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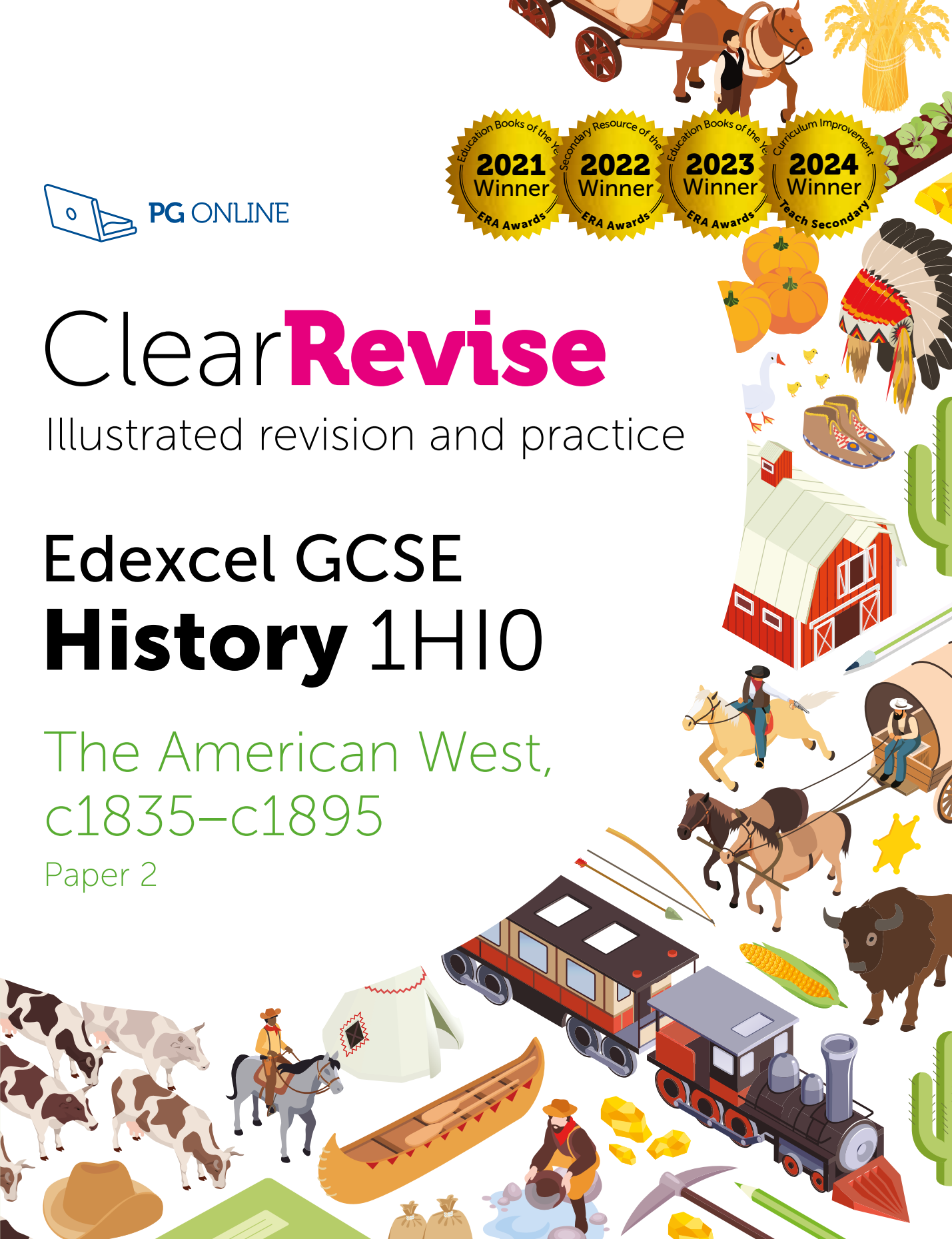
ClearRevise

Illustrated revision and practice

Edexcel GCSE **History** 1H10

The American West, c1835–c1895

Paper 2



Clear**Revise**[®]

Edexcel GCSE

History 1HI0

Illustrated revision and practice

Option P3:

The American West, c1835–c1895

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the Period Study component of Paper 2 and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers. There is also a set of exam-style questions at the end of each section for you to practise writing answers. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try to recall what you've just read. This will have a limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
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4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

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1.1.1 Ways of life and means of survival on the Plains.....	4	<input type="checkbox"/>
1.1.2 Beliefs about land and nature and attitudes to war and property.....	5	<input type="checkbox"/>
1.2 Migration and early settlement.....	6	<input type="checkbox"/>
1.2.1 The factors encouraging early migration.....	7	<input type="checkbox"/>
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MARK ALLOCATIONS

All the questions in this book require extended responses. These answers should be marked in accordance with the levels-based mark schemes on **pages 59–60**. The answers provided are examples only. There are many more points to make than there are marks available, so the answers are not exhaustive.

Understanding the specification reference tabs

This number refers to the key topic.
In this example, *Development of the Plains, c1862–c1876*

This number refers to the subtopic.
In this example, *Ranching and the cattle industry*

2.2.2

This number refers to the bullet point. In this example, *The changing role of the cowboy*

THE EXAM

Paper 2 is split across two booklets — Booklet P is the Period Study and Booklet B is the British Depth Study. This revision guide covers Booklet P3. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 “Explain one consequence of...”

This question tests your understanding of **consequence** — the result of something. Question 1 has two sub-questions, a and b, each worth 4 marks. For each, you need to suggest one consequence and support it with specific information and evidence.

Q2 “Write a narrative account analysing the key events of...”

To do well in this question you've got to do more than just reel off a list of events. You also need to demonstrate understanding of **causation**, **consequence** and **change** and the events need to be organised into a clear sequence of events which are linked together. You'll be provided with two stimulus points in the question, but to get top marks you also need to include information that goes beyond the stimulus points. This question is worth 8 marks.

Q3 “Explain two of the following. The importance of... for...”

This question will give you the option of three events, key individuals or policies — you only need to write about two, and each option is worth 8 marks. This question tests your understanding of **consequence** and **significance** — why something happened and why it was important. You need to structure your answer to show clear reasoning, and use supporting knowledge to justify your answer.



TOPICS FOR PAPER 2

PERIOD STUDY

Option P3: The American West, c1835–c1895

Information about Paper 2

Written exam: 1 hour 50 minutes (This includes the British depth study)

64 marks (32 marks for each of the British depth study and the Period study)

40% of the qualification grade (20% for each of the British depth study and the Period study).

Specification coverage

Key topic 1: The early settlement of the West, c1835–c1862

Key topic 2: Development of the Plains, c1862–c1876

Key topic 3: Later developments in the West, c1876–c1895

Questions

Answer questions 1 and 2, as well as two options from question 3.

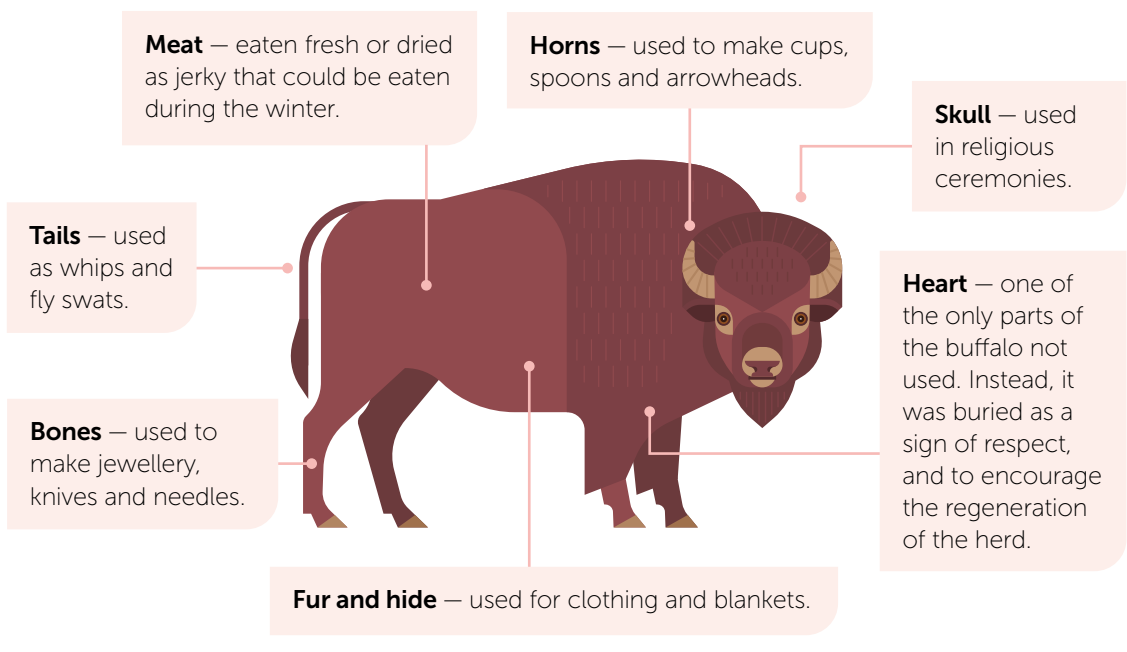
WAYS OF LIFE AND MEANS OF SURVIVAL ON THE PLAINS

Buffalo were vital to the survival of Indigenous peoples.

The importance of buffalo

The grasslands of the Great Plains had few natural resources, so buffalo were incredibly important to Indigenous peoples, and their survival depended on them. As well as being a source of meat, Indigenous peoples tried to use every part of the buffalo, so nothing was wasted. This was partly out of necessity, but also a mark of respect to the animal and its spirit. Because Indigenous peoples relied on the buffalo, they were careful not to over-hunt, so the buffalo population on the Great Plains was very healthy at the start of the 1800s, with estimates of 60 million living in the wild.

Over the 19th century, American settlers effectively exterminated the buffalo. This destroyed Indigenous peoples' nomadic way of life. See [page 49](#) for more.



The importance of horses

Indigenous peoples began using horses in the 16th century when they were brought to America by European settlers. Horses were especially important to the nomadic indigenous tribes as they allowed them to move around and transport their belongings more quickly and easily. Horses were also important for warfare and hunting buffalo.

A person's wealth or status could be measured by the number of horses they owned.

THE FACTORS ENCOURAGING EARLY MIGRATION

Although a 'Permanent Indian Frontier' had been established, it didn't take long for early settlers to ignore the boundary and travel west.

Reasons for westward expansion



Manifest Destiny

Many early settlers believed in the idea of **Manifest Destiny**: the God-given right (and duty) to settle and claim the entirety of North America, as well as 'civilising' the continent and establishing democracy. Manifest Destiny also reinforced the idea that white Christians were superior to Indigenous peoples.

The term Manifest Destiny was first used by John L O'Sullivan, an American columnist, who supported Oregon becoming part of the United States (see below).



Economic recession

In 1837, the US experienced a recession (a dramatic decline in economic activity). Banks collapsed and many people lost their jobs and savings. This led to unemployment and poverty. The recession also caused the price of wheat and corn to decrease, which led to plummeting profits for farmers on the East Coast. Dissatisfied with life on the East Coast, some believed that there were opportunities for a better life in the West.



Some of these reasons for migration were 'push' factors: they forced people to look elsewhere for a better life. Others were 'pull' factors: they made life in the West seem more appealing.



Overpopulation

More settlers arriving led to overpopulation on the East Coast, which created more competition for jobs and land. Overpopulation also contributed to other problems, such as outbreaks of cholera (a waterborne disease spread by poor sanitation). Some Americans wanted to go west in search of more land and better living conditions.



Oregon

Prior to 1846, Oregon was a jointly occupied by Great Britain and America, but it became part of the United States following the signing of the **Oregon Treaty**.

The US government passed legislation which made land in Oregon cheap, as they hoped increased settlement in the area would strengthen the USA's position in Oregon following its acquisition. This, plus rumours that land in Oregon was fertile and easy to farm, attracted settlers.



Reasons for westward expansion continued



The Oregon Trail

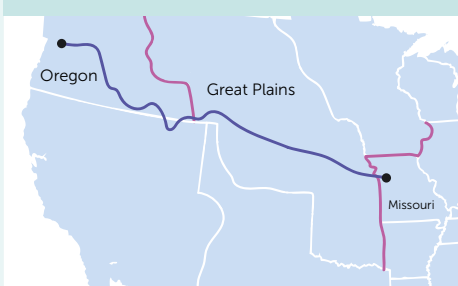
The **Oregon Trail** was a 2,170-mile route from Missouri to Oregon. It established a path over difficult terrain, including the Rocky Mountains. The trail was first laid by **mountain men** (explorers who lived in the wild) and **fur trappers** (hunters who caught animals to sell their fur) in the first half of the 1800s. Initially, parts of the route could only be travelled on horseback or foot. By 1836, the trail was adapted so that it was suitable for wagon traffic, and it created a safer, more practical route for settlers to travel from east to west. In 1841, the US government mapped the Oregon Trail which gave settlers more confidence in the route and encouraged migration.

Approximately 1000 people emigrated west to Oregon in 1843. This was known as the **Great Emigration**.

As more and more people began to cross the country, reports of successful journeys encouraged more people to use the Oregon Trail, and reinforced people's belief in Manifest Destiny. However, the journey was far from easy (see **page 11**) and some never made it (see **page 12**).

The volume of traffic crossing the 'Permanent Indian Frontier' and across land occupied by Indigenous peoples in the Great Plains resulted in increased hostility from some Indigenous peoples towards early settlers.

Map showing the Oregon Trail.



Key

- Oregon Trail
- 'Indian Frontier'

1840s borders

Explain **one** consequence of the economic recession (1837) for early migration to the west. [4]

A consequence of the recession was that the banks collapsed and many people in the East lost their jobs. This led to high levels of unemployment and an increase in poverty. For some, the recession was a push factor which encouraged people to move west in search of new opportunities and a better life.

This question should be marked in accordance with the levels-based mark scheme on page 59.

EARLY MIGRATION TO c1850

Settlers looking to move west in search of a new life had a long and difficult journey ahead of them. Many people who attempted the journey never made it.

The problems of migration

For most people, the journey from east to west started in Independence, Missouri, and went either north to Oregon City (the Oregon Trail, see [page 8](#)), or south to California (the California Trail). The route was over 2,100 miles and took around five months to complete, but sometimes as long as nine.

Migrants used horse-drawn wagons, and several families would travel together in wagon trains of 20 or more vehicles. This gave the group more support and protection than travelling alone. Wagons were packed with the family's possessions and enough food to last the journey, so the vehicles were heavy and the journey could be slow going.

The journey usually began in spring, so that most of the travelling happened during the warmer summer months, and there was enough grass for the horses and livestock to eat. If winter came early or there was heavy rainfall, wagons could easily get stuck in snow or muddy conditions.

Even in good weather, wagons would have to cross hazardous terrain such as deep rivers and high mountains. As well as being difficult, the journey west could be deadly. Approximately 10% of migrants died along the way. Some of the biggest killers were:



Diseases, such as cholera.



Exposure from extreme heat or cold.



Attacks from wild animals or stampeding buffalo.



Drowning during river crossings.



Attacks from Indigenous peoples.



Starvation after running out of supplies

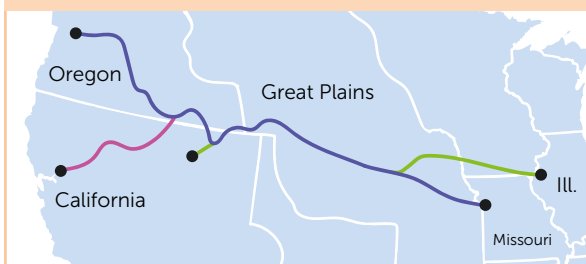


Accidents, such as being crushed by a wagon.



Accidental (and sometimes deliberate) gunfire.

Map of the westwards trails used by settlers.



1840s borders

Key

- Oregon Trail
- Mormon Trail (see [page 13](#))
- California Trail



Experiences of the Donner Party

The **Donner Party** were a group of American migrants who travelled from Illinois (see **page 11**) to California in 1846.

They began their journey in May 1846, and they were one of the last wagon trains to attempt the crossing that year.

The Donner Party had more elderly and young members than the average wagon train. This added to their difficulties as there were more dependants who struggled with the challenging journey.

An engraving showing members of the Donner Party sheltering from snow in the Sierra Nevada mountains



Part way along the route, at Fort Bridger, the Donner Party opted to take a new short cut from a trail guide by Lansford Hastings. This short cut, the **Hastings Cutoff**, claimed to be 350 miles shorter than the established route. However, the party soon discovered that the terrain of the Hastings Cutoff was far more difficult than the alternative route, and the path was much less obvious. Several wagons broke and many of their cattle died. The 'short cut' delayed the party's journey by over a month. This meant their supplies were running dangerously low.

By October, the party reached the Sierra Nevada mountains in California, but heavy snowfall meant the mountains had become virtually impassable. The party were able to find shelter in a few small cabins, but they eventually ran out of food. As members of the group began to die of starvation and exposure, other members of the group turned to cannibalism.

Several members of the Donner Party went ahead and alerted rescue groups on the other side of the mountain, and between February and March, the surviving members of the group were brought to safety. Over 80 people from the Donner Party attempted the Hastings Cutoff, and just over half the party survived.



LAWLESSNESS IN EARLY TOWNS AND SETTLEMENTS

California only became part of the USA in 1848, and it took a further two years to become a state. This meant it took a while for a system of government and law enforcement to be established in the area.

Increase in lawlessness

The Gold Rush (see [page 9](#)) led to a surge in the population in and around California. This led to issues with lawlessness in the west.



The population boom meant that there weren't enough law enforcement officers to deal with the increase in crime. It didn't help that some law enforcement officers were corrupt and could be bribed.



Mining towns provided ample opportunities for drinking alcohol and gambling. Saloon brawls would frequently break out.



Many prospectors had travelled to California alone, so few had wives and children. Without a family structure, there was little sense of community. Most men were strangers, and this anonymity meant they had little loyalty to one another.



If someone struck gold, they would be a target for attack, or conmen would try to swindle them.



The white population considered themselves superior to the non-white population. This led to racially motivated violence. Unfortunately, criminal reports filed by non-white people were often ignored.



Mining spots were often in remote areas so it was challenging for lawmen to enforce the law.



Most men carried weapons, and there was no gun control. Accidental and deliberate shootings were frequent.



There was competition for the best spots for panning and mining for gold. There was a rise in **claim jumping**, where a man would seize land that had already been claimed by someone else. This could lead to fights between prospectors.



Attempts to tackle lawlessness



Lawlessness was a particular problem in San Francisco. Gangs of criminals began to form, including the **Sydney Ducks**: a gang of immigrant criminals from a British penal colony in Australia, who were accused of violence and arson. In response, approximately 700 local people set up the San Francisco **Committee of Vigilance** in 1851, which dealt out vigilante justice to suspected criminals, including execution, deportation and whipping.



In areas where there was no official law enforcement (or law enforcement were slow to react), some people relied on **vigilante** justice (where someone punishes another person, often by killing them, as an act of retribution or revenge). Vigilante justice was often brutal and unfair.



The government didn't have laws about mining claims until 1866, so miners set up their own **miners' courts** to settle disputes. The judge was often a well-respected miner.

Once California was recognised as a state in 1850, it had more control over who it appointed to deal with law and order.

Explain the importance of the Gold Rush (1849) for law and order.

[8]

The Gold Rush saw a huge number of people migrate to California in 1849. As the population increased, so did lawlessness. However, law enforcement struggled to keep pace with the number and types of crimes being committed. Consequently, many people took the law into their own hands in order to deliver justice.

Many prospectors were prepared to do whatever it took to find gold, often stealing land that had been claimed by other prospectors (claim jumping) and fighting whoever tried to take it from them. Since gold prospecting was a relatively new industry, the US government didn't have laws about mining claims, so the prospectors set up their own miners' courts to try to settle disputes. Well-respected miners were elected as judges to make rulings.

Without the stability of a family, many prospectors turned to drink and gambling in the evenings, which often led to bar brawls. There was also a high incidence of racially-motivated crime, as white Americans often discriminated against foreign prospectors. Despite the rise in crime in boomtowns, it was difficult for law enforcement officers to maintain order. The surge in population meant that there weren't enough law enforcement officers to deal with all the crimes, and the size of the area that law enforcement officers were expected to cover often meant that crimes went unpunished. As a result, some turned to vigilante justice, where members of the public punished criminals as an act of revenge. Vigilante justice was often swift, brutal and sometimes unfair.

In larger settlements, for example San Francisco, gangs of criminals began to emerge. In response, local people set up a Committee of Vigilance in 1851, which had approximately 700 members. These members were responsible for delivering justice to these criminal gangs, including execution, deportation and whipping.

This question should be marked in accordance with the levels-based mark scheme on page 60.

EXAMINATION PRACTICE

Instructions and information:

- This page follows the format of the examination.
- The total mark for this paper is 32. The marks for each question are shown in brackets.
- You must answer Q1.(a), Q1.(b), Q2 and two options from Q3.
- You should allow roughly 50 minutes to answer the questions below.
- Write your answers on a separate sheet of paper using black ink.

- 1.(a) Explain **one** consequence of the Timber Culture Act (1873). [4]
- 1.(b) Explain **one** consequence of the Pacific Railroad Act (1862). [4]

2. Write a narrative account analysing the key events of Red Cloud's War (1866–68).

You may use the following in your answer:

- The Bozeman Trail
- The second Fort Laramie Treaty

You **must** also use information of your own. [8]

3. Explain **two** of the following:
- (i) The importance of the cattle industry c1862–c1876 for law and order. [8]
- (ii) The importance of the Homestead Act (1862) for settlement of the West. [8]
- (iii) The importance of US government policy c1862–c1876 for the Indigenous peoples' ways of life. [8]

CHANGES IN THE CATTLE INDUSTRY

Cattle farming had been very profitable between 1860–80, but by 1885, the industry was in decline.

Decline of the cattle industry

The beef bonanza eventually came to an end.

Ranchers experimented with cross breeding cattle to produce different varieties of meat. This resulted in higher quality beef, but the cattle were less hardy than the Texas Longhorn and struggled to survive in extreme conditions.

Settlers continued to worry about Texas fever, the disease spread by Texas Longhorn cattle to other livestock. Several states passed quarantine laws which meant that cowboys could not drive their cattle through certain states. For example, in 1885 it became illegal to transport cattle through Kansas between March and November. This crippled the cattle trade.

As the demand for beef increased in the early 1880s, ranchers bred larger and larger herds. However, the demand for beef eventually fell, and ranchers were left with large herds. This **overstocking** meant that the price of cattle fell, and some cattle ranchers became bankrupt.

The increase in the size of the herds led to overgrazing. Cattle ate vegetation and compacted soil with their hooves which meant the land became drier, with less vegetation and became susceptible to drought. Consequently, cattle had less to eat over the summer, and herds became weaker. This was particularly relevant in during the winter of 1886–87 (see below).

The winter of 1886–87

The winter of 1886–87 was exceptionally cold and harsh. Snow covered the Plains, so already underfed cattle struggled to find food, and many starved to death. Blizzards caused poor visibility, and many cattle wandered off and became separated from the herd, and thousands of cattle died from the freezing temperatures. The catastrophic winter became known as the **Great Die Up**. In Colorado in 1885, there were 58 large-scale cattle companies. By 1888, there were just nine left.

Some cowboys also perished in the winter of 1886–87.



Changes in cattle ranching

The winter of 1886–7 marked a turning point for the cattle industry, and many ranchers recognised that they needed to adopt new practices to survive.

- Ranchers raised smaller herds on smaller areas that were easier to maintain, and could be sheltered in poor weather and more easily protected from cattle rustlers.
- Cattlemen started to fence off their land using barbed wire to better control their herds.
- Rather than relying on the grass available on the Plains, ranchers began growing their own feed, such as hay, to make sure that herds always had enough to eat.

Smaller herds and less competition helped to improve the demand for beef, and the price of cattle improved.

The end of the open range

As more and more ranchers fenced off their land, this led to the end of the open range.

Better transport links, especially the expansion of the railways, and stricter quarantine laws meant that cowboys' lives became less nomadic and more settled, spending more time on the ranch. Life on the ranch was more comfortable than life on the open range (cowboys had beds, rather than sleeping outside, and better access to food and water) however, the role of the cowboy developed into that of a farmhand, mending fences and tending crops.

The decline of the cattle trade led to better law and order on the Plains.

Explain the importance of the winter of 1886–87 on the cattle industry.

[8]

The winter of 1886–87 marked a turning point in the cattle industry. Prior to the winter of 1886–87, the cattle industry was in decline, partly because ranchers were overproducing cattle, which led to a decrease in the price of beef and a lack of adequate grazing land on the Great Plains.

The winter of 1886–87 was exceptionally cold, and the already underfed cattle struggled to find food and starved, and many more died due to the extreme temperatures. Consequently, thousands of cattle died over the winter, and many cattle businesses went bankrupt. Those businesses which survived recognised that they needed to adapt to prevent something similar from happening again.

As a result, cattlemen produced smaller herds that required less grazing space, and could be managed more easily. The smaller size of herd also allowed farmers to shelter their cattle in extreme temperatures. Cattlemen also recognised that they shouldn't rely solely on grazing the Great Plains to feed their herds, so they began to grow crops as cattle feed.

These changes in ranching led to changes in the role of the cowboy. A cowboy's job became more like a farmhand, by growing crops and maintaining the ranch. These smaller, self-contained herds led to the end of the open range on the Great Plains. Following a decrease in cattle after the winter of 1886–87, there was less competition for beef, so the price of cattle began to improve.

This question should be marked in accordance with the levels-based mark scheme on page 60.

CONFLICT ON THE PLAINS c1876–c1890

The Battle of the Little Bighorn was only a short-term victory for Indigenous peoples.

The Battle of the Little Bighorn (1876)

In 1874, General **George Custer** and his men were sent to protect railroad workers who were building a railway near Sioux land in South Dakota. While there, Custer and his men discovered gold in the Black Hills. The US government offered to buy the Black Hills from the Sioux, who had been granted a large reservation as part of the second Fort Laramie Treaty (see [page 37](#)). The Sioux refused because the Black Hills were sacred, and many Sioux began to leave the reservation and gather together. The US army ordered the Sioux to disband and return to the reservation, but the Sioux refused, and by early 1876, approximately 10,000 Indigenous peoples led by Crazy Horse and Sitting Bull (see [page 35](#)) were camped at Little Bighorn River and were prepared for battle.



General George Custer

In June 1876, the US government sent troops into the area, including a group of men, led by Custer. Custer believed that his troops could defeat the Indigenous peoples, so he decided not to wait for reinforcements from the US army. Custer attacked with 200 men, and he, along with all his men were killed. Indigenous peoples significantly outnumbered Custer's men, and had superior Winchester rifles (which fired multiple bullets without the need to reload), whereas Custer's men were armed with single-shot guns which had to be manually reloaded.

The **Battle of the Little Bighorn** was an overwhelming victory for the Indigenous peoples. However, this victory had long-term consequences.



Prior to Little Bighorn, many Americans favoured peaceful agreements with Indigenous peoples. Following the battle, Americans were shocked by the violence against US soldiers and more people believed that the Indigenous peoples should be shown no mercy.



Following the defeat at Little Bighorn, the US government were more determined to defeat the Sioux. US soldiers were sent west in 1876–77, and the fighting forced many Indigenous peoples back on their reservations.



The Sioux lost two of their leaders. Crazy Horse was killed in 1877 and Sitting Bull fled to Canada.



The US government took control of the Black Hills and opened them up to American settlers.

Write a narrative account analysing the key events of the conflict with Indigenous peoples in the years 1874–1877.

You **may** use the following in your answer:

- General Custer
- The Battle of the Little Bighorn

You **must** also use information of your own.

[8]

In 1874, a railroad was being built near Sioux land in South Dakota. General George Custer, a member of the US army, and his men were sent to the area to protect the railroad workers. Custer and his men discovered gold in the Black Hills while they were stationed in South Dakota. Custer notified the US government of his discovery, and the government offered to buy the Black Hills from the Sioux. The Black Hills were part of the Great Sioux Reservation which had been granted to the Sioux as part of the second Fort Laramie Treaty. However, the Sioux refused to sell because the Black Hills were of religious significance to them. By early 1876, some Sioux, led by chiefs Crazy Horse and Sitting Bull, began to gather outside their reservation lands near Little Bighorn River.

Eventually the number of Indigenous peoples gathered at the camp reached 10,000. Feeling threatened, the US army ordered the Sioux to disband, but they refused. In response, the US army sent troops into the area, including 600 men under the command of General George Custer. Custer believed that he could defeat the Indigenous peoples, so rather than wait for reinforcements, he led 200 of his men into an attack against the Indigenous peoples. Custer, along with all his men, were killed at the Battle of the Little Bighorn. As well as outnumbering Custer's men, the Indigenous peoples had superior weapons. Their Winchester rifles could shoot multiple bullets before needing to be reloaded, whereas Custer's men had to reload after every shot.

Although the Indigenous peoples won an overwhelming victory at Little Bighorn, the victory had long-term consequences. The US government were embarrassed by the defeat, so they were more determined than ever to subdue the Sioux. Between 1876–1877, many US soldiers were sent west to push the Sioux back onto their reservations. During the fighting, the Sioux lost two of their chiefs: Crazy Horse was killed in 1877, and Sitting Bull fled to Canada.

Eventually, the US government took control of the Black Hills and the land was distributed amongst American settlers.

This question should be marked in accordance with the levels-based mark scheme on page 59.



To get top marks, you need to include information other than the bullet points in the question.



EXAMINATION PRACTICE ANSWERS

Key Topic 1

- 1.(a) One consequence of the Oregon Trail was that it provided settlers with an established route for migrating west over difficult territory, such as the Rocky Mountains. This made the prospect of travelling west more appealing, especially when the government officially mapped the trail in 1841, so more migrants were prepared to make the journey and settle on the West Coast.
- 1.(b) One consequence of the California Gold Rush was that there was a surge in the non-native population as prospectors flocked to California in search of gold. The non-native population spread diseases which Indigenous peoples had limited immunity to, which resulted in the decimation of native populations.
2. In 1846, a group of American migrants known as the Donner Party, attempted to travel west from Illinois to California along the California Trail. However, their journey suffered from poor decision-making and bad luck, which resulted in only half of the group completing the journey.

The first mistake made by the Donner Party was setting off too late. They were one of the last wagon trains to attempt the crossing that year. Most migrants had already started the journey before the Donner Party set off in May because they knew that they needed plenty of time during the warmer summer months to make the crossing before the winter snows hit the Sierra Nevada mountains.

The second mistake made by the Donner Party was that when they reached Fort Bridger, part way along the journey, they decided to take the Hastings Cutoff, rather than the more established route. The group believed that the Cutoff was a short cut, however, this wasn't the case. The 'short cut' was through very difficult terrain that was slow-going, and the route wasn't properly established. As a result, the Donner Party added an extra month to their already delayed journey. Along the route, several wagons broke and many of their cattle died. This delay put more pressure on their food supplies, which had already begun to run low.

The group finally reached the Sierra Nevada mountains in October, however the lateness of their journey meant that snow had already fallen and the journey over the mountains was made even more difficult. This was worsened by the fact that the group had a higher than normal number of elderly and young people, which meant that the group struggled even more with the challenging terrain. By the time the group were higher into the mountains, the snow became impassable for the wagons, and they became stranded. Luckily, they found some huts in the mountains which allowed the party to find shelter, however, their limited supplies and the cold weather meant they were unlikely to survive the winter without help. As a result, a few members of the group decided to continue the journey on foot to try to find help.

Although some members of the rescue party were able to make the journey and get help for the people stranded in the mountains, several members of the group died from starvation and exposure before they were rescued, and the remaining members of the group turned to cannibalism to survive. Over 80 people attempted the Hastings Cutoff, but just over half that number actually made it to California.

3. (i) Indigenous peoples depended on buffalo for their survival, so buffalo were incredibly important to their ways of life. Indigenous peoples had a nomadic lifestyle and they spent the spring and summer months following the herds of buffalo across the Great Plains. Because Indigenous peoples spent much of the year travelling, they lived primarily in tipis: tents which could be easily put up or taken down whenever the tribe was on the move, so the tribe's form of shelter had adapted and evolved to facilitate hunting buffalo.

Hunting the buffalo provided Indigenous peoples with everything they needed to be self-sufficient, partly because there were so few natural resources available on the Great Plains. As well as providing fresh meat, buffalo flesh could be dried and made into jerky which fed the tribe during the winter months when they were unable to hunt as easily. The hide of the buffalo provided material for making clothes and blankets, as well as the outside of the tipi. The buffalo's bones were used to make weapons, tools and utensils, and even its tail was used as a fly swat. Indigenous peoples used almost every part of the animal, apart from the heart which would be buried on the Great Plains as a mark of respect. Tribes were careful not to over-hunt the buffalo because they knew how important buffalo were to their ways of life. Consequently, the buffalo population was approximately 60 million at the start of the 19th century.

Since their existence centred around the buffalo, Indigenous tribes recognised the importance of passing on their knowledge to their children. Instead of going to school, Indigenous children were taught how to track, hunt and use the buffalo.

The importance of the buffalo to Indigenous peoples became even more apparent when they began moving on to government-controlled reservations from the 1850s. Indigenous peoples were now confined to smaller areas of land, which meant that they no longer had the freedom to hunt the buffalo. Instead, they were encouraged to farm the land like American settlers, but many Indigenous peoples found it difficult to successfully grow food. This meant many tribes on reservation lands had to rely on money and resources from the US government, because without the buffalo they struggled to survive.

LEVELS-BASED MARK SCHEMES FOR EXTENDED RESPONSE QUESTIONS

Questions 1, 2 and 3 require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the mark band it fits into.

The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Edexcel website for the official mark schemes used.

Question 1a and 1b

This question is worth 8 marks. You are asked to give two consequences and each will be marked out of 4.

Mark Band 2 High Level (3–4 marks)	<ul style="list-style-type: none">• The answer analyses a feature and gives a consequence.• The answer gives specific information about the topic to support the explanation which shows good knowledge of the period.
Mark Band 1 Low Level (1–2 marks)	<ul style="list-style-type: none">• The answer gives a simple comment about a consequence.• The answer gives generalised information about the topic, which shows limited knowledge of the period.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

Question 2

This question is worth 8 marks. You can use the information provided in the stimulus points to help you, but you must use your own information to get full marks.

Mark Band 3 High Level (6–8 marks)	<ul style="list-style-type: none">• The answer gives a clear narrative which is well organised, sequential and leads to an outcome. The answer demonstrates and analyses clear links between the events.• The answer includes accurate and relevant information, which shows good knowledge and understanding.• The answer includes information which goes beyond the stimulus points given in the question.
Mark Band 2 Mid Level (3–5 marks)	<ul style="list-style-type: none">• The answer gives a narrative which shows some organisation and leads to an outcome. The answer demonstrates and analyses some links between the events but may lack coherence.• The answer includes accurate and relevant information, which shows some knowledge and understanding.
Mark Band 1 Low Level (1–2 marks)	<ul style="list-style-type: none">• The answer gives a simple narrative, with limited analysis and organisation.• The answer includes limited knowledge and understanding.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

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EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. These boundaries have been calculated as an average across all past History papers rather than an average of this paper. Be aware that boundaries can vary quite a lot from year to year, so they should be used as a guide only.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	75%	67%	58%	51%	42%	30%	19%	8%

1. Read the questions carefully. Don't give an answer to a question that you *think* is appearing (or wish was appearing!) rather than the actual question.
2. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
3. Each question in this paper is worth 8 marks, so use your time evenly.
4. When answering Q1, your explanation should show the link between the event and the consequence, don't just describe something that happened after the event.
5. For Q2, only write about events during the date range given in the question. You won't get marks for describing something that happened before or after.
6. When writing your answers to Q2, make sure your narrative response has a beginning, a middle and an end, but don't write your response in the first person or as a story as such responses will almost always be descriptive and lack any analysis.
7. Read the options for Q3 carefully to ensure you are selecting the correct content for your answer.
8. Use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This helps to give your answer structure, and makes it easier for the examiner to award you marks.
9. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.
10. Try to save 5 minutes at the end of the exam to check over your answers and spot any obvious mistakes.

Good luck!

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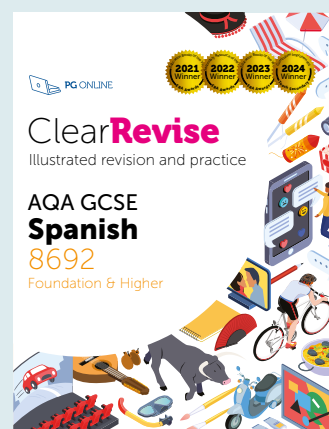
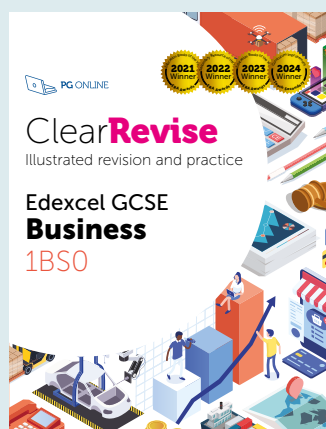
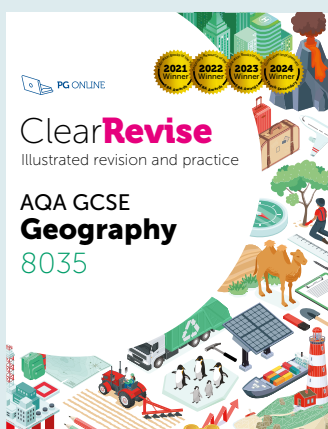
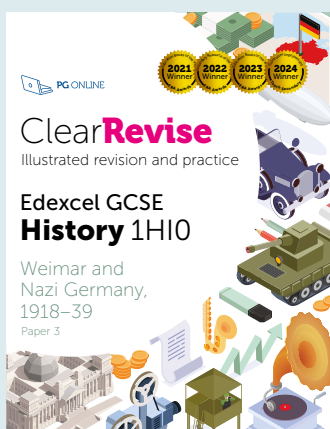
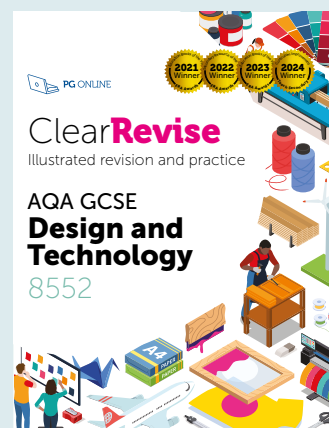
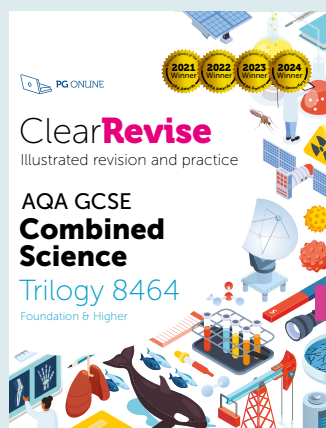
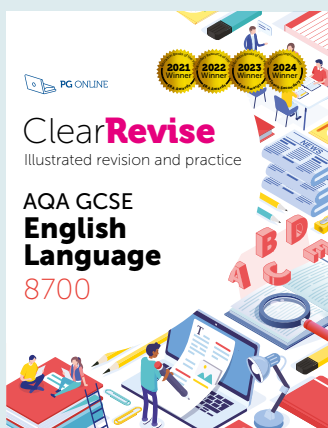
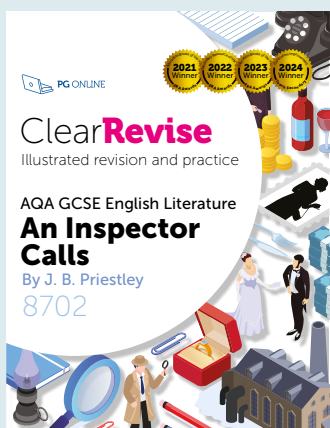
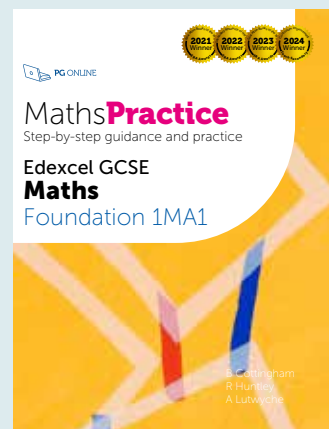
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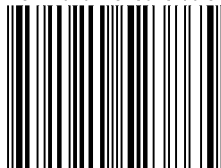
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