

Surname	Centre Number	Candidate Number
Other Names		0

**GCSE**

4271/06



S16-4271-06

HISTORY**UNIT 1: STUDY IN-DEPTH****Westward Migration: The American West, 1840-1895**

A.M. MONDAY, 6 June 2016

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	18	
2.	20	
3.	12	
SPaG	3	
Total	53	

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060001**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page at the back of the booklet, and if this is not sufficient use supplementary sheets. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 2(c) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

Answer all questions.

QUESTION 1

This question is focused on the battle for the Great Plains.

[18]

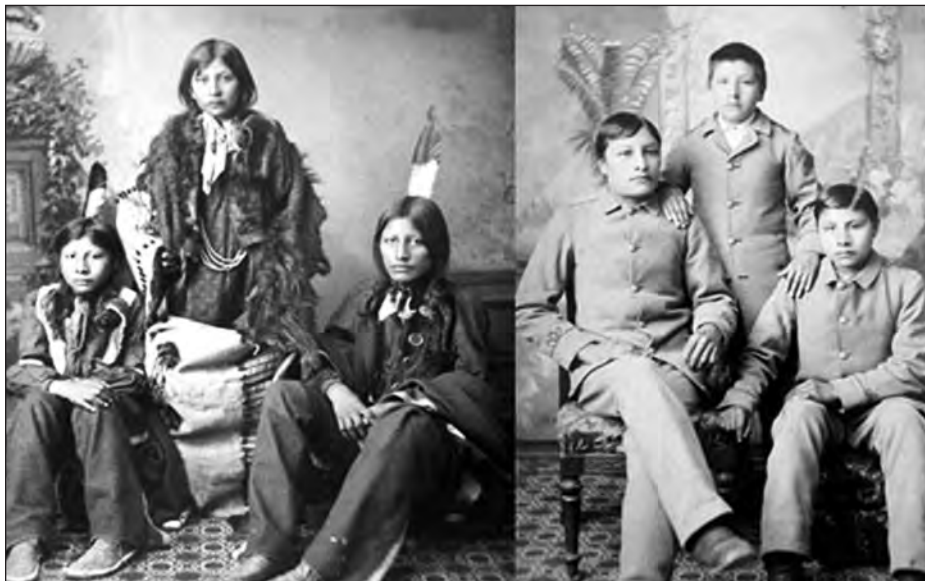
Study the sources below and then answer the question which follows.

Source A

Reservations destroyed the Indian way of life. Instead of being allowed to hunt buffalo, Indians on the reservations were forced to become farmers, but the land did not produce enough food. As a result the Indians had to rely on food rations from the government. The reservations were run by government agents and this undermined the power of the chiefs.

[From a school textbook]

Source B



[Two photographs of Lakota boys from the 1890s. They were taken by the government from their homes and sent to a boarding school]

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(a) What do Sources A and B suggest about the methods used by the US government to destroy the Indian way of life? [4]

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Study the source below and then answer the question which follows.

Source C

Sitting Bull was one of the great Indian leaders of the nineteenth century. He joined his first war party at the age of 14 and rapidly gained a reputation as a brave leader. He led the resistance of the Plains Indians to the expansion of white settlers on to the Great Plains. He is, of course, chiefly remembered for the battle of the Little Big Horn.

[From a school textbook]

(b) Use Source C and your own knowledge to explain why Sitting Bull was such an important leader of the Plains Indians. [6]

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Study the sources below and then answer the question which follows.

Source D

Your people have devastated our country. They have destroyed the growing wood and green grass and killed our animals – the deer and buffalo. They do not kill to eat them; they just leave them to rot. If I went into your country to kill your animals, what would you say? Would I not be wrong and would you not make war on me?

[Chief Bear Tooth speaking to the representatives of the US government in 1867 at the signing of the Fort Laramie Treaty]

Source E



[An official army photograph of the expedition of 1874, which appeared in many newspapers. The US government sent the expedition to search for gold in the Black Hills of Dakota, which was Sioux land and considered by them to be sacred ground]

(c) How useful are Sources D and E to an historian studying the reasons for the Plains Wars? [8]

Explain your answer using the sources and your own knowledge.

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END OF QUESTION 1

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QUESTION 2

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This question is focused on the native Americans and the early pioneers. [20]

(a) Describe the importance of the horse to the lifestyle of the Plains Indians. [4]

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Study the source below and then answer the question which follows.

Source F



[A poster which appeared in New York in 1849, advertising steamship passage to California]

Historians have made different interpretations about the role of men and women in Indian society.

The following pieces of evidence refer to whether men and women had completely separate roles in Indian society.

Study these and answer the question which follows.

Evidence 1

This interpretation was written by a native American historian in 2014.

He argues that men and women had separate roles in Indian society.

Sioux women were in charge of the home and family. Besides cooking and cleaning, a Sioux woman owned her family's tipi and took it with her wherever the tribe moved. This gave her status in the tribe. Men were hunters and warriors, responsible for feeding and defending their families.

Evidence 2

This interpretation is from a book written in 1868 by a former US army officer. He is reflecting on the wars he fought against the Apaches in the 1840s and 1850s.

He argues that men and women did not have separate roles in Indian society.

Many Apache women delighted in taking part in warfare and often fought in battles themselves. Like the men, they shaved their eyebrows to make themselves look more fierce. They rode well and handled their rifles with deadly skill. These fighting women were numerous, well trained and fierce. They often demonstrated more courage than the men.

Evidence 3

This evidence was from the diary of Francis Parkman a white traveller who crossed the Plains in 1846. He lived for a few months among the Sioux.

The Sioux band arrived at the hunting camp. While the warriors sat around and talked about the coming hunt, the squaws unloaded the horses, set up their tipis and lit fires. I went to the chief's tipi. I sat down in the centre – a sign that I was hungry. No sooner had I sat down than a squaw appeared with a wooden bowl of hot stew for me to eat.

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END OF QUESTION 2

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END OF QUESTION 3

END OF PAPER

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