

A Level AICE AMERICAN HISTORY

Who was responsible for the Holocaust? Did anyone stop the genocides in Armenia, Cambodia, Biafra, USSR, Yugoslavia, Uganda, Rwanda, Indonesia, Tibet, the Congo, and Ethiopia, to name a few. How many genocides are currently on going in the world today? What are you doing? How will history portray your generation's reactions to these occurrences? What do you know about the atrocities in the Democratic Republic of Congo, the Sudan, Syria, Somalia, Afghanistan, Pakistan, North Korea, Myanmar (Burma), and Ethiopia? These are the questions that this course will focus as history writes and rewrites the story of the 20th and 21st Centuries.

Dear AICE A Level American History Parents:

Your son/daughter need no special materials for this course. That being said I would recommend that the student use a flash drive to save their notes or take the school board up on their offer on a free download of Office 365. With Office 365 students can load this program on five devices and they would have access from home to school. Go to the county website <http://sarascountyschools.net/> and click on "students and parents" and on the drop down menu click on Office 365.

In an effort to better communicate with my students and their parents I am asking you to read and respond to this document. I will e-mail updates every two weeks to parents and students. If you do not wish to receive these updates respond as directed at the end of this letter.

The document attached is the video permission form. The video permission form is required by the district and is to inform you of the films I will **possibly** use this semester. There are instructions on e-mailing your permission along with your e-mail address later in this letter or you can sign it and have your son/daughter return it to me. There will be a class discussion on each of the films. These films and the discussion that will follow are designed to generate ideas for their essays. The course is designed to provoke new ideas and possible answers to questions that the course work poses and video presentations are a powerful format to engage students. If you would like to preview the films that would be fine

and you can e-mail a change in permission if you wish. I have books the student can read if they wish to read instead of seeing it on the screen. Some students opt for that and it is fine with me. I will write a pass to the media center and they do not have to be in the class room or be noticed that they are doing another assignment. I have listed all the films I plan to show in this class, time permitting. The administration is aware of my showing these films and I have submitted educational support materials to tie them to the state and county standards. I have used some of these films for more than ten years and they will be of great value in teaching American History. I enjoy watching them with my students and I have seen many of them over fifty times. I feel this visual component adds to the power of learning. I hope this gives you some insight into how these films are utilized. Thank you for your interest and I hope this answers your questions about them.

Saving Private Ryan – Winning five Oscars the film portrays the Normandy Landings and follows a group of U.S. soldiers going behind enemy lines to retrieve a paratrooper whose brothers have been killed in action. Directed by Steven Spielberg and starring Tom Hanks, Matt Damon, and Tom Sizemore.

Truman - Biographical account of America's President for the latter part of WWII. Shows Truman's rise from small-town nobody to leader of the USA, his decision to use the Atomic Bomb against Japan written by David McCullough and portrayed by Gary Sinise

Kennedy – 10-part series on the Kennedys.

Nixon/Frost – The famous debate between Richard Nixon and David Frost about Watergate. Nominated for five Academy awards and starred Frank Langella, Michael Sheen, and Kevin Bacon and was directed by Ron Howard.

Good Night and Good Luck – Nominated for six Academy awards, written, directed, and starred in by George Clooney who retells the story of broadcast journalist Edward R. Murrow who looks to bring down Senator Joseph McCarthy.

Radio Bikini – Academy award winning documentary on the atomic tests in the Pacific in the 1950.

Mississippi Burning – Dramatic portrayal of the killing of three civil rights workers in Mississippi and the FBI investigation into the murders. It won four academy awards including best picture and best actor and best supporting actor. (Stars Gene Hackman, Willem Dafoe, Frances McDormand)

Eyes on the Prize Part 1& Part 2 -14 part documentary of the Civil Rights Movement in American 1954 - 1990

Malcolm X – Academy award biography of Malcolm X starring Denzel Washington.

The Nazis, A Warning from History - #1 British documentary on Hitler.

Hitler, the Rise of Evil – Winning two prime time Emmys the film is a unique slant, profiling the life of Adolf Hitler as a child and his rise through the ranks of the National German Workers' Party prior to World War II.

Hitler and Stalin, A Psychological Study – A documentary on the psychology of the two dictators in regards to their mothers and childhood abuse.

Auschwitz, Inside the Nazi State – A documentary on the death camp Auschwitz and its extended industries.

Wallenberg, A Hero's Story – Starring Richard Chamberlin the true story of Raoul Wallenberg effort to save the Hungarian Jews.

Irena Sendler, In the Name of their Mothers – A documentary about the Polish woman who risked her life and friends to save children in the Warsaw Ghetto.

I will also ask you to look at my website if you wish to know what we are doing this semester. The site is www.shshistory.com or you can Google it with my name. All assignments for the semester are located on the AICE A Level American History tab. A calendar for the entire semester is also under the calendar tab. Also on the web site are additional review materials, citation help, my biography, my contact information, video questions, supplemental reading assignments, important passwords, all unit instructions, links to important sources, and citation machine. So if a student is absent or you are making plans to be out of town you can check the calendar to know what we are doing in class.

I have taught high school history, geography, economics, and government. I have also taught AP American History and AP American Government. I have been teaching AICE for five years, have attended seven seminars on their teaching methods, and visited Cambridge University. I have taught Pre-AICE Global Perspectives, AICE AS & A Level Global Perspectives, AICE AS & A Level American History, and AICE International History. I taught American History, Political Science, Western Civilizations, and International Relations at State College of Florida. I have taught student

teachers at West Virginia University and Humanities for the graduate school at Marshall University. Read my web site under *meet the teacher* to find more about where and what I have taught.

The classroom has thirty computers in it, due to a grant I wrote six years ago to provide my students with computer access to Word and the Internet. There are rules they must follow to be able to use the computers but they do not have to use them every day if they do not wish to word process their work. The students may e-mail their assignments to me from home via the Blackboard Network.

The syllabus is on my website, and on Blackboard for students and parents to refer to throughout the year. I will not waste the paper to print a syllabus for each student but they are welcome to print one in the media center or at home. The course is designed to introduce the AICE student to writing, source evaluation, and critical thinking. The course is developed around two papers required by Cambridge. The papers and course requirements are in the syllabus. The course will build on the History course skills and introduce new ones. All are applicable to their high school career and the world they will soon be moving into.

So that I may communicate with you and your children throughout the year I request your e-mail **and** your son/daughter's e-mail addresses. Please provide your e-mail address if you wish to get my e-mails. They are blind e-mails so no one else will see your address. Please take a minute right now and e-mail me at sandy.crihfield@sarasotacountyschools.net. In the title of the email please put the name of the person who has each account so I will know whose e-mail it is, your son/daughter's name, and the class they are taking to me. I will set up distribution lists and start emailing when I get them organized. Also ask your son/daughter to do the same so they can also get my emails. Please remember to sign and return the video permission form **OR** in the email requested above in the body of the e-mail that you are sending me type the words "video yes" if you are giving permission to see these films or "video no" if you are denying permission. If you need to talk to me use the information on the website or the syllabus.

I look forward to a great semester with your son/daughter. I hope this information is helpful.

Sincerely,
Dr. Sandra B. Crihfield

The SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Informed Parental Consent Form

Instructions: Complete this form and return it to the school. It must be on file at the school before your son/daughter/ward will be permitted to participate in this activity.

I, _____ (parent/guardian) **DO** give my permission for

_____ (son/daughter/ward) to participate in the following

Please print

Class room activity:

PLANNED CLASS ROOM ACTIVITY AND CURRICULUM OBJECTIVES

- The student will possibly view these films to gain academic knowledge of the time period or topic.
 - The student will be exposed to a visual component to enhance the learning experience.
 - The student will be stimulated to greater analytical skills, develop personal and historical themes, question in depth topics, and broaden the scope of their understanding.

The following films **may** be utilized thought the course:

Saving Private Ryan, Truman, Kennedy, Nixon/Frost, Good Night and Good Luck, Radio Bikini, Mississippi Burning, Eyes on the Prize Part 1 & Part 2, Malcolm X, The Nazis, A Warning From History, Hitler, the Rise of Evil, and Hitler and Stalin, A Psychological Study, Wallenberg, A Hero's Story, Irena Sendler, In the Names of their Mothers, Auschwitz, Inside the Nazi State, Selma

I understand that some of the instructional materials to be used in this activity may contain mature themes and/or language. If you have specific questions, please do not hesitate to contact me.

Sandra B. Crihfield
AICE American History - SHS

_____ (parent/guardian) **DO NOT** give my permission for my
_____ (son/daughter) to participate in the above listed class room activity.
I understand that he /she will be provided with an alternative lesson relating to the same
curriculum objective.

Signature of parent/guardian _____ date _____ Sandra B. Crihfield
AICE American History - SHS