

Brendan Kells & Gisel Saillant win Massachusetts Teacher Awards

Congratulations to **Brendan Kells**, winner of the George Watson Economics Award, and **Gisel Saillant**, winner of the Richard Aieta Promising New Teacher Award.

Mr. Kells' students at Cambridge Rindge and Latin engage an urban development simulation, which deepens their understand as budding economists and encourages civic engagement. Engaged by her boundless enthusiasm for social studies and her clear expectations, Ms. Saillant's 6th grade students at Rindge Avenue Upper School create online geography brochures and in-depth museum displays.

The Massachusetts Council for the Social Studies (MCSS) honored Kells, Saillant and five other Massachusetts educators on May 10th, 2017. They are pictured below with Casey Cullen, President of the MCSS.



Dr. Barbara Weaver Retires



Dr. Weaver (r.) with her partner Dr. Joan Martin

"Dr. Weaver has been inspiring for all those who come into contact with her, both for the amazing depth of her historical knowledge and her deeply held commitment to social justice."

~ Lily Rayman-Read, History Department

After 14 years in the CRLS History Department, **Dr. Barbara Weaver** is retiring. She taught Advanced Placement United States History and a cultural anthropology elective. In addition, Dr. Weaver was the faculty advisor to the History Club and has mentored numerous students in creating award-winning **National History Day** papers and projects.

The Department wishes Dr. Weaver a fulfilling retirement!

Welcome to Estefania Rodriguez!

Estefania Rodriguez joined the CPS History Department in August as our K-8 District Coach. Rodriguez was a humanities teacher in the Hartford (CT) Public Schools and then earned her Master's Degree at Harvard. In addition to assuming new coaching responsibilities this year, Rodriguez participated in an Askwith Forum ["Where are All the Teachers of Color?"](#) at Harvard Graduate School of Education. You can learn more about Rodriguez by reading this [HGSE magazine article](#). Rodriguez is pictured below (left) with Vassal Lane teachers Caitlin O'Brien and Bill Folman.



History and ELA Departments Collaborate to Teach about Civil Rights at Vassal Lane

For several years, 8th grade history students in Cambridge have studied the integration of Little Rock High School in 1957 with an eye to exploring the role that individual "upstanders" play in promoting social change. To support this exploration, CPS 8th grade history teachers have been trained by [Facing History and Ourselves](#) to teach their [Choices in Little Rock](#) curriculum.

This spring, 8th grade history teacher [Bill Folman](#) and ELA teacher [Caitlin O'Brien](#) collaborated with HSS Coach [Estefania Rodriguez](#) and literacy coach [Sarah Foleno](#) to create a

powerful new interdisciplinary unit on the Little Rock Nine. This year, O'Brien's students read Carlotta Walls Lanier's autobiography, "A Mighty Long Way." O'Brien used personal narrative, song lyrics and photography to help students understand Lanier's horrific experiences as the youngest of the Little Rock Nine. In Folman's class, students viewed Ava DuVernay's critically acclaimed documentary "13th," and explored the connections between the abolition of slavery and our current mass incarceration system. This collaboration allowed students to understand institutionalized racism and the tools civil rights leaders used to transform society. Students also envisioned their own roles as active citizens and upstanders.

Tobin Teachers Incorporate "Straight from the Source" Documents

Teachers at the Tobin Montessori School collaborated with HSS Coach [Estefania Rodriguez](#), Montessori Coach [Erin Gutierrez](#) and literacy coach [Heather Colby](#) to plan powerful lessons and projects, incorporating resources from [Primary Source's "Straight from the Source" curriculum](#). In lower elementary, students began practicing their historical thinking skills by reading primary sources about Wampanoag culture and life on the *Mayflower*. Upper Elementary teachers planned their United States Regions and Native American Studies units, incorporating map skills, reading myths and folktales, and conducting research about how Native American Nations met their fundamental needs in the past and today. Moving forward, students will be using their cultural studies to learn about regional biomes and growing food!

K-5 Teachers: The CPS social studies curriculum can be found [here](#).

(https://sites.google.com/a/cpsd.us/history_social_science/home?pli=1)

Elementary Social Studies Projects and Exhibitions

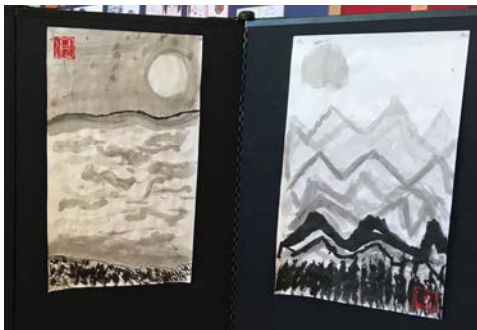
Elementary students in CPS worked on a range of culminating social studies projects to conclude their school year. Here is a sampling of their amazing work!

National Park Rangers at the Morse

Under the guidance of teachers **Mary Gallant** and **Mary DeWitte**, and assistants **Eliza Brennan-Pratt** and **Nilson Maloney**, 4th graders at the Morse School pretended to be US Park Rangers and created presentations promoting national parks around the United States. Librarian **Susan Pennell** supported students' research, and technology specialist **Jennifer Lavalle** helped students create online presentations.



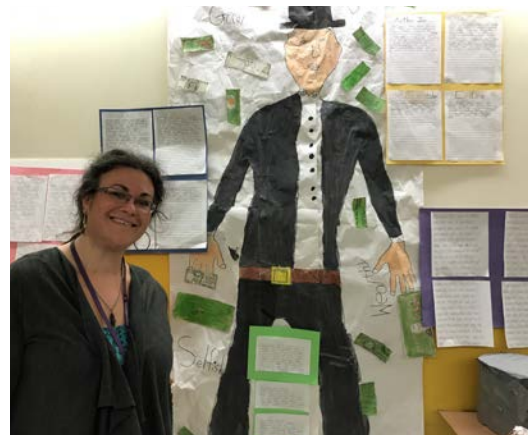
Art teacher **Aimee Kerr** had students create regional landscapes in the style of Chinese brushwork.



Great Molasses Flood Museum



This year, 2nd graders at the **Cambridgeport School** explored the Boston's Great Molasses Flood of 1919. Students read about the history of the flood and studied the science of liquids to better understand this event. They visited the MIT Museum to see how exhibits are set up and then created their own museum that they shared with the community in May. Teachers **Jackie Jacobson** (below) and **Alexandria Grant** helped students make connections between math, science and social studies during their research.



3rd Graders Perform at Central Square Theatre

Katie Bruno and **Anna Tarshish's** 3rd grade students at the Cambridgeport recently updated and performed Abdow and Bentimiglia's "Free, Equal and Independent" at the **Central Square Theatre**. Their play explored the causes of the American Revolution and also uncovered important historical figures who are often neglected in mainstream history textbooks. For example, the final scene depicted the court case brought by Elizabeth "Mumbet" Freeman, whose activism helped to end slavery in Massachusetts in 1783.



After the performance, **Representative Mike Connolly** (below) presented the students with certificates of appreciation from the Massachusetts legislature. Thank you to the **Massachusetts Cultural Council** for funding this collaboration!



"Our Changing Nation" at the Graham and Parks

This year, 4th graders at the Graham and Parks participated in an exhibition on social and technological changes of the 1830's - 1930's. As a culminating event, teacher **Karen Engels** directed students in writing and performing a play about the experiences of several different groups, including the Mill Girls, enslaved Africans, abolitionists, Chinese and Irish railroad workers, the Navajo and the Lakota. **Jocelyn Marshall** facilitated the creation of a science museum exploring energy and engineering.

Under the guidance of their teachers (Engels, Marshall, **Sheila Freed-Pastor** and **Inbal Alon**) all 4th graders created "Changemakers" displays that connected the history that they had explored to present-day issues, such as Black Lives Matter and the use of Native American names as mascots.

Did You Know?

Cambridge teachers are also authors!

Karen Engels (Graham and Parks) is a contributor to EdWeek. Be sure to read her recent article, "[Stepping Up to Teach in Turbulent Times](#)" which offers ideas to educators who have been struggling with teaching current events in the current political climate. CPS teachers have access to a range of additional [resources to support their instruction of current events](#).

Rachel Otty's (CRLS) "A History Teacher's Mission: Teaching Islam in An Age of Misinformation" was published in [Harvard Graduate School of Education's Useable Knowledge](#), [PBS](#) and [EdWeek](#).

Summer Professional Development

This summer, Cambridge teachers will participate in a range of engaging professional development opportunities. Here is a selection:

- Congratulations to CRLS history teacher **Marlin Kann**, who was awarded \$3,000 to conduct research at Harvard's Schlesinger Library.
- Three CPS teachers were accepted into Gilder Lehrman Summer Institutes. CRLS' **Dionne Campbell** and **Rachel Otty** will participate in "Foreign and Domestic Politics Since the 1970s" at Emory University and the Jimmy Carter Presidential Museum and Library. The Graham and Parks' **Karen Engels** will take "Native American History" at Dartmouth College.
- Several CPS Educators will be participating in online courses facilitated by [Primary Source](#):
 - **Sarah Colazzo, Marie Tanaka, Ann Niederkorn** and **Rahffety Maxwell** ~ "Engaging Diverse Students and Families"
 - **Caroline Berz** and **Kanku Kabongo** ~ "Turning Points in Latin American History and Culture"
 - **Sarah Healy** ~ "The Enduring Legacy of Ancient China"
 - **Karin Kugel** ~ "Global Understanding in Action."
- 24 CPS educators will participate in a **K-2 curriculum development workshop** with an eye to incorporating more "windows and mirrors," especially global ones, for their students.

Have a wonderful summer!

- Cambridge is hosting "**Accessing Inquiry for Students with Disabilities through Primary Sources**" which will be facilitated by the Collaborative for Education's Rich Cairn and funded by a **Library of Congress** grant. Over 15 Cambridge teachers will be participating.
- New CRLS teachers **Duncan McLaury** and **Kanku Kabongo** will be participating in [Facing History and Ourselves](#) courses. McLaury is taking "A Historical Approach to Contemporary Issues: Race and Membership in the U.S.," and Kabongo is taking "Holocaust and Human Behavior."

Kimbrough Scholars Celebrates 4th Year

The Kimbrough Scholars Project honors the legacy of CRLS teacher and administrator **Leslie Kimbrough**. For the fourth consecutive year, **Kathleen Fitzgerald** has guided students at CRLS as they work with law students and faculty at the **Civil Rights and Restorative Justice Project** of the **Northeastern University School of Law** to help investigate cold cases - racially motivated murders never brought to justice - from the 1930 and 40s. Through a classroom seminar at CRLS, the students also explore the history of racial injustice and white supremacy in the United States. This May, eight Kimbrough Scholars (pictured below) travelled to Louisiana to conduct extensive fieldwork related to two cases. They presented their work the Cambridge community earlier this month.

