

# AICE AMERICAN HISTORY



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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 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 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

Assessment objective	Component 1	Component 2	Weighting
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

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

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

Analysis / Quality of Answer	8
Grasp of Sources / Grouping / Use of Sources	6

<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>

### **Text Book Reading Assignments:**

The Cambridge philosophy of education clearly defines the role of the student as responsible for the knowledge base to successfully navigate the course. The instructor is responsible to challenging the student knowledge base and to teach the appropriate AICE skills to encourage thinking and writing skills. The student is required to read through the textbook (Browning and Walsh-Atkins) while working on each theme. The instructor will make suggestions as to when each section should be read but it is up to the student to find a workable plan. The student should also read one or more of the other texts to further their subject knowledge. The AICE text is a two sided outline text to help the student structure enhanced by lectures in the classroom. Each student will have all three texts to take home for the year.

## **Assignment Instructions:**

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

### **Source Assignment Instructions**

The student, with a partner if they choose, will write an essay that utilizes the source given to the student. The essay should demonstrate an understanding of the material by answering the question given to the students by the instructor. The essay should not be longer than 500 words and follow the AICE format for a two sided essay. If the students choose to work with a partner, they each need to read the source material and divide the work to the satisfaction of each partner and clearly peer review the final version for accuracy and proper format. The partners will receive the same grade. The rubric is the same as any B type question. See this syllabus. The assignment is worth 100 pts and will count 20% 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 deconstruct the article. They will list the thesis or question the article is answering. (10 pts.) The student or partners will list the reasons given to prove the thesis. (40 pts.) The students will give examples that prove the reason, if given. (20 pts.) The counter argument will be listed, if there is one. (10pts.) The student will perform a raven exercise on the author and write a validity statement (two sided with a judgement). (20 pts.) The assignment will count 20% of the grade. Partners will receive the same grade. \*

### **Outside Source Assignment**

The student will select appropriate outside reading material to do this assignment. They may use *Out of Many, AS Level History of the USA*, or any other source they may find to read and explore. They may work with a partner and the grades they receive will be the same. The student will select 10 pairs of facts that are important to their knowledge base for each theme. After typing or copy and paste, the two facts selected they will write a two sentence analysis of the facts they used. The score will be based on fact selection (50%) and analysis of the facts (50%). The assignment will count 20% of the grade. \*

\*\*\*\*\* All these assignments are on the calendar from day one, so the due date is the same for all students regardless of accommodations. Anyone who thinks they will need extra time start early if you that need extra time or you have other scheduled commitments.

Do not tell me you did not know about an assignment, follow the syllabus and the calendar on the web site. If you are home when an assignment is due, use Blackboard drop boxes or school email. If you hand wrote it, take a picture of it and send as an email attachment from home. There are no excuses for incomplete or forgotten assignments. If there is a tragedy let me know, if you forgot, learn the lesson and move on. Late assignments are not accepted but early ones make me smile at good planning skills

## **"A" Type Question Writing Assignment**

The student will take an A type question examination each nine weeks. This type of question tests knowledge and understanding. It will take place in the class room. The student will have one class period prior to the essay with teacher assistance to prepare for the topic of the essay. The A type question is a why question to show knowledge, understanding, and analysis of content material. If a student has a Cambridge accommodation on file with the school for extended time this will be available. The writing assignments each count 20% 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). If a student has a Cambridge accommodation on file with the school for extended time this will be available. This is a necessary practice procedure to prepare for the AICE exam. The essay will count 20% of the academic grade.

## **Source Based Writing**

The student will be required to do A and B type essays of source based style questions. They are always on the Causes of the Civil War theme and compose 40% of the total AICE exam. They are given two sources for the A type question and do a contrast and comparison of the two sources to answer a question. Two more sources are added to the B type question and the student must write a two sided answer to the question using the sources and content knowledge. This is a test of time management, in depth analysis, and content knowledge. The students will be practicing this skill all year.

## **Content Based Writing**

The student will be required to do A and B type essays based on content of theme material. The essays are on each of the two additional themes we explore, The Civil War and Reconstruction and The Gilded Age and the Progressive Era. The student combines content knowledge and understanding and analysis of this material presented. The A type is a why based analysis and the B type is a two sided analysis. This component counts 60% of the AICE exam. The students will be practicing this skill from the first day of the course to the last.

Knowledge from reading and studying lecture notes and their own notes is key to this exam component but without analysis of the material it will be graded as a failing grade. This exam is not about memorizing large amounts of material but depth of knowledge and the ability to synthesize that material developing their own ideas.

**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.)

**Accommodations for students** → All accommodations required by law will be available to the student. Student and teacher will find suitable methods to make the class an exceptional place to live and be productive. If a parent wishes to be involved in these decisions, they are more than welcome. I have a profound learning disability myself, so I more than understand the issues students deal with on a day to day basis. We will work on strategies to make this course a powerful learning environment for everyone.

**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

1861-1865 Theme Source Based Question      [The Causes of the Civil War](#)  
*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*

*Lincoln's Cooper Union Address*

*The 5<sup>th</sup> of March Speech, Daniel Webster*

*John C. Calhoun's Speech on the Compromise of 1850*

1861-1877 Theme Two      [The Civil War and Reconstruction](#)

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

*Healing Wounds America First Hand Vol. I*

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

*Reconstruction and the Freedman*

*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](#).***

***Cross of Gold – William Jennings Bryan***

***Taxing the Rich – Teddy Roosevelt***

***The Spirit of Youth - Jane Addams***

***Working Women and the Vote – Rose Schneiderman***

***Lynch Law in America – Ida Barnett Wells***

## **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

**Why did the Civil War last for four years?**

- The military strategies of the two sides
- The leadership of the two sides
- The political aims of the two sides
- The resources available to the two sides

**How great was the immediate impact of the Civil War?**

- Limitations on civil liberties during the war
- The Emancipation Proclamation, 1863

	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"><li>➤ Regulation of private corporations</li><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>
<b>How successful was the Progressive Movement?</b>	