

AICE AMERICAN HISTORY



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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

Accommodations → 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. We will work on strategies to make this course a powerful learning environment for everyone.

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		
Total	40	60	100%

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
Total	15

Grading Rubric for B Type Questions for Paper 1

Analysis / Quality of Answer	8
Grasp of Sources / Grouping / Use of Sources	6
Source evaluation	6
Contextual Knowledge	5
Total	25

Grading Rubric for A Type Questions for Paper 2

Factual Knowledge	6
Quality of Explanation	4
Total	10

Grading Rubric for B Type Questions for Paper 2

Knowledge and Understanding	10
Analysis	10
Total	20

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.

Selecting Facts for an Essay

The student using the texts will select facts to write an essay. The essay topic will be on the theme that the student is studying. (Causes of the Civil War, Civil War and Reconstruction, and the Gilded Age and the Progressive Era) The student will develop a thesis and concession with reasons (28 pts.) and select 6 facts for each of the four reasons. (3 pts. each or 72 pts). The facts will be judged on relevance and support value. This is the process a student should use for preparing for an essay. 100 pts. The assignment will count 20% of the grade.

Supplemental Reading Assignment Instructions

The student will read articles related to the themes that will be studied. After reading each article the student will deconstruct the article. They will list the thesis or question the article is answering. (10 pts.) The student will list the reasons given to prove the thesis. (40 pts.) The students will give examples that prove the reason, if given. (40 pts.) The counter argument will be listed, if there is one. (10pts.) The assignment will count 20% of the grade.

Paper 1 Practice Assignment

The student will be given a question from the appropriate theme. The student will use the source packet and any other outside quotes to select two sources to support the question and two sources that oppose the question (15 pts. each or 60 pts.). The student will copy the source and highlight the passage that agrees or opposes the question. The student will analyze why the source content supports the question (5pts. each or 20 pts.). The student will then argue why the source will be valuable to answer the question (5pts. each or 20 pts.). 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

Paper 2 "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.

Paper 2 "B" Type 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 (4th ed.). NY: Houghton Mifflin Co.

Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4th 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 5th 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 Foner

Healing Wounds America First Hand Vol. I

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

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 in 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 the 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

American Option: The Origins of the Civil War, 1846–1861

Key Questions	Key Content
How and why did the outcomes of the war with Mexico 1846–48 add to sectional difficulties?	<ul style="list-style-type: none">• The Missouri Compromise, 1820• The Wilmot Proviso, 1846• The Treaty of Guadalupe Hidalgo, 1848• The Compromise of 1850
Why did the Compromise of 1850 break down so quickly?	<ul style="list-style-type: none">• Implementing the Fugitive Slave Act• Implementing the Kansas-Nebraska Act• <i>Uncle Tom's Cabin</i>• The formation of the Republican party
Why did the Republicans win the 1860 presidential election?	<ul style="list-style-type: none">• The Dred Scott judgement• The Lincoln-Douglas debates• John Brown and Harpers Ferry• The election campaign of 1860
Why did the Civil War begin in April 1861?	<ul style="list-style-type: none">• The results of the 1860 presidential election• The secession of the southern states• The leadership of Lincoln• The leadership of Jefferson Davis

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

	<ul style="list-style-type: none"> ➤ The political aims of the two sides ➤ The resources available to the two sides
How great was the immediate impact of the Civil War?	<ul style="list-style-type: none"> ➤ Limitations on civil liberties during the war ➤ The Emancipation Proclamation, 1863 ➤ Life in the Confederate States ➤ Democratic politics; North and South
What were the aims and outcomes of Reconstruction?	<ul style="list-style-type: none"> ➤ Presidential Reconstruction ➤ Radical Reconstruction ➤ Constitutional Amendments 13,14, and 15
How successful was Reconstruction?	<ul style="list-style-type: none"> ➤ The changing practice of Reconstruction ➤ The changing position of ex-slaves ➤ The responses of the White South ➤ The Compromise of 1877

The Gilded Age and the Progressive Era 1870-1920

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

The mark schemes used by Cambridge to score paper 1 and paper 2 are listed below:

	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level	9389	1

Generic levels of

response Part (a)

Level 4: Makes a developed comparison [12–15]

Makes a developed comparison between the two sources, recognising points of similarity and difference. Uses knowledge to evaluate the sources and shows good contextual awareness.

Level 3: Compares views and identifies similarities *and* differences [8–11] Compares the views expressed in the sources, identifying differences and similarities. Begins to explain and evaluate the views using the sources and knowledge.

Level 2: Compares views and identifies similarities *and/or* differences [4–7] Identifies relevant similarities or differences between views/sources and the response may be one-sided with only one aspect explained. Alternatively, both similarities and differences may be mentioned but both aspects lack development.

Level 1: Describes content of each source [1–3]
Describes or paraphrases the content of the two sources. Very simple comparisons may be made (e.g. one is from a letter and the other is from a speech) but these are not developed.

Level 0: No relevant comment on the sources or the issue [0] Part (b)

Level 5: Evaluates the sources to reach a sustained judgement [21–25]
Answers are well focused, demonstrating a clear understanding of the sources and the question. Reaches a sustained judgement about the extent to which the sources support the statement and weighs the evidence in order to do this.

Level 4: Evaluates the sources [16–20]
Demonstrates a clear understanding of the sources and the question. Begins to evaluate the material in context, considering the nature, origin and purpose of the sources in relation to the statement. At the top of this level candidates may begin to reach a judgement but this is not sustained.

Level 3: Uses the sources to support *and* challenge the statement [11–15]
Makes valid points from the sources to both challenge and support the statement in the question. These comments may be derived from source content or may be about the provenance/nature of the sources.

Level 2: Uses the sources to support *or* challenge the statement [6–10] Makes valid points from the sources to either support the statement in the question or to challenge it. These comments may be derived from source content or may be about the provenance/nature of the sources.

Level 1: Does not make valid use of the sources [1–5]
Describes the content of the sources with little attempt to link the material to the question. Alternatively, candidates may write an essay about the question without reference to the sources.

Level 0: No relevant comment on the sources or the issue [0]

	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level	9389	2

Generic levels of

response Part (a)

Level 4: Evaluates factors [9–10]

Answers are well focused and identify and explain a range of factors. Answers are supported by precise evidence and demonstrate clear understanding of the connections between causes. Answers consider the relative significance of factors and reach a supported conclusion.

Level 3: Explains factors [6–8]

Answers demonstrate good understanding of the demands of the question, providing relevant explanations supported by relevant and detailed information. Answers are clearly expressed. Candidates may attempt to reach a judgement about the significance of factors but this may not be effectively supported.

Level 2: Describes factors [3–5]

Answers show some knowledge and understanding of the demands of the question. Answers are either entirely descriptive in approach with few explicit links to the question, or they provide some explanation which is supported by information which is limited in range and depth.

Level 1: Describes the topic/issue [1–2]

Answers contain some relevant material but are descriptive in nature, making little reference to causation. Answers may be assertive or generalised. The response is limited in development.

Level 0: Answers contain no relevant content [0] Part (b)

Level 5: Responses which develop a sustained judgement [18–20] Answers are well focused and closely argued. Arguments are supported by precisely selected evidence. They lead to a relevant conclusion/judgement which is developed and supported. They are fluent and well organised.

Level 4: Responses which develop a balanced argument [15–17] Answers show explicit understanding of the demands of the question. They develop a balanced argument supported by a good range of appropriately selected evidence. They begin to form a judgement in response to the question. At this level the judgement may be partial or not fully supported.

Level 3: Responses which begin to develop assessment [10–14] Answers show a developed understanding of the demands of the question. They provide some assessment, supported by relevant and appropriately selected evidence. However, these answers are likely to lack depth and/or balance. Answers are generally coherent and well organised.

Level 2: Responses which show some understanding of the question [6–9] Answers show some understanding of the focus of the question. They are either entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support.

Level 1: Descriptive or partial responses [1–5]

Answers contain descriptive material which is only loosely linked to the focus of the question. They may only address part of the question. Alternatively, there may be some explicit comment on the question which lacks detailed factual support. Answers are likely to be generalised and assertive. Answers may be fragmentary and disjointed.

Level 0: Answers contain no relevant content [0]