

LAW AND ORDER
IN THE
AMERICAN WEST

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Law & Order in the American West

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- the growth of towns in the West, including comparison of various types of towns - mining towns, Mormons, homesteaders, and the role of women in the growth of town communities.
- town systems of government and relations with the US federal government.
- problems of law and order and attempted solutions.

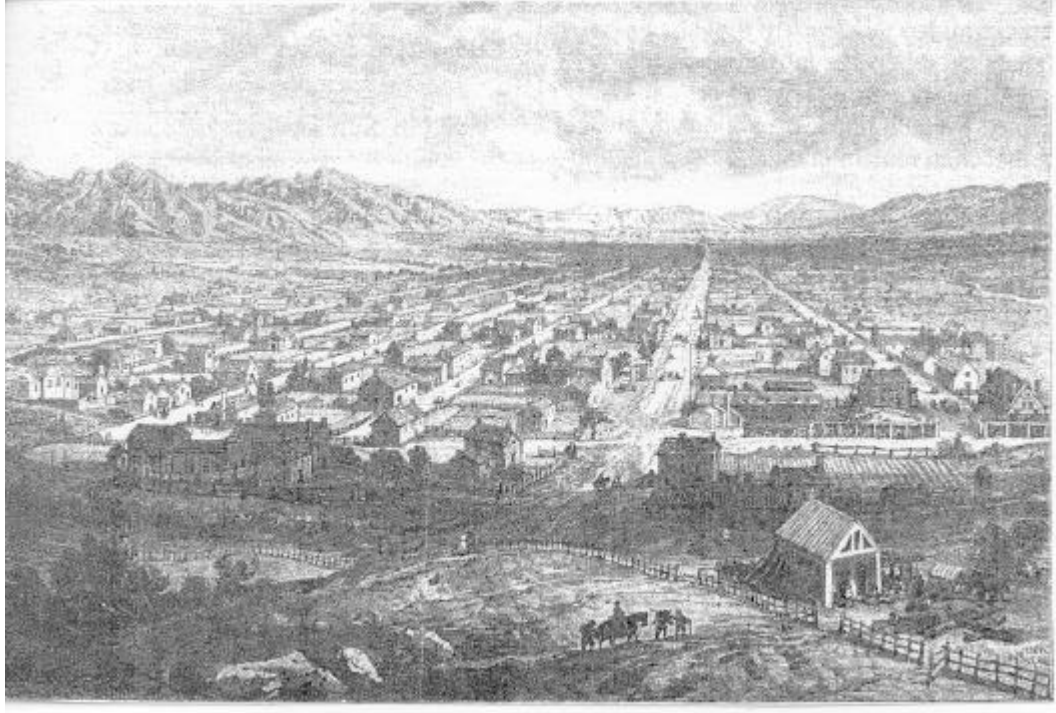
Introduction

There were no towns in the American West before the arrival of whites. Then, as various groups of whites came to the West, they all found the need for towns. Miners needed somewhere to buy supplies, register their claims, sell their gold and enjoy themselves. Mormons needed a community to support their unique beliefs and lifestyle. Railhead towns fulfilled the needs, first of cattlemen and cowboys, later of homesteaders.

Many of these towns grew up very fast, especially mining towns built for a goldrush. They were hundreds of miles from normal systems of government officials, laws and utilities. Their rapid unplanned growth caused all kinds of problems: violence and lawlessness was the most spectacular, but also lack of public health, education and community organisations. Into the breach caused by lack of legal systems stepped local vigilantes. Into the breach of lack of community facilities stepped ordinary settlers, of which women were often leaders. Only gradually did the US government establish its local government institutions.

As with many topics in the History of the American West, myths and legends grew up along with the towns. Some exaggerated how exciting they were, some emphasised their awfulness. What is the truth? Were western towns violent places, with gunfights every night? How did people live normal lives there? Who took the lead in turning these new settlements into real communities? These are some of the issues you will investigate when you tackle this assignment.

SOURCE A: The Mormons arrived at the Salt Lake in 1847. This engraving of Salt Lake City was made in 1873



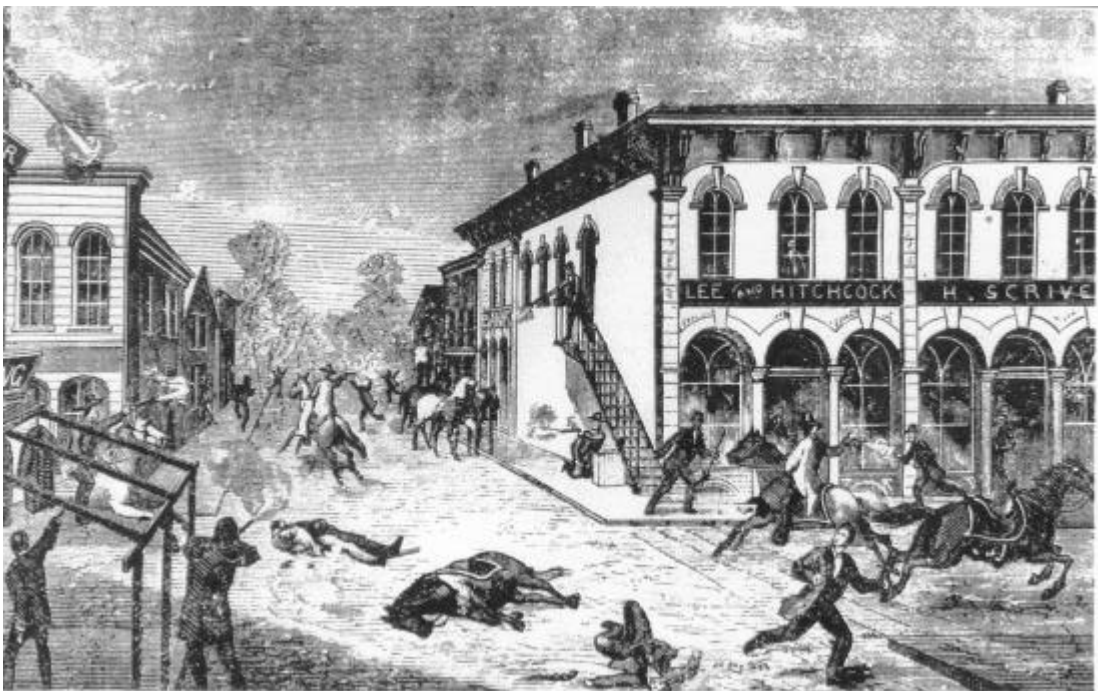
SOURCE B: An extract from 'Dark Days in Bannack', by Granville Stuart. Bannack was a Montana mining town set up in the 1862 gold rush.

'These were dark days in Bannack; there was no safety for life or property only so far as each individual could, with his trusty rifle, protect his own. The respectable citizens far outnumbered the desperadoes, but having come from all corners of the earth, did not know each other and who to trust. On the other hand the 'Roughs' were organised and under the leadership of that able villain, Henry Plummer. At times it seemed that they would have the upper hand and run things to suit themselves.'

SOURCE C: Granville Stuart describes life in the mining town of Virginia City, Montana in 1864:

'Most of the miners built themselves cabins and did their own cooking. Some of these cabins were very neat while others were not so well-kept. There was an epidemic of typhoid during the fall and early winter. Some people were very ill, but there were no deaths. The women were particularly kind, leaving their own work to care for those who were ill.'

SOURCE D: An artist's impression of a bank raid in Northfield, Minnesota in 1876.



SOURCE E: This notice was pinned to the body of a man hanged for murder by vigilantes

'Vigilantes Around!!

No More Murders!!!

Behold the fate of this man. The same terrible end awaits all murderers. Life and the public security is too sacred not to be protected, even by a resort to the unpleasant means of lynch law.

Take Warning! Take Warning!!

Else, ye murderers, the fate that this brute has met with awaits you.

**By order of the Committee
of vigilantes**

SOURCE F: Mark Twain, a journalist, describes Virginia City

'Virginia City had grown to be the liveliest town for its age and population... There were fire companies, banks, a Mayor, a Board of Aldermen, a City Engineer, a Chief of the Fire Department, a Chief of Police, City Marshal, and a large police force...half a dozen jails in full operation....and some talk of building a church.'

SOURCE G: A later Governor of the western state of Idaho, William J McConnell, criticises the first settlers in the mining towns of Idaho

'If the first settlers of Idaho...had directed their energies not only to making money but also to public affairs, including the election of good men to fill the offices, life and property might have been safe from the beginning as in older and well-regulated states.'

Assignment One: Objective 1

1. Describe the problems of living in a newly-set up town in the West. (15)
2. Why were towns in the west often violent and lawless places? (15)
3. Analyse the part played by (i) vigilantes and (ii) women in dealing with the problems of living in early towns in the West (20)

(Total: marks 50)

Assignment Two: Assessment Objectives 2 and 3

1. Look at Source A
What can you learn from this source about the Mormon settlement at Salt Lake City? **(6)**

2. Read Source B
Use this source and your own knowledge to explain why there were difficulties such as those described here in living in early mining towns. **(8)**

3. Read Source C
Use this source and your own knowledge to explain what other problems there were in mining towns apart from law and order. **(10)**

4. Study Sources D, E & F
How useful are sources D, E & F for finding out about problems of law and order in early western towns? **(12)**

5. Study all the sources
Source G blames the early settlers for the problems of lawlessness in early western towns. Use all the sources and your own knowledge to explain whether you think this is a fair comment. **(14)**

(Total: marks 50)

MARK-SCHEMES
ASSIGNMENT ONE: OBJECTIVE ONE

1. Describe the problems of living in a newly-set up town in the West. (15)
- Target: Key features/recall of knowledge**
- Level 1:** Simple statements supported by some knowledge
eg outlines some of problems: violence, gang rule, lack of facilities, gender imbalance (1-5)
- Level 2:** Developed statements supported by relevant knowledge eg Describes how one or more of these problems came about (6-10)
- Level 3:** Developed statements supported by selected knowledge eg well-supported description of range of problems (11-15)
2. Why were towns in the west often violent and lawless places? (15)
- Target: Target: Causation/recall of knowledge**
- Level 1:** Simple statements supported by some knowledge
eg Gives straightforward examples of lawlessness (1-5)
- Level 2:** Developed statements supported by relevant knowledge
eg Explains nature of early towns –remoteness, rapidity of settlement, type of people coming to live there (6-10)
- Level 3:** Developed statements supported by selected knowledge
eg Gives detailed explanation of reasons for lawlessness and violence. (11-15)
3. *Analyse the part played by (i) vigilantes and (ii) women in dealing with the problems of living in early towns in the West* (20)
- Target: Target: Reaching a judgement/recall of knowledge**
[N.B. Must deal with both aspects to reach top of level, though not necessarily equally]
- Level 1:** Simple statements supported by some knowledge
eg Describes actions of both groups. (1-5)
- Level 2:** Developed statements supported by relevant knowledge
eg Simple explanation links problems to different actions of each group: vigilantes taking law into own hands for sake of greater number; women building social links,

| | | |
|-----------------|--|----------------|
| | childcare etc. | (6-10) |
| Level 3: | Developed statements supported by selected knowledge eg Detailed description of roles played by both groups. | (11-15) |
| Level 4: | Sustained argument supported by precisely-selected knowledge eg Detailed analysis of roles of both groups, actions and motives. | (16-20) |

Mark Scheme:
Assignment Two: Objectives 2 and 3

1. *Look at Source A*
What can you learn from this source about the Mormon settlement at Salt Lake City? (6)
- Target:** **Comprehension of source**
- Level 1:** Simple statements taking source at face value
eg Shows they built houses in rows, size of settlement. (1-3)
- Level 2:** Developed statements making inferences from the source
eg Shows organisation, working as community, different kinds of buildings (4-6)
2. *Read Source B*
Use this source and your own knowledge to explain why there were such difficulties living in early mining towns. (8)
- Target:** **Analysis of source/recall of knowledge to explain a key feature**
- Level 1:** Simple statement taking source at face value OR using limited own knowledge eg Ordinary people could not defend themselves against gangs of 'Roughs' (1-3)
- Level 2:** Developed statement making use of the Source with some own knowledge eg Difficult for miners to organise themselves because they were new, didn't know each other etc. (4-6)
- Level 3:** Developed account makes good use of the source and selected information eg Source explains that it was every man for himself, there was lots of money to be made, so gangsters were attracted, people came to get rich quick, not create a community (7-8)

3. *Read Source C*
Use this source and your own knowledge to explain what other problems there were in mining towns apart from law and order. (10)

Target: Analysis of source/recall of knowledge to explain key feature

Level 1: Simple statement taking Source at face value OR using limited own knowledge eg There was disease (1-3)

Level 2: Developed statement making use of the Source with some own knowledge eg Lack of laws and rapid arrival of miners meant health problems (4-6)

Level 3: Developed account using source and own knowledge. e.g. hygiene, medical care, community support, (7-10)

4. *Study Sources D, E & F*
How useful are Sources D, E & F for finding out about problems of law and order in early western towns? (12)

Target: Analysis of utility of sources

Level 1: Simple statements take sources at face value eg All three are about law and order, Sources D & E describe lawlessness, Source F says jails are in full use (1-3)

Level 2: Comments on reliability of source(s), using nature, origin or purpose. E.g. reliability problems of Source D, an artist's impression, and of Source F, a journalist trying to make a story. (4-6)

Level 3: Comments on usefulness of source(s), taking reliability into account. E.g. Source E may be just one, but shows just what vigilantes thought; Source F offers another angle, showing town beginning to get organised (7-10)

Level 4: Analyses usefulness of all three sources for this enquiry. All three are linked to newspapers/magazines, so may exaggerate. Did artist see these events (Source D)? Is Source E authentic? Source F may also have reliability problems, but sources support each other (11-12)

5. *Study all the sources*

Source G blames the early settlers for the problems of lawlessness in early western towns. Use all the sources and your own knowledge to explain whether you think this is a fair comment.

(14)

Target: **Analysis of sources/recall of information/evaluation of interpretations (AO3)**

Level 1: Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view.

e.g. Shows simple understanding of Source G; expresses simple agreement or disagreement, with limited supporting information

(1-3)

Level 2: Developed statement supported by relevant knowledge supporting stated view

e.g. Shows understanding of view in Source G; adds knowledge, recalled or from sources, about conditions in early towns

(4-6)

Level 3: Developed explanation supported by selected knowledge with good use of sources

e.g. Makes judgement about Source G; also uses sources and own knowledge to add information to support and contradict view in source.

(7-11)

Level 4: Sustained argument supported by well-selected knowledge in balanced and well-structured answer

e.g. Uses sources and own knowledge in balanced analysis of Source G, showing understanding of strengths and weaknesses in what Source G says.

(12-14)

