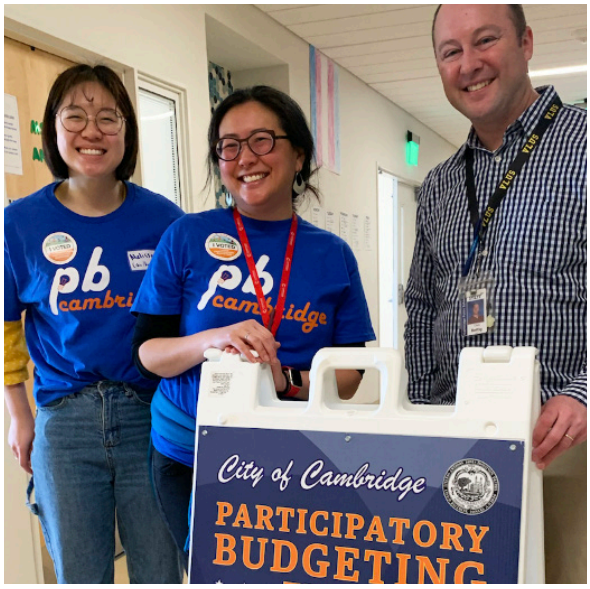
HISTORY AND SOCIAL STUDIES NEWSLETTER

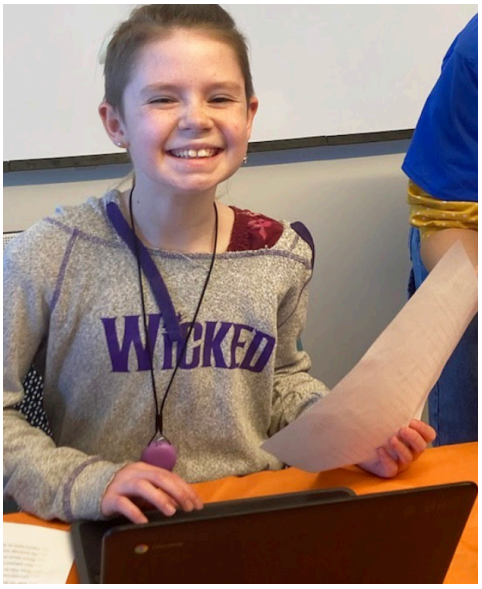
JUNE 2024

UPPER SCHOOL

First Time Ever! Participatory Budgeting Elections at Every Middle School

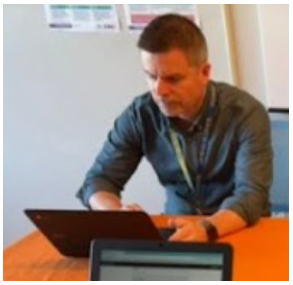
For the first time, Cambridge's Participatory Budgeting came to the upper schools and High School Extension Program for students to vote in-person. History teachers had previewed the proposed projects in class ahead of time, and students planned their votes on their personal Informed Voter Guides. They came to vote with those guides in hand, and eagerly made their selections to help the city select the eight winning proposals, which can be seen on the city's Participatory Budgeting site. The city reported that the overall turnout increased by 10%, thanks in large part to our student voters.







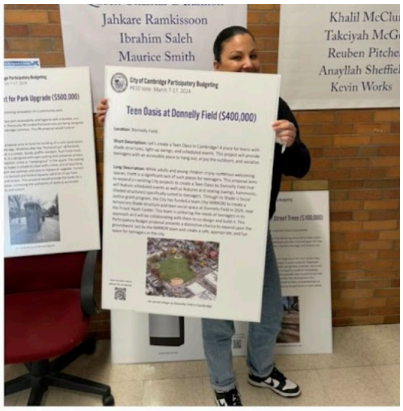




Pictured Above, Top Row Left to Right: Melissa Liu, CSUS alum and current Participatory Budgeting associate for the City of Cambridge, with HSS Department; Harper, 6th grader at CSUS, casts their vote
Pictured Above, Bottom Row Left to Right: Ready for elections at PAUS!; CSUS election with Fatima Sammy, AP, and Dr. Chad Leith, Director of Professional Learning

CAMBRIDGE PUBLIC SCHOOLS
EMPOWERING STUDENT EXCELLENCE





Pictured Left to Right: Dr. Nicole Gittens and Kini Udovicki voting at HSEP

UPPER SCHOOL

Close Reading Integration

At our January 2 Professional Development day, Upper School teachers participated in a workshop lesson about close reading designed to integrate our practices with the English Language Arts department. Teachers learned about designing text-dependent questions to facilitate multiple rounds of reading of primary documents to deepen understanding. In subsequent school-based department meetings, teachers selected primary source texts from the curriculum and collaborated with colleagues to craft text-dependent questions and lessons to use with students. Upper School teachers can now find lessons and questions developed by their colleagues on the Close Reading Hub, which has grown to include multiple resources at each grade level (and will continue to grow as teachers create and share more close reading lessons).



UPPER SCHOOL

Investigating History Connections!

DESE has partnered with Primary Source to create an in-depth History curriculum for teachers of 5th, 6th, and 7th grade students. Cambridge upper school teachers had an opportunity to preview those materials at their March Professional Development day, and found a number of exciting lessons and resources. These resources are all open sources and free to use. 6th grade and 7th grade teachers can locate Investigating History lessons and materials for units they teach on the documents created for Cambridge teachers linked above, or explore the entire Investigating History curriculum at their main IH site.





UPPER SCHOOL

Cambridge Civics Showcase

May 31, 2024 at Cambridge City Hall

Congratulations to 8th graders who attended the 2nd Annual Cambridge Civics Showcase at City Hall. Students were able to talk with local leaders from Cambridge City Council and Cambridge Public Schools about their projects. Four projects were selected to attend the DESE State Civics Showcase.





Pictured Above: Democratic Knowledge Project (DKP) partners with selected project from RAUC - Jasper Adiletta, Jeremy Nohrnberg, Elizabeth Sheldon & Malia Yard-Finley, Juvenile Justice Education, Protecting the Path for Youth

UPPER SCHOOL

Prince Hall Visits CSUS 8th Graders

As part of our 8th grade civics curriculum *Civic Engagement in Our Democracy* students explore the story of Prince Hall, an abolitionist community leader in Revolutionary Boston who used petitions as his primary tool in the fight against enslavement. Students participate in a simulation involving debates among a network of Black activists led by Hall.

Patrick Lessage, 8th grade civics teacher at CSUS, with his class during the Prince Hall simulation.

ELEMENTARY SCHOOL
3rd Grade Choice Course

This year the HSS department ran a choice course for 3rd grade educators. During our time together we discussed and reviewed the new 3rd grade curriculum that was rolled out this school year, after our year long curriculum review last school year. The HSS dept and a group of educators shared pieces of the curriculum that were successful and unsuccessful. We used this time to work together to update lessons based on real-time in class student experiences. We also found an area of content that needed to be covered so students could more easily grasp the content being taught. The following questions came up: "Why is it the year 2024?" and "What does BCE and CE mean?" From here we created a supplemental slide deck titled "**World Calendars**."



ELEMENTARY SCHOOL
2nd Grade Curriculum SOA Day and Updates

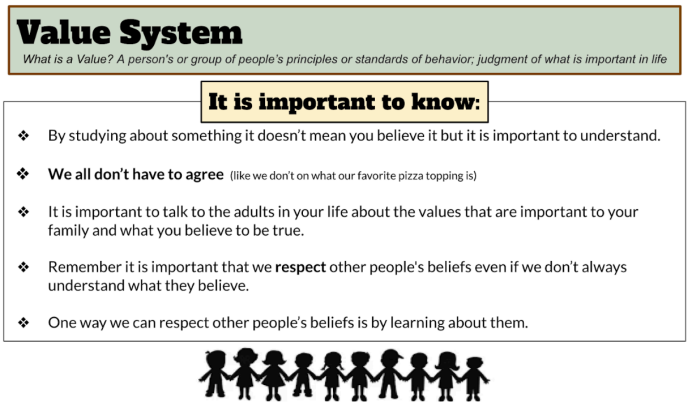
This year we have developed updates to the existing 2nd grade curriculum, to be rolled out next school year. We noted areas of need:

- No migration/immigration anywhere in our curriculum (in the standards)
- Another story untold: Ancient African communities

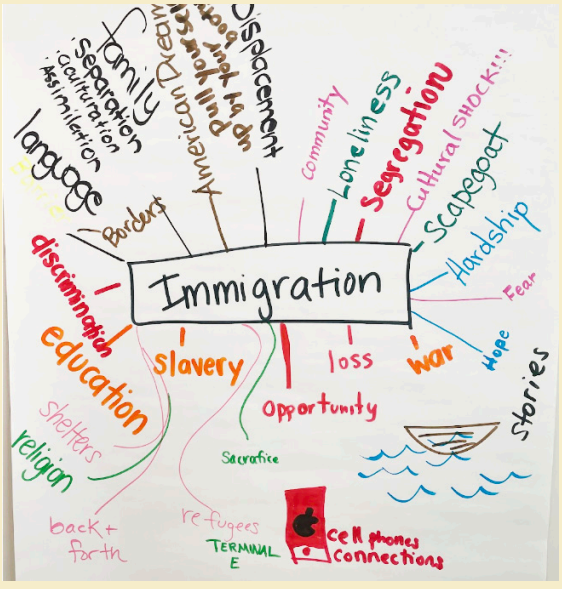
With this in mind, we developed a unit titled "Migration & Justice" and a part 2 to our existing "Communities in Africa" unit. This part 2 to the unit will focus on the Ancient African Communities. We also held an SOA day in June that allowed us to refine the units with the support of 2nd grade educators.

ELEMENTARY SCHOOL
CKLA Bias Review

This year the HSS department has worked closely with the ELA department during their Bias Review process. During this time we reviewed the new ELA curriculum under the seven forms of bias, namely bias of invisibility. During this time we created slide decks/lessons that included stories that aren't told in their Immigration Unit for 2nd grade, ie: forced migration, Chinese Exclusion Act and Latinx immigration. We also created a lesson/slidedeck to bridge the gap in their unit around religion. We developed a list of values (with the help of Alice Cohen).



As always, the HSS department is willing and available to provide support to educators and schools. This year, we met with many educators across the district and even led a staff pd with Alice Cohen from SEL Dept. at the Morse School increasing capacity for having difficult conversations in the classroom. We met with Science Department to create pacing charts for science and social studies alongside CKLA units.



COMMUNITY

Geography & Civics at “Math Pops Up Everywhere” Community Social

On Wednesday, June 5th, the History & Social Studies Department hosted a table at the Community Social “Math Pops Up Everywhere” where over 170 families registered. Families were able to sample some geography and civics, mapping where they live on a large City of Cambridge map, and to answer questions from our new Civic Mindset Survey.











UPPER & HIGH SCHOOL

DESE State Civics Showcase

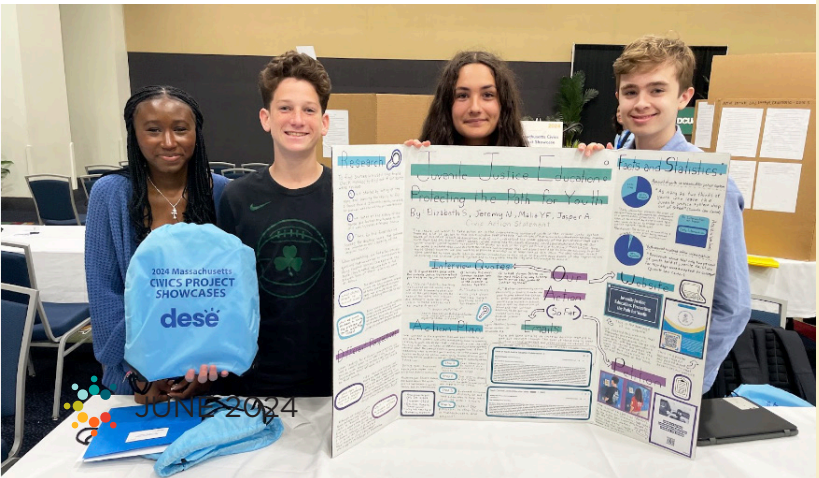
June 3rd, 2024 at DCU Center in Worcester

Two of Cambridge's projects received commendations:

1. "Making Cultures Visible in CPS" (Cambridge Rindge and Latin School)– **Taking Action Commendation:** This project group reached the action stage and put their plans into practice, using a range of tactics to advocate for change and persuade decision-makers to support their goal.
2. "Juvenile Justice Education: Protecting the Path for Youth" (Rindge Avenue Upper School) - **Research and Investigation Commendation**: This project group conducted deep research into the root causes of their issue, gathered compelling evidence, and made a clear and persuasive argument about why action is needed.

Students were invited to share their work with a national audience on Saturday, November 23 at the National Council for the Social Studies conference in Boston.







Pictured Above: Ms. Berz at graduation with valedictorian, Amy Zhou '24

CRLS

Faculty Distinction Award

Congratulations to Ms. Caroline Berz who was honored with the 2024 Faculty Distinction Award. A native of Memphis, Tennessee, Ms Berz has taught high school students in the Boston area for two decades, almost half of that time as a member of the CRLS History department. As part of the 9th grade World History team, she truly enjoys the challenge of engaging ninth graders to think critically and encouraging them to see that when they believe in themselves and their abilities, their power and potential has no limits. Ms Berz takes great pride in offering Women and Gender Studies to juniors and seniors at CRLS where she aims to empower students to explore their own experiences with gender and identity, to understand its complex history and to bring student voice on gender issues to the world outside of the classroom. Additionally, Ms Berz works closely with students to deepen and expand peer-led consent education at CRLS and beyond in order to build a safer and more empowered generation. Ms Berz values the life-long learning that comes with being a teacher and appreciates how CRLS creates opportunities for collaboration with colleagues and students alike. She works hard to inspire her students to ask good questions, to make their voices heard, and to seek out the opportunities that come with being a student in Cambridge, MA.



CRLS

Shout Outs to the History Department!

Many Super Seniors of 2024 recognized and honored educators from the History Department, including Piper Ullman and Elaine Wen. Amy Zhou, valedictorian for the Class of 2024 and Super Senior, wrote in response to:

Who is a teacher or mentor that had a significant impact on your academic journey? Please elaborate.

The teachers I've had throughout my time at CPS have been some of the most influential people in my life. I have far too many teachers who have absolutely changed my life, and I cannot possibly only choose one person to highlight. **I have to shout out practically the entire CRLS history department, especially my crew: Caroline Berz, Benji Cohen, Duncan MacLaury, and Rachel Otty.**

Ms. Berz and I met on Zoom school, and her class was the only thing I looked forward to every day, as her humor and passion were so contagious. She challenged me to be a braver, more courageous person, and I'm so glad to have her as an ally, mentor, humorist, and confidant.

Mr. Cohen is the best CM (Falcon Block) advisor ever, and I'm so thankful that he was my graduation project advisor. He is one of the most beloved educators at CRLS, and the minute you step into his classroom and hear him speak, it's obvious why. **Mr. MacLaury** is possibly the most organized teacher at CRLS, and the amount of time he puts into his students is insane. He's always available for a chat about anything, whether it be academics or Star Wars.

Finally, **Ms. Otty** is one of the most serene and empathetic people I know, and her classroom environment totally reflects that and her humor. I deeply admire her dedication to global studies and encouraging students to think critically and explore their passions, all while having fun and cracking jokes.

I also want to thank many of my other educators/staff/guidance counselor: **Ms. Jenny Chung**, Ms. Xiaoshu Jing, **Dr. Eva Lam**, Ms. Elizabeth Menges, Ms. Alexis Regan, Ms. Tobe Stomberg, Mr. Mike Tubinis, Ms. Nora Watson, and **Ms. Rachel Williams-Giordano**. Of course, I also have to highlight my 7th grade ELA teacher, Ms. Amy Gonzalez, of Rindge Avenue Upper Campus. She has sat through more than a lifetime's worth of my writing and continues to be my mentor and pen pal! All these amazing educators, and others I did not name, have been instrumental in all parts of my life, academic and personal, and I wouldn't be here without them.

CRLS

AP Government Field Trip to Federal Courthouse

Ms. Sandoval

Each semester, Ms. Sandoval and Ms. Williams-Giordano have taken AP Government classes to the Moakley Federal Courthouse in Boston to take a tour and meet with Honorable David J. Barron, Chief Judge, Court of Appeals for the First Circuit. Students were able to ask questions such as when he decides to recuse himself from a case to his favorite part of the Constitution.



Congratulations to two CPS proposals that were accepted to the 104th Annual National Council for the Social Studies (NCSS) Conference this November 22-23 in Boston!

1. **Loyalty, Voice, or Exit:** Underrepresented Voice in Revolutionary Boston at the African Meeting House (Jenny Chung - HSS, Liam Doherty - PAUS, Patrick Lessage - CSUS)

2. **Housing and the History of Residential Segregation:** Oral Histories Collected by Students (Chris Montero - CRLS)

DISTRICT

Civic Mindset Survey Launches Spring 2024

Only 32% of U.S. adults feel pride in the American political system. 1 in 4 young people believe "choosing leaders through free elections" is unimportant. Fewer than 30% of people under the age of 40 consider it essential to live in a democracy compared to 70% for generations born before World War II.

In 2018, MA passed legislation requiring a year-long civics course in every 8th grade classroom and the completion of student-led civics projects in 8th grade and high school.

We want our young people to believe democracy is essential and to feel confident that they have the knowledge, capacities and skills they need to participate in civic life. To monitor our progress in accomplishing this goal, we will check in with young people annually from grades 3 through 10 to see how well we are doing at developing three key civic dispositions: civic self-confidence, civic reciprocity, and civic self-care.

The Civic Mindset Survey should take between 5 and 10 minutes and will be housed in students' ClassLink login via Panorama. It will be translated into the five main languages. Please see questions here: grades 3-5 and grades 6-10.

This survey will help us to understand how our students see themselves as members of our constitutional democracy.

Pictured Below: A sampling of questions from the Civic Mindset Survey at the Community Social



DISTRICT
Transitions

Adrienne Stang will be returning from her year leave in August 2024. **Jenny Chung** will return to her Instructional Coach position in the department.



Thank you to **Chris Rettig** who stepped up to fill the Instructional Coach position this year and helped lead school-based department meetings at upper schools, 1:1 coaching, close reading and Investigating History alignment, Participatory Budgeting elections, and so much more! Chris will be returning to his 7th grade classroom at VLUS next fall. In the winter and spring of 2025, he will be on a sabbatical leave taking online courses through the University of Colorado - Colorado Springs, as part of their Graduate Certificate Program in Diversity, Social Justice and Inclusion. He is most excited for the course exploring Religion and Social Justice.

Bella Sandoval is returning to her home state of California and she will be missed. She has been such an important connection for so many CRLS students in her short tenure in the history dept. Her care, insight and passion for teaching has had such a strong influence on so many students. We will miss you!

Jacob Smith is moving to Washington, DC, where he will be closer to home. He has been a valuable member of our 6th grade and Putnam Avenue teams this year. Our students and colleagues have appreciated Jacob's warmth, patience, and commitment to making ancient history relevant and interesting; our loss will be a gain for some fortunate students in the DC metro area next year.



Pictured Above: Putnam Avenue Upper School teachers Liam Doherty and Jacob Smith
Pictured Below: Bella Sandoval







DISTRICT

Increased Genocide Education Professional Learning for 24-25

Cambridge Public Schools received a DESE Genocide Education grant, which will enable us to work with Facing History and Ourselves (FHAO) and Upstander Project to provide rich professional learning for educators grades 6-12 on indigenous genocide, anti-Semitism, Holocaust, and Rwanda. We are excited to continue our learning next school year!

DISTRICT

DESE Civics Learning Grant

CPS received a civics learning grant SY 24-25 to support 2024 Election materials in all classrooms (Electoral College maps and "I voted" stickers) as well as the expansion of the 8th grade Cambridge Civics Showcase to allow for every 8th grader to present. Additionally, we will be able to offer more professional learning opportunities around civic education.





Have a Great Summer!