarities and differences between the positions of these candidates.</p>
Why did the Civil War begin in April 1861? KC1	Understand the reactions to the results of the 1860 presidential election.	<p>Homework task Using https://uselectionatlas.org/RESULTS/national.php?year=1860&f=0&off=0 as a starting point, learners produce a script for a podcast on the results of the 1860 election.</p> <p>Learners can also record their podcast or make a YouTube video in the style of an ‘election night’ programme.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC3 KC4		<p>Research/Homework task: learners read and summarise a written source on how Lincoln's election victory led to the outbreak of war. Prepare for a discussion on whether Lincoln's victory made war inevitable. (I)</p> <p>Discussion Did President Lincoln's election make the Civil War inevitable?</p>
	Learn about the reasons for, and impact of, the secession of the seven Deep South States.	<p>Learners analyse a cartoon/series of cartoons https://riversong.wordpress.com/the-right-of-secession/ and make inferences about secession: What are the similarities and differences in the way secession is presented?</p> <p>Learners watch the following video and take guided notes www.youtube.com/watch?v=4Zavtvct-8U Learners use texts and websites www.historynet.com/secession to develop a timeline of the process of secession.</p> <p>Extension activity Learners watch this short video www.pbs.org/video/was-it-inevitable-secession-debate-tn-civil-war-150-vn1mgs/ and carry out independent research to find answers to the following questions.</p> <ul style="list-style-type: none"> • Was secession inevitable? • Did secession make Civil War inevitable?
	Understand what happened at Fort Sumter and its	<p>Teacher-led introduction on the events of early 1861, focusing on why Fort Sumter was an important symbol for both sides. Learners read a range of material and take notes on what happened at Fort Sumter using www.history.com/this-day-in-history/fort-sumter-surrenders or www.battlefields.org/learn/civil-war/battles/fort-sumter.</p> <p>Learners work in groups to decide why the events led to war. Learners write their own exam-style question and mark scheme for this topic. Working in groups of three, learners plan a response to a part (a) question. (F)</p>
	Understand the aims of Abraham Lincoln and Jefferson Davis.	<p>In pairs, learners research the motivations and actions of Lincoln and Davis in the period leading up to the war and during its early stages. Pairs produce a timeline, colour-coded to show the actions of each man. Learners read and summarise some of the ideas on www.debate.org/debates/Abraham-Lincoln-was-a-better-president-than-Jefferson-Davis/1/, which attempt to analyse who was the better president and list some strengths and weaknesses of each.</p> <p>Homework task <i>Jefferson Davis was a better president than Lincoln.</i> How far do you agree?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners produce their own exam papers (and mark schemes) on a theme from the course, including relevant sources and appropriate part (a) or (b) questions. This can be source-based or in the style of Paper 2.</p>
<p>Past and specimen papers</p>		
<p>Past/Specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> <p>9489 Specimen Paper 1, Q2, sources paper 9489 Specimen Paper 2, Section B (Q5–8), structured questions 9389 Papers 11, 12 and 13, Q2, sources paper 9389 Papers 11, 12 and 13, Section B (Q5–8), structured questions</p>		

Topic 2: Civil War and Reconstruction, 1861–77

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why did the Civil War last for four years?</p> <p>KC1 KC3</p>	<p>Understand the changing military strategies of the two sides.</p>	<p>Teacher-led introduction to explain the progress of the Civil War and to show how the outcome was related to each of the issues outlined in the learning objectives for this section of the syllabus.</p> <p>Research task www.us-civilwar.com/ provides useful information for the following activity. Either working individually or in groups, learners prepare a timeline to show major developments and turning points in the conflict, focusing on the following questions: <ul style="list-style-type: none"> • what were the key battles / turning points in the war? • what military strategies were used by both sides and when and how did these change? • who made up the armies on both sides and when and how did this change? </p> <p>Class discussion Using the timelines created by the groups, discuss why the Civil War lasted for longer than expected.</p>
	<p>Compare the leadership of the two sides.</p>	<p>Learners watch this short video clip www.battlefields.org/learn/videos/leadership-during-civil-war on the importance of leadership in the outcome of the Civil War.</p> <p>Group task Learners make notes on one of the aspects below and produce a fact sheet (one side of A4 only) to present to the rest of the class. www.battlefields.org/learn/topics/civil-war-leaders</p> <p>Political leadership of both sides. <ul style="list-style-type: none"> • Who led each side? • What were their key policies? • How effective was their decision-making? <p>The leadership of Davis and Lee. <ul style="list-style-type: none"> • What was the offensive-defensive strategy? • Were the Confederacy too attack-minded? • Did the Confederacy put too much emphasis on Virginia? <p>The leadership of Grant and Sherman. <ul style="list-style-type: none"> • What was Grant's total-war strategy? • Why was Sherman important to Union victory? </p></p></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Were Union leaders more skilful, or did they simply have better forces? <p>Groups present their findings to the rest of the class and discuss whether leadership was the decisive factor in bringing about the outcome of the Civil War.</p> <p>Extension activity Learners watch the documentary here and note down any aspects of the film which challenge their existing views of Lincoln www.youtube.com/watch?v=NsHYEH-sADE.</p>
	Learn about the different resources available to each side.	<p>Learners study information from their textbooks or the internet to understand the differences in the resources available to each side. Websites such as these provide helpful information: www.nps.gov/resources/story.htm%3Fid%3D251 www.granburyisd.org/cms/lib/TX01000552/Centricity/Domain/287/Fact_Sheet_U8_Union_and_Confederate_Resources.pdf.</p> <p>Learners complete a chart covering categories such as those listed below to show the differences:</p> <ul style="list-style-type: none"> • finance • manpower • industry • economic strength • management of resources. <p>Class discussion How important was the issue of resources in determining the outcome of the war?</p>
	Understand the impact of foreign influences (Britain and France).	<p>Research task Learners research and produce a timeline to show US-European relations during the period leading up to the Civil War and during the war itself. Begin by looking at:</p> <ul style="list-style-type: none"> • British involvement in Oregon in 1846 • the influence of European powers in the Civil War • Napoleon III and the Civil War. <p>Homework task Learners write a 300-word response to support one side of the argument that foreign intervention had a great impact on the outcome of the Civil War. (F)</p>
How significant was the immediate impact of the Civil War	Limitations on civil liberties during the war.	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)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
(1861–65)? KC1 KC2 KC4		<p>www.usnews.com/news/history/articles/2009/02/10/revoking-civil-liberties-lincolns-constitutional-dilemma</p> <p>Learners summarise different contemporary views of Lincoln’s actions and how these actions have been regarded by historians. (I)</p> <p>Class discussion Is it correct to talk of Lincoln using ‘dictatorial’ powers during the Civil War?</p>
	Learn about the reasons for, and understand responses to, the Emancipation Proclamation.	<p>Teacher-led introduction to the Emancipation Proclamation, focusing on its impact on the war effort on both sides and on public opinion. http://edsitement.neh.gov/lesson-plan/emancipation-proclamation-freedoms-first-steps#sect-thelesson</p> <p>Research task In pairs, learners research how significant the Emancipation Proclamation was and write a six-point summary. http://vimeo.com/54467304</p> <p>Extension activity Learners research reactions to the Emancipation Proclamation, and find two contemporary sources which show reactions from different groups. They can assess the sources for similarities and differences.</p>
	Life in the Confederate States.	<p>Read the section on www.shmoop.com/civil-war/society.html about the South and write down five ways in which life in the Confederate States was impacted by the Civil War. (I)</p> <p>Research task In pairs, learners choose two items from their lists of impacts and find out more about them. Pairs produce a fact file (one side of a sheet) on those two impacts. (I)</p> <p>Share the detailed research about the different impacts within the class.</p> <p>Homework task Why was the South affected so badly by the Civil War? (F)</p>
	Democratic politics, North and South.	<p>Learners read the short introduction here and make outline notes on the impact of the Civil War on the Democrats www.ohiohistorycentral.org/w/Southern_Democratic_Party.</p> <p>Learners add to their notes by looking at articles such as this www.essentialcivilwarcurriculum.com/union-and-confederate-politics.html.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion How far did the Civil War damage the Democratic party?</p>
<p>What were the aims and outcomes of Reconstruction?</p> <p>KC1 KC2 KC4</p>	<p>Understand the nature of Presidential Reconstruction under Lincoln and Johnson.</p>	<p>Teacher-led introduction to the idea of Reconstruction and the plans under Lincoln to reconstruct the Union. The education-portal.com video has a good overview.</p> <p>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</p> <p>Research task In pairs, learners use ideas gained from the introduction to make a summary timeline of Presidential Reconstruction under Lincoln and Johnson. (I) www.sparknotes.com/history/american/reconstruction/section2.rhtml</p>
	<p>Understand Radical Reconstruction from Congress.</p>	<p>Homework task Learners read and summarise the main ideas of Radical Reconstruction and the main changes in focus from Presidential Reconstruction. (I) www.ushistory.org/us/35b.asp</p> <p>Research task In pairs, learners use <i>The Road to Impeachment</i> http://teachingamericanhistory.org/static/neh/interactives/impeach/ to produce a timeline of the conflict between Congress and Johnson from 1865–67.</p> <p>Homework task Why did Congress come into conflict with President Johnson over Reconstruction? (I)</p>
	<p>To learn about the reasons for, and passage of, Constitutional Amendments 13th, 14th and 15th.</p>	<p>Teacher-led introduction to the passing and content of the Reconstruction Amendments. You should ensure learners have a clear overview of what each said and how it was passed.</p> <p>Research task Learners research the passing of each amendment and write a brief revision fact file for each amendment. (I) The following websites have useful information and documentary evidence.</p> <p>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 www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
How successful was Reconstruction? KC1 KC2 KC4	Understand the changing position of ex-slaves.	<p>Research task In groups, learners produce a presentation on the way in which ex-slaves' lives changed during the Reconstruction era. They can start by looking at the resources on the Freedmen's Bureau Online and at information about the rise of sharecropping. http://freedmensbureau.com/</p> <p>Class discussion How far did Reconstruction advance the position of ex-slaves? www.pbs.org/wgbh/amex/reconstruction/sharecrop/index.html</p>
	Learn about the responses of the White South.	<p>Research task Working in groups, each learner should take responsibility for researching one of the following ways in which the White South responded to reconstruction:</p> <ul style="list-style-type: none"> • Black Codes • Ku Klux Klan • Redeemers • White League • Red Shirts <p>Groups of learners then use their research to construct a fact file on White South responses. www.pbs.org/wgbh/amex/reconstruction/kkk/sf_klan.html</p>
	Understand Grant's Reconstruction policies.	<p>Learners study the information on www.presidentprofiles.com//Grant-Eisenhower/Ulysses-S-Grant-Reconstruction.html and make notes to answer these questions.</p> <ul style="list-style-type: none"> • What was Grant's attitude towards Reconstruction? • Why were governments in the South readmitted to the Union? • Who were: <ul style="list-style-type: none"> ○ the Scalawags? ○ the Carpetbaggers? • What actions did Grant take against the KKK? • Why did the Freedmen's Bureau collapse? • Why was Grant keen to bring Reconstruction to an end? <p>Extension activity Learners carry out further research to draw up a balance sheet addressing the question of whether Grant's government did too much or too little to reinforce Reconstruction.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the Compromise of 1877 and the end of Reconstruction.	Teacher-led overview of the Compromise of 1877. http://compromiseof1877.com/info/info.htm Homework task Learners prepare and write an answer to a specimen exam paper question. (I) (F)
Past and specimen papers		
Past/Specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		
9489 Specimen Paper 2, Section B (Q5–8), structured questions		
9389 Papers 21, 22 and 23, Section B (Q5–8), structured questions		

Topic 3: The Gilded Age and Progressive Era, 1870s–1920

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why was the late nineteenth century an age of rapid industrialisation?</p> <p>KC1 KC2</p>	<p>Understand the reason for the growth of trusts, corporations and robber barons.</p>	<p>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. http://education-portal.com/academy/lesson/american-industry-development-in-the-gilded-age-bessemer-process-scientific-management-new-business-models.html</p> <p>Research task In pairs, learners use the theoretical knowledge they have gained about trusts and corporations to research either Andrew Carnegie or J.D. Rockefeller (each member of a pair researching a different individual). Encourage learners to concentrate on how these two figures used new practices such as trusts and corporations to drive industrialisation.</p> <p>Each learner produces a ten-point summary of the role of their individual in driving industrialisation to teach their partner. They could devise a quiz to test their partner's knowledge.</p>
	<p>Learn about the impact of technological innovations, e.g. electricity and the telephone.</p>	<p>Homework task Learners read the notes from Lesson 42 of www.socialstudieshelp.com and write down five inventions or patents which helped to fuel the industrialisation of the United States. (I)</p> <p>Research task In groups, learners choose two or three of the inventions or patents to research and prepare a presentation: 'How new technology helped to increase the speed of industrialisation'.</p>
	<p>Understand the importance of the growth of the railroads.</p>	<p>Read the overview on loc.gov of the importance of railways during the period and write a ten-point summary. (I) www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/</p> <p>Research task Learners work individually using text or internet resources to produce a spider diagram showing the impact of the railroads on:</p> <ul style="list-style-type: none"> • the economy • society. <p>Class discussion How important was new technology to industrialisation?</p>
	<p>Learn about trade</p>	<p>Teacher-led overview of tariffs, deskilling of labor and trade unions. http://education-</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	policies and protectionism.	<p>portal.com/academy/lesson/economic-policy-industrialization-in-the-us-during-the-industrial-revolution.html</p> <p>Research task Learners identify all the reasons for rapid economic growth they have encountered so far. (I) Working in groups they compile a list of reasons and organise this list in order of priority to show which factors they think had most influence.</p> <p>Class discussion Based on the lists, leading to a planning exercise where candidates write a plan to a Paper 2 part (a) question on this topic. (F)</p>
<p>How significant were the consequences of rapid economic growth in the late nineteenth century?</p> <p>KC1 KC2</p>	<p>Learn about the impact of new immigration from Southern and Eastern Europe.</p>	<p>Research task Learners read and make notes on the different push and pull factors that caused a boom in population during this era: (I) www.pbs.org/destinationamerica/usim_wn_flash.html</p> <p>Research task In pairs, learners produce a map showing the origins of new immigrants in the period using this website. www.ushistoryscene.com/uncategorized/immigrantscitiesdisease/</p> <p>Class discussion Did immigration have a positive or negative impact on the USA in this period?</p>
	<p>Understand periods of industrial growth and periods of economic recession.</p>	<p>Homework task Learners read about and then write a five-point summary of the ways big business was criticised in the late nineteenth century. (I)</p> <p>Research task In groups, learners research one of the topics below, then produce a worksheet, highlighting the factors which caused each one and the effects it had on people at the time. (G)</p> <ul style="list-style-type: none"> • The Panic of 1873 and the Long Depression • The recession of 1882–85 <p>http://projects.vassar.edu/1896/trusts.html</p>
	<p>Consider the impact of urbanisation on living conditions, e.g. housing, health,</p>	<p>Teacher-led introduction to the problems of city life in the late nineteenth century. The Filthy Cities documentary is very useful. www.youtube.com/watch?v=DMZxVDioNbs</p> <p>Research task</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>safety.</p> <p>Understand reasons for, and the impact of, the rise of organised labour in industry and agriculture, e.g. the Granger Movement and labor unions.</p>	<p>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> <p>Encourage learners to research the impacts on two different cities and compare them. http://ci.columbia.edu/0240s/0243_2/0243_2_s1_text.html</p> <p>Learners study the cartoon here www.gilderlehrman.org/content/grange-movement-1875 and discuss what they can learn from this source about farming in nineteenth-century America.</p> <p>Learners use the information here to produce a timeline showing the development of the Granger Movement. https://cs.stanford.edu/people/eroberts/cs201/projects/corporate-monopolies/dangers_grangers.html</p> <p>Homework task Why did farmers feel that they were being treated unfairly? (F)</p> <p>Research task Learners read information from this or other websites www.apstudynotes.org/us-history/topics/rise-of-unions/ and take notes to explain:</p> <ul style="list-style-type: none"> • when and why labor unions began to develop • what the National Labor Union was and what its demands were • how the government reacted to the Union and strike action. <p>Extension activity Research two other union organisations (such as the AFL or Knights of Labor) and add further information to their notes.</p>
<p>What were the main aims and policies of the Progressive Movement, and how popular were they?</p> <p>KC1 KC2 KC4</p>	<p>Understand the limits on party machines and bosses.</p>	<p>Teacher-led overview of the main ideas behind the Progressive movement.</p> <p>Research task In groups, learners research how local progressive movements began to change the way politics operated and prepare a presentation on 'Local achievements of Progressivism'. www.heritage.org/research/reports/2007/07/the-progressive-movement-and-the-transformation-of-american-politics Learners can start by looking at how the following were used:</p> <ul style="list-style-type: none"> • the Initiative and Referendum • the Recall • the Direct Primary • direct election of senators • commissions and city management plans.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Homework task Learners read the article www.boundless.com/u-s-history/the-progressive-era-1890-1917/the-politics-of-progressivism/features-of-progressivism/ and summarise the argument it makes about how Progressivism transformed American politics. (I)</p> <p>Discussion Why did Progressives challenge the way politics was run in the late nineteenth and early twentieth centuries?</p>
	Learn about the Temperance movement and the reasons for Prohibition.	<p>Research task In pairs, learners write a six-point summary of why Progressives fought for Prohibition. www.boundless.com/u-s-history/the-progressive-era-1890-1917/the-politics-of-progressivism/prohibition/</p> <p>In pairs or individually, learners read the source extract from a Temperance meeting and summarise the ideas of the women at the meeting on Prohibition. (I) www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/policy.html</p> <p>In pairs, learners collect and analyse other sources such as cartoons and speeches on the Temperance and Prohibition campaigns.</p> <p>Homework task Explain why and how Progressives fought for a policy of Prohibition. (I)</p>
	Understand female emancipation.	<p>Teacher-led introduction to the women's movement at the beginning of the twentieth century and how it fitted in with Progressive ideas. http://education-portal.com/academy/lesson/womens-suffrage-early-feminism-movement-19th-amendment-leaders.html gives a good overview.</p> <p>Learners read the source on the loc.gov website written by Robert La Follette (a leading Progressive) on women's suffrage and write a four-point summary of his views. (I) www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/publrole.html</p> <p>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. http://memory.loc.gov/ammem/naw/cattbio.html</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the regulation of private corporations.	<p>Teacher-led introduction to the ways Progressives tried to take on unregulated big business and institute new laws. This video gives a good introduction: http://education-portal.com/academy/lesson/trust-busting-and-government-regulations-on-economy-industry-in-the-progressive-era.html</p> <p>Research task In pairs, learners listen to the podcast www.npr.org/templates/story/story.php?storyId=1580844 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 the passing of food safety regulation.</p> <p>Homework task Learners write a summary of some of the other important Progressive books which looked at how the industry and government of the period operated, for example: (I)</p> <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 <p>Written task: Why and in what ways did Progressives try to solve the problems of big business in early twentieth-century America? (F) (I)</p>
How successful was the Progressive Movement up to 1920? KC1 KC2 KC4	Assess the achievements of the Progressive presidents.	<p>In groups, learners research the career of either Theodore Roosevelt or Woodrow Wilson. They should look at both the successes and the difficulties each faced during his presidency. Learners use the information to produce either a wall display or a website for use by other AS Level students. Learners should try to include different sources and opinions in their displays/websites.</p> <p>http://elections.harpweek.com/1904/cartoons-1904-list.asp?Year=1904 http://memory.loc.gov/ammem/collections/troosevelt_film/ www.pbs.org/wgbh/americanexperience/features/general-article/tr-domestic/</p> <p>Homework task Learners choose two Progressive policies of Woodrow Wilson and summarise how successful each was. (I) www.shmoop.com/progressive-era-politics/politics.html</p>
	Learn about the constitutional reforms.	<p>Teacher-led overview of the content of the 16th, 17th, 18th and 19th Amendments. Learners watch this video www.youtube.com/watch?v=aDP3JUC1tdk</p> <p>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 it was.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Understand state vs. federal successes.	<p>Research task How far was the Progressive movement a success for federal government at the expense of state governments?</p> <p>Learners study texts and online resources such as: https://courses.lumenlearning.com/boundless-ushistory/chapter/conclusion-the-successes-and-failures-of-progressivism/ www.digitalhistory.uh.edu/era.cfm?eraID=11&smtID=2</p> <p>Homework task Write your conclusion to the above research question. (F)</p> <p>Extension activity Read the article here www.crf-usa.org/election-central/the-progressives.html and answer the questions which accompany it.</p>
	Consider the limits of the Progressive Movement.	<p>Produce an annotated timeline showing the ways in which Theodore Roosevelt and Woodrow Wilson could be considered Progressive and highlighting any limitations on their Progressive politics. (I)</p> <p>Read this article http://glencoe.mheducation.com/sites/0012122005/student_view0/chapter20/where_historians_disagree.html and summarise the ways in which historians have disagreed about the impact of the Progressive era. (I)</p>
Past and specimen papers		
<p>Past/Specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> <p>9489 Specimen Paper 2, Section B (Q5–8), structured questions 9389 Paper 21, 22 and 23, Section B (Q5–8), structured questions</p>		

Topic 4: The Great Crash, the Great Depression and the New Deal policies, 1920–41

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What were the causes of the Great Crash?</p> <p>KC1 KC2</p>	<p>Learn about the structural weaknesses in the US economy in the 1920s, e.g. disparity between agriculture, traditional and new industries.</p>	<p>Learners study the information here www.economicshelp.org/blog/76/economics/wall-street-crash-1929/. There is also a useful timeline here www.thebalance.com/great-depression-timeline-1929-1941-4048064.</p> <p>Learners produce an overview showing how each of the following contributed to the Wall Street Crash:</p> <ul style="list-style-type: none"> • buying on credit • buying on the margin • the slow-down in consumption / market saturation • the recession in agriculture • weakness in the banking system • unrealistic expectations.
	<p>Understand the reasons for, and impact of, the growth of consumerism, e.g. hire purchase and buying on the margin.</p>	<p>Learners watch the short video here www.awesomestories.com/asset/view/Stock-Market-Crash-of-1929-Buying-on-Margin.</p> <p>Using their outline notes from the previous lesson, learners consider how hire purchase and buying on the margin contributed to the Great Crash.</p> <p>Homework task Why did buying on the margin help to cause the Great Crash? (F)</p>
	<p>Understand the importance of mass production and oversupply.</p>	<p>Teacher-led introduction on mass production made the US economy boom in the 1920s; why was it also a cause of the Great Crash?</p> <p>Group task Learners produce a flow diagram to show how overproduction led to the Depression. Learners consider how other factors can be linked to overproduction.</p>
	<p>Assess the impact of government policies.</p>	<p>Research task How did government policies contribute to the Great Crash? Learners should consider these questions.</p> <ul style="list-style-type: none"> • What did the government do to encourage trade in the boom? • Did this make things better or worse in the Depression? • How did the government react to the first signs of weakness from the stock market?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What were the causes and impacts of the Great Depression?</p> <p>KC1 KC2</p>	<p>Describe the main features of the Great Crash (October 1929).</p>	<p>Teacher-led introduction to the main features of the Great Crash of 1929 showing a timeline of how events unfolded.</p> <p>This video shows how the Great Crash impacted the lives of four individuals: www.youtube.com/watch?v=XTBpS8pjvmQ</p> <p>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)</p> <p>In pairs, learners produce 'An Encyclopedia 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 • the fall in prices • production figures. <p>www.johndclare.net/America6.htm www.shmoop.com/great-depression/economy.html www.bbc.co.uk/learningzone/clips/unemployment-in-1930s-america/11163.html</p>
	<p>Learn about the responses of the Hoover government and industry to the Great Crash.</p>	<p>Teacher-led introduction to the immediate aftermath and effects of the Great Crash.</p> <p>Homework task Learners prepare for a debate with the title 'The Do-nothing President' by researching the beliefs and actions of Herbert Hoover in the early years after the Crash. Remind learners that they need solid arguments and evidence to support their points. (I) www.gilderlehrman.org/history-by-era/new-deal/resources/herbert-hoover-great-depression-and-new-deal-1931%E2%80%931933</p>
	<p>Understand the reasons for, and impact of, the collapse of the financial system.</p>	<p>Learners complete a timeline to show the stages in the collapse of the financial system.</p> <p>Class discussion</p> <ul style="list-style-type: none"> • Why was the banking system weak? • Why did the Crash lead to the collapse of the banks?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners produce a PowerPoint presentation of no more than six slides to show how the Great Crash came about.</p>
	Understand the social consequences of mass unemployment, e.g. Hoovervilles and employment discrimination.	<p>Learners use one or more of the links below and record as many examples of the social consequences of mass unemployment that they can find. www.history.com/topics/1930s/photos#soup-kitchens-and-bread-lines http://depts.washington.edu/depress/hoovertown.shtml www.bbc.co.uk/learningzone/clips/unemployment-in-1930s-america/11163.html</p>
<p>How effective were Roosevelt's strategies to deal with the domestic problems facing the USA in the 1930s?</p> <p>KC1 KC2 KC3 KC4</p>	Learn about Roosevelt's First Hundred Days.	<p>Teacher-led introduction giving an overview of the election campaign and results of 1932.</p> <p>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)</p> <p>Learners research and summarise (in the form of a timeline) the actions Roosevelt took as part of his First Hundred Days. (I)</p>
	Understand the development of New Deal policies and the need for the Second New Deal.	<p>In small groups, learners choose one of the Alphabet Agencies created as part of the First New Deal and prepare a presentation on its aims and impact.</p> <p>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> <p>www.youtube.com/watch?v=gSZdbrykx18 www.shmoop.com/franklin-d-roosevelt-fdr/first-100-days.html www.johndclare.net/America8.htm</p>
	Understand Roosevelt's political strategies, e.g. the New Deal Coalition.	<p>Learners watch this short clip www.youtube.com/watch?v=1GIFx9J33gY and make outline notes on the New Deal Coalition.</p> <p>Learners build up their notes using this article and the links it provides to other websites https://moderndemocracymovements.weebly.com/the-new-deal-coalition.html.</p> <p>Learners create a fact sheet for a class revision activity on Roosevelt's political strategies.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the reasons for the Roosevelt Depression/Recession (1937–38).	<p>Ask learners to review what they have learned about the New Deal by discussing the following question: based on what you know about New Deal policies, do you think that unemployment would have been ended by 1937? Ask them to record in a table all the evidence for why the policies should have worked and any evidence showing why they did not.</p> <p>Learners share their ideas in class and build a more detailed table www.ushistory.org/us/49g.asp.</p>
<p>Why was there opposition to the New Deal policies and what impact did it have?</p> <p>KC1 KC4</p>	Understand why there was opposition from the liberal left and what forms this took.	<p>In groups of three, each learner researches one of the following leaders of the liberal left who challenged FDR:</p> <ul style="list-style-type: none"> • Huey Long • Charles Coughlin • Father Townsend. <p>Learners produce a fact file about their leader to share with the rest of their group. For each person, learners should consider these questions.</p> <ul style="list-style-type: none"> • Why were they opposed to the New Deal? • Which policies/aspects did they want to change/replace? • How popular were their ideas? • What were the weaknesses/problems with their ideas? • How influential was their opposition? <p>www.ssa.gov/history/cough.html https://en.wikipedia.org/wiki/Huey_Long https://en.wikipedia.org/wiki/Francis_Townsend</p>
	Understand how and why the conservative right opposed the New Deal.	<p>Teacher-led overview of right-wing opposition to the Second New Deal, including the levels of effectiveness of the Republican Party.</p> <p>Ask learners to develop more detailed notes on the reasons for opposition to the New Deal from:</p> <ul style="list-style-type: none"> • the American Liberty League • Anti-New Deal Democrats. <p>Learners cover similar questions to those they looked at for the left-wing opposition.</p> <ul style="list-style-type: none"> • Why were these groups opposed to the New Deal? • Which policies/aspects were they particularly opposed to? • How popular/influential were their ideas? • How effective was this opposition? <p>www.boundless.com/u-s-history/the-new-deal-1933-1940/the-legacy-of-the-new-deal/setbacks-for-the-president/</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Understand why there was opposition from the Supreme Court.	<p>Read the information here www.socialstudieshelp.com/Lesson_87_Notes.htm and write a five-point summary of how the Supreme Court opposed the New Deal. (I)</p> <p>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.</p> <ul style="list-style-type: none"> • What did happen? • How did Roosevelt respond? • What effect did it have on the New Deal? <p>Homework task Did Supreme Court opposition make the New Deal less successful? (I)</p>
	Understand how Roosevelt responded to opposition.	<p>Learners consider how Roosevelt reacted to opposition, focusing on these questions.</p> <ul style="list-style-type: none"> • Did the Second New Deal show signs of having been influenced by left-wing opposition? • What impact did criticism about financing have? • What was the court-packing plan? <p>www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3450</p> <p>Group task Learners work in small groups to plan a response to a Paper 2-style question on this topic. They could then write up their responses individually under timed conditions, or as a group writing a paragraph each. (F)</p>
Past and specimen papers		
Past/Specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

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