

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## History & Social Sciences Curriculum Guide

Course: Facing History & Ourselves

### Course Description

Facing History and Ourselves utilizes a humanities approach to study historical themes in order to face the dangers of discrimination and indifference and the values of civility in ways that promote critical and creative thinking about the challenges we face and the opportunities we have for positive change. The course will focus on individual identity, membership in society, as well as race, racism, "Jim Crow," lynching, mass incarceration, the successes and failures of desegregation, the American Eugenics movement, historic Anti-Semitism and finally on the rise of National Socialism in Germany and the Holocaust. Our goal in investigating these difficult historical topics is to try and view history not as a series of inevitable actions, but as a sequence of events resulting from individual choices over time. Using this approach to examine history, we will begin to better understand the importance of our decisions and the value of our participation as American and global citizens. This course was designed for the student with a genuine interest in the study of history and human behavior. Senior Elective.

### Content Standards

#### Facing History Topics

- **Democracy and Civic Engagement**
- **Race in US History**
- **Justice and Human Rights**
- **Anti-Semitism and Religious Intolerance**
- **Genocide and Mass Violence**
- **The Holocaust**

### Practice Standards\*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

### Literacy Standards\*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for high school.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

*\*Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may</u> include:
1. <b>The Individual and Society</b>	<ul style="list-style-type: none"> <li>How does identifying ourselves as individuals and as members of society affect our behavior and attitudes?</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of primary source documents, scholarly sources, &amp; connections between history and current events</li> <li>Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading</li> <li>Variety of writing assignments</li> <li>Class debates and seminar style discussions</li> <li>Tests &amp; quizzes</li> <li>Conduct short web quests as well as more sustained research projects</li> <li>Engage with and create a variety of media such as political cartoons, photographs, documentary films, song lyrics</li> </ul>
2. <b>We and They: Membership</b>	<ul style="list-style-type: none"> <li>How does a society determine who belongs and who is excluded?</li> </ul>	
3. <b>We and They: Race and Racism</b>	<ul style="list-style-type: none"> <li>How does a society determine who belongs and who is excluded?</li> </ul>	
4. <b>The Shame of America: Lynching</b>	<ul style="list-style-type: none"> <li>How does a society determine who belongs and who is excluded?</li> </ul>	
5. <b>Segregation after Desegregation &amp; METCO in Massachusetts</b>	<ul style="list-style-type: none"> <li>How do we create equality of opportunity for all Americans regardless of skin color, national origin or economic level?</li> </ul>	
6. <b>American Eugenics Movement</b>	<ul style="list-style-type: none"> <li>What happens to a society when science defines human beings as superior or inferior?</li> </ul>	
7. <b>Historic Anti-Semitism: Applying Identity to History</b>	<ul style="list-style-type: none"> <li>Why is anti-Semitism known as the "Longest Hatred?"</li> </ul>	
8. <b>Weimar Germany &amp; Rise of National Socialism</b>	<ul style="list-style-type: none"> <li>How did Hitler and the National Socialists rise to power by the end of the Weimar republic?</li> </ul>	
9. <b>Conformity and Consent: Nazis in Power</b>	<ul style="list-style-type: none"> <li>How can a government pave the way for genocide?</li> </ul>	
10. <b>The Holocaust</b>	<ul style="list-style-type: none"> <li>How is genocide and other acts of mass violence humanly possible?</li> </ul>	
11. <b>Judgement and Justice</b>	<ul style="list-style-type: none"> <li>Can justice be achieved after mass murder on the enormous scale of the Holocaust? How can we know whether or not justice has been achieved?</li> </ul>	
12. <b>Legacy and Memory</b>	<ul style="list-style-type: none"> <li>How does the past influence us as individuals and as members of society? Does the past influence us differently depending on our individual identities?</li> </ul>	
13. <b>Choosing to Participate</b>	<ul style="list-style-type: none"> <li>What must individuals do and value in order to bring about a more humane, just, and compassionate world and a more democratic society?</li> </ul>	



## History & Social Sciences Curriculum Guide Overview

<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Guiding Principles</b>	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Literacy Standards</b>	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do within each grade-level.
<b>Practice Standards</b>	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
<b>Key Activities</b>	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.