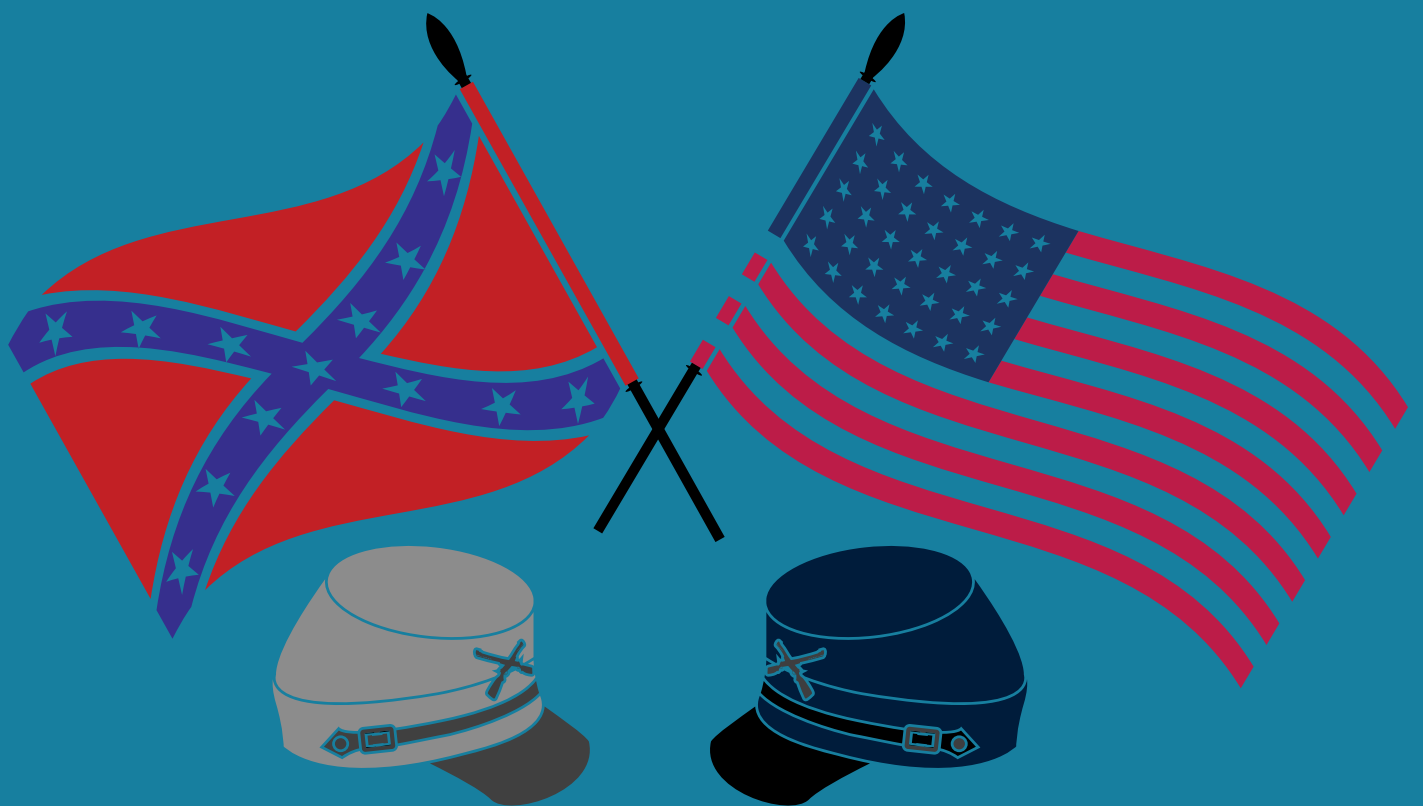


AQA GCSE (9-1) HISTORY
AMERICA 1840-95: EXPANSION & CONSOLIDATION

EXAM BUSTER

REVISION GUIDE



STUDENT NAME

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ABOUT THIS REVISION GUIDE

This revision guide is split into four main sections which cover all the content that AQA require students to know as they take the GCSE (9-1) History paper on America 1840-95: Expansion & Consolidation (**see guidance note**).

Each section starts with the key knowledge that students need to learn. This knowledge is followed by review activities to help test that knowledge, as well as exam-style questions.

The QR codes on the back of this revision booklet take students to example answers to these questions, as well as a wide range of other interactive learning activities which will help them revise for America 1840-95.

**** Making sense of this book****

Guaranteeing the coverage of a specification is a daunting task, and ensuring it is understood is equally daunting. When reading the contents of this Exam Buster booklet you can be forgiven for thinking that it does not follow the AQA specification, or give a complete coverage of the unit; however, rest assured that it does, as the table below will demonstrate.

The order of the content has been intentionally adjusted. Through our experience as classroom teachers and examiners, we have grouped course content together into broad themes, in order to avoid common misconceptions and mistakes. While many will approach the specification and follow it exactly in the order it is published, that does mean that there is a lot of 'jumping' between topics, making the learning seem interrupted. The Mormons, Indian Wars and the American Civil War are three examples of topics which are broken up across the unit.

The rationale behind this new structure is that students can develop their knowledge and understanding of the three main themes or broad areas of study within the unit, so they can better see where the overlap occurs whilst also developing their chronological understanding.

Key Topic 1: Moving West & Settling		AQA Specification
1.1	The Great American Desert	1.1 The geography of North America
1.2	Who moved West & why?	1.2 Why the early settlers went west and the challenges they faced
1.3	Settling in the West	3.1 The continued settlement of the west 2.3 Coming to terms with the Mormons
Key Topic 2: Indians & White Americans		
2.1	The Plains Indians' way of life	1.3 Dealing with a different culture
2.2	Early American government policy towards the Plain Indians	1.3 Dealing with a different culture 2.1 Increasing conflict on the Plains
2.3	The Indian Wars 1862-1867	2.1 Increasing conflict on the Plains
2.4	The resolution of the 'Indian problem' after 1865	3.3 Resolution of the 'Indian problem' after 1865
Key Topic 3: Civil War & Reconstruction		
3.1	Background to the American Civil War, 1861-65	2.2 The background to the American Civil War
3.2	The social and economic impact of the American Civil War on civilian populations	2.2 The background to the American Civil War
3.3	The aftermath of the American Civil War	3.1 The aftermath of the American Civil War

TIMELINE OF KEY EVENTS

Date	Details
28 th May 1830	Indian Removal Act This act established the Permanent Indian Frontier in the West. Many Indians were moved from their lands in the East and beyond the frontier to be settled in the West.
27 th June 1845	Murder of Joseph Smith The Mormon leader was killed whilst in prison. This convinced Brigham Young of the need to move West, away from religious persecution.
27 th December 1845	Manifest Destiny The phrase, coined by journalist John L. Sullivan, which described the expansionism of white Americans and inspired people to move West.
Feb 1846	Mormons leave to travel West The first group of Mormons left the East and began their resettling in Salty Lake City, outside the control of the US government.
1846-48	Mexican-American War A war triggered by the annexation of Texas. It led to US armies capturing Mexican territory and increasing the size of America. The US government forced Mexico to sign to the treaty of Guadalupe Hidalgo.
1849	Gold Rush Movement of the so called "49ers" to California in search of gold discovered in the Sierra Nevada mountains (in 1848). This led to a sharp increase in the population of California which reached 250,000 people in four years.
September 1850	The Compromise of 1850 A compromise between Northern and Southern States to allow California to join the Union as a free state but the South was to be compensated with the Fugitive Slave Act and there was permission for new states in the South to choose for themselves whether to allow slavery.
1851	Indian Appropriations Act This created legally recognised reservations intended to protect the Native Americans from Westward expansion but, in reality, the Indians were forced to live on these reservations.
17 th September 1851	(First) Fort Laramie Treaty An agreement between the white and Native Americans. White Americans were allowed to build forts and roads on the Indian land, and in return Indians agreed not to attack white Americans on the Oregon trail. They also received an annual subsidy and areas for hunting.
30 th May 1854	Kansas-Nebraska Act An act that allowed new states, Kansas and Nebraska, to decide whether to be slave or free states. This was seen to override the Missouri Compromise and led to violent clashes between pro and anti-slavery groups in a time known as Bleeding Kansas.
September 1858	Mountain Meadow Massacre An attack on a wagon train of white Americans travelling to California. It is believed the act was carried out by Native Americans or the Mormon Militia but neither has ever been proven. This led to the US government taking control of the Mormon territories.

Date	Details
6 th November 1860	Abraham Lincoln elected President of the United States Abraham Lincoln was known to oppose slavery and his election as president was not well supported in the South. His election prompted the secession from the Union by South Carolina, followed by 6 other states, to form the Confederacy.
1861-65	American Civil War A conflict between the Northern (Union) states of America and the Southern (Confederate) state of America. The key divide between these two groups was their view on slavery, however, there were other causes for the conflict.
20 th May 1862	Homesteader Act Encouraged settlement in the West by offering people 160 acres of land as long as they lived there for 5 years.
1 st January 1863	Emancipation Proclamation Abraham Lincoln signed a document to free the slaves in America in an effort to end the war. It allowed African Americans to join the Union's army.
1863-67	Cheyenne War One of the early Indian wars, a conflict between white Americans and Native Americans which lasted several years and involved attacks by Indians on ranches, and attacks against the Indians by local white militia groups.
29 November 1864	Sand Creek Massacre Colonel Chivington led soldiers from the Colorado militia in attacking an Indian camp and killing many Native Americans.
1865-68	Red Cloud's War A war between Native and white Americans, caused by the discovery of gold in the Rocky Mountains, which led to many white Americans crossing Indian lands and breaking the Fort Laramie Treaty.
6 th December 1865	Thirteenth Amendment An amendment to the US constitution which ended slavery and gave Congress the power to enforce it; it effectively ensured slavery could not be practised in the United States.
9 th July 1866	Fourteenth Amendment An amendment to the US constitution which made former slaves, and all people born in America, citizens of the United States.
21 st December 1866	Fetterman's Massacre Around 80 US soldiers led by Captain Fetterman were caught in a trap by Sioux Indians where they were killed and mutilated. The news of this horrified many white Americans.
6 th November 1868	(Second) Fort Laramie Treaty Concluded the early Indian Wars. The Great Sioux Reservation was created which non-Indians were not allowed to enter, and the US government had to remove its forces from the forts that had been built.
1869	Transcontinental Railroad completed The East and West were now connected by a railroad which made it easier for more people to move West and also to bring machinery to make settlement easier.
3 rd February 1869	Fifteenth Amendment An amendment to the US constitution which gave African Americans the right to vote and made it illegal to deny the right to vote on grounds of race or colour.

Date	Details
3rd March 1873	<p>Timber Culture Act Encouraged further settlement of the West after the Homestead Act by offering a further 160 acres of free land as long as settlers planted 40 acres of trees.</p>
1876-77	<p>Great Sioux War A war between the US army and the Indian Sioux Nation which was caused by the discovery of gold in the Black Hills. This led to the settlement by white Americans which broke the Fort Laramie Treaty of 1868.</p>
25th-26th June 1876	<p>Battle of the Little Bighorn A battle in which US army general, Custer, was defeated by an army of Sioux Indians led by Sitting Bull and Crazy Horse. It is widely believed the defeat was the fault of Custer although opinions vary, with some people believing he was unlucky.</p>
3 March 1877	<p>Desert Land Act Settlers could buy 640 acres of lands in areas where there was not much rainfall.</p>
8th February 1887	<p>Dawes General Allotment Act (Dawes Act) An act designed to break up and destroy Indian culture. Reservations were broken up into individual plots, Indians were encouraged to become farmers and children were to be prepared to live in the world of white Americans.</p>
28th December 1889	<p>Battle of Wounded Knee Final battle between the Native Americans and US army which defeated the Native Americans and effectively ended the Indian Wars on the plains.</p>

KEY TOPIC 1: MOVING WEST & SETTLING

1.1 The Great American Desert

The geography of North America

The American War of Independence freed colonists to explore and settle across the continent. They did this for a number of reasons and with varying amounts of success, as crossing and settling in this new continent presented a number of challenges to those who attempted it.

The land was made up of a varied terrain and features which made traveling West both difficult and dangerous. This land included the Great Plains, mountain ranges and weather conditions with extremes of cold and heat. It is important to remember the journey was long and took many months, plus the travellers carried everything they owned with them.

Characteristics of the Great Plains

Features	Problem
Enormous size	Getting there in the first place. Isolation when there.
Lack of trees	Nothing to build houses with. Nothing for fuel.
Semi-arid (little water available)	Need for drinking water. Need for water for animals.
Unpredictable weather, including extremely cold and violent winters	Very difficult to grow crops. Animals died in winter.
Strong winds	The winter 'Northers' brought hail and blizzards. Tornados destroyed houses.
Large open area with few trees and natural features	Easy to get lost. Nowhere to get protection from winds.
Inhabited by locusts and grasshoppers	These ate any crops.
Inhabited by wolves	Dangerous to people and livestock.

Attitudes to the Great American Desert: Manifest Destiny

This phrase was first used in 1845 by John L. O'Sullivan who was editor of a New York newspaper called The Morning Post.

"It is our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty."

This encouraged many white people to believe that it was their right to dominate the whole continent of America to fulfil their "**manifest destiny**". They believed that God wanted them to do this to spread Christian beliefs across America, and to make it habitable, ready for other Americans to move to in the future. They believed they would overcome the obstacles they faced and would civilise the Native Americans who already lived on the land.

What were the challenges of moving west?

- 1. Preparing for the long journey:** In order to settle, travellers would need to carry their belongings and would need to build a wagon to travel in. Sometimes these would struggle to cross the terrain and break on the hard ground in winter or be washed away when crossing rivers. Shortages could also develop as there was no way to replace items.
- 2. Weather conditions:** Weather added to these problems as winds could be very strong, which could break the wagons or cause cattle to stampede. It would also be extremely hot in the summer months which caused water shortages. However, it could also be cold at night.
- 3. Threat of death from diseases and accidents:** The lack of water meant it was difficult to stay clean and people could be killed by a number of diseases such as typhus. There was a lack of medical care so if you broke a bone or had a wound, it was likely that an infection would develop and lead to death.
- 4. Attacks by Native Americans:** Native Americans were suspicious of the wagon trains, as they were afraid that white Americans would take their land. Many people got lost and stranded because, although there were maps, most wagon trains were led by guides who had travelled the route before and sometimes tried to take shortcuts.

Exam-style question:

1	Explain two problems posed by the Great American Desert (4 marks)	<i>Answer:</i>
<p>Exam hint:</p> <p><i>The 4-mark question is an opportunity to show some simple knowledge but it is important to answer the question properly; take note of the fact you must give two examples and explain them with some accurate detail.</i></p>		

1.2 Who moved West and why?

There were four groups of people who moved west across the Great Plains and the mountains.

Mountain men

The first group were the mountain men, who went to the Rocky Mountains to hunt for fur in the 1820s and 1830s. They were also known as trailblazers because they created the very first trails which helped people to move West and then settle on the Great Plains and on the West Coast.

Pioneer farmers

The second group were pioneer farmers who moved to farm the land, these people followed the paths set by the mountain men and trailblazers in search of new land to settle on. They faced many challenges in crossing America because of the landscape. Two groups can be used as examples to show how difficult to journey to the West was for travellers: The Sagars in 1844 and The Donner Party in 1846.

1844: The Sagars

Henry Sagar decided to take his family to Oregon. They joined a group of 323 people and 72 wagons. The journey was difficult from the start as the rain had turned the land to mud and the rivers were difficult to cross. Five weeks into the journey, Naomi Sagar gave birth to her seventh child. Arguments broke out between the group over killing too many buffalo and the Sagars were left without a leader for the rest of the journey. There were also reports of Henry having difficulty controlling the oxen that were pulling the wagon, plus Catherine Sagar jumped off the wagon and broke her leg. The family also suffered from a disease called "camp fever", and tragedy struck when Henry Sagar died whilst trying to stop a buffalo stampede and Naomi Sagar died from "camp fever".

1846: The Donner Party

60 wagons and 300 migrants, led by wealthy brothers Jacob and George Donner, left for California. They had more women, elderly people and children than usual, but they were very well equipped. The Donner brothers had read a leaflet produced by a trail guide called Lansford Hastings which suggested there was a short cut. The Donner party argued over this and the group split into 2 with the smaller group of about 80, including the brothers, taking the short cut. The party tried to follow what they believed was the quicker route, through Utah into Nevada, but they suffered badly when they lost four wagons and 300 cattle. There were also quarrels and one man was killed by another man. By the time they reached the Sierra Nevada they were badly demoralised and had little food.

Worse was to come as the snow arrived early in October and the party found themselves trapped on the wrong side of the mountains without the strength to carry on. They were trapped for the winter, animals died and food stocks ran out. The first migrant died of starvation on 15th December. Half of the group decided to try and get some help but their small supplies quickly ran out. In desperation, the group turned to cannibalism: four men were frozen to death so were eaten by others in the group. They got to Johnson's ranch after 32 days and pleaded for help. The rescue party went in to the Sierra Nevada mountains and found the rest of the party in a scared and mad state. Half were dead and the other half had survived by eating the others.

The miners

In 1848, gold was discovered in California and soon thousands of prospectors (gold hunters) moved there, hoping to make their fortune. By spring 1849 there were 40,000 miners in California; these people were called the "49ers" because so many arrived in that year. This was called the Gold Rush.

At first, almost all the miners were men and they lived in makeshift tent-settlements, hoping to make a quick fortune. They were soon followed by shopkeepers and traders. Not many miners made their fortune from gold, and many people such as the shopkeepers made more money from selling equipment (such as shovels) to the miners. When the men finally gave up their hopes for gold, they moved onto the land and settled there as farmers.

Brigham Young & the Mormons

The Mormon religion was founded by Joseph Smith in New York state in the 1820s. He was a very inspirational speaker and built up hundreds of followers. Although Mormonism is rooted in Christian beliefs, they had many

different ideas. These included polygamy – where a man could marry several wives at once. Mormons became very unpopular in New York state. People called them blasphemous and attacked them so they moved around various locations the East, trying to settle. In 1837, as many people lost their savings in a depression when banks collapsed, the Mormons were blamed because they owned their own businesses and shops and were not as badly affected.

In 1845, Joseph Smith was attacked and killed and the new leader of the Mormons, Brigham Young, decided they had to leave the East and move to settle in the West. They decided on Salt Lake City as the area was uninhabited, and so no one would attack them anymore.

Brigham Young was a great organiser and made sure that preparations were made to successfully reach their new home in the West. Before the journey began in 1846, wagons, oxen and supplies were all stockpiled in Nauvoo. Advanced pioneer groups were sent ahead to set up stations along the route so that the majority of the Mormons following would be able to restock provisions on the way. The wagon trains were all properly organised, each made up of 100 vehicles led by a captain; there was then a separate lieutenant for every 10 wagons.

During the journey itself, the first wagon train built rest camps for those following which included carpenters and blacksmiths. Winter quarters were built next to the Missouri River to give the Mormons somewhere safe to spend the coldest months of their journey. However, in the winter of 1846-7, the bitter cold killed 700 people. This did not deter them though and in 1847, Brigham Young led a carefully selected band of pioneers ahead to Salt Lake City to start building the settlement there

Why did people move West?

There is no doubt the journey was long and dangerous, so why did so many decide it was worth the risk?

There were a number of factors which encouraged people to move. Economic reasons (money), religious reasons (people's beliefs) and social reasons. These can all be categorised into two main groups:

PUSH reasons which made people leave the East.

PULL reasons which attracted people to the West.

PUSH	PULL
Economic depression in the East – banks collapsed and people lost their jobs.	Lots of land and gold in California.
Farmers weren't making enough money because the price of wheat and corn.	Good farming land in Oregon.
Population was rising – lots of overcrowding.	1842 Preemption bill in Oregon – if you squatted on a piece of land and built a house, you could buy it cheaply.
	Stories that came back to the West of these lovely, hot, sunny places.

Review Activities

Read about each group who moved West and try to:

- 1) **Identify the factors which encouraged them to move**
- 2) **Explain whether they were pushed or pulled to the west.**

Group	Factors	Push or Pull?
Mountain men		
Pioneer farmers		
The Sagar family		
The Donner Party		
The miners		
Brigham Young and the Mormons		

Exam-style question:

1	<p>Which was the more important reason for people moving west in the 1840s?</p> <ul style="list-style-type: none"> • Economic reasons • Religious reasons <p>(4 marks)</p>	<p><i>Answer:</i></p>
<p>Exam hint:</p> <p><i>You must discuss both of the bullet points in order to get into the top levels and make a judgement about which is the main reason.</i></p>		

1.3 Settling in the West

Despite overcoming great challenges when travelling westward, there were new challenges to face and problems to solve once travellers began to settle in the West.

The Homesteaders

Many millions of people decided to go West once the Civil War was over. Thousands settled on the Great Plains where the Plains Indians lived. They had travelled thousands of miles and left their family and friends to live there.

There were a number of reasons why people moved to settle on the plains, these were:

- The actions of the US government.
- Land
- Railroads

The actions of the US government: The government decided to populate the West and passed the **Homestead Act of 1862** which gave a family 160 acres of land for free, providing they lived on it and farmed it for 5 years. Two further acts followed: the **Timber Culture Act in 1873** which gave settlers a further 160 acres of free land, providing they planted at least 40 acres of trees, and the **Desert Land Act of 1877** which gave settlers the right to buy 640 acres cheaply in areas which hardly had any rainfall. Thousands of men and women seized these opportunities and became homesteaders.

The end of the Civil War: This was a major turning point in US history as thousands of demobilised soldiers and ex-slaves looked for a new life instead of staying in their old homes. These became homesteaders, railroad builders, miners, cowboys and cattle ranchers.

The building of the Transcontinental Railroad: This linked the East and West of America. It was built by 1869 and meant it was easier to get to the plains, and machinery and goods could be brought in. Furthermore, the railroad companies sold off the land at the sides of the railroads very cheaply.

However, there were many problems with farming and living on the plains and each of these problems needed to be overcome in order to make a settling successful.

Shortages: Early settlers were unable to replace their provisions easily. There was also a lack of water which meant keeping clothes clean was difficult.

Extremes of weather: Because they were on the open plains, summers were very hot and winters were very cold. The temperatures at night could be particularly low.

Fuel: There was a lack of wood for heating or cooking, so homesteaders used buffalo or cow chips (dried dung).

Building materials: Homesteaders who lived in river valleys or could afford to get wood transported in by railroad could build wooden houses but, for most people, the only solution was to make bricks from block of mud and earth. These were called "sod houses". The outside was plastered with clay-like mud and the roof was made out of boards and grass. The house stayed cool in summer and warm in winter, but could easily be damaged by rain and would therefore leak.

Dirt and disease: It was extremely difficult to keep a sod house clean. Because they were dirty, they attracted animals such as fleas, mice or snakes, and the lack of water was also a problem when trying to keep it clean. Children were particularly prone to catching diseases.

The problems of farming on the Great Plains, included:

Water shortages: There were no rivers or lakes; digging wells was very expensive and finding water was not guaranteed. This made it difficult to grow crops and provide food.

Extremes of weather: The extremes in weather affected settlers' ability to grow food. Droughts would mean nothing would grow at all and when crops did grow, they could be killed by extreme cold.

Ploughing: The land of the Great Plains had never previously been ploughed and so it was very hard; ploughs broke easily and needed constant repairs.

Growing crops: The homesteaders tried to grow crops such as maize and spring wheats which they had grown back home, but these crops did not suit the climate.

Protecting crops: Buffalo or stray cattle would roam across the plains and stray onto the homesteaders' lands, destroying the crops they had grown. Also, there were disputes between homesteaders about who owned some of the land and that led to attacks on property.

Natural hazards: In the summer, when the grass was very dry, it was easy for wild fires to destroy crops. There were also grasshopper plagues in 1871, 1874 and 1875 which destroyed cornfields.

Solutions to the problems of living and farming the Great Plains:

Being a homesteader was a tough life and not all were successful. Their survival could depend on a number of factors. First, some land was more fertile and suitable for growing crops so their success could depend exactly where they settled. Secondly, homesteaders tended to fail quickly if they did not quickly adapt to their new location. Finally, the weather could not be controlled and droughts of the 1870s and 1880s ruined crops and left thousands bankrupt. However, people did find solutions to these problems in order to make a success of settling.

Windmills: First developed by Daniel Halladay in 1874, windmills used the strong winds in the Great Plains to power a drill which could drill down to the water and then pump it up from underground. This could be run throughout the day and night to help get enough water to keep crops healthy.

Dry farming: Farmers developed new techniques of ploughing the land after heavy snow. This left a thin layer of dust which trapped moisture in the soil so that it would be more suitable to grow crops.

Growing a surplus: Some farmers would grow more than what they needed so they would have extra food for themselves, or to sell in order to buy new equipment.

Alternative farming: Settlers who lived on the high plains decided to keep animals rather than try to grow crops. Russian immigrants introduced hard winter wheat and found that this grew much better than corn on the plains.

Barbed wire: In 1874, Joseph Glidden invented barbed wire which could be used to create fences and protect crops from animals.

Sodbuster: John Deere invented a really strong plough which was able to plough hard land.

Other machinery: Once the railroads were built then reapers, threshers and binders could easily be transported to the plains. By the 1890s, a combination of inventions and developments meant the Great Plains became a fertile area for wheat production.

Helped by the railroads, which brought equipment and transported their crops for sale, the successful homesteaders worked hard, adapted and showed determination in order to settle successfully.

Review Activities

Allocate the following solutions to the appropriate problem: windmills; dry farming; growing a surplus; alternative farming; barbed wire; sodbuster; other machinery.

Problem	Solutions
Shortages	
Extremes of weather	
Fuel	
Building materials	
Dirt and disease	
Water shortages	
Extremes of weather	
Ploughing	
Growing crops	
Protecting crops	
Natural hazards	

Exam-style questions:

1.	Explain two problems which were overcome by the homesteaders. (4 marks)	<i>Answer:</i>
2.	Explain two technological developments which made settling on the Plains easier. (4 marks)	<i>Answer:</i>

Settlements of the Mormons

After leaving the East, the Mormons decided to settle in Salt Lake City (which was part of Mexico at the time) so the American government would not persecute their religion. This was a safe place for the Mormons to settle because:

- Nobody else lived on the land because it was not good for farming and so they were safe.
- Salt Lake Valley was still owned by Mexico, so the US government should leave them alone.

Settling in Salt Lake City still brought many challenges but because Brigham Young had total control over his community he was able to lead people in overcoming them. He took the following actions:

- Banned any private ownership of land or water. This meant everybody worked for the good of the population.
- Artisans and craftspeople had small plots of land towards the centre of Salt Lake City and the bigger families had farms on the outskirts.
- The Mormons had to develop irrigation schemes using snow water from the mountains. By 1859, Salt Lake was 'well-filled with peach, apple and other fruit'. People could only access water at certain times of the day to make sure there was enough for everybody.
- There were no trees in Salt Lake, so the Mormons had to make houses from mud bricks. By 1855 there were 'warm, comfortable, neat' houses and a 'magnificent' city with a temple, a tabernacle and hall.
- There were not enough people for the community to be entirely self-sufficient, so the Mormon leader Brigham Young called Mormons from all over the world to go to Salt Lake to help out. As a result, large numbers of Mormons migrated to Salt Lake City. This was helped by **The Perpetual Emigrating Fund**. This was money put aside to pay for emigrants to travel across to America from Europe. In England alone, the response was astounding: 32,894 converts were ready to depart by the end of 1851.

However, there were still problems for the Mormons. They had no manufacturers and could not set up industries so essential items often had to be made by hand. They also struggled with pottery, clothing and iron works because they lacked the expertise to do this. Education was also poor as there were few teachers; working on the farms was considered more important.

In 1848 the US occupied New Mexico, where Salt Lake City was situated, and the US government refused Brigham Young's attempt to have a 'free and independent' Mormon state of 'Deseret'. In 1857 the Mormons prepared for war and built an army of 1,500 troops, but a compromise was reached for Salt Lake City to become the US state of Utah, with Brigham Young as the first governor in charge of the state. Soon, more towns were created all over Utah. Young remained determined that the Mormons would be self-sufficient.

Review Activities

How important was Brigham Young to the success of the Mormons in moving West? Create a list of the actions Brigham Young took and rank them from most to least important in helping the Mormons to relocate.

Least important					Most important

KEY TOPIC 2: INDIANS & WHITE AMERICAN

2.1 The Plains Indians' Way of Life

Plains Indians and the Buffalo

The lives of the Plains Indians depended on buffalo for survival. The Great Plains did not provide much food for those who lived there, however the Plains Indians could get everything they needed from the buffalo. Because buffalo move around in herds, the Plains Indians would follow and track the buffalo. This meant they led a nomadic lifestyle, following the buffalo as they moved across the plains.

Plains Indians also believed in a Great Spirit which had made them and the buffalo a part of the land and so they believed they were supposed to live their lives by relying on the land and what it could provide; this meant moving around.

The buffalo were crucial to the life of the Plains Indians as they supplied their every need:

- Buffalo provided the people's main **food** - buffalo liver, brain and nose gristle were a treat, eaten raw.
- Dried buffalo meat, called **pemmican**, provided food through the winter.
- Buffalo bones provided **marrow** to eat.
- Buffalo bones were also carved to make **knives**, and boiled to make glue.
- Buffalo skin could be used to make **tipis**, clothes, moccasins, saddle covers and water bags.
- Dried buffalo dung provided **fuel** for fires.
- Buffalo horns and hooves were made into **cups**.
- Buffalo sinews were used as **bowstrings** and thread.
- The rough tongue of a buffalo could be used as a **hairbrush**.
- The tail of a buffalo could be used as a **fly swat**.

Plains Indians would perform a buffalo dance before they set out on a hunt and they believed this would bring them luck from the Great Spirit. Because the Plains Indians could get everything they needed from the buffalo, they only needed to carry out two or three hunts a year. They would hunt the buffalo in a number of ways:

- Disguise themselves as wolves to creep close to the buffalo.
- Fire arrows to kill the buffalo. Arrows were marked so it was known who had killed the buffalo. Being good at hunting was important in society.
- Make them stampede.

Once a buffalo had been killed it would be butchered to get all the different parts that could be used. This work was carried out by women and children.

Exam-style Question

1	<p>Describe two ways in which the Plains Indians relied on the buffalo.</p> <p>(4 marks)</p>	<p><i>Answer:</i></p>
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Indian Society

Homes: Plains Indians lived in tipis which were made from the hide of about twenty buffalo. In Indian society, the women were responsible for making, building and taking down the tipi. The tipi was shaped like a cone to protect it from the strong winds on the plains. A fire could be lit in the middle of the tipi and a hole at the top would let out smoke. The tipi could be adapted to the extreme weather on the plains. Sides could be rolled up and flaps at the top opened to keep it cool in summer, or the flaps could be closed and earth piled on the sides to keep it warm in winter.

Family: Indians would live in bands which would be made up of between 10-50 families. Roles in society were divided between men and women.

Role of men	Role of women
<ul style="list-style-type: none"> • Hunting • Protecting the band 	<ul style="list-style-type: none"> • Making and keeping the tipi • Looking after children

Indians did marry but also practiced **polygamy** which was important to produce children for the future of the band. When a man married, he would live with his wife's family. Older people were important to Indian society as they would provide advice. Children would be taught life skills that would prepare them for their future roles in the band. When children reached puberty, it was expected that they would go in search of their vision. They would pray and fast and they would receive a vision which would give them their adult name, for example, **Sitting Bull** or **Red Cloud**.

The Council: It was important to be organised to survive on the plains. Indian chiefs were the leaders of Indian society and gained their status because of their experience, wisdom, spiritual power or because of their skills as hunters, but important decisions were taken in council. At a council meeting, the men of the band would discuss what to do about an important decision. Normally they would keep talking until everybody agreed. Sometimes bands would cooperate on a hunt, but at least once a year bands would join together as a Nation. When bands met together as a Nation it would make important decisions, such as whether to go to war, although it wasn't compulsory for the bands to agree with the decision.

Religion: The Plains Indians were very religious and believed in **Wakan Tanka, the Great Spirit**. They believed that he had created everything and they were a part of this creation. The Indians also believed that everything had a spirit and was connected to the land which had been provided. Plains Indians would pray to contact the spirit world through dances, like the Buffalo Dance and the Sun Dance.

Land: The Plains Indians believed that everything came from the land and, when you died, you returned to the land. They thought that nobody should own land. This was because they believed that they belonged to the land, therefore it was not possible for them to own it. However, there were parts of the land that were special to them such as the Black Hills of Dakota where they believed their people came from. This was where they took their dead for burial.

War: Plains Indians had very different attitudes to war compared with the white Americans. They did not believe it was heroic to die in battle and often their wars were about revenge or survival against enemies, rather than about land or wealth. However, wars or battles did provide an opportunity for individual warriors to prove their bravery and become more important in their band. There were two main features of Indian warfare:

1. An act of bravery called **counting coup**, which was fighting against an enemy by touching them, but not killing them.
2. If the Indians did kill someone, they would **scalp** them as a trophy and evidence of their bravery.

Review activities

Create a mind-map about the key parts of Indian society. Highlight any ways in which Plains Indians are different to the white Americans who were travelling west.

INDIAN SOCIETY

Use your mind-map and Part 1 to complete the table below:

Beliefs of Plains Indians	Beliefs of White Americans	How could this cause conflict?

2.2 Early American government policy towards the Plains Indians

Government policy towards the Indians changed over time, from one which negotiated with Indians and sought cooperation, to a policy which ignored the needs of Indians and damaged their way of life.

Early policy:

- In 1824, the Bureau of Indian Affairs was set up by the government to try and manage the relationship with the Indians.
- The 1830 Indian Removal Act created the Permanent Indian Frontier in the West for Indians to live on and removed Indians from the South East so that white settlers could move onto the land. Thousands of Indians died on this journey called the 'Trail of Tears'.

A changing relationship with the Plains Indians

By the 1850s, many white settlers had begun to cross the plains to reach new states like California and Oregon which was moving them beyond the Permanent Indian Frontier and onto the land where Indians lived. This was a potential cause of conflict and was made worse by the US government encouraging westward expansion.

The government wanted to civilise the Indians by encouraging them to become more like white Christians and stay on the reservations of the Permanent Frontier. The Indian Appropriations Act was passed in 1851 which created reservations for Indians to live on, away from the expansion by white Americans moving West.

Government policy was being forced to change because of increasing clashes between white American and Plains Indians who had different ideas about land ownership, religion, and culture.

Increasing Conflict on the Plains

The Fort Laramie Treaty, 1851: As more white Americans began to cross the plains, the government created the Fort Laramie Treaty of 1851. This treaty was between the government and the Plains Indians; they agreed that Plains Indians would not to attack anybody on the Oregon Trail and they would allow some roads and forts to be built on their land and in return they would get some agreed hunting areas and receive an annual payment. This began the policy of 'concentration' which meant concentrating (or containing) the Plains Indians in certain agreed locations.

One of the reasons policy towards the Indians changed was because the government was divided on how to solve the 'Indian problem'. Some government officials thought that they should talk to the Indians to find peaceful solutions. These were known as 'negotiators'. However, others believed that the Indians were savages who should be wiped out and removed from the plains. These were called 'exterminators'.

Failure of the policy of concentration: Eventually more and more people moved west and by 1860 approximately 250,000 white Americans had moved west to settle, and although there wasn't a great deal of fighting up to this point, the policy of concentration, which sought to guarantee peace, failed.

Why?

- The government did not do anything to stop white Americans from settling in the new states of Kansas and Nebraska when they became states in 1854.
- The government did not stop miners from moving onto Indian land when gold was discovered in the Rocky Mountains in 1858. Over 100,000 miners eventually moved to the area.
- From 1858, the railroads were expanding rapidly with mail coaches running from Missouri to California. Railroad builders began to move across Indians' land to research new routes.
- There were Indian warriors who did not agree with the treaties which chiefs had signed with the US government. They were prepared to fight and attack white Americans who were crossing the plains or who had moved onto the Indian land.

Exam-style Question

<p>In what ways were the lives of Plains Indians affected by the arrival of white settlers? (8 marks)</p>	<p>Answer:</p>
<p><i>Examiners tip: The 8-mark question requires more detail than a 4-mark question and expects more explanation of change. Try to identify two key examples of how white settlers interacted with Indians and explain the impact this had on their lives.</i></p>	

2.3 The Indian Wars, 1862-1867

Little Crow's War, 1862

The first reservations were introduced in 1851, following the Fort Laramie Treaty. Indians should have received payments from the government, but many years passed when this did not happen and so conditions on the reservation became very poor and, after a bad harvest in 1862, a band of Sioux Indians resorted to violence. The chief Little Crow led his people in an attack on the government officials who ran the reservation. The army was called in to deal with the Indians. Little Crow did not have enough men to fight the army and eventually his band was defeated. Little Crow and some of his followers went West, the others surrendered. The remainder of the Sioux band was sent to a new reservation on Crow Creek by the Missouri River where nearly 400 died in the first winter. A young Indian called Sitting Bull was to experience these conditions which affected his attitudes towards the US government and would be important in later conflicts.

The Cheyenne War, 1863-1867

In 1861, the Cheyenne Indians attacked white Americans (such as miners, travellers and railway surveyors), who were on their land. Indians also attacked ranches and small settlements. A peace settlement was agreed by the Indian chief Black Kettle in 1864 who agreed to live on a reservation at Sand Creek. However, the reservation was attacked by Colonel Chivington and the Colorado Militia while the Indian men were on a hunt. Most of those that were killed were Indian women and children. This became known as the Sand Creek Massacre.

Although some Indians lived peacefully on the reservation, the Cheyenne War continued in 1865 when Indians attacked an army garrison at Julesburg, but in 1867, a group of Cheyenne Indians were attacked and defeated by General Custer at the Battle of Washita.

Red Cloud's War, 1865-1868

In 1858, gold was discovered in the Rocky Mountains and miners rushed there, travelling on the Bozeman trail and creating new settlements. However, this trail crossed the Indians' land which broke the first Fort Laramie Treaty. Since the government did nothing to stop the miners, the Indians started attacking the miners for breaking the treaty.

In 1866, the government tried to negotiate with the leader of the Sioux tribe, Red Cloud, but he felt he could not trust the government because they were also building forts on Indian land. Red Cloud decided to attack the forts, but the Indians were not strong enough to capture the forts from the US army. However, there was some success, in what became known as the Fetterman Trap. Fort Phil Kearney was commanded by Colonel Carrington. There were regular fights between soldiers and Indians but Carrington told his men not to pursue the Indians away from the fort, as he feared the Indians would trap his men. In 1866, Captain Fetterman underestimated the Indians and followed them away from the fort where he was then lured into a trap where all 80 of his men were killed and mutilated.

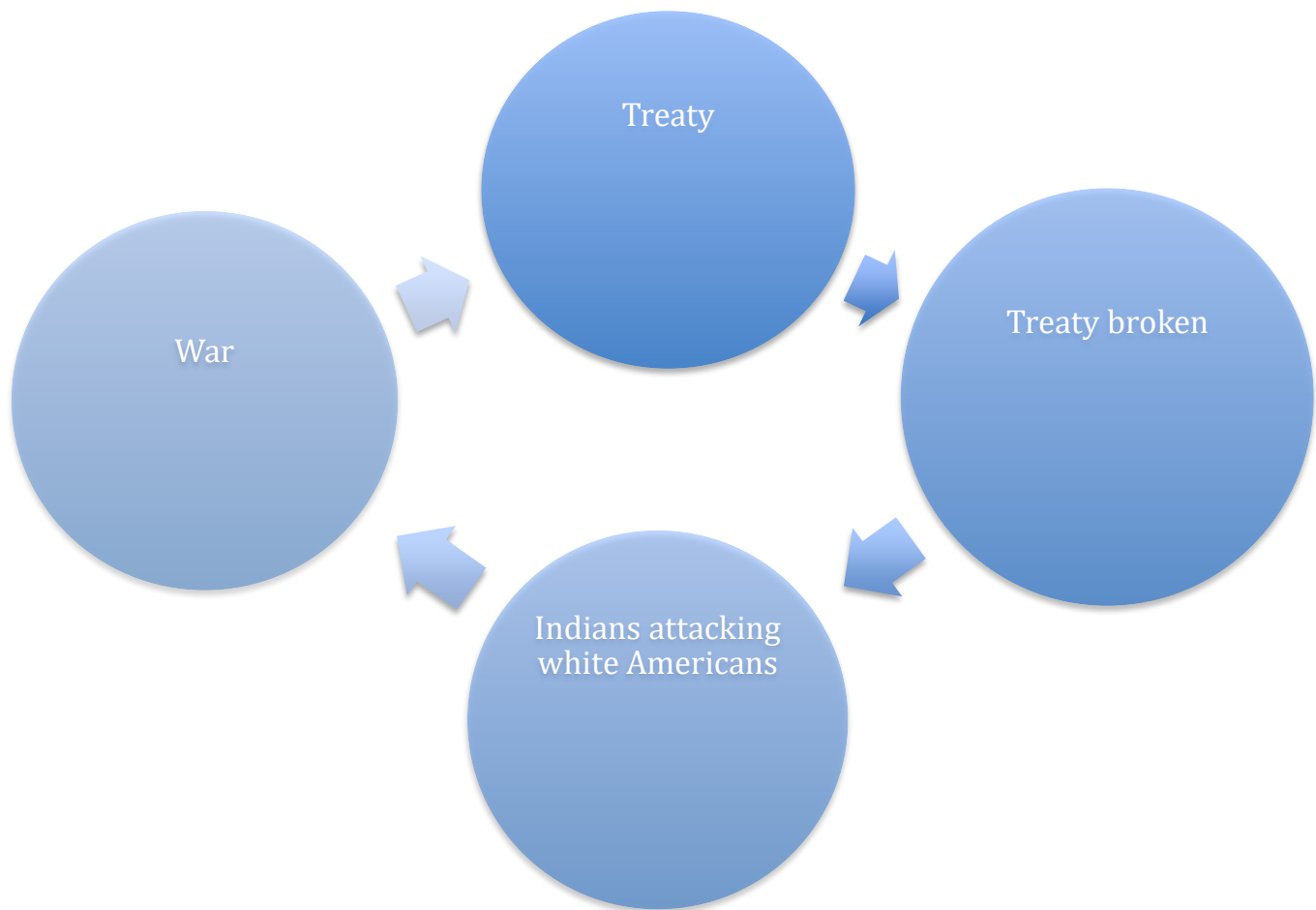
Red Cloud did not have an army strong enough to defeat the US soldiers but he was successful in bringing together many different Indian tribes such as the Sioux, Cheyenne and Crow so they could fight together, and they surrounded Fort Phil Kearney. This meant soldiers couldn't come out and people couldn't use the Bozeman Trail.

The Second Fort Laramie Treaty, 1868

In 1868, the government realised it could not win the war against the Indians and so signed another treaty - the Second Fort Laramie Treaty. This treaty created the **Great Sioux Reservation** which was an area of land only for Indians, and white Americans would not be allowed onto it. In return, the government agreed to find alternative routes West and said they would withdraw the army from the forts. Red Cloud lived peacefully on the reservation, but many of the Sioux did not agree this treaty should have been signed and turned to new leaders such as Crazy Horse and Sitting Bull.

Review activity:

Complete the diagram with examples of a **constant cycle of war**.



2.4 The resolution of the 'Indian problem' after 1865

The small reservations policy

The small reservations policy agreed at the **second Fort Laramie Treaty of 1868** was destined to fail. As more groups such as railroad engineers, miners or settlers moved across the country, the government was forced to resolve the potential conflicts, but the government favoured the interests of white Americans over Plains Indians, which caused resentment. In addition, not all the Indian tribes and bands had agreed to the Second Fort Laramie Treaty when it was signed.

Attitudes to the Plains Indians

By 1868, the US government no longer saw Plains Indians as their own people who should be negotiated with, but rather they saw them as subject to the US government. Part of the reason for this was the US Army was in a better position to deal with what the government saw as the 'Indian problem'. The US Army now had new troops and a series of forts which had been built along the trails. This allowed the US Army to continue fighting in the winter, which Indians were not able to do because they needed to save supplies. Finally, the US Army had developed a tactic of 'total war' which had proved successful in the American Civil War. The approach was based on seeing the whole population as the enemy, therefore anything which was connected to the enemy such as property, supplies or land, should be destroyed. The destruction of the key resources Indians depended on, such as buffalo, left the Indians with no option but to go onto the reservations.

War on the Southern Plains

The arrival of the railroads had a big impact on Indian life, particularly in relation to the buffalo upon which they depended. Railroad companies employed hunters to kill buffalo for meat to feed their workforce and, in 1871, an Eastern tannery discovered they could make a fortune from buffalo hides by turning them into leather. Both of these practices was seen by the Indians as inefficient as only one part of the buffalo was used and the rest was wasted. In addition, they realised that this mass hunting of buffalo could affect their survival and so, in 1874, some Indians attacked buffalo hunters at Adobe Walls. However, by 1875, the Southern buffalo herds had been destroyed.

The Great Sioux War, 1876-77

The Great Sioux War represented the beginning of the end for the Plains Indians as, yet again, a treaty was broken and they went to war against the white Americans. In 1874, General Custer found gold in the Black Hills and, by 1875, thousands of miners had arrived there. This broke the terms of the Second Fort Laramie Treaty because they had crossed onto the Indian land. The Indians responded by attacking some miners. The government offered to buy the Black Hills for \$6million but was unwilling to remove the miners and army from the land. The Indians rejected the offer because the Black Hills were considered a sacred place to them and they had signed a treaty which stopped white Americans from going onto this land.

In December 1875, the government ordered the Indians to return to their reservations, but this could not be done in winter and so 7000 Indians stayed with **Sitting Bull and Crazy Horse**.

By February 1876, **General Sheridan**, who led the army, had designed a plan to beat the Indians by trapping them between three sets of soldiers;

- **General Crook** would lead 1049 cavalry and infantry from the North.
- **Colonel Gibbon** would lead 450 men from the East.
- **General Terry** and **General Custer** would lead 1000 cavalry and infantry along with Gatling guns, from the West.

However, the plan did not work because the groups could not communicate with each other in the battle and they underestimated the numbers of Indians. They believed there would be only 800 Indians, but instead there were between 1500 and 2000.

- General Crook's men were attacked at the Battle of the Rosebud on 17th June 1876 by Crazy Horse and 1500 Indians. Crook ended up retreating South with the men and resources he had left. Crazy Horse went to join Sitting Bull on the Little Bighorn.
- Four days later, Colonel Gibbon, General Terry and General Custer met to divide and reorganise their forces again.
- General Custer was ordered to follow the Yellowstone River to Little Bighorn, but disobeyed this order. Instead of circling the Wolf Mountains, he rode straight through them and arrived a day early. This surprised the Indians, however Custer's men were exhausted and not prepared for battle. Custer was also offered an extra 180 men and Gatling guns but he refused to take them.

Exam-style Question

<p>Which was the more important reason for the outbreak of the Great Sioux War? (12 marks)</p> <ul style="list-style-type: none"> • Clash of cultures • Actions of the government 	<p>Answer:</p>
<p><i>Examiners tip: A number of events led to the outbreak of the war, these can be mainly divided into political reasons (linked to the government and the treaties) and economic reasons (which are driven by wealth). Use the previous revision task to find reasons to use in this answer.</i></p> <p><i>Make a list of actions by the government that provoked the Native Americans and use examples of how white Americans and Native Americans were different. Can you find any examples that could fit into both categories? These can be used to show how the reasons were linked and support your overall judgement.</i></p>	

Battle of the Little Bighorn 1876

On 25th June 1876, Custer and his men arrived at the camp of Sitting Bull and Crazy Horse at the Little Bighorn, a river in the area. Custer was warned not to attack alone but he did not listen to this advice. Custer was known for being hot-headed, reckless and wanting glory.

Custer divided his forces between Major Reno and Captain Benteen to attack the Indian camp from the south of the river with 125 men each, while Custer attacked the Indian camp from the north of the river with 260 men. Major Reno came under heavy attack from the Sioux Indians and was forced to halt. He was joined by Captain Benteen - both men and their soldiers were surrounded by the Sioux Indians. It is not clear what happened to Custer and the men who went to attack from the north, because there were no survivors, but it is believed that he failed to cross the river and was forced to retreat to higher ground where he was defeated by the overwhelming numbers of Crazy Horse's attack.

Custer's forces	Sioux Indians
Approximately 600 soldiers	Approximately 2000 Sioux warriors
Springfield single-shot rifles	Winchester repeat-shot rifles
Divided his troops, attacked too quickly and gave unclear orders to Major Reno and Captain Benteen.	Divided forces organising some to defend the Indian camp and some to attack Custer's forces

In total, the Indians had 2000 men against 600. Some of them were better armed than the US cavalry as they had repeating rifles, whereas lots of soldiers had single-shot rifles. Crazy Horse also had a different battle plan. The Indians normally delayed battles so the women and children could escape, and then withdrew themselves. Instead, Crazy Horse led half the men to fight Custer.

The aftermath of Little Bighorn

The American public was shocked by news of the defeat, which reached them on the one hundredth anniversary of American independence: 4th July 1876. The government was not prepared to tolerate any more defeats and immediately 2,500 soldiers were sent to the West to reinforce the area and defeat the Indians. Most of the Sioux eventually surrendered and went back to the reservations. Crazy Horse and his followers surrendered in May 1877, but Sitting Bull and his followers escaped to Canada. However, the resistance of the Sioux Indians was over.

To bring a final solution to the 'Indian problem', the US government developed a policy of destroying Indian culture by:

- Extending the Northern Pacific Railroad across America.
- Destroying the Northern herds of buffalo by 1883.
- Forcing Indians to sell the Black Hills.
- Putting the Bighorn Mountains under military rule.
- Splitting the Great Sioux Reservation into smaller reservations, so the Indians were split up and their horses and weapons were taken.
- No longer giving rations to the chiefs to distribute and instead making heads of families come to get their own, which reduced the authority of the chiefs.
- In 1885, the government became responsible for all Indian legal matters, and they could no longer decide their own laws and punishments.

Review Activity

Who was to blame for defeat at the Battle of the Little Bighorn? There is a debate about whether Custer was to blame for the defeat, of whether it was a tragic accident that couldn't be helped.

Organise the evidence into the table below:

Mistakes and actions by Custer	Strength & tactics of Native Americans	Bad luck
Judgement – the main reason for defeat at the battle was...		

The Dawes Act 1887

The purpose of the Dawes Act was to completely destroy the tribal structures of the Indians and reduce the powers of the chiefs. It effectively destroyed Indian culture.

- The reservations were broken up into individual plots for Indians to become individual farmers and citizens of the USA.
- Any land left over from the reservations could be sold to non-Indians.
- Traditional Indian activities such as hunting, dances or ceremonies were banned.
- Young men were no longer able to go off in search of their 'vision' and Christian missionaries encouraged them to convert to Christianity.
- Children were sent away to boarding school where they would speak English instead of their own language.

Battle of Wounded Knee

On New Year's Day, in 1889, an Indian holy man called Wovoka claimed he had had a vision. He said if Indians remained peaceful and danced a Ghost Dance, then all the dead Indians and buffalo would come back and the white men would disappear. This **Ghost Dance religion** spread quickly and by 1890 had reached the Sioux Indian Reservation where they were starving due to the government cutting their rations.

The army was called in to help control the spread of the Ghost Dance and they tried to arrest Sitting Bull. When he resisted, violence broke out and Sitting Bull was killed. Many of Sitting Bull's followers turned to **Big Foot**, another powerful Indian leader who was also leading the Ghost Dance. On 28th December, the soldiers caught up with Big Foot and his followers at Wounded Knee. The soldiers were told to disarm the Indians, but some Indians resisted. A battle broke out between Indians and soldiers that wanted revenge for the Battle of Little Bighorn. The Indians were defeated which brought an end to the Sioux Wars, saw the final victory of the US government and destruction of the Indian way of life.

The end of the Indian Wars

In 1889, the government opened up 2 million acres in Oklahoma for settlement. Some people tried to settle on the best land before it became available but were removed by the army, which showed that the government could enforce laws if it wanted to. By the end of 1889, 60,000 people had settled in Oklahoma. By 1890 all the lands, which had once been populated by the Indians travelling across the plains, had become US states. Colorado, North Dakota, South Dakota, Montana, Washington, Idaho and Wyoming.

In 1890, the US government declared that there was no more frontier line in America. There were no longer any large areas of unsettled land. In 1893, Frederick Jackson Turner wrote a significant essay where he claimed that American history had been all about a process of expansion and settlement in the West. This seemed to justify the beliefs of the **Manifest Destiny** for white Americans, as it did not include the history of the Plains Indians who had been moved from their lands.

KEY TOPIC 3: CIVIL WAR & RECONSTRUCTION

3.1 Background to the American Civil War, 1861-65

When the United States was created, it adopted a federal government system in which the states joined together to form a union: the United States of America. In this system of government, power was shared between the federal government - which had powers over the whole country, and the state government - which had certain powers over the state itself. This balance between state and federal power had been a delicate balance since the US was created. It became a more important and divisive issue after the Mexican-American War, when more territory came under American control.

Differences between North & South

There were stark differences between the Northern and Southern states in America, which laid the foundations of conflict and the American Civil War.

North	South
Economy based on industry.	Economy based on agriculture, growing crops such as tobacco and cotton.
Increasingly urban as more and more towns were built.	Lots of arable farmland where crops were grown.
Slavery ended in the North in 1804. There was a growing abolitionist movement which opposed slavery.	Supported slavery, which was widely used in agriculture.
Many immigrants settled in the towns and cities of the north.	More rural with less towns. Most Americans were white Christian. Slaves were not recognised as full citizens.

Exam-style Question

Describe two differences between the North and South of America. (4 marks)	Answer:
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Abolitionism

From 1817, there was an organised opposition to slavery with the formation of the American Colonisation Society; this grew with the Anti-Slavery Society set up in 1832. This group wanted an end to slavery and also for civil rights to be given to slaves once they were freed. The group was supported more strongly in the Northern states and so the support for or against slavery became part of the division between North and South.

Westward expansion

In order to balance the different interests in America, whenever new states were added to the Union they were added in equal numbers so that there was always a balance between North and South, and neither could dominate the other's interests. For example, when Ohio, Indiana and Illinois entered the Union in the North, Louisiana, Mississippi and Alabama joined in the south, so the balance of votes between the North and South stayed the same. This also meant there was an equal balance of those states that allowed slavery and those that did not.

When Missouri applied to join the Union as a slave state in 1819, the Northern states initially opposed it as it would upset the balance. However, a compromise was reached called the **Missouri Compromise of 1820**. Missouri was able to join the Union as a slave state as long as Maine could enter as a non-slave state to keep the balance, but no more slave states would be allowed north of the line of latitude at 36 degrees North (the line which divided North from South).

The compromise of 1850

In 1848 the USA still contained an equal number of slave and free states, 15 of each. However, there was a debate about whether slavery should be allowed to exist in new states that were added to the Union. The South thought slavery should be allowed to continue in new states, whilst the North did not. In 1850, California applied to join the Union as a free state, which would create an imbalance between the states. There was also a complication of whether California should be a slave or free state because it crossed the 36-degree line of latitude and so it was unclear if it was in the North or South.

A new compromise was reached which aimed to please both the North and the South:

- California would be admitted as a free state; there would be an imbalance of slave and free states.
- The decision whether to allow slavery in the South West territories would be taken by their state government when they were added to the Union.
- A **Fugitive Slave Act** was passed, making it easier for slave catchers to recapture runaway slaves in the North and return them to the South.

This compromise kept the peace between the North and South but it highlighted the tension between the two parts of the country and the extent to which the issue of slavery divided them. Southerners began to talk more about secession and breaking away from the Union, and the Northerners were more aware of slavery, and so anti-slavery feeling grew even stronger.

Exam-Style Question

<p>In what ways was American divided over the issue of slavery?</p> <p>(8 marks)</p>	<p>Answer:</p>
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The Kansas-Nebraska Act, 1854

In 1854 there was disagreement over the route of a transcontinental railroad and whether it should go through the North or the South. The Southerners wanted it to go through the new territories of New Mexico and Arizona, which were bought from Mexico for \$10 million. The North wanted it to go through the two newly-created territories of Nebraska and Kansas. To gain support from the South, the North suggested the new states could decide whether or not to allow slavery.

Breakdown of the Missouri Compromise

The Kansas-Nebraska Act which introduced the new states of Kansas and Nebraska meant that the Missouri Compromise no longer applied, and so new states in the North could become slave states if they wanted. This changed US politics forever because a new political party called the Republicans was formed, whose supporters were in the North and were anti-slavery.

John Brown

The state of Kansas quickly became divided over the issue of whether or not slavery should be allowed. In 1856, 700 pro-slavery supporters attacked the town of Lawrence, killing one person. A man named John Brown, who opposed slavery, responded by attacking a pro-slavery settlement at Potawatomie Creek and killing five men. The violence continued to spread, leading to many more deaths, until the federal government was forced to make the decision that Kansas would be a free state in 1858.

John Brown continued to campaign and fundraise to oppose slavery. On 16th October 1859 he and nineteen followers seized a government weapons building in Harpers Ferry, Virginia. A team of US Marines led by Army Lieutenant-Colonel Robert E. Lee recaptured it. Several men were killed, including more of Brown's sons. Brown himself was charged with treason against Virginia and hanged. Northern abolitionists made him a martyr for the cause. To some Southerners, Brown was proof that the North intended to destroy them and their way of life.

The roles of Lincoln and Jefferson Davis

In 1860, Abraham Lincoln became President. He was a Republican and opposed slavery. Lincoln said he would not seek to stop slavery where it already existed, but he did want to stop its expansion. However, many people in the South were not convinced and believed the Republican Party wanted to destroy the South and its way of life. South Carolina, Alabama, Florida, Georgia, Louisiana, Mississippi and Texas left the Union and formed the Confederate States of America. From that point on, it seemed that compromise was no longer possible and war broke out between North and South.

President Lincoln did not want to end slavery immediately when he became president and believed it would eventually die out. However, in 1863 Lincoln's Emancipation Proclamation declared that the slaves would be freed and slavery abolished at the end of the war and his Gettysburg Address clearly explained that the Civil War was a war against slavery. He was assassinated in 1865, just 6 days after the Confederacy had surrendered to end the Civil War.

Jefferson Davis was elected President of the Confederate States of America in 1861. He was originally a plantation and slave owner and had been a member of Congress and Secretary of War in the federal government. However, as the divide between North and South grew he supported states' rights. He did, however, oppose secession by the states in the South. After the Civil War he was put into prison for two years and then released.

Review Activity

Complete the table which examines the causes of the Civil War. Organise the information into the correct column and make a decision about which was most important.

Political causes	Social causes	Economic causes

Most important? _____

3.2 The Social and Economic Impact of the American Civil War on Civilian Populations

Recruitment and conscription

When the war broke out, people expected it to be a short war and so volunteers rushed to join both sides. The South wanted to win the war quickly, whereas the North was more able to survive a long war because of its larger population and stronger economy. However, as the war dragged on, both sides realised they did not have enough volunteers to fight.

The Confederacy (South) introduced conscription in April 1862. All able-bodied men between 18 and 35 were required to serve for three years. By the end of the war, this had been expanded to all men between 17 and 50, but those unwilling to fight could pay \$500. The Union (North) introduced conscription in March 1863 to all able-bodied men between 20 and 45, and men unwilling to fight had to pay \$300. Some people in both the North and South opposed conscription.

Emancipation

Before the war, Lincoln did not want the government to immediately end slavery, and even when war broke out Lincoln argued that the North was fighting to make the Southern states rejoin the Union and restore the country. However, Lincoln concluded that the war could not be ended while slavery still existed and so, in January 1863, President Lincoln signed the Emancipation Proclamation. There were a number of reasons for the ending slavery, connected to the war:

- The North would have a more powerful and meaningful reason to fight.
- The South was using slavery to fund their war effort, and ending slavery would make them weaker.
- If the war was about slavery it would stop other strong countries such as Britain and France from supporting the Confederacy, because these countries also opposed slavery.
- If slaves were free they would be able to join the Union Army and fight against the Confederacy which would give the North a lot more soldiers. However, they were not treated equally to white soldiers. There were no black officers and their pay was lower than white soldiers, until 1864.

Economic impact

North	South
Northern businesses lost access to markets in the South.	Cotton production, which was key to the Southern economy, collapsed from 4 million to 300,000 bales during the war.
The Northern cotton industry could no longer access the cotton it needed from the South.	They could not sell their cotton to foreign markets because the Union Navy blockaded ports.
Wages fell after the war, because of taxes; women had worked in factories for less wages.	The South could not trade with the North to get food and so there were food shortages, which led to riots in 1863.
Industries which supported the war (such as weapons or uniforms) grew, so manufacturers became very wealthy.	The South printed more money to pay for the war, which led to hyperinflation, where money was worthless.

Social Impact

The greatest social impact was on women and on African Americans. Women had replaced men in the factories in the North and on the farms in the South during the war, however they returned to their original household roles when the war was over. Also, lots of women were left widowed after their husbands died fighting.

The Emancipation Proclamation freed slaves, and they were given citizenship and rights. However, this did not immediately change their lives as much as they hoped and life was still very hard after the war, particularly in the South.

Describe two consequences of the American Civil War. (4 marks)	Answer:
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3.3 The Aftermath of the American Civil War

The war ended with the surrender of the Confederacy which was no longer able to continue the fighting. After the war, the South needed to re-join the Union so the country could be rebuilt. This was known as Reconstruction.

The balance of federal and state powers

One of the key causes of the Civil War was the power of the federal government to tell states what to do, and this tension continued after the war with arguments over the freedom and equality of African Americans. Southern states thought that this should be their responsibility but the federal government intervened and Section 2 of the 13th Amendment included the phrase "*Congress shall have power to enforce this article by appropriate legislation*", which gave the federal government power in the states to make sure they followed the law. The word "state" was also included on the 14th Amendment.

Presidential reconstruction under Andrew Johnson

Towards the end of the Civil War, when a Southern state was captured, it fell back under Union control. President Lincoln installed military governors before state governments were created, to prepare them to rejoin the Union. Some Republicans disagreed with this and thought that ex-Confederates should not be allowed in politics. This disagreement was never resolved because Lincoln was assassinated shortly after the war ended. Instead, the issue fell to the new President, Andrew Johnson, to solve.

Johnson's plan for reconstruction was that:

- The remaining seven states, still without reconstruction governments, could return to the Union. These were: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina and Texas.
- Almost all Southerners who swore an allegiance were pardoned and had their property returned. They could also take part in elections.
- Slaves would not be returned and were now free.
- Ex-Confederate government officials and military officers were not included in these proposals, and neither were people with property worth more than \$20,000 (i.e. rich plantation owners).

Southern states had to reject any loans the confederacy had built up during the war, which some states refused to do.

The 13th Amendment

This was an amendment to the US constitution which declared that slavery was now abolished in all states and gave Congress the right to enforce this. This law had to be formally agreed by the Southern states who were rejoining the Union. However, in some Southern states, little had changed from before the war, in practice.

Black Codes

The South did not like that slavery had ended and the impact that this would have on their economic and social lives. All seven states in the South introduced "Black Codes", laws which allowed certain freedoms such as the right to marry, own property, make legal contracts and testify against other black Americans in court. However, not all rights were given to African American citizens such as interracial marriage, jury service by black Americans and testimony in court by blacks against whites. This meant that former slaves did not become fully free, and Republicans in the North believed that the Southern states would not deal fairly with black Americans unless they were forced to do so. This continued the tension between North and South after the Civil War.

Civil Rights Act

In 1866, Congress passed the Civil Rights Act, which President Johnson refused to sign to become law. Congress overruled Johnson and made it the 14th Amendment of the Constitution, meaning it couldn't easily be removed. It was intended to protect the rights of ex-slaves by making them citizens. The law was not able to guarantee black men the vote, but tried to encourage Southern states to give black men the vote by reducing those states' power in Congress if they continued to refuse. This 14th Amendment also disqualified all civil and military officers from voting if they supported the Confederacy.

Reconstruction in the South, 1866-77

Arguments continued between President Johnson and the Republican Party in Congress about the right of African Americans to have the vote, as well as the role of Confederates in government. In 1867, Congress passed an act which divided the South into five military districts, each run by a General, with elections of state governments being held in which all black Americans and whites could vote, providing they were not banned under the 14th Amendment. The state could then rewrite its state laws to include the 14th Amendment and rejoin the Union.

President Johnson opposed the Act but Congress overruled him again and it became law. When Johnson tried to interfere, Republicans passed two laws in Congress to limit the powers of the President and, when Johnson removed Henry Stanton as Secretary of War in 1868 (a man Republicans supported), the Republicans impeached him, stating that he was exceeding his powers

as President and had not enforced the Reconstruction Acts. The impeachment process could have removed Johnson as President, but the two-thirds majority of votes needed to remove him was not reached, and so Johnson was able to continue in office.

The 15th Amendment

The 15th Amendment introduced the right to vote for all black males, which meant male citizens could not be denied the vote on the basis of colour, race or previous enslavement. This was aimed to fully end the legacy of slavery. However, some states were able to prevent blacks from voting by demanding that people were able to pass a literacy test or own property. So, despite this amendment, many black men still did not have the vote.

Reconstruction in the South – the struggle continued after 1870

In 1869, **Ulysses S. Grant** was elected President and continued Reconstruction. All Southern states had rejoined the Union by 1870. However, the legacy of the Civil War was still there as, in the South, some had not adjusted to the fact that former slaves were now free citizens. At the same time, some African Americans who had been born free in the North, had served in the Union army and fought to end slavery and to be free from white control.

Black people in the south began building new lives as citizens by establishing churches, such as the Baptist Church, which had over a million members. These churches played a key part in black communities, performing roles such as providing education.

Carpetbaggers and Scallywags

As the Union was rebuilt, there was still division in the country, particularly in the South which was adapting to the social and economic changes:

- Some former Union soldiers moved to the South in search of opportunities in the factories and railroads, or as professionals such as lawyers and teachers. The Southern Democrats called them Carpetbaggers, because they had moved South with so few possessions that they could be stuffed into a bag made from carpet material.
- Some white Republicans in the South had supported the Union during the war. Usually these were poor farmers and they were accused of simply trying to make money during the war. Southern Democrats called them Scallywags. However, after the war, some of these “Scallywags” became concerned about the extent of black rights and began to move back towards the Democrats.
- Now they were citizens, many African Americans entered politics. Over 600 were involved in state governments and some in Congress. However, the leading roles were mainly held by white Republican politicians.

Reconstruction: government achievements

Although Reconstruction was difficult and there was still progress to be made, the Republicans who were in control in the South had some significant achievements:

- In 1877, the state school system gave 600,000 black children an education.
- They also ensured that black people had equality before the law and the right to own property, through the changes made to the constitution.

However, in 1877, the Democrats gained control of the South and brought Reconstruction to an end. This happened for four reasons:

- Republicans in both the North and South started to support some Democratic views.
- Republicans' morale was damaged and reduced by the activities of the Ku Klux Klan.
- Vote rigging took place in some states.
- The federal government had turned its attention to other areas, such as Westward expansion and the Indian problem.

The Ku Klux Klan

Despite the introduction of the 13th, 14th, and 15th Amendments, there was lots of opposition to black rights and to reconstruction policies, which led to the rise of the Ku Klux Klan. This was an extreme Christian group which believed that black people were inferior to whites. The government passed Enforcement Acts to protect black people, which led to the power of the KKK declining in some places such as South Carolina, but in other areas the group continued to carry out their racist attacks.

Sharecropping

For most slaves, however, once they were free they had no money and no skills that could help them find alternative employment. Many former slaves therefore became sharecroppers. This was a system in which a landowner would give land, housing, and tools in return for work, and a local merchant would loan food. The worker would then work for the landowner with tools provided. At the end of the season they would take a share of the crop as payment for their work and use it to pay off their debts to the merchant for the food they had been given.

Exodus to Kansas

Many former slaves sought new lives, away from the South and the difficulty of life in states where they had not yet been given full freedom. As such, thousands of former slaves moved West to Kansas to become farmers, cattle ranchers and cowboys.

Review Activity

Complete the table below, organising the information into the correct column, to consider the consequences of the Civil War. Then make a decision about which was most important.

Political consequences	Social consequences	Economic consequences

Exam-style Question

<p>In what ways did Reconstruction affect the lives of African Americans?</p> <p>(12 marks)</p>	<p><i>Answer:</i></p>
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ANSWERS TO THE REVISION QUESTIONS
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