

# AICE AMERICAN HISTORY



DR. SANDRA CRIHFIELD

13-210

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Cambridge International AS Level History 9389

History (9389) is in Group 3, Arts and  
Humanities

Text: *Cambridge International AS Level History  
of the USA 1840-1941*

By Pete Browning and Patrick Walsh-  
Atkins

**Website and E-Mail** → The website has all the materials the student needs to successfully navigate the course. It also has tabs to connect to the syllabus, supplemental readings, and a calendar for the course.

**Web site URL:** <http://shshistory.com> All communications via e-mail should be at the school address

**sandy.crihfield@sarasotacountyschools.net** I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use the Angel network or Blackboard to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at the Angel network and Blackboard when something is due to grade or when you ask me to look at it. Make sure to put your full name and AICE American History in the subject line. All assignments need to be sent to the Angel network or handed in to me in person.

### **Course Objectives:**

The syllabus aims to develop:

- An interest in the past and an appreciation of human endeavor
- A greater knowledge and understanding of historical periods or themes
- A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- An appreciation of the nature and diversity of historical sources available, and the methods by historians
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- The ability to think independently and make informed judgments on issues

-  An empathy with people living in different places and at different times
-  A firm foundation for further study of History

### **Assessment Objectives:**

Candidates are assessed on their ability to:

- ∞ AO1: demonstrate knowledge and understanding
  - 1(a) recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner
  - 1(b): demonstrate an understanding of the past through explanation, analysis, and arriving at a substantiated judgment of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied
- ∞ AO2: analyse, evaluate, and apply
  - 2(a) as part of an historical enquiry, analyse, and evaluate a range of appropriate source material with discrimination
  - 2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

## **RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENTS**

<b>Assessment objective</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Weighting</b>
AO1(a)		30	70%
AO1(b)		30	
AO2(a)	30		30%
AO2(b)	10		
<b>Total</b>	<b>40</b>	<b>60</b>	<b>100%</b>

## **ASSESSMENT: GRADING RUBRICS**

### **Grading Rubric for A Type Questions for Paper 1**

<b>Developed comparison/grasp of sources</b>	<b>8</b>
<b>Source evaluation</b>	<b>4</b>
<b>Contextual knowledge and awareness</b>	<b>3</b>
<b>Total</b>	<b>15</b>

### **Grading Rubric for B Type Questions for Paper 1**

<b>Analysis / Quality of Answer</b>	<b>8</b>
<b>Grasp of Sources / Grouping / Use of Sources</b>	<b>6</b>

<b>Source evaluation</b>	<b>6</b>
<b>Contextual Knowledge</b>	<b>5</b>
<b>Total</b>	<b>25</b>

## **Grading Rubric for A Type Questions for Paper 2**

<b>Factual Knowledge</b>	<b>6</b>
<b>Quality of Explanation</b>	<b>4</b>
<b>Total</b>	<b>10</b>

## **Grading Rubric for B Type Questions for Paper 2**

<b>Knowledge and Understanding</b>	<b>10</b>
<b>Analysis</b>	<b>10</b>
<b>Total</b>	<b>20</b>

### **Assignment Instructions:**

The student will be responsible for the following assignments to complete the course.

#### **Source Assignment Instructions**

Find a source on one of the topics in the theme. It can be one of the following primary or secondary sources: song, video, book, speech, newspaper, document, poem, diary, encyclopedia reference, web site, or short story. Cite the source and then list ten facts you learned from the source. Then answer, with a partner if you wish, the following questions: What, when, why important, audience, context, and impact. Evaluate the provenance and reliability of the source. (This should be done in less than three

sentences.) The student cannot use the same source each time but must use a different source each time the assignment is completed. The assignment is worth 100 pts and will count 16.7% of the academic grade.

## Supplemental Reading Assignment Instructions

The student will read articles related to the themes that will be studied. After reading each article the student with a partner, if they choose, will list twenty-five important facts from the article. Then the student will answer the what, when, audience, why important, context, and impact. Then the students will discuss in 1 to 3 sentences the provenance and reliability of the author of the article. The assignment counts as 16.7% of the academic grade.

## “A” Type Question Writing Assignment

The student will take two (a) type questions examinations each nine weeks. This type of question tests knowledge and understanding. One will be a flip assignment at home and one will take place in the class room. The student will have one class period to prepare for the topic for the assignment. The assignment is to write an answer to an (a) type question in a timed 30 minute exam. The student will get an envelope with a question to answer. Without any aides of any type the student will answer the question. The choice of the question in the envelope is totally random. The student is not to communicate with other students as to their question. When the assignment is done at home the seal needs to be opened by a parent or guardian and a time and signature is required by the parent as to the time started and ended and that no study aides were used by the student. Time started and ended (30 minutes) will be recorded on the envelope with a parent signature. The two writing assignments each count 16.7% of the academic grade.

## Type "B" Writing Assignment

Once each nine weeks the student will be required to write a type “B” writing assignment. Type “B” questions are to test the ability of the student to: understand the question, recall and select relevant material, analyse and evaluate the material to reach a judgment, develop a focused, balanced substantiated argument, and to communicate the argument in a clear and effective way. The instructor will select an appropriate Cambridge question from the subthemes and the student will be required to write an essay in one class period (45 minutes). This is a necessary practice procedure to prepare for the AICE exam. The essay will count 33.2% of the academic grade.

**Employability Skills → According to school board policy, the following skills will be observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. The student using a phone will receive one warning and the second time the phone is used without permission a 50% reduction of the employment grade will be made. The third occurrence will follow the same procedure. (If an employee broke a rule three times when explicitly told not to do something within 9 weeks they would be fired in most businesses.)**

## **Primary Resources for Supplemental Reading** → The student is required to read

additional material throughout the semester. (See full citations listed below) The readings will be available in the classroom, the library, and on the web. The articles will be read in the library, the Internet, or the classroom on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

## **References**

- Binder, F. M. & Reimers, D. M. (1992). The Way We Lived, Vol. I. Lexington, MA: D. C. Heath & Co.
- Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 1 (4<sup>th</sup> ed.). NY: Houghton Mifflin Co.
- Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4<sup>th</sup> ed.). NY: Houghton Mifflin Co.
- Bontemps, A (1973). The Old South "A Summer Tragedy". NY, New York: Mead Dodd.
- Davidson, J.E. & Lytle, M. H. (1992). After the Fact, the Art of Historical Detection.  
NY: McGraw-Hill, Inc.
- Elkins, S. & Mc Kitrick, E. *Political Science Quarterly*, Vol. LXXXVI, No. 1(June 1961).
- Federalists Essays #10 & #78. Retrieved May 14, 2009, from Congress Web site: <http://Congress.org>
- Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People. Upper Saddle River, N.J.: Prentice Hall.
- Farmer, A. & Sanders, V. (2009). *An Introduction to American History 1860-1990*. UK: Hodder Education.
- Slave Narratives. Retrieved May 14, 2009, from Historic News Articles Archives Web site:  
<http://Archives.org>
- Marcus, R. D., & Burner, D. (1989). America Firsthand Vol. II, From Reconstruction to the Present. NY: St Martin's Press.
- Nash, R. & Graves, G. (1991). A Biographical Approach to American History, Vol. I. NY: Harper Collins.
- Wilson, J. (ed.). (1991). Forging the American Character, Vol.1. New Jersey: Prentice Hall.

## **Course Outline for Supplemental Readings**

### **Supplemental Readings on the Themes**

*Incidents in the Life of a Slave Girl* excerpt Incidents in the Life of a Slave Girl, Harriet Jacobs

*Black Slave Owners*, Philip Burnham / Reconstruction: America's Unfinished Civil War,

*View from the Bottom Rail After the Fact, the Art of Historical Detection*

1861-1877 Theme Two The Civil War and Reconstruction

*The South's Inner Civil War*, Reconstruction: America's Unfinished Civil War,  
Eric Foner

*Healing Wounds America First Hand Vol. I*

*Why they Impeached Andrew Johnson?* Reconstruction: America's Unfinished Civil War, Eric Foner

*A Summer Tragedy, The Old South*

1870-1920 Theme Three The Gilded Age and the Progressive Era

*Conditions of the Slaughterhouse* America Firsthand, Vol. II From Reconstruction to the Present

*The Triangle Factory Fire*, HistoricNewsArticlesArchive.org,

1929-1941 Theme Four Boom and Bust

*The Depression Years* The Way We Lived, Vol. II

## AICE HONORS COMMITMENT

### Present

You have elected to be an honor student; the student must be present for successful completion of course goals. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

### On Time

Being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period

### Prepared

Be ready for all class assignments. No late assignments will be accepted. Reading the text and supplemental materials is a minimum requirement. Monitor the website calendar to check due dates for assignments

### Respect

The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

### Responsibility

Come to class ready to work. NO CELL PHONES! Cell phones disrupting class is unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted. The phone will be sent to the office to be picked up by the student. If you need to use the restroom, take the pass and go. We will be moving on without you

### Attention & Note Taking

This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computers follow all class computer rules. You have chosen to take on this responsibility.

### Honesty

Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. I will address cheating with the AICE coordinator and consider expulsion from the program. You have chosen to be an honor student act like one.

## Themes AICE American History

### Civil War and Reconstruction 1861-1877

<b>Why did the Civil War last for four years?</b>	<ul style="list-style-type: none"><li>➤ The military strategies of the two sides</li><li>➤ The leadership of the two sides</li><li>➤ The political aims of the two sides</li><li>➤ The resources available to the two sides</li></ul>
<b>How great was the immediate impact of the Civil War?</b>	<ul style="list-style-type: none"><li>➤ Limitations on civil liberties during the war</li><li>➤ The Emancipation Proclamation, 1863</li><li>➤ Life in the Confederate States</li><li>➤ Democratic politics; North and South</li></ul>
<b>What were the aims and outcomes of Reconstruction?</b>	<ul style="list-style-type: none"><li>➤ Presidential Reconstruction</li><li>➤ Radical Reconstruction</li><li>➤ Constitutional Amendments 13,14, and 15</li></ul>
<b>How successful was Reconstruction?</b>	<ul style="list-style-type: none"><li>➤ The changing position of ex-slaves</li><li>➤ The responses of the White South</li></ul>

## The Gilded Age and the Progressive Era 1870-1920

<b>Why were the 1870s and 1880s decades of rapid industrialization?</b>	<ul style="list-style-type: none"><li>➤ The growth of trusts and corporations</li><li>➤ Technological innovations</li><li>➤ The growth of the railways</li><li>➤ Trade policies, e.g. tariffs</li></ul>
<b>How great were the economic and social consequences of rapid industrialization in the late nineteenth century?</b>	<ul style="list-style-type: none"><li>➤ New immigration</li><li>➤ Economic growth and recessions</li><li>➤ The realities of urbanization</li><li>➤ The farming crisis</li></ul>
<b>What were the main aims of the Progressive Movement in the 1890s and 1900s?</b>	<ul style="list-style-type: none"><li>➤ Limits on party machines and bosses</li><li>➤ Prohibition</li><li>➤ Female emancipation</li><li>➤ Regulation of private corporations</li></ul>
<b>How successful was the Progressive Movement?</b>	<ul style="list-style-type: none"><li>➤ The career of Theodore Roosevelt</li><li>➤ Constitutional Reforms</li><li>➤ The presidency of Woodrow Wilson</li><li>➤ The USA in the 1920s</li></ul>

The Great Crash, the Great Depression and the New Deal, 1929-1941

<p><b>How great was the impact of the Great Crash and the Great Depression on the USA?</b></p>	<ul style="list-style-type: none"> <li>➤ Economic developments in the 1930s</li> <li>➤ Developments in US society</li> <li>➤ Political change in the 1930s</li> </ul>
<p><b>➤ How effective were the strategies used by Presidents Hoover and Roosevelt to deal with the domestic problems facing the USA in the 1930s?</b></p>	<ul style="list-style-type: none"> <li>➤ The economic and social policies of Herbert Hoover</li> <li>➤ The 100 Days and the first New Deal</li> <li>➤ The Second New Deal</li> <li>➤ Franklin Roosevelt's political strategies</li> </ul>
<p><b>How effective was the opposition to the New Deal?</b></p>	<ul style="list-style-type: none"> <li>➤ Opposition from the liberal left</li> <li>➤ Opposition from the conservative right</li> <li>➤ Opposition from the Supreme Court</li> </ul>
<p><b>Based on his leadership of the USA in the 1930s, how far does Franklin Roosevelt deserve his reputation as one of the great US presidents?</b></p>	<ul style="list-style-type: none"> <li>➤ The case for: durable change</li> <li>➤ The case against: limited economic impact, challenge to US values</li> <li>➤ The historical debate</li> </ul>