

Mary Beth Tinker Visits the Cambridge Public Schools



High School Extension students with Mary Beth Tinker

The History and Social Science Department kicked off the 2015-2016 school year by welcoming **Mary Beth Tinker**. As an 8th grader, Tinker exercised her right to free speech by wearing black armbands to school to support ending the war in Vietnam and to honor the dead. The local school board attempted to prevent her and other students from wearing the armbands, and the case eventually made its way to the Supreme Court. In 1969, in the famous *Tinker v. Des Moines* decision, the Court ruled that Tinker and her fellow students had the right to wear the armbands under the First Amendment.

On September 16, Tinker spoke to a packed auditorium at **Cambridge Rindge and Latin** and then met with 5th grade students at the **Graham and Parks**. When they study the Bill of Rights, these 5th grade students, led by teachers **Maryellen Collins**, **Mary Gallagher**, **Rose Levine** and **Laura Macneil**, create comic strips that teach about four landmark civil rights cases, including *Tinker*. Thanks to literacy coach **Kathy Greeley** for helping to bring Ms. Tinker to Cambridge this fall.

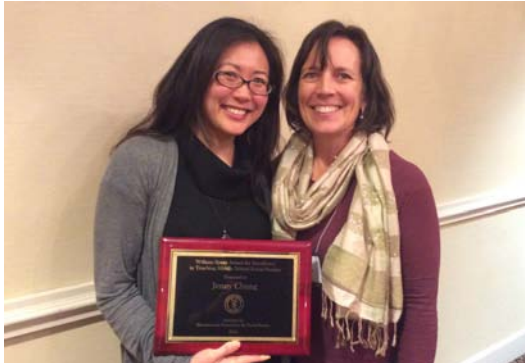


Mary Beth Tinker with Superintendent Dr. Jeffrey Young

Harvard Museums Field Trip Expands

During their Early Humans unit, 6th graders tap into the rich community resources offered by Harvard University. As they did last year, all 6th graders traveled to the **Peabody Museum of Archeology and Ethnology**. There, they engaged in the work of archaeologists, examining and reflecting on artifacts to better understand how early humans moved from foraging to farming. This year the 6th grade teachers (**Leslie Kramer**, Vassal Lane; **Gisel Saillant**, Rindge Avenue; **Allison Scully**, Cambridge Street; **Dora Acosta**, Putnam Avenue) worked with Peabody Museum's **Polly Hubbard** to expand the trip to include the **Harvard Semitic Museum**. The Semitic Museum houses collections of archeological materials from the Ancient Near East. This part of the trip allowed students to preview the civilizations they explore later in the year. Whether grinding grain with pestle and mortar, sketching a cast of an original stele with the code of Hammurabi, or theorizing about which artifact in a replica of an ancient Israelite house best represented a cultural adaptation to the environment, student sense-making was palpable and fun to watch!

Jenny Chung wins Spratt Award



Jenny Chung with Adrienne Stang in Sturbridge.

Congratulations to 8th grade Putnam Avenue history teacher **Jenny Chung**, who was selected as the winner of this year's **William Spratt Award for Excellence in Teaching Middle School Social Studies**. This award is presented to a Massachusetts educator "who demonstrates exceptional ability in the field of social studies at the middle school level." Jenny was honored by the Massachusetts Council for the Social Studies at the New England Regional Conference for the Social Studies in Sturbridge on April 4th.

Integrating Elementary Social Studies Curriculum into School Identities

The History and Social Studies Department is excited by collaboration that happened with several elementary schools to connect grade level curriculum to the powerful work that schools are doing within their own communities.

At the **Tobin Montessori** school, History Coach **Julie Craven** worked with Montessori Coach **Erin Gutierrez** and upper elementary teacher **Eva Jaffe** to adapt grade level curriculum expectations to the **Montessori** multi-grade classrooms, described on the school website as a "'prepared environment' that offers both structure and freedom."

At **Graham and Parks** and **Cambridgeport**, teachers have been building their capacity in designing expeditions - interdisciplinary, project-based units. The History and Social Studies Department participated in a curriculum initiative of the Science,

Technology, Engineering and Math Department to support 4th grade teachers at both those schools in designing meaningful expeditions that bring together multiple content areas. Teachers spent several days at the Museum of Science developing transdisciplinary units around a yearlong theme, "Forces of Change in Our Nation".

Stories of Persecution and Perseverance Monologues at Vassal Lane

On June 1st, 7th grade students presented monologues to the Vassal Lane community. These presentations were the culminating performances of what students learned over the last three months in their ELA and Social Studies classes. Students selected an inspiring individual who experienced persecution and persevered. They researched this person's story in depth and shared that story through traditional presentations and research papers. Students then wrote monologues that they memorized and acted out for an audience of families, teachers, and students. Seventh graders worked very hard to write, revise, rehearse, and memorize these pieces, and for many students, this was their first truly public acting experience.

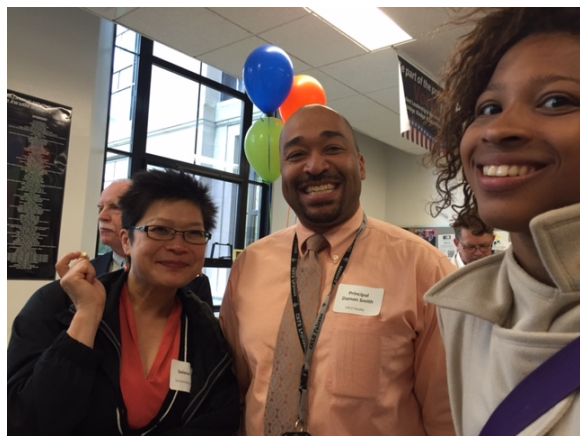
The seventh grade Humanities team, including social studies teacher **Chris Rettig**, worked together throughout this year to create an interdisciplinary project that would motivate and challenge students. The team met twice for whole-day feedback sessions so that students received timely, specific feedback on the first drafts of their research papers and monologues. Every student showed up on June 1st to present his/her original monologue script. Reaching their goal of 100% student participation was no small feat and is a testament to the team's hard work and careful planning.

Families who attended the monologue presentations were impressed and inspired. In an email to the team after the event, one parent wrote, "*Several of the monologues I heard brought tears to my eyes... Thank you for helping organize the kids so well and giving them the space they needed to challenge themselves - and succeed!*"

Kimbrough Scholars Celebrates Third Year

For the third consecutive year, the Kimbrough Scholars Program, which honors the legacy of former teacher and administrator **Leslie Kimbrough**, has offered a unique educational opportunity for eight CRLS students. These students - **Raina Williams, Queen-Cheyenne Wade, Allie Ngo, Sarah Davis-Daniels, Nuban Brooks, JaNoah Daley, Monique Reyes, Iman Mouzinho** – explored the history of racism in the United States and then traveled to Louisiana to research the 1940 lynching of Horace Williams. To make the program a success, CRLS history teacher **Kathleen Fitzgerald** collaborates with the Civil Rights and Restorative Justice Clinic at **Northeastern University's School of Law**. You can learn more about the students' experiences by listening to this WBUR story:

<http://www.wbur.org/morningedition/2016/06/03/cambridge-students>



Kimbrough Scholar Raina Williams (right) with CRLS Principal Damon Smith and Selena Tan.

New Advanced Placement Electives at CRLS

This year, the History and Social Studies Department offered two new electives at Cambridge Rindge and Latin. **Caroline Berz** piloted a new Advanced Placement World History course, and **Cecilia Hylton** collaborated with colleagues from the Newton Public Schools to launch a new Advanced Placement Comparative Government course.

In **AP World History**, students build on the historical thinking skills that are taught in other history courses at CRLS, including document analysis,

writing historical essays and constructing historical arguments. AP World History is unique, as it focuses on approximately 5000 years of world history. Students spend significant time exploring patterns and themes that emerge throughout history. They discover the emergence of powerful world forces such as social class, religion, patriarchy and trade. They unpack the roots of a globalized society by looking at the trade networks of the Silk Roads and the Indian Ocean maritime routes. Several times in a semester, students visited the **Harvard Art Museums** where they used art history to deepen and broaden their understanding of Buddhism and Islam. The course challenges Eurocentricism by allowing students to explore how the nexus of wealth, power and population varied over time and place. When students leave AP World History, Ms. Berz hopes that *“they will have a broad understanding of how the history of the world is truly a global one... and that they will see patterns of continuity and change both on a broad scale and also within geographic areas. I hope that they will be inspired to continue learning about world history and to see it as rich and complex.”*

In Ms. Hylton's **AP Comparative Government** course, students explore important themes and concepts through the lens of six core countries and one supranational body: the United Kingdom, Mexico, Nigeria, Iran, Russia, China and the European Union. Students engage in thoughtful cross-country comparisons as they explore each case study. This course emphasizes the diversity of political life around the world and the challenges and opportunities facing nation-states in the 21st century.

Paul Sullivan Places 6th at National History Day Competition in Washington, DC

In April, CRLS student **Paul Sullivan** won 1st place in the Massachusetts History Day competition for his essay, “The Effects of Race and Class on Encounters Between American Gay Activists.” In June, he placed 6th in the category of Individual History Papers, Senior Division, at the National History Day competition in Washington, DC. Congratulations to Paul and thanks to his advisor, CRLS history teacher **Dr. Barbara Weaver**.

CRLS Students Speak at Facing History and Ourselves Benefit Dinner

On May 10th, two students from **Maggie Dailey's "Holocaust and Human Behavior"** class spoke at the annual benefit dinner for **Facing History and Ourselves**. **Joseph Dieudonne Alphonse** described his experiences taking the course, and **Cinthia Marques Pineda** introduced the keynote speaker, **Jasmina Dervisevic-Cesic**, a Bosnian genocide survivor. Dervisevic-Cesic had spoken about her experiences to students in Ms. Dailey's class.

This is the third year that this elective has been offered at Cambridge Rindge and Latin. Cambridge also uses Facing History and Ourselves curricula in the upper schools, particularly in 8th grade where students complete the "**Choices in Little Rock**" curriculum.

Summer Professional Development

This summer, Cambridge teachers will be participating in a range of engaging professional development opportunities. In late June, teachers at **Fletcher Maynard Academy** will be taking **Children Discovering Justice** training. Other elementary teachers will participate in "Engaging Students in Inquiry with Primary Sources," a **Library of Congress** workshop at CRLS in July.

Cambridge teachers are also participating in several **Primary Source** courses, including "Cultural Proficiency in Today's Schools" and "Dynamics of the Modern Middle East."

Thank you to the teachers and staff who contributed articles and photos to this newsletter, especially Caroline Berz, Julie Craven, Kathleen Fitzgerald, Sarah Foleno, Cecilia Hylton, Chris Rettig, Sarah Shaw, Amy Spencer and Lisa Waters.



Maggie Dailey, students and staff at the Facing History and Ourselves annual benefit dinner in Boston on May 10th.

Front: Cara McMillin, Maggie Dailey, Serena Bialkin, Cullen Fagan.

Rear: Adrienne Stang, Tanya Milner, Joseph Dieudonne Alphonse, Isak Prellner, Franca Bommer, Will Telingator, Cinthia Marques Pineda, Sandra Canas.

*Best wishes and thank you to **Julie Craven**, who is leaving her position as K-8 Social Studies Coach to be the principal of Rindge Avenue Upper School!*