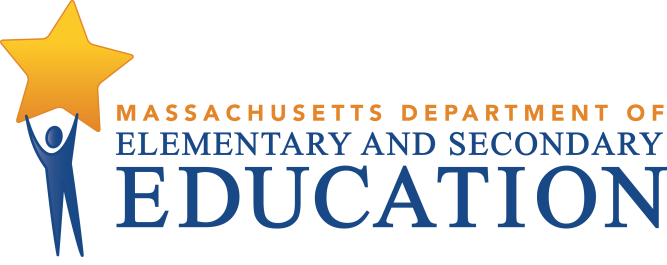
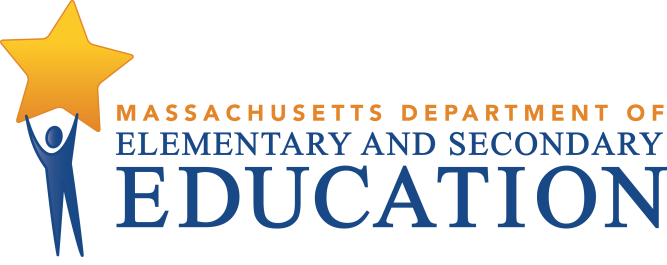
****

Supplement to the 2018 Massachusetts Curriculum Framework

Updated December 2021

Resources for History and Social Science



**This document was originally prepared by the Massachusetts Department of Elementary and Secondary Education**

##### **Board of Elementary and Secondary Education Members**

Mr. Paul Sagan, Chair, Cambridge

Mr. James Morton, Vice Chair, Boston

Ms. Katherine Craven, Brookline

Dr. Edward Doherty, Hyde Park

Ms. Amanda Fernandez, Belmont

Ms. Margaret McKenna, Boston

Mr. Michael Moriarty, Holyoke

Mr. James Peyser, Secretary of Education, Milton

Ms. Mary Ann Stewart, Lexington

Dr. Martin West, Newton

Ms. Hannah Trimarchi, Chair, Student Advisory Council, Marblehead

Jeffrey C. Riley, Commissioner and Secretary to the Board

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation.

Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to

the Human Resources Director, 75 Pleasant St., Malden, MA, 02148, 781-338-6105.

© 2018 Massachusetts Department of Elementary and Secondary Education.   
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
www.doe.mass.edu



**Table of Contents**

[Introduction 3](#_Toc693197026)

[Section I: Resources for Teachers and Students 4](#_Toc763655057)

[Resources by Curricular Topic (alphabetical) 6](#_Toc1522933501)

[Civics 6](#_Toc566001496)

[Economics/Financial Literacy 7](#_Toc1777024887)

[Environmental History/Environmental Justice 8](#_Toc741468974)

[Geography 10](#_Toc698384222)

[Massachusetts 10](#_Toc73303284)

[Media/News Literacy 12](#_Toc749575199)

[United States History 13](#_Toc1050238311)

[World History 15](#_Toc1296959133)

[Resources by Perspective/Voice 17](#_Toc1693184201)

[Asian American and Pacific Islander History 18](#_Toc1196834201)

[African/African American History 18](#_Toc1850660553)

[Disability Justice 21](#_Toc128010185)

[Hispanic/Latino Experiences in the United States 21](#_Toc1835188671)

[LGBTQ+ History 22](#_Toc268941768)

[Native Peoples in the Americas 23](#_Toc1719662321)

[Women’s History 25](#_Toc717057003)

[Resources for Facilitating Classroom Conversations 26](#_Toc525629398)

[Facilitating Dialogues about Race, Identity, and Oppression 27](#_Toc1182995366)

[Facilitating Potentially Politically Charged Dialogues 27](#_Toc141770302)

[General Strategies for Facilitating Difficult Conversations 28](#_Toc1615065338)

[Professional Organizations 28](#_Toc1207537681)

[Section II: Massachusetts and Major New England Museums, Historic Sites, Archives, and Libraries: Alphabetical Listing 29](#_Toc1823948186)

[Section III: Civic Holidays and Observances 38](#_Toc19821065)

[Section IV: A Decade of Emphasis on Civic Learning, 2011-2021 44](#_Toc356918982)

[Section V: Publications Consulted: A Selected Bibliography 47](#_Toc1355210354)

# **Introduction**

**Good instruction is grounded in the use of** [**high-quality instructional materials**](https://www.doe.mass.edu/instruction/impd/)—materials that are aligned to the Massachusetts content and practice standards, culturally responsive, and exhibit a coherent sequence of target skills, instructional practices, and understandings. However, strong core curricular materials, including those deemed “high quality,” are not necessarily perfect. Thus, teachers should carefully analyze their core curricular materials to identify and supplement gaps.

The purpose of this Supplement to the 2018 Massachusetts History and Social Science Curriculum Framework is to **provide teachers with resources to draw upon related to common gaps in core curricular materials**. The resources included in this Supplement are not exhaustive, nor are they being endorsed for use by DESE.[[1]](#footnote-2)

Once teachers have selected supplemental resources for use, their **skillful adaption of those resources** to meet the needs of all of their students is critical. While some of the resources included in this Supplement include ready-made lesson plans and other instructional materials, teachers must still adjust materials and practices to be responsive to their students’ experiences, identities, and needs.

*A note about language: DESE recognizes that members of groups often refer to themselves in different ways, and that language changes over time. To that end, all linked resource titles use the terms/language chosen by the source.*

#### **Additional Resources**

|  |  |
| --- | --- |
| * [Curricular Materials Guide: Grade 8 Civics](https://rise.articulate.com/share/ne_k48iciT6UtcNYigzrjinAAQKRdmLM" \l "/) * [Curricular Materials at a Glance: Grade 8](https://www.doe.mass.edu/instruction/hss/grade-8-at-a-glance.docx) * [Curricular Materials at a Glance: Personal Financial Literacy](https://www.doe.mass.edu/frameworks/qrg-financial-literacy.docx) | * [Culturally Responsive Teaching and Leading Website](https://www.doe.mass.edu/instruction/culturally-responsive/default.html) * [Guiding Principle 2 Quick Reference Guide and Planning Questions](https://www.doe.mass.edu/instruction/hss/gp2-qrg-questions.docx) |

# **Section I: Resources for Teachers and Students**

This section includes resources useful for supplementing common gaps in core curricular materials, with a specific focus on helping educators consider resources to better support the implementation of inclusive, critical, and responsive instruction. [Guiding Principle 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Finstruction%2Fhss%2Fgp2-qrg-questions.docx&wdOrigin=BROWSELINK) of the [*2018 History and Social Science Curriculum Framework*](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf) emphasizes that history and social science instruction should be **inclusive**, **critical**, and **responsive**.

**Critical:** It should challenge students to consider how identity and social position shape people’s perceptions of events, and encourage honest and informed discussions about power, prejudice, and oppression.

**Inclusive:** It should incorporate and center a diversity of historical perspectives, voices, and narratives.

**Responsive:** It should offer all students opportunities to connect their multiple identities and experiences to their study of the past.

This section also includes resources useful for supporting teachers’ continuous professional learning alongside their use of strong curricular materials—planning and adjusting instruction to be more inclusive, critical, and responsive to student identities is ongoing and iterative work.

The resources included in this section are organized in the following four ways:

* The “**Resources by Curricular Topic**” list includes resources useful for supplementing common gaps in core curricular materials organized into topic areas such as US History, world history, and civics.
  + Additional information about any resource identified as “included in the Grade 8 Civics Guide” can be found in the [Curricular Materials Guide: Grade 8 Civics.](https://rise.articulate.com/share/ne_k48iciT6UtcNYigzrjinAAQKRdmLM#/) DESE convened a group of teacher advisors to review instructional materials for grade 8. This guide highlights those that we found would most effectively support Massachusetts students and teachers.
  + Additional information about financial literacy resources identified as “included in the Financial Literacy at a Glance” can be found in the document [Curricular Materials at a Glance: Personal Financial Literacy](https://www.doe.mass.edu/frameworks/qrg-financial-literacy.docx).
* The “**Resources by Perspective/Voice**” list is organized to support educators looking to amplify historically marginalized groups and voices and include diverse perspectives that may be missing from their core curricula.
* The “**Facilitating Classroom Conversations**” list includes resources useful for supporting the planning and facilitating of conversations about sensitive and controversial topics, as well as current events.
* The “**Professional Organizations**” list includes resources educators may find useful for supporting their own continuous professional learning and growth.

## **Resources by Curricular Topic (alphabetical)**

### **Civics**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use  + identified as a strong resource in the [Grade 8 Civics Guide](https://rise.articulate.com/share/ne_k48iciT6UtcNYigzrjinAAQKRdmLM#/) | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***American Creed***](https://mass.pbslearningmedia.org/collection/american-creed/#.WxAhMdEpCha)***\****  (PBS Learning Media, National Writing Project, Facing History and Ourselves) | Video interviews and student writing, videos, and artwork about shared ideals in America. | 6-12 |
| [***Ballotpedia***](https://ballotpedia.org/Main_Page) | Encyclopedia of United States politics, updated daily; topics include state primary elections, national elections, actions of courts. |  |
| [**Becoming Us\*+**](https://americanhistory.si.edu/becoming-us/)  (National Museum of American History) | Designed to teach immigration history in an accurate and inclusive manner. The resource is designed for high school students, but can be modified to meet the needs of grade 8 students. | 8-12 |
| [**Building Democracy for All**](https://edtechbooks.org/democracy)**\*** | Digital textbook with embedded links. The resource curates materials from a range of external sources. | 8-12 |
| [***Center for Civic Education\****](http://www.civiced.org/) | Resources on teaching civics; publications on civics for early childhood through high school; sponsor of the We the People, the Citizen and the Constitution civics program. | K-12 |
| [***Civics for All\*+***](https://infohub.nyced.org/in-our-schools/programs/civics-for-all)  (New York City Department of Education) | Materials cover most topics included in Massachusetts' grade 8 civics standards. Materials authentically connect students' civic learning to their lived experiences. Civics for All includes a wealth of project-based learning activities that support student inquiry and the development of civic dispositions. | K-12 |
| [***CIRCLE***](http://www.civicyouth.org/)  (The Center for Information and Research on Civic Learning & Engagement, Tisch Center, Tufts University) | Research and data over time on youth voting and involvement in civic matters. |  |
| [***Current Context\****](https://chssp.ucdavis.edu/current-context)  (University of California, Davis) | Resources on the history of student political engagement and activism from the Civil Rights Movement to the present. | 7-12 |
| [***Declaration Resources Project\****](https://declaration.fas.harvard.edu/)  (Harvard University) | Articles and other resources on reading the Declaration of Independence. | 4-12 |
| [***Democratic Knowledge Project\*+***](https://democraticknowledge.fas.harvard.edu/)  (Harvard University) | Resources on the Declaration of Independence, youth participation in politics, and humanities education. Also includes resources to support the planning and implementation of student-led civics action projects. | 8-12 |
| [***Democracy***](http://agathe.gr/democracy/democracy.html)  (American School of Classical Studies, Athens) | Articles on Athenian democracy based on materials from the excavations of the Athenian Agora in Greece by the American School of Classical Studies from 1931 to the present. |  |
| [***Discovering Justice***](http://discoveringjustice.org/)**\*** | Civics resources including a K-5 civics/literacy curriculum and a grades 6-8 program on understanding citizens’ rights. | K-12 |
| [***iCivics\*+***](https://www.icivics.org/) | Online interactive civics curriculum and resources covering all topics of the Massachusetts grade 8 civics standards. Includes a combination of lessons plans, mini-lessons, and online games to build students' civic knowledge. Online game about civics available in English and Spanish. | 7-12 |
| [***Landmark Cases of the Supreme Court***](http://landmarkcases.org/en/landmark/home)\* | A site developed for teachers by the Supreme Court Historical Society and Street Law, Inc. Summaries of 16 significant cases from Marbury v. Madison (1803) to Texas v. Johnson (1989) and suggested teaching strategies for introducing and discussing cases. | 7-12 |
| [***Learning for Justice\*+***](https://www.learningforjustice.org/)(Southern Poverty Law Center) | Provides lesson plans, student texts, student tasks, and other instructional resources focused on anti-bias and anti-racist education. Resources include a range of civics-focused materials on topics including elections, voting rights, legislation and civic action. | 7-12 |
| [***National Constitution Center***](https://constitutioncenter.org/) | Museum in Philadelphia with an extensive website devoted to the Constitution, including a free Interactive Constitution app, and resources related to women and the Constitution. |  |
| [**New-York Historical Society\*+**](https://www.nyhistory.org/education/professional-learning/curriculum-library) | A library of civics-focused curricular materials. Though these resources were created to align with New York state standards, many address Massachusetts standards as well. They are designed to promote cultural understanding and empower students to strengthen democracy. | 7-12 |
| [***Vital Statistics on Congress***](https://www.brookings.edu/multi-chapter-report/vital-statistics-on-congress/)  (Brookings Institution) | Data on Congress, begun in 1980, updated annually; topics include demographic data on members of Congress, Congressional elections, campaign financing. |  |
| [***Voices of Democracy: The U.S. Oratory Project\****](http://voicesofdemocracy.umd.edu/)  (University of Maryland) | Collection of text versions of important speeches and debates in U. S. history; curriculum units; includes speeches by African Americans, Native Peoples, women, and men. | 8-12 |

### **Economics/Financial Literacy**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use  + Included in the [Financial Personal Literacy at a Glance](https://www.doe.mass.edu/frameworks/qrg-financial-literacy.docx) | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [*Banzai*](https://teachbanzai.com/)*\*+* | Online, simulation-based courses for ages 8 and up as well as a library of individual resources on key topics. | K-12 |
| [***Council for Economic Education\****](http://councilforeconed.org/) | K-12 curriculum materials on economics, including the Voluntary National Standards on Economics and the National Standards for Financial Literacy. | K-12 |
| [***EconEdLink\*+***](https://www.econedlink.org/) | Collection of classroom-tested, Internet-based economic and personal finance lesson materials and professional development webinars. | K-12 |
| [***EVERFI: Financial Literacy\*+***](https://everfi.com/offerings/listing/everfi-financial-literacy/) | Online personal finance course that equips students with tools to manage their money, from applying for financial aid to establishing credit and investing. Offers a complete digital curriculum for high school students and additional resources for elementary students. | K-12 |
| [***FDIC Smart Money for Young People\*+***](https://www.fdic.gov/consumers/consumer/moneysmart/young.html) | The Money Smart for Young People series consists of four free individual grade-level curricula designed for grades K-2, 3-5, 6-8, and 9-12. | K-12 |
| [***Federal Reserve Education\*+***](https://www.federalreserveeducation.org/)  (Federal Reserve Banks) | K-12 curriculum materials on economics searchable by grade and topic. | K-12 |
| [***Federal Reserve Bank of St. Louis Econ Ed\*+***](https://www.stlouisfed.org/education) | Lesson plans, activities, and readings on economics and financial literacy that offer flexibility and real-world connections to prepare students for college and careers. | K-12 |
| [***Federal Reserve Bank of San Francisco***](https://frbsf.org/education/)\*- | Middle and high school curriculum materials on economic education.[**DataPost**](https://www.frbsf.org/education/teacher-resources/datapost/) section provides current presentations of economic data that can be downloaded as PowerPoint slides, videos, and articles. | 7-12 |
| [***FitMoney***](http://www.fitmoney.org/)***\*+*** | Classroom-ready K-12 curriculum and free in-person and virtual training to teachers. | K-12 |
| [***FoolProofMe***](https://www.foolproofme.org/)***\*+*** | Curriculum focused on developing healthy skepticism, trustworthiness, and personal responsibility in financial matters. | 6-12 |
| [***Junior Achievement***](https://jausa.ja.org/)***\*+*** | Interactive financial literacy offerings focused on financial literacy, entrepreneurship, and work readiness. | K-12 |
| [***My Financial Life MA: Resources for Educators\*+***](https://myfinanciallifema.org/topic/resources-for-educators/) | Video playlists and individual learning modules to build educators’ knowledge of financial literacy topics. | 9-12 |
| [***National Jump$tart Coalition Clearinghouse\*+***](https://www.jumpstart.org/clearinghouse/) | Financial literacy online resource for educators, parents, students and others to find effective, financial education resources from various sources. | K-12 |
| [***NextGen Personal Finance\*+***](https://www.ngpf.org/) | High school personal finance curriculum and professional development offerings. | 9-12 |
| [***PwC Access Your Potential\*+***](https://www.pwc.com/us/en/about-us/corporate-responsibility/access-your-potential/tech-financial-literacy-curriculum.html) | Lessons for K–12 students (including some in Spanish) around financial literacy topics. | K-12 |
| [***$martPath\*+***](https://smartpathlearning.com/) | Story-based, interactive units about financial literacy topics. | 1-8 |
| [***Take Charge Today\*+***](https://takechargetoday.arizona.edu/)  (University of Arizona, Tucson) | 75 teacher-tested lesson plans for the introductory level (targeted at grades 7-9) and advanced level (targeted at grades 10-12) updated, based on classroom feedback and current research, to incorporate new financial products and regulations. | 7-12 |

### **Environmental History/Environmental Justice**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Agricultural Literacy Curriculum Matrix***](https://agclassroom.org/matrix/)***\****  (National Agriculture in the Classroom) | Searchable database of lesson plans and resources focused on agriculture education; includes resources bridging science, social studies, and nutrition. | K-12 |
| [***American Environmentalists from Across History***](https://www.wilderness.org/news/blog/12-historic-american-environmentalists-who-made-our-wilderness-all-star-draft) | Introduces 12 historical figures who have fought for environment justice throughout U.S. history. |  |
| [***Climate Change History***](https://www.history.com/topics/natural-disasters-and-environment/history-of-climate-change) (History) | Provides several “mini-overviews” of various issues related to climate change, with links related to topics for further exploration. |  |
| [***Environmental Humanities: History, Justice, and Education\****](https://edsitement.neh.gov/teachers-guides/environmental-humanities-history-justice-and-education)  (National Endowment for the Humanities) | Provides information and resources to help integrate the field of environmental humanities into various classroom curricula. Instructional resources include an overview of the field of environmental humanities and primary resources. | K-12 |
| [***Environmental Justice Literacy Curriculum***](https://groundworkusa.org/wp-content/uploads/2018/05/NV-EJ-Literacy-Curriculum-Draft-2-MB-Edits-04-15-2018.pdf)***\**** | Provides a teacher’s guide with several lessons for engaging students in an examination of the history of the environment justice movement and how they can take action on this issue. | 6-12 |
| [***Environmental Justice Resource Center***](https://serc.berkeley.edu/environmental-justice/)  (UC Berkeley) | Includes sources on gender and the environment, race and the environment, food and the environment and more. |  |
| [***Foodspan***](https://www.foodspan.org/)***\****  (Johns Hopkins University) | Free high school curriculum that highlights critical issues in the food system and empowers students to be food citizens; focuses on topics related to human health, the environment, and food production and consumption, culminating in a civic action project. | 9-12 |
| [***History of the Modern Environmental Movement***](https://www.pbs.org/wgbh/americanexperience/features/earth-days-modern-environmental-movement/) (PBS American Experience) | Traces the history of the environmental movement in detail from the post-WWII era to the present. |  |
| [***Environmental Racism and Environmental Justice in the US***](https://guides.library.cornell.edu/envjustice/home)  (Cornell University) | Provides links to several resources that examine the histories of and link between racism and environmental justice. |  |
| [***Mass Audubon Society\****](https://www.massaudubon.org/learn/for-educators/resources-for-k-12-educators) | Offers lessons plans, interactive games, and a variety of other resources for teaching about the history of the environmental movement and engaging students in inquires about the present-day environment. | K-12 |
| [***Political Landmarks for Climate Change Legislation***](https://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/) | Offers a timeline of key legislation related to climate change, beginning with the first world climate conference in 1979. |  |
| [***Stories From Climate Activists Around the World***](https://globalclimatestrike.net/stories/) | Includes stories and current events about youth engagement and activism related to climate change. Stories available in English and Spanish. |  |
| [***Young People Respond to Climate Change\****](https://www.facinghistory.org/educator-resources/current-events/young-people-respond-to-climate-change)  (Facing History and Ourselves) | Teaching idea that explores the reasons why young people are calling for action against climate change and strategies they can use to make a difference on this issue or other social issues. | 7-12 |

### **Geography**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Digital Scholarship Lab***](https://dsl.richmond.edu/)  (University of Richmond) | Collection of maps and other digital humanities projects related to human/environment interaction and the movement of people/groups of people over time. |  |
| [***Historical Atlas of Massachusetts***](http://www.geo.umass.edu/faculty/wilkie/Wilkie/maps.html)  (University of Massachusetts Amherst) | Online collection of maps of the Commonwealth designed to show information such as ecological and geological regions, population, industries, origins of place names. |  |
| [***Mapping Colonial Boston***](https://www.masshist.org/teaching-history/document-sets/mapping)***\**** (Massachusetts Historical Society) | Document set including maps to understand and contextualize Boston during the colonial period with the goal of helping students critically examine how maps can further a particular narrative of a time and place. | 3-8 |
| [***Norman B. Leventhal Map Center\****](https://collections.leventhalmap.org/educators)  (Boston Public Library) | Digitized historic map collection searchable by location and historical period and grade level. | K-12 |
| [***National Geographic Society***](https://www.nationalgeographic.org/education) | Curriculum materials including interactive maps, mapmaking software, articles, videos; articles and photographs from [**National Geographic Magazine**](http://www.nationalgeographic.com/). | K-12 |
| [***People and the Environment\****](https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/people-environment.html)  (National Gallery of Art) | Includes a collection of primary sources for leading students through an inquiry about how Americans have used land over time and impacted and changed their physical environment. | 3-5 |
| [***Time Maps\****](https://www.timemaps.com/timemaps-for-education/) | Atlas of historical maps searchable by region and date; encyclopedia searchable by topic, major civilizations, events, empires; lesson plans and alignments to Advanced Placement courses. | 7-12 |
| [***Vuillard in the Park\****](https://www.nga.gov/learn/teachers/lessons-activities/ecology/vuillard-park.html) (National Gallery of Art) | Lesson for using Vuillard’s painting of a park in Paris to engage students in an exploration of seasonal and environmental changes. | 5-6 |

### **Massachusetts**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***American Centuries***](http://www.americancenturies.mass.edu) | Materials focused on Western Massachusetts; topics include daily life in the colonies, Shays’ Rebellion, African Americans in rural New England, the Civil War. Link to [Impressions from a Lost World](https://dinotracksdiscovery.org/) on the 19th century discovery of dinosaur tracks in Massachusetts. |  |
| [***Boston African American National Historic Site***](http://www.nps.gov/boaf) | Exhibitions feature the history of Boston’s 19th century African American community, the Abolitionist Movement, the Underground Railroad, and Frederick Douglass. |  |
| [***Boston’s 1960s Civil Rights Movement: A Look Back***](http://openvault.wgbh.org/exhibits/boston_civil_rights/article)(WGBH Open Vault) | Article by Audrea Jones Dunham on the civil rights movement in Boston; links to 14 hours of radio and television broadcasts 1963-1967 on the movement. |  |
| [***Boston Women’s Heritage Trail***](http://bwht.org/) | Website with biographies of prominent Boston area women such as Louisa May Alcott, Melnea Cass, and Isabella Stewart Gardner. |  |
| [***The David Walker Memorial Project***](http://www.davidwalkermemorial.org/home) | Information on an African American who lived in Boston and was prominent in community and  the abolitionist movement in the 1820s. |  |
| [***Global Boston\****](https://globalboston.bc.edu/index.php/for-teachers/)  (Boston College) | Immigration in Greater Boston, past and present, with maps, charts of demographic data, photographs; searchable by ethnic groups and communities. Includes a unit on immigration, with lesson plans. | 9-12 |
| [***Historical Atlas of Massachusetts***](http://www.geo.umass.edu/faculty/wilkie/Wilkie/maps.html)  (University of Massachusetts Amherst) | Online collection of maps of the Commonwealth designed to show information such as ecological and geological regions, population, industries, origins of place names. |  |
| [***Library of New England Immigration***](https://lnei.uml.edu/)  (UMass-Lowell) | Collection of primary and secondary sources focused on New England immigrant and refugee history, with a particular focus on Lowell. |  |
| [***Massachusetts Municipal Association***](https://www.mma.org/) | Information on state and local government; links to city and town websites. |  |
| [***The Massachusetts Chronicles: The History of Massachusetts from Earliest Times to the Present Day\**** (plymouth400inc.org)](https://www.plymouth400inc.org/mass-chronicles/) | A digital book that represents a new way of looking at more than 400 years of state history and includes more than 60 stories from diverse perspectives. Includes a 100-moment timeline divided into six themes: Commerce, Conflict, Culture, Politics, Science, and Sport. | 4-8 |
| [***Mapping Colonial Boston***](https://www.masshist.org/teaching-history/document-sets/mapping)***\**** (Massachusetts Historical Society) | Document set including maps to understand and contextualize Boston during the colonial period with the goal of helping students critically examine how maps can further a particular narrative of a time and place. | 3-8 |
| [***Massachusetts Maps***](https://www.masshist.org/online/massmaps/index.php)  (Massachusetts Historical Society) | Online collection of historic maps of Massachusetts from 1670-1949. |  |
| [***MassMoments***](https://www.massmoments.org/)  (Mass Humanities) | A daily almanac of Massachusetts history, searchable by name, date, or topic, with links to primary sources. |  |
| [***Our Plural History: Springfield, MA\****](http://ourpluralhistory.stcc.edu/about/index.html)(Springfield Technical Community College) | Primary sources on the history of Springfield, including articles on early settlements, the Revolutionary War, industrialization and immigration; links to Springfield area historical resources. | 6-12 |
| [***Sojourner Truth Memorial***](http://sojournertruthmemorial.org/) | Florence, MA memorial; website has biography and links to curriculum materials. |  |
| [***Tsongas Industrial History Center\****](https://www.uml.edu/Tsongas/Resources/Lessons-and-Activities/Lessons-and-Activities.aspx)  (UMass, Lowell) | Includes lesson plans created by teachers who participated in an NEH summer institute called, “Inventing America: Lowell and the Industrial Revolution.” | K-12 |
| [***When Deer Island Was Turned into Devil’s Island***](http://www.millermicro.com/NPI-Bostonia.html)(*Bostonia*, journal of Boston University) | 1998 article by historian Jill Lepore on the internment on Native Americans on Deer Island in Boston Harbor after King Philip’s War, 1675-1676. |  |

### **MediaLiteracy**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use  + denotes included in [Grade 8 Civics Guide](https://www.doe.mass.edu/instruction/hss/grade-8-civics/index.html#/) | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***AllSides\****](https://www.allsides.com/unbiased-balanced-news) | Provides sets of articles that reflect different political perspectives on current events and issues. Also includes [lesson plans on news and media literacy.](https://www.allsides.com/schools) | K-12 |
| [***Center for Media Literacy\****](http://www.medialit.org/) | Research, articles, and curriculum materials on media literacy. | 6-12 |
| [***Center for News Literacy\****](http://www.centerfornewsliteracy.org/)(Stony Brook University School of Journalism, New York) | Includes lesson plans on news and media literacy, as well as links to various resources useful for evaluating news/media sources. | 6-12 |
| [***Civic Online Reasoning\****](https://sheg.stanford.edu/civic-online-reasoning)(Stanford University) | Assessments of news and media literacy and research. Includes lessons to develop media literacy skills. | 7-12 |
| [***Columbia Journalism Review***](https://www.cjr.org/)  (Columbia University) | Website of the Columbia University School of Journalism; articles on journalism ethics, media coverage of Congress and the Presidency. |  |
| [***Common Sense Education\****](https://www.commonsense.org/educators) | Curriculum materials on digital citizenship, news and media literacy and social and emotional learning designed. | K-12 |
| [***Critical Media Literacy and Civic Learning***](https://edtechbooks.org/mediaandciviclearning)**\*+** | Digital textbook with embedded links including more than 100 interactive media literacy learning activities aligned to key topics in civics and government. | 8-12 |
| [**Digital Civics Toolkit\*+**](https://www.digitalcivicstoolkit.org/) | Provides 5 modules that explore civic issues in the digital world. Topics include, but are not limited to, analyzing civic information online, finding information you can trust, and engaging in productive online dialogue about civic issues. The modules were designed for high school students but can be adapted for earlier grades. | [7-12](https://www.doe.mass.edu/instruction/hss/grade-8-civics/index.html#/lessons/ENaEPb7oGTQH2GpR3GmK01FvliMacwrB) |
| [***Facing Ferguson: News Literacy in a Digital Age\****](https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age)(Facing History and the News Literacy Project) | An 11-lesson unit on the role of journalism in a democratic society and responsible production and consumption of news in the digital age; teaching materials include videos and text materials. | 9-12 |
| [***Factcheck.org***](https://www.factcheck.org)  (Annenberg Public Policy Center, University of Pennsylvania) | Project that monitors the factual accuracy of U.S. political players in TV ads, speeches, debates, interviews and news releases. |  |
| [***First Draft***](https://firstdraftnews.org/about/)  (Shorenstein Center on Media, Public Policy and Politics, Kennedy School, Harvard University) | Online course on identifying misinformation, resources on news literacy and fake news. |  |
| [***Media Literacy Now***](https://medialiteracynow.org)***\**** | Resources for media, news, visual, and digital literacy and digital citizenship. | K-12 |
| [***The News Literacy Project***](http://www.thenewsliteracyproject.org)***\**** | Program developed by journalists to help teach middle and high school students how to sort fact from fiction in the digital age. Interactive online teaching materials. | 7-12 |
| [**NewseumED\*+**](https://newseumed.org/our-edcollections) | Provides a large collection of lesson plans, primary source digital artifacts, videos, historical events, interactives and other tools that support the media literacy component of the grade 8 standards. | 3-12 |
| [***Trust, Media, and Democracy***](https://medium.com/trust-media-and-democracy)  (John S. and James L. Knight Foundation) | Research and posts on the role of social media in democracy. |  |

### **United States History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***America in Class\****](http://americainclass.org/primary-sources/)(National Humanities Center) | Primary source collections in history, literature, and works of art from 1492 to the 1960s, with guiding and supporting questions. | 7-12 |
| [***American Journeys***](http://www.americanjourneys.org/index.asp)(Wisconsin Historical Society) | Primary sources of eyewitness accounts and images of explorations of North America c. 1000-1800 CE. |  |
| [***The American Yawp\****](http://www.americanyawp.com/)(Open Source United States History Textbook) | Collaboratively written U.S. textbook with extensive primary sources; updated annually. | 9-12 |
| [***BINAH: Building Insights to Navigate Antisemitism & Hate\****](https://everfi.com/courses/k-12/binah/) | Instructional resources designed in collaboration with the Anti-Defamation League that develop students as global citizens with respect for all people, regardless of the makeup of their school community. Lessons focus on navigating Antisemtism and hate. | K-12 |
| [***Choices Program\****](http://www.choices.edu/)(Brown University) | Curriculum materials on current and modern historical events designed to develop the skills and knowledge for addressing international and public policy issues; includes both U.S. and world topics. |  |
| [***Created Equal: History in Film***](https://createdequal.neh.gov/)  (National Endowment for the Humanities) | Four feature-length online films about the civil rights movement: The Abolitionists, Slavery by Another Name, Freedom Riders, The Loving Story. |  |
| [***Digital Collections for the Classroom***](http://dcc.newberry.org/)  (Newberry Library, Chicago) | Extensive annotated collections, each with multiple images and texts, on topics such as historical maps, Chicago and the Great Migration, Native Peoples, selections from historic periodicals; both U.S. and world topics. |  |
| [***Digital Public Library of America***](https://dp.la/) | [Primary Source Sets](https://dp.la/primary-source-sets)on a variety of topics in history and literature, each of which includes 10-15 sources, (videos, letters, oral histories, photographs, sheet music). [Exhibitions](https://dp.la/exhibitions)contain short text on a topic and 5-10 visual images from public libraries and archives across the United States; includes both U.S. and world topics. |  |
| [***Gilder Lehrman Institute of American History***](http://www.gilderlehrman.org) | Archive of American history with primary sources, articles, online exhibitions, and curriculum units. |  |
| [***HERB***](https://herb.ashp.cuny.edu)***\****  (American Social History Project, Center for Media and Learning, The Graduate Center, City University of New York) | Database of primary documents, including visual resources, and curriculum materials in United States history, with an emphasis on working people and ordinary United States residents and citizens, searchable by era and theme. |  |
| [***Historical Inquiry\****](http://www.historicalinquiry.com/)(Virginia Polytechnic Institute and State University) | Site devoted to historical inquiry using primary sources such as texts, artifacts, photographs, audio, video, multimedia; describes an instructional strategy for inquiry and interpretation: summarizing, contextualizing, inferring, monitoring, and corroborating. Applicable to both U.S. and world topics. | 7-12 |
| [***Immigration to the United States, 1789-1930***](http://ocp.lib.harvard.edu/immigration)(Open Collections Program, Harvard University) | Documents and images on immigration including the immigrant diaspora and resistance to immigration. |  |
| [***John F. Kennedy Presidential Library and Museum\****](https://www.jfklibrary.org/learn/education/teachers/curricular-resources) | Includes lesson plans and online exhibits featuring archival materials. Searchable by topic and lessons plans can be viewed based on alignment to state standards. | K-12 |
| [***Matters of Education***](http://mattersofeducation.org)***\**** | Curriculum materials searchable by grade level on various topics in both US and world history linked to standards. Resources include primary sources and scholarly articles. | K-12 |
| [***National History Education Clearinghouse\****](http://www.teachinghistory.org/)  (George Mason University) | Sections on content in world and US history and effective practices such as historical thinking, using primary sources. | K-12 |
| [***Newsela\****](https://newsela.com/about/products/social-studies/) | Current events articles, leveled text-sets, units and lessons plans on various topics in both US and world history. | 2-12 |
| [***Primary Source***](https://primarysource.org/for-teachers/guides/)***\**** | Curriculum materials based on primary sources in United States and world history. Extensive resource guides for different regions and countries. | K-12 |
| [***Teaching Beyond September 11th\****](https://www.gse.upenn.edu/academics/research/september-11-curriculum)  (Penn GSE) | A collection of multi-modal lessons and resources about the ongoing global impact of 9/11. | 9-12 |
| [***Zinn Education Project\****](https://www.zinnedproject.org/materials/) | Includes a variety of lessons and primary resources searchable by time period, theme, resource type, and grade level. | K-12 |

### **World History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Ancient Egypt***](http://www.ancientegypt.co.uk/menu.html)  (The British Museum) | Sections on religion, government, trades, writing, written for students. |  |
| [***Asia for Educators\****](http://afe.easia.columbia.edu/)(Columbia University) | Curriculum units on the Song Dynasty, the Mongols, the Qing Dynasty, and China and Europe, resources for East Asian art, literature, and religions. | K-12 |
| [***Consortium of Latin American Studies Programs***](http://claspprograms.org/pages/detail/78/K-12-Resources)***\**** | Consortium of universities and school districts that produces links to K-12 curriculum and resources for teaching about South and Central America and the Caribbean. | K-12 |
| [***Digital Collections for the Classroom***](http://dcc.newberry.org/)  (Newberry Library, Chicago) | Extensive annotated collections, each with multiple images and texts, on topics such as historical maps, Chicago and the Great Migration, Native Peoples, selections from historic periodicals; both U.S. and world topics. |  |
| [***Digital Public Library of America***](https://dp.la/) | [Primary Source Sets](https://dp.la/primary-source-sets)on a variety of topics in history and literature, each of which includes 10-15 sources, (videos, letters, oral histories, photographs, sheet music). [Exhibitions](https://dp.la/exhibitions)contain short text on a topic and 5-10 visual images from public libraries and archives across the United States; includes both U.S. and world topics. |  |
| [***Hill Museum and Manuscript Library***](http://www.hmml.org) | Digital collection of historical religious manuscripts from museums, libraries, and monasteries in 20 countries in Europe, Africa, the Middle East and South India Many of the items were preserved from destruction in war zones. |  |
| [***Historical Inquiry\****](http://www.historicalinquiry.com/)(Virginia Polytechnic Institute and State University) | Site devoted to historical inquiry using primary sources such as texts, artifacts, photographs, audio, video, multimedia; describes a instructional strategy for inquiry and interpretation: summarizing, contextualizing, inferring, monitoring, and corroborating. Applicable to both U.S. and world topics. | 7-12 |
| [***Matters of Education***](http://mattersofeducation.org)***\**** | Curriculum materials searchable by grade level on various topics in both US and world history linked to standards. Resources include primary sources and scholarly articles. | K-12 |
| [***Museum of the World***](https://britishmuseum.withgoogle.com/) | Interactive simultaneous timeline that presents arts and artifacts from the Americas, Africa, Asia, Oceania, Europe; individual objects have written and audio descriptions. |  |
| [***National History Education Clearinghouse\****](http://www.teachinghistory.org/)  (George Mason University) | Sections on content in world and US history and effective practices such as historical thinking, using primary sources. | K-12 |
| [***Newsela\****](https://newsela.com/about/products/social-studies/) | Current events articles, leveled text-sets, units and lessons plans on various topics in both US and world history. | 2-12 |
| [***Pelagios Commons***](http://pelagios.org) | A site that provides tools to link historical and geographic data about early civilizations. |  |
| [***Pleiades***](https://pleiades.stoa.org) | A site that provides tools for linking information about the ancient world from atlases, GIS data, historical geographic maps, and other primary sources. |  |
| [***Primary Source***](https://primarysource.org/for-teachers/guides/)***\**** | Curriculum materials based on primary sources in United States and world history. Extensive resource guides for different regions and countries. | K-12 |
| [***Program for Teaching East Asia\****](https://www.colorado.edu/ptea-curriculum)  (University of Colorado Boulder) | Curriculum materials for teaching about Japanese history, literature, art. | 3-12 |
| [***Project 1917***](https://project1917.com/) | Primary sources on the Russian Revolution of 1917. |  |
| [***Seventeen Moments in Soviet History***](http://soviethistory.msu.edu/)  (Michigan State University, Macalester College, National Endowment for the Humanities) | Primary sources for 17 episodes in Russian history, 1917-1991. |  |
| [***Teaching Beyond September 11th\****](https://www.gse.upenn.edu/academics/research/september-11-curriculum)  (Penn GSE) | A collection of multi-modal lessons and resources about the ongoing global impact of 9/11. | 9-12 |
| [***Views and Re-Views***](https://library.brown.edu/cds/Views_and_Reviews/index2.html)(Brown University) | Soviet Union political posters and cartoons; essays. |  |
| [***Visualizing Cultures\****](https://ocw.mit.edu/ans7870/21f/21f.027/home/index.html) *(Massachusetts Institute of Technology)* | Includes units on Japan and Early modern China. | 7-12 |
| [***What Does it Mean to be Human?***](http://humanorigins.si.edu/)  (Smithsonian Museum of Natural History) | Research, timelines and exhibits on early human origins, evolution and climate; sections of East African and Asian research projects. |  |

## **Resources by Perspective/Voice**

### **Asian American and Pacific Islander History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***C3 Hub: Sikhism\****](http://www.c3teachers.org/sikh-coalition/) | Collection of instructional materials, including both an elementary and middle/high school inquiry and a viewing and discussion guide to CNN’s United Shades of America. | K-12 |
| [***Ancestors in America\****](https://www.pbs.org/ancestorsintheamericas/aahistorysites.html) (PBS) | Includes curricular materials and information more generally on Asian American history. | K-12 |
| [***Angel Island Immigration Station Foundation\****](https://www.aiisf.org/curriculum) | Includes lessons, activities, and primary sources for teaching about the history of Angel Island. | K-12 |
| [***Asian Americans\****](https://www.pbs.org/weta/asian-americans/)  (PBS) | Multi-part video series documenting Asian and Pacific Islander experiences in the U.S. through personal stories. Offers teaching guides and materials. | 9-12 |
| [***Asian American and Pacific Islander Heritage and History in the U.S.\****](https://edsitement.neh.gov/teachers-guides/asian-american-and-pacific-islander-heritage-and-history-us) (National Endowment for the Humanities) | Collection of lessons and resources that center the experiences, achievements, and perspectives of Asian Americans and Pacific Islanders. | K-12 |
| [***Japanese American National Museum\****](https://www.janm.org/education/resources) | Offers a of classroom resources, including lesson plans and primary resources for teaching about Japanese-American experiences in the U.S. | 4-12 |
| [***South Asian American Digital Archive***](https://www.saada.org/browse) | Collection of resources searchable by topic and resource type. |  |
| [***Wing Luke Museum of Asian Pacific Islander Experience***](https://www.wingluke.org/education/)***\**** | Offers lesson plans and curriculum sets about the histories and experiences of the following four groups of Asian Americans:   * [Japanese Americans](http://curriculum.wingluke.org/?page_id=23) * [Chinese Americans](http://curriculum.wingluke.org/?page_id=2138) * [Vietnamese Americans](http://curriculum.wingluke.org/?page_id=25) * [Pacific Islander Americans](http://curriculum.wingluke.org/?page_id=2109) |  |

### **African/African American History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***306: Continuing the Story – Digital African American History Curriculum\****](https://everfi.com/courses/k-12/306-continuing-the-story-digital-african-american-history-curriculum/) | Lessons focus on events in U.S. history from both before and after the Civil Rights Era that have shaped the experience of many Black people in the United States. Celebrates achievements made by Black leaders, trailblazers, and communities throughout U.S. history. | 8-12 |
| [***African American Digital Collections from the Library of Congress***](https://www.loc.gov/collections/?fa=subject:african+american+history&st=gallery&sb=title_s) | Collections on Frederick Douglass, Zora Neale Hurston, Works Progress Administration; oral interviews with former enslaved people; musical recordings. |  |
| [***African American History and Culture in the United States***](https://edsitement.neh.gov/teachers-guides/african-american-history-and-culture-united-states) (National Endowment for the Humanities)\* | Collection of lessons and resources that center the achievements, perspectives, and experiences of African Americans throughout U.S. history, including the perspectives of enslaved and free African Americans. | K-12 |
| [***African Studies Program – Teaching Africa Outreach Program\****](https://www.bu.edu/africa/outreach)  (Boston University) | A library for teaching about Africa, including lesson plans and sample student work. | 4-12 |
| [***Africans in America\****](http://www.pbs.org/wgbh/aia/home.html)  (PBS Learning Media) | Four-part video series on Africans in America, 1450-1865, with accompanying teachers’ materials, including links to primary sources. | 9-12 |
| [***Blackpast.org***](http://www.blackpast.org/) | Articles and primary sources related to global African and African American history. |  |
| [***Boston African American National Historic Site***](http://www.nps.gov/boaf) | Exhibitions feature the history of Boston’s 19th century African American community, the Abolitionist Movement, the Underground Railroad, and Frederick Douglass. |  |
| [***Boston’s 1960s Civil Rights Movement: A Look Back***](http://openvault.wgbh.org/exhibits/boston_civil_rights/article)  (WGBH Open Vault) | Article by Audrea Jones Dunham on the civil rights movement in Boston; links to 14 hours of radio and television broadcasts 1963-1967 on the movement. |  |
| [***Created Equal: History in Film\****](https://createdequal.neh.gov/)(National Endowment for the Humanities) | Four feature-length online films about the civil rights movement 1800s-2000: The Abolitionists (PBS-American Experience), Slavery by Another Name, Freedom Riders (PBS-American Experience), The Loving Story. |  |
| [***The David Walker Memorial Project***](http://www.davidwalkermemorial.org/home) | Information on an African American who lived in Boston and was prominent in community and  the abolitionist movement in the 1820s. |  |
| [***Digital Archaeological Archive of Comparative Slavery***](https://www.daacs.org/)  (Department of Archaeology, Monticello, Virginia) | Articles and photographs of artifacts from archaeological sites where slavery was practiced in the Chesapeake region, the Carolinas, and the Caribbean. |  |
| [***FairSTORY\****](https://massgov.sharepoint.com/sites/doe-lh/Shared%20Documents/HSS%20Files/FY%2022%20Projects/Supplement%20Revision%20Work/FairSTORY*-) | Lesson plans, extension activities, and primary resources to orient **an existing history or civics course** towards ethnic studies. | 7-12 |
| [***Freedom on the Move\****](http://freedomonthemove.org/)  (Cornell University) | Database of “runaway ads” for fugitive slaves. | K-12 |
| [***George Washington’s Mount Vernon: Slavery***](http://www.mountvernon.org/george-washington/slavery/)***\**** | Resources on slave life on a Virginia plantation; examines the contradictions of Washington’s fight to free America from Britain and his ownership of slaves. | 5-12 |
| [***Gordon Parks Photography\****](https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/parks-photography.html) (National Gallery of Art) | Lesson for studying visual art and linking it to other aspects of the curriculum. | 3-5 |
| [***The Humphrey Winterton Collection of East African Photographs 1860-1960***](http://winterton.library.northwestern.edu/index.html)(Northwestern University) | Photographs that document African life, European life in Africa, and the African landscape as it changed over time. Includes a section on using the photographs in teaching. |  |
| [***Hutchins Center for African and African American Research***](https://hutchinscenter.fas.harvard.edu/)(Harvard University) | Online projects, collections, and exhibits related to the history and culture of Africans and African Americans. |  |
| [***Martin Luther King, Jr. Research and Education Institute\****](https://kinginstitute.stanford.edu/)  (Stanford University) | Curriculum materials and papers related to Martin Luther King, Jr. | K-12 |
| [***Massachusetts Historical Society***](http://www.masshist.org/)***\**** | Research library for Massachusetts history with digital exhibitions on topics such as the coming of the Revolution, the Adams family papers and slavery and abolition. Collections and resources related to African American History include  [African Americans Online Resource Collection](http://www.masshist.org/2012/collections/online?bmode=topics&results=1&ht=has_category&t=category&id=9) and [Slavery and Antislavery Classroom Resources](http://www.masshist.org/teaching-history/classroom). | 6-12 |
| [***Museum of African American History***](http://maah.org/) | Boston: African Meeting House (1806) and Abiel Smith School (1835) and exhibits on the Boston African American community and Abolitionism in the 19th century; Nantucket: African Meeting House and Seneca Boston-Florence Higginbotham house; heritage trails in each site; online exhibition on Frederick Douglass. |  |
| [***Museum of the National Center for Afro-American Artists***](http://ncaaa.org/) | Collections of African, Caribbean, and African American art and a recreation of a Nubian burial chamber from the 25th Dynasty of Egypt. |  |
| [***Rediscovering an American Community of Color: the Photographs of William Bullard, 1897-1917***](http://www.bullardphotos.org/)  (Clark University, Worcester Art Museum, Mass Humanities) | Photographs of African Americans in Worcester in the early 20th century, with essays and links to other resources. | 5-12 |
| [***Schomburg Center for Research in Black Culture***](https://www.nypl.org/locations/schomburg)  (New York Public Library) | Online exhibitions in world history with essays, images, maps, timelines include:   * [The African Diaspora in the Indian Ocean World](http://exhibitions.nypl.org/africansindianocean) * [The Abolition of the Slave Trade](http://abolition.nypl.org/home/) * [Africana Age: African and African Diasporan Transformations in the 20th Century](http://exhibitions.nypl.org/africanaage/index2.html) |  |
| [***Slavery at Monticello: Paradox of Liberty***](https://www.monticello.org/slavery-at-monticello)  (Monticello and the Smithsonian Museum of African American History) | Resources on the life of slaves in a Virginia plantation of Thomas Jefferson; explores the contradiction of Jefferson’s belief in equality and his ownership of slaves. |  |
| [***Smithsonian National Museum of African Art\****](https://africa.si.edu/)  (Washington, D.C.) | Modern and historical arts of Africa, includes classroom and at-home educational resources. | K-12 |
| [***Smithsonian National Museum of African American History and Culture\****](https://nmaahc.si.edu/)  (Washington, D.C.) | Resources for teachers, students, and families to deepen their knowledge of African American history and culture, links to past and current exhibits, and resources to support the facilitation of conversations about race and racism in the classroom. | 3-12 |
| [***Sojourner Truth Memorial***](http://sojournertruthmemorial.org/) | Florence, MA memorial; website has biography and links to curriculum materials. |  |
| [***Voyages: The Transatlantic Slave Trade Database\****](http://www.slavevoyages.org/)  (Emory University and Harvard University) | Databases of voyages, estimates of numbers of Africans sold in the Atlantic slave trade, and African names. Includes lesson plans. | 10-12 |

### **Disability Justice**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Disability History Museum***](http://www.disabilitymuseum.org) | An online collection of documents and videos related to the history of the recognition and treatment of disabilities in the United States. |  |
| [***Disability History through Primary Source\****](http://www.emergingamerica.org/accessing-inquiry/disability-history-through-primary-sources)  (Emerging America) | Includes a collection of primary sources, lesson plans, and teaching ideas related to teaching this topic using primary sources. | 6-12 |
| [***Disability Social History Project***](http://www.disabilityhistory.org/index.html) | Collection of historical and current-event resources focused on amplifying the rich history of people with disabilities. |  |
| [***Perkins School for the Blind Research Library and Archives***](http://www.perkins.org/history/archives) | Extensive online and print collections about blindness and deafblindness education, disability history, and significant individuals. |  |
| [***What is a Disability?\****](https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-disability)  (Learning for Justice) | Lesson plan to increase knowledge about people with disabilities and explore ways to sensitively communicate with people with disabilities. | K-5 |

### **Hispanic/Latino Experiences in the United States**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Bracero History Archive***](http://braceroarchive.org/)***\**** | Includes suggestions for teaching the history of braceros, oral histories and artifacts. Available in both English and Spanish. | 6-12 |
| [***Celebrate Latinx Heritage\****](https://www.weteachnyc.org/resources/collection/national-hispanic-heritage-month/) (WeTeachNYC, NYC Department of Education) | Includes lessons, videos, artwork, music and many living testaments from diverse Hispanic/Latino voices across the United States. | K-12 |
| [***Hispanic Heritage and History in the United States\****](https://edsitement.neh.gov/teachers-guides/hispanic-heritage-and-history-united-states)  (National Endowment for the Humanities) | Includes a Teachers’ Guide created during NEH Summer Seminars and Institutes with lesson. plans focused on the variety of experiences across Hispanic/Latino history. | K-12 |
| [***Latino Americans\****](https://mass.pbslearningmedia.org/collection/latino-americans/)  (PBS) | Multi-part document chronicling the stories of nearly 100 Latinos. Includes videos and lesson plans available to share through Google Classroom. | 3-12 |
| [***Latino Cultures in the US***](https://artsandculture.google.com/project/uslatinocultures) | A collection of digital resources that focuses on four areas: (1) [Icons and Heroes](https://artsandculture.google.com/project/uslatinocultures/icons); (2) [Arts and Entertainment](https://artsandculture.google.com/project/uslatinocultures/arts); (3) [History and Traditions](https://artsandculture.google.com/project/uslatinocultures/history); and (4) [Latino Communities Today](https://artsandculture.google.com/project/uslatinocultures/today). |  |
| [***Latino History, National Museum of American History***](https://americanhistory.si.edu/topics/latino-history)  (Smithsonian Institute) | Provides a collection of resources and exhibited related to Hispanic/Latino experiences in the U.S. Site is both in English and Spanish. |  |
| [***Museum of Latin American Art (MOLAA)***](https://molaa.org/)***\**** | A collection of digital exhibits and virtual tours highlighting the work of various Hispanic/Latino artists. |  |
| [***National Hispanic Cultural Center\*-***](https://learn.nationalhispaniccenter.org/social-studies/#jump-to-social-studies-lesson-plans) | Includes lessons and classroom activities that explore Hispanic/Latino history, identity, culture, and heritage. | K-12 |
| [***National Hispanic American Heritage Month 2021 - For Teachers\****](https://hispanicheritagemonth.gov/for-teachers/) | Collection of resources from the Library of Congress, National Archives, National Endowment for the Humanities, National Gallery of Art, and Smithsonian Institution that honor Latino heritage includes lesson plans, activities, primary source documents, documentaries, and more. | K-12 |
| [***National Hispanic Heritage Month: Ideas for Teachers\****](https://www.adl.org/education/resources/tools-and-strategies/national-hispanic-heritage-month-ideas-for-teachers)  (Anti-Defamation League) | Includes lesson plans that can used year-round, as well as background about the origins of National Hispanic Heritage Month and relevant blog posts and articles. | 6-12 |
| [**Our America: The Latino Presence in American Art**](https://americanart.si.edu/exhibitions/our-america)  (Smithsonian American Art Museum) | Showcases the rich and varied contributions of Latino artists in the United States since the mid-twentieth century and explores how these artists shaped the artistic movements of their day. |  |

### **LGBTQ+ History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Best Practices for Serving LGBTQ Students - Section III: Instruction\****](https://www.learningforjustice.org/magazine/publications/best-practices-for-serving-lgbtq-students/section-iii-instruction) (Learning for Justice) | Teacher’s guide with strategies and resources for building inclusive learning environments, facilitating conversations about identity, and teaching about LGBTQ+ history. | K-12 |
| [***Hidden Voices: LGBTQ+ Stories in United States History***](https://www.weteachnyc.org/resources/resource/hidden-voices-lgbtq/)***\**** (NYC Department of Education) | Profiles of 20 LGBTQ+ Americans, and five “portraits of an era” articles, along with additional resources, instructional suggestions, and student-facing questions for analysis and discussion. | K-12 |
| [***History UnErased\****](https://unerased.org/) | Resources for teaching LGBTQ+ history, including an LGBTQ+-inclusive curriculum, “Intersections & Connections.” | K-12 |
| [***LGBT\****](https://www.pbs.org/newshour/extra/tag/lgbt/)  (PBS NewsHour Extra) | Includes lesson plans and various other instructional resources and primary resources for teaching about LGBTQ+ experiences and history in the U.S. | 6-12 |
| [***LGBTQ History\****](https://www.glsen.org/lgbtq-history)  (GLSEN) | Includes interactive resources and teaching strategies for making curricula more LGBTQ+- inclusive. | 6-12 |
| [***LGBTQ History***](https://americanhistory.si.edu/topics/lgbtq-history)  (Smithsonian Institute) | Provides a collection of resources and exhibited related to LGBTQ+ experiences in the U.S. |  |
| [***LGBTQ History and Why It Matters\****](https://www.facinghistory.org/educator-resources/current-events/lgbtq-history-and-why-it-matters)  (Facing History and Ourselves) | Lesson that explores the essential question: “How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society?” | 7-12 |
| [***LGBTQ Rights Milestones Fast Facts***](https://www.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html)  (CNN) | Timeline of milestones in U.S. history. |  |
| [***Making Gay History Podcast***](https://makinggayhistory.com/about/) | Includes decades-old audio archive of rare interviews with those who identify as LGBTQ+, elevating and championing their untold stories. |  |

### **Native Peoples in the Americas**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***Abbe Museum***](https://www.abbemuseum.org/) | Museum of Wabanaki archaeology and culture Online exhibitions on the Wabanaki Nation – Maliseet, Micmac, Penobscot, and Passamaquoddy communities, artifact collections and archaeological excavations in Northern Maine. |  |
| [***Ancient Fishweir Project\****](https://www.fishweir.org/) | History and maps of the Native American fishweir on the Shawmut Peninsula, now Boston Common, maps of the Boston shoreline 3,700-5,300 years ago. Includes lesson plans. | K-8 |
| [***Canadian Museum of History\****](https://www.historymuseum.ca/exhibitions/#online-exhibitions) | Online exhibitions on topics in Canadian history such as First Peoples, European exploration, French and English settlements, Arctic exploration, Inuit prints from Cape Dorset, women in Canada; links to exhibitions in museums outside of Canada. Includes a [“Teacher Zone”](https://www.historymuseum.ca/teachers-zone/) with classroom activity suggestions. | 7-12 |
| [***Dawnland\****](https://dawnland.org/) | Includes links to the full documentary and accompanying Teacher’s Guide. Documentary tells the story of the Wabanki communities in Maine and of the challenges the truth and reconciliation commission faces in their work. | 9-12 |
| [***Digital History Timeline***](https://www.digitalhistory.uh.edu/era.cfm?eraID=1&smtID=4) | This timeline, one of many resources on this site, provides Native events that precede, overlay, and interact with US history timelines that may or may not include them. |  |
| [***Federal and State Recognized Tribes***](http://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx#federal)  (National Conference of State Legislatures) | State-by-state listing of Native People’s tribes or groups recognized by states or the federal government. |  |
| [***Heard Museum: Advancing American Indian Art: Digital Collections***](http://heard.org/library/digital/)  (Heard Museum, Phoenix, AZ) | Historic photographs and art of Native Peoples of the Southwest. |  |
| [***Indians/Native Americans***](https://www.archives.gov/research/alic/reference/native-americans.html)(National Archives) | Primary and secondary sources related to Native Peoples and links to other digitized collections in the Library of Congress, National Park Service, and other sites. |  |
| [***Mashantucket Pequot Museum and Research Center***](https://www.pequotmuseum.org/) | Collections and digital resources exhibiting the culture and history of the Mashantucket Pequot peoples and the New England landscape. |  |
| [***Mashpee Wampanoag Tribe and Museum***](https://mashpeewampanoagtribe-nsn.gov/) | Information on current and historical Mashpee Wampanoag culture, language, and governance. |  |
| [***Massachusetts/New England Native American History***](https://www.massvacation.com/explore/history/native-american-history/)(Massachusetts Office of Travel and Tourism) | Links to historic sites, events, and museums featuring the history of Native Peoples in Massachusetts; organized by region. |  |
| [***Museum of Indian Arts and Culture\****](https://miaclab.org/) | Includes resources about the Southwest, including the Indigenous Peoples Archive, photographs and records of Indian Boarding Schools in New Mexico, as well as educational resources for classroom use. | K-8 |
| [***National Congress of American Indians***](http://www.ncai.org/) | Organization founded in 1944 to serve the broad interests of tribal governments and communities. Site includes information about current tribal nations and positions on policy. |  |
| [***Native Americans of New England\****](https://www.fivecolleges.edu/neh/native_americans_of_new_england)  (National Endowment for the Humanities, Five College Partnership) | Materials from summer teachers’ institutes in 2013 and 2015, including resources and lesson plans that use primary sources. | K-12 |
| [***Native Northeast Portal***](http://nativenortheastportal.com/)  (Yale University Divinity School/Center for the Study of Race, Indigeneity and Transnational Migration) | A platform for research, commentary and sharing of primary source documents on Native Peoples of the Northeast (primarily Massachusetts and Connecticut) from multiple institutions; searchable by location and native community; digitized documents with transcriptions and annotations. |  |
| [***Native Peoples of the Northeast***](http://www.bostonchildrensmuseum.org/learning-resources/native-voices)(The Children’s Museum, Boston) | Interactive exhibits for children; educator resources, including suggested children’s books, podcasts, and classroom activities. | K-5 |
| [***North American Indian Center of Boston***](http://www.naicob.org/) | Resources on current issues and community for Native Peoples in the Boston Area. |  |
| [***Partnerships with Native Americans***](http://www.nativepartnership.org/site/PageServer?pagename=pwna_resources) | Biographies of Native Americans, histories of significant events in Native American history, current issues; bibliographies of books, films, links to Native American newspapers that can be read online. |  |
| [***Plimoth Plantation\****](http://www.plimoth.org/) | Living history museum that recreates a 17th century Wampanoag homesite. Also offers a  “[Just for Kids](http://www.plimoth.org/learn/just-kids)**”** interactive collection of resources, including a game about the first Thanksgiving and videos of a virtual field trip to Plimoth Plantation. | K-12 |
| [***Smithsonian National Museum of the American Indian***](https://americanindian.si.edu/) | Resources for teachers, students, and families to deepen their knowledge of Native American history and culture and links to past and current exhibits. | 3-12 |
| [***Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools\****](https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools#:~:text=Stolen%20Lives%20is%20a%20program%20that%20walks%20students,Explore%20the%20spectrum%20of%20history%20and%20human%20behavior)  (Facing History and Ourselves) | Lessons, activities, and primary sources are used to examine the devastating legacy of Indian Residential Schools in Canada. | 9-12 |
| [***Teotihuacan: City of Water, City of Fire***](https://digitalstories.famsf.org/teo#start)  (DeYoung Museum, San Francisco) | Interactive exhibition on archaeological research on Teotihuacan, available in English and Spanish. |  |
| [***When Deer Island Was Turned into Devil’s Island***](http://www.millermicro.com/NPI-Bostonia.html)  *(Bostonia,* journal of Boston University) | 1998 article by historian Jill Lepore on the internment on Native Americans on Deer Island in Boston Harbor after King Philip’s War, 1675-1676. |  |

### **Women’s History**

|  |  |  |
| --- | --- | --- |
| **Resource/Website**  \* includes instructional materials for student and/or teacher use | **Brief Description** | **Grades**  If left blank, resource does not include teacher or student-facing resources. |
| [***American Women Home Page of the Library of Congress***](http://lcweb2.loc.gov/ammem/awhhtml/) | Portal to all the Library of Congress collections related to the study of women’s history and culture in the United States. |  |
| [***Belmont-Paul Women’s Equality Monument***](https://www.nps.gov/bepa/index.htm) | National Park Service site in Washington DC that was home to the National Woman’s Party; links to women’s history resources. |  |
| [***Boston Women’s Heritage Trail***](http://bwht.org/)***\**** | Website with biographies of prominent Boston area women such as Louisa May Alcott, Melnea Cass, and Isabella Stewart Gardner. Includes links to classroom lessons and resources. | 5-12 |
| [***Clio – Visualizing History***](https://www.cliohistory.org/) | Online exhibitions of visual primary sources, including [Visualizing Votes for Women: Nineteen Objects from the 19th Amendment Campaign](https://votesforwomen.cliohistory.org/) and [Click! The Ongoing Feminist Revolution](https://www.cliohistory.org/click). |  |
| [***DoHistory***](http://dohistory.org)***\****  (Film Study Center, Harvard University and Roy Rosenzweig Center for History and New Media) | Interactive site on historical interpretation, using Laurel Thatcher Ulrich’s A Midwife’s Tale: The Diary of Martha Ballard as a case study. |  |
| [***National Museum of Women in the Arts***](http://www.nmwa.org) | Online Collections of works of women artists from the United States and around the world and short biographies/artist statements. |  |
| [***National Museum of Women’s History***](http://www.womenshistory.org) | Online exhibits on women’s rights, women in law, politics, immigration, entrepreneurship, science, the arts; primary source sets by period and theme. |  |
| [***Schlesinger Library on the History of Women in America, Harvard University***](https://www.radcliffe.harvard.edu/schlesinger-library) | Library specializing in collections about women; [online collections](https://guides.library.harvard.edu/schlesinger/digital_collections) of papers and materials related to women, families, and groups such as the Beecher-Stowe Family, the Black Women’s Oral History Project, the Blackwell Family, Charlotte Perkins Gilman, Alice Paul, Elizabeth Cady Stanton, Dorothy West. |  |
| [***Sojourner Truth Memorial***](http://sojournertruthmemorial.org/) | Florence, MA memorial; website has biography and links to curriculum materials. |  |
| [***The Vote***](https://www.pbs.org/wgbh/americanexperience/films/vote/)  (PBS American Experience) | Includes links to several primary resources, including interactive image galleries and articles, as well as to the documentary, *The Vote*, that tells of the hard-fought campaign waged by American women for the right to vote. |  |
| [***Women and the American Story***](https://wams.nyhistory.org/)***\****  (New-York Historical Society) | Collection of classroom resources, including primary and secondary sources, divided into ten chronological and thematic units that focus on women's contributions to and experiences of US history. Includes suggested classroom activities and approaches to embed materials into existing instruction. | 6-12 |
| [***Women’s History in the United States\****](https://edsitement.neh.gov/teachers-guides/womens-history-united-states)  (National Endowment for the Humanities) | Provides a teacher’s guide with compelling questions, lesson activities, resources for teaching about the intersection of place and history, and multimedia resources to integrate women's perspectives and experiences throughout the school year. | K-12 |
| [***Women Working 1800-1930***](http://ocp.hul.harvard.edu/ww.1.html)  (Open Collections Program, Harvard University) | Images and texts, including magazines and newspapers about women working, settlement houses, child labor, and other topics. |  |

## **Resources for Facilitating Classroom Conversations**

### **Facilitating Dialogues about Race, Identity, and Oppression**

|  |  |
| --- | --- |
| **Resource/Website** | **Brief Description** |
| [***Facing History, On Demand Webinars***](https://www.facinghistory.org/professional-development/ondemand?f%5B0%5D=node%253Afield_webinar_type%3ARecorded%20Webinar) | Include a number of webinars focused on strategies for classroom discussions about identity and oppression (examples: [“Preparing Your Classroom for Conversations about Antisemitism](https://www.facinghistory.org/professional-development/ondemand/preparing-your-classroom-conversations-about-antisemitism)”, “[Building Trust](https://www.facinghistory.org/professional-development/ondemand/navigating-difficult-conversations-building-trust),” “[Gender Identity](https://www.facinghistory.org/professional-development/ondemand/navigating-difficult-conversations-gender-identity),” “[DACA and Dreamers](https://www.facinghistory.org/professional-development/ondemand/navigating-difficult-conversations-talking-about-daca-and-dreamers)”). |
| [***How Should I Talk About Race in My Mostly White Classroom?***](https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom) (Anti-Defamation League) | Advice specific for engaging white students in conversations about the role of race and racism. |
| [***Let’s Talk* Guide**](https://www.tolerance.org/magazine/publications/lets-talk) (Learning for Justice) | Classroom-ready strategies to facilitate discussions about race and identity with students. Includes links to a series of webinars applying the “let’s talk” framework to issues like whiteness, gender, and Black Lives Matter. |
| [***Resources for Teaching About Racism, Anti-racism, and Human Rights***](https://www.socialstudies.org/resources/resources-teaching-about-racism-anti-racism-and-human-rights)  (NCSS) | Collection of articles that includes both resources for particular topics/events as well as general strategies for talking about race in the classroom. |
| [***Teaching Hard History: American Slavery***](https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery)  (Learning for Justice) | Guidance to support informed, honest discussion of slavery, differentiated by elementary and middle/high school. |

### **Facilitating Potentially Politically Charged Dialogues**

|  |  |
| --- | --- |
| **Resource/Website** | **Brief Description** |
| [***CRF Civil Conversation Guide***](https://www.crf-usa.org/images/t2t/pdf/CivilConversationTeacherandDiscussionGuideRevised.pdf) | Presents a protocol for engaging with an opinion text both independently and in a discussion with the goal of seeking understanding, rather than polarization. |
| [***From Provocative to Productive”: Teaching Controversial Topics***](https://newseumed.org/tools/lesson-plan/provocative-productive-teaching-controversial-topics) (Newseum) | (Free registration required) Guidelines and a preparation checklist for facilitators preparing to engage in a discussion of controversial issues. |
| [***The Political Classroom***](http://thepoliticalclassroom.com/about.php)(Hess and McAvoy) | Overview of a study about teachers’ approach to political discussions that offers suggestions for how teachers should balance their context, educational aims, and relevant evidence when presenting controversial issues. |
| ***“Purple”*** [***Video***](https://www.youtube.com/watch?v=TH9t7ud7Jgk&feature=youtu.be) ***and*** [***Discussion Guide***](https://assets.speakcdn.com/assets/2540/purple_discussion_guide.pdf) | Video documentary that models strategies for talking across political differences with accompanying instructor’s materials and viewing guide. |
| [***Roadmap for Teaching Controversial Issues***](https://www.icivics.org/professional-development/your-roadmap-teaching-controversial-issues)  (iCivics) | Teacher guides and brief informational videos to prepare to teach about controversial issues in the classroom. |
| [***Teaching About Controversial Issues: A Resource Guide***](https://www.choices.edu/teaching-news-lesson/teaching-about-controversial-issues-a-resource-guide/)  (Choices Program, Brown University) | Collection of resources that includes information about creating guidelines, preparing students, facilitating discussions, and gaining support for these conversations from parents and administrators. |

### **General Strategies for Facilitating Difficult Conversations**

|  |  |
| --- | --- |
| **Resource/Website** | **Brief Description** |
| [***Difficult Dialogues***](https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/)  (Vanderbilt Center for Teaching) | Basic principles for teachers as well as specific instructional strategies to develop students’ empathy and help them navigate charged conversations. |
| [***Facilitating Challenging Conversations in the Classroom***](https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/facilitating-challenging-conversations-in-the-classroom/) (Washington University Teaching Center) | Suggestions for teachers before, during, and after difficult conversations arise. |
| [***Guidelines for Discussing Difficult or High-Stakes Topics***](https://crlt.umich.edu/publinks/generalguidelines)  (University of Michigan) | Guidelines to help teachers plan and facilitate challenging topics, including specific instructional strategies. |
| [***Making the Most of Hot Moments in the Classroom***](https://docs.google.com/document/d/1tuMuMVnI7soHLcTNxzCTqcpkun0ASHW_WvNuxphyyxA/edit)  (University of Michigan) | Suggested techniques for responding to sudden eruptions of tension in a way that advances student learning. |

## **Professional Organizations**

|  |  |
| --- | --- |
| **Resource/Website** | **Brief Description** |
| [***American Federation of Teachers***](http://www.aft.org/) | *Professional organization for teachers; searchable database of its periodical,*[**The American Educator**](https://www.aft.org/our-news/periodicals/american-educator)[**Section on History, Democracy, and Civics**](https://www.aft.org/ae/subject-index#subject-694). |
| [***American Historical Association***](https://www.historians.org/) | Professional organization of historians. |
| [***American Political Science Association***](http://www.apsanet.org/RESOURCES/For-Faculty/Civic-Education-amp-Engagement) | Professional association for political scientists. |
| [***C3 Teachers***](http://www.c3teachers.org/inquiries) | Site about using inquiry based on the C3 Framework of the National Council for the Social Studies. |
| [***Human Rights Educators USA***](http://www.hreusa.org/) | Site about human rights education. |
| [***Massachusetts Council for the Social Studies***](http://www.masscouncil.org/) | Professional organization for Massachusetts social studies teachers. |
| [***Massachusetts Geographic Alliance***](http://www.massgeo.org/) | Professional organization for Massachusetts teachers of geography. |
| [***National Council for the Social Studies***](http://www.ncss.org/) | Professional organization for Social Studies teachers with many resources, including yearly collections of best social studies books for children and young adults. |
| [***New England History Teachers Association***](http://nehta.org/) | Professional organization for history teachers; publishes the [**New England Journal of History**](https://www.nejh.org/). |
| [***Organization of American Historians***](http://oah.org/) | Professional organization for historians; several publications, including [**Process: a Blog for American History**](http://processhistory.org/), articles on teaching, public history, research. |
| [***World History Association***](https://thewha.org/) | Professional organization for world history teachers. |

# **Section II: Massachusetts and Major New England Museums, Historic Sites, Archives, and Libraries: Alphabetical Listing**

[Abbe Museum](https://www.abbemuseum.org)

26 Mt. Desert Street, P.O. Box 286

Bar Harbor, ME 04609

Museum of Wabanaki archaeology and culture Online exhibitions on the Wabanaki Nation – Maliseet, Micmac, Penobscot, and Passamaquoddy communities, artifact collections and archaeological excavations in Northern Maine

[Abigail Adams Historical Society, Inc](http://www.abigailadamsbirthplace.com).

180 Norton Street, Weymouth, MA 02191

Abigail Adams birthplace, online information about her life and achievements

[John Adams Courthouse](https://www.mass.gov/service-details/visit-the-john-adams-courthouse)

Pemberton Square, Boston, MA 02108

Houses the Massachusetts Supreme Judicial Court, the Massachusetts Appeals Court, and the Social Law Library Established in 1692, the Massachusetts Supreme Judicial Court, the state’s highest court, is the oldest appellate court in continuous existence in the Western Hemisphere; Offers tours and educational programs

[Adams National Historic Park](http://www.nps.gov/adam)

135 Adams Street Quincy, MA 02169

House and grounds of four generations of the Adams family, including John and Abigail Adams, John Quincy Adams, and Civil War Congressman Charles Francis Adams, Jr.

[Addison Gallery of American Art](http://www.addisongallery.org)

Phillips Academy, Andover, MA 01810

Permanent collection of American painting, sculpture, photography, and works on paper from colonial times to the present; and changing exhibitions of historical and contemporary art

[Alden House Museum and Historic Site](http://www.alden.org)

Post Office Box 2754, Duxbury, MA 02331

17th century house, home of John Alden, a Pilgrim who came on the Mayflower to settle in Plymouth

[American Antiquarian Society](http://www.americanantiquarian.org)

185 Salisbury Street, Worcester, MA 01609

Research library on the colonial period through 1876; education programs on colonial printer/patriot Isaiah Thomas, and on the experiences of adolescents growing up in the mid-19th century

[Amherst History Museum](http://www.amhersthistory.org)

67 Amity Street, Amherst, MA 01002

An 18th century building housing artifacts and stories from Amherst history from the colonies to the present

[Arlington Historical Museum & Jason Russell House](https://arlingtonhistorical.org/)

7 Jason Street, Arlington, MA 02476

1740 house museum; programs on Arlington history from pre-Revolutionary War to 21st century

[Armenian Museum of America](https://www.armenianmuseum.org)

65 Main Street, Watertown, MA 02472

Collections and programs that reflect Armenian-American heritage

[Berkshire County Historical Society](http://www.berkshirehistory.org)

780 Holmes Road, Pittsfield, MA 01201

Manuscripts, photographs, artifacts from the 18th through 20th centuries, and Arrowhead, Herman Melville’s home when he wrote *Moby-Dick*

[The Berkshire Museum](http://www.berkshiremuseum.org)

39 South Street, Pittsfield, MA 01201

Exhibitions feature making connections among science, history, and the arts

[Boston African American National Historic Site](http://www.nps.gov/boaf)

14 Beacon Street, Room 206, Boston, MA 02129

Exhibitions feature the history of Boston’s 19th century African American community, the Abolitionist Movement, the Underground Railroad, and Frederick Douglass

[Boston Athenæum](http://www.bostonathenaeum.org)

10 ½ Beacon Street; Boston, MA 02108

Library founded in 1807, the collections feature Boston, Massachusetts, and New England history, maps, archival photographs. biography, English and American literature, and the fine and decorative arts Extensive digital collections

[Boston Harbor Islands National and State Park](http://www.bostonharborislands.org)

Ferry locations in Boston, Hull, and Hingham; open May- October. Provides information on the history and ecology of the Boston Harbor Islands

[Boston National Historical Park](http://www.nps.gov/bost)

Charlestown Navy Yard, Boston, MA 02129

The Boston National Historical Park includes sites in Boston (Old South Meeting House, Old State House, Faneuil Hall, the Paul Revere House, Old North Church, and the Dorchester Heights Monument) and Charlestown (the Bunker Hill Monument, the Charlestown Navy Yard, and the U.S.S. Constitution)

[Boston Women’s Memorial](https://www.boston.gov/departments/womens-advancement/boston-womens-memorial)

Commonwealth Avenue Mall, Boston

Statues of Abigail Adams, Phillis Wheatley, and Lucy Stone; links to sources for women’s history in Boston

[Bostonian Society/Old State House Museum](http://www.bostonhistory.org)

206 Washington Street, Boston, MA 02109

Located in the 1713 Old State House, the Bostonian Society is the historical society for the city of Boston, with collections that date from the 1630s to the 21st century and exhibitions on the American Revolution Boston’s neighborhoods, and individuals such as Mercy Otis Warren

**Bunker Hill Monument**

See Boston National Historical Park

[Cape Ann Historical Museum](http://www.capeannmuseum.org)

27 Pleasant Street, Gloucester, MA 01930

Permanent collection of documents and artifacts relating to North Shore maritime history, fishing industry, people, and events, and temporary exhibitions of Cape Ann artists

[Eric Carle Museum of Picture Book Art](https://www.carlemuseum.org)

125 West Bay Road, Amherst, MA 01002

Collections and programs on original illustrations in children’s books

[John H. Chafee Blackstone River Valley](http://www.nps.gov/blac)

[National Historical Corridor](http://www.nps.gov/blac)

670 Linwood Avenue, Northbridge, MA 01588

Historic mills from the start of the Industrial Revolution

[Chesterwood](http://www.chesterwood.org)

4 Williamsville Road, PO Box 827, Stockbridge, MA 01262

Summer home and studio of Daniel Chester French, sculptor of *Abraham Lincoln* at the Lincoln Memorial in Washington and *The Minute Man* in Concord

[The Children’s Museum Boston](http://www.bostonchildrensmuseum.org)

300 Congress Street, Boston, MA 02210

Interactive exhibits for children; educator resources, including [Native Peoples of the Northeast](http://www.bostonchildrensmuseum.org/learning-resources/native-voices)

and [East Asia](http://www.bostonchildrensmuseum.org/learning-resources/east-asia-resources)

[Children’s Museum at Holyoke](http://www.childrensmuseumholyoke.org)

44 Dwight Street, Holyoke, MA 01040

Interactive exhibits for children

[Sterling and Francine Clark Art Institute](http://www.clarkart.edu)

225 South Street, Williamstown, MA 01267

Collections of art from Europe and the United States, 15th-20st centuries

[Commonwealth Museum and State Archives](http://www.sec.state.ma.us/mus/index.html)

220 Morrissey Boulevard, Boston, MA 02125

Collection related to Massachusetts history, George Washington, the Civil War, and the archaeology of the Big Dig in Boston

[Concord Museum](http://www.concordmuseum.org)

200 Lexington Road, PO Box 146, Concord, MA 01742-0146

Exhibits on life in Concord from Native American habitation to the present, including artifacts related to Paul Revere, Ralph Waldo Emerson, and Henry David Thoreau

[Currier Museum of Art](http://currier.org/)

150 Ash Street, Manchester, NH, 03104

Art from Europe and the United States

[Custom House Maritime Museum](http://www.customhousemaritimemuseum.org/)

25 Water Street, Newburyport, MA 0195

Maritime heritage of the Merrimack River Valley

[Cyrus Dallin Art Museum](http://dallin.org)

611 Massachusetts Avenue, Arlington, MA 02474

Museum devoted to the sculptor of *Paul Revere* in Boston and *The Appeal to the Great Spirit* at the Museum of Fine Arts, Boston

[Davis Museum and Cultural Center](https://www.wellesley.edu/davismuseum)

Wellesley College, 106 Central Street

Wellesley, MA 02481-8203

Collections include art from Europe, the United States, Africa, Asia, South and Central America

[DeCordova Museum and Sculpture Park](http://www.decordova.org)

51 Sandy Pond Road, Lincoln, MA 01773-2699

Features modern and contemporary art highlighting New England artists; extensive outdoor sculpture exhibition

[Emily Dickinson Museum](http://www.emilydickinsonmuseum.org)

280 Main Street. Amherst, MA 01002

The 19th century home of poet Emily Dickinson

[Ecotarium](http://www.ecotarium.org)

222 Harrington Way, Worcester, MA 01604

Indoor and outdoor exhibits about the New England environment

[Essex Historical Society and Shipbuilding Museum](http://www.essexshipbuildingmuseum.org)

66 Main Street, PO Box 277, Essex, MA 01929

History of Essex and its maritime industry

[Essex National Heritage Area](http://www.essexheritage.org)

140 Washington Street, Salem, MA 01970

A collection of historic sites in Essex County

[The Fairbanks House](http://www.fairbankshouse.org)

511 East Street, Dedham, MA 02026

Oldest timber frame house in North America, example of Puritan architecture

[Fitchburg Art Museum](http://www.fitchburgartmuseum.org)

185 Elm Street; Fitchburg, MA 01420

Includes ancient, medieval, and 19th century art

[Fitchburg Historical Society](http://www.fitchburghistoricalsociety.org/)

50 Grove Street, Fitchburg, MA 01420

Collections relating to Fitchburg history, particularly the Civil War and immigrant history

[Framingham History Center](http://www.framinghamhistory.org)

Exhibitions of Framingham’s history in several historic locations in the city

[Fruitlands Museum](http://www.fruitlands.org)

102 Prospect Hill Road, Harvard, MA 0451

The collections center on New England Indians, the Alcotts and Transcendentalism, Shakers, and 19th century portraiture

[Fuller Museum of Art](http://www.fullermuseum.org)

455 Oak Street, Brockton, MA 02301

Exhibits of contemporary fine crafts

[Isabella Stewart Gardner Museum](http://www.gardnermuseum.org)

2 Palace Road, Boston, MA 02115

Historic house museum in the style of a Venetian palace; personal collection of ancient Greek, medieval, Renaissance, Asian, and 17th through 19th century art

[Gibson House Museum](http://www.thegibsonhouse.org)

137 Beacon Street; Boston, MA 02116

House museum that shows how a wealthy Boston family lived in the 19th century

[Golden Ball Tavern Museum](http://www.goldenballtavern.org)

662 Boston Post Road, PO Box 223, Weston, MA 02493

18th century house and inn for Post Road travelers

[Gore Place](http://goreplace.org/)

52 Gore Street, Waltham, MA 02453

Federal period historic house and estate with small farm

[Hancock Shaker Village](http://www.hancockshakervillage.org)

1843 West Housatonic Street, Pittsfield MA, 01201

Highlights artifacts of the Shaker Community from the 18th to the mid-20th centuries

[Harvard Art Museums](https://www.harvardartmuseums.org)

Busch-Reisinger, Fogg, and Sackler Art Museums

32 Quincy Street, Cambridge, MA 02138

Collections of Asian, Greek/Roman, medieval, European and United States art; study centers for the collections and materials lab

[Harvard Museums of Science and Culture](http://www.hmnh.harvard.edu)

[Collection of Historical Scientific Instruments](https://chsi.harvard.edu/putnam-gallery)

1 Oxford Street, Cambridge, MA 02138

Scientific instruments from Europe and the United States

[Harvard University Museum of Natural History](https://hmnh.harvard.edu/)

26 Oxford Street, Cambridge, MA 02138

Natural history collections and programs on geology, botany and animals (including the glass flower and sea creature collections)

[Harvard Semitic Museum](https://semiticmuseum.fas.harvard.edu)

6 Divinity Avenue; Cambridge, MA 02138

Exhibits on cultures and archaeology of Ancient Near East

[Peabody Museum of Archaeology and Ethnology at Harvard University](http://www.peabody.Harvard.edu)

11 Divinity Street, Cambridge, MA 02148

Collections of art and artifacts of North American Native Peoples and Pre-Columbian civilizations in South and Central America and extensive [online collections](https://pmem.unix.fas.harvard.edu:8443/peabody/browse)and exhibitions

[Haverhill Historical Society/Buttonwoods Museum](http://www.haverhillhistory.org)

240 Water Street Haverhill, MA 01830

Three historic properties with archaeology, local history, and Native American collections

[Heritage Museums and Gardens](https://heritagemuseumsandgardens.org)

67 Grove Street, P.O. Box 566, Sandwich, MA 02563

Collections of military and automobile history and historic gardens

[Historic Beverly](https://historicbeverly.net)

117 Cabot Street, Beverly, MA 01915

Collections include maps, ship’s logs, and other historical records. Exhibits and programs related to Beverly history and three historic houses

[Historic Deerfield, Inc.](http://www.historic-deerfield.org)

84B Old Main Street, PO Box 321,

Deerfield, MA 01342-0321

18th and 19th century buildings and decorative arts collections from central Massachusetts

[Historic New England](http://www.historicnewengland.org)

Digital collections and historic house museums presenting New England history

Houses in Massachusetts include:

Beauport, Gloucester

Codman House, Lincoln

Coffin House Museum, Newbury,

Cogswell’s Grant, Essex

Cooper-Frost Austin House, Cambridge

Eustis House, Milton

Gropius House, Lincoln

Harrison Gray Otis House, Boston

Lyman Estate and Greenhouses, Waltham

Pierce House, Boston

Phillips House, Salem

Josiah Quincy House, Quincy

Spencer-Pierce-Little Farm, Newbury

[Historic Northampton](http://www.historic-northampton.org)

46 Bridge Street, Northampton, MA 01060-2428

Art and artifacts from Northampton and environs from the 17th to 20th centuries

[Historic Salem, Inc.](http://www.historicsalem.org)

PO Box 865, Salem, MA 01971

Activities include preservation of historic architecture and education about Salem’s history

[Hood Museum](https://hoodmuseum.dartmouth.edu) **(Dartmouth College)**

53 Main Street, Hanover, NH 03755

Extensive collections online, including Native American, Oceanic, Asian, African, American, and European art

[House of the Seven Gables](http://www.7gables.org)

54 Turner Street, Salem, MA 01970

17th century house museum and a recreated Salem pioneer village of the 1630s

[International Museum of World War II](https://museumofworldwarii.org)

8 Mercer Road, Natick, MA 01760

Exhibits and online resources on World War I

[The Jackson Homestead and Museum](http://www.newtonma.gov/gov/historic/visit/jackson_homestead_and_museum)

527 Washington Street, Newton, MA 02458

History of Newton and the Underground Railroad

[Edward M. Kennedy Institute for the U. S. Senate](http://www.emkinstitute.org)

210 Morrissey Boulevard, Boston, MA 02125

Interactive exhibits on the workings of the senate and the career of Senator Edward Kennedy; replica of the Senate chamber

[John F. Kennedy Presidential Library & Museum](http://www.jfklibrary.org)

Columbia Point Boston, MA 02125

Life and presidency of John F. Kennedy

[John F. Kennedy National Historic Site](http://www.nps.gov/jofi)

83 Beals Street, Brookline, MA 02146

The birthplace of President John F. Kennedy

[Lawrence Heritage State Park](https://www.mass.gov/locations/lawrence-heritage-state-park)

1 Jackson Street, Lawrence, MA 01840

A restored boarding house with interactive exhibits on the site of one of the nation’s first planned industrial cities and the 1912 Bread and Roses Strike

[Lawrence History Center](http://www.Lawrencehistorycenter.org)

6 Essex Street, Lawrence, MA 01840-1710

Collection contains records and photographs from Lawrence history

[Norman B. Leventhal Map Center, Boston Public Library](http://collections.leventhalmap.org)

700 Boylston St, Copley Square, Boston MA 02116

Historic map collection; large digital collection with section for teachers with maps listed by period of US or World history; onsite exhibitions

[Lexington Historical Society](http://www.lexingtonhistory.org)

PO Box 514, Lexington, MA 02420

Four historic house museums from the Revolutionary War period

[Longfellow National Historical Park](http://www.nps.gov/long)

105 Brattle Street, Cambridge, MA 02138

Home of poet Henry Wadsworth Longfellow

[Lowell National Historic Park](http://www.nps.gov/lowell)

67 Kirk Street, Lowell, MA 01852

Industrial Revolution sites, including 19th century textile mills, canals, and boarding houses of the “mill girls”

[The Lynn Museum/Lynn Historical Society](http://www.lynnmuseum.org)

590 Washington Street, Lynn, MA 01904

The history of Lynn from 1629 to the present

[Mapparium](https://www.marybakereddylibrary.org/project/mapparium/)**,** Mary Baker Eddy Library

200 Massachusetts Avenue, Boston, MA 02115

Interactive exhibits and large globe of the world

[Marblehead Museum and Historical Society](http://www.marbleheadmuseum.org)

170 Washington Street, Marblehead, MA 01945

Historic houses and collections of artifacts related to maritime history and decorative arts

[Maritime Museum at Fall River: Battleship Cove](http://battleshipcove.org/maritime-museum/)

5 Water Street, Fall River, MA 02721

Historical and nautical museum including exhibits on the *Titanic*, Fall River Line, lightships, World War II vessels, U. S. Frigate *Hancock,* whaling, the *Andrea Doria*

[Mashantucket Pequot Museum and Research Center](http://www.pequotmuseum.org/default.aspx)

110 Pequot Trail, Mashantucket, CT 06338

Collections and [e-book](http://www.pequotmuseum.org/uploadedFiles/Content/Research_Resources/mpmrc_history_and_culture_ebook.pdf)on Mashantucket people, culture, history, and New England landscape

[Mashpee Wampanoag Museum](https://mashpeewampanoagtribe-nsn.gov/museum)

414 Main Street, Mashpee, MA 02649

Collections of culture and history of the Mashpee Wampanoag People

[Massachusetts Historical Society](http://www.masshist.org)

1154 Boylston Street, Boston, MA 02215

Research library for Massachusetts history with digital exhibitions and curricula on topics such as the papers of the Adams Family and Thomas Jefferson, the Boston Massacre, and the period before the Revolution

[Massachusetts Museum of Contemporary Art](http://www.massmocA.org)

87 Marshall Street. North Adams, MA 01247

Contemporary art from around the world and changing exhibitions in the “Kidspace” Gallery

[Maudslay State Park](https://www.mass.gov/locations/maudslay-state-park)

Curzon Mill Road, Newburyport, MA 01950

19th century gardens and plantings

[Mead Art Gallery, Amherst College](https://www.amherst.edu/museums/mead/)

41 Quadrangle; Amherst, MA 01002

Ancient, Renaissance, baroque, and 19th century European art; Asian, Pre-Columbian, and African art; American art

[Minuteman National Historic Park](https://www.nps.gov/mima/index.htm)

174 Liberty Street, Concord, MA 01742

Interprets the beginning of the Revolutionary War and preserves parts of the Lexington and Concord battle sites

[Mount Holyoke College Art Museum](https://artmuseum.mtholyoke.edu/)

50 College Street, South Hadley, MA 01075

Includes Asian, European and American, Egyptian, Greek, Roman, and Renaissance art

[Museum of African American History](http://maah.org/)

46 Joy Street, Boston, MA 02116

29 York Street Nantucket

Boston: African Meeting House (1806) and Abiel Smith School (1835) and exhibits on the Boston African American community and Abolitionism in the 19th century;

Nantucket: African Meeting House and Seneca Boston-Florence Higginbotham house; heritage trails in each site; online exhibition on Frederick Douglass

[Museum of Fine Arts, Boston](http://www.mfa.org)

465 Huntington Avenue, Boston, MA 02115-5997

A comprehensive collection of art from every part of the world, ancient and modern; online searchable collections

[Museum of the National Center for](http://ncaaa.org/)

[Afro-American Artists](http://ncaaa.org/)

300 Walnut Avenue, Boston, MA 02119

Collections of African, Caribbean, and African American art and a recreation of a Nubian burial chamber from the 25th Dynasty of Egypt

[Museum of Russian Icons](http://www.museumofrussianicons.org)

203 Union Street. Clinton, MA 01510

Museum of Russian culture with an extensive collection of icons and special exhibitions on aspects of Russian history

[Museum of Science](http://www.mos.org)

Science Park, Boston, MA 02114-1099

Exhibitions on science, civilizations, and the history of science

[Nantucket Historical Association](https://www.nha.org/)

PO Box 1016, Nantucket, MA 02554Features a whaling museum and historic sites that tell the story of Nantucket history

[National Archives at Boston](https://www.archives.gov/Boston)

380 Trapelo Road

Waltham, MA 02452

New England historical records, including shipping and lighthouses, genealogical records

[New Bedford Whaling Museum](http://www.whalingmuseum.org/)

18 Johnny Cake Hill, New Bedford, MA 02740-6398

Exhibitions on the story of global whaling, the port of New Bedford, the history of adjacent communities, and regional maritime activities

[New Bedford Whaling National Historic Park](http://www.nps.gov/nebe)

33 William Street, New Bedford, MA 02740

Includes a 13-city-block National Historic Landmark District and works with a variety of local partners to preserve and interpret America’s whaling and maritime history

[New England Aquarium](http://www.neaq.org)

Central Wharf, Boston, MA 02110-3399

Has exhibits, films, and programs that can be used in a geography curriculum

[New England Historic Genealogical Society](https://mayflower.americanancestors.org)

99-101 Newbury Street, Boston, MA 02116Genealogical records, including Mayflower descendants

[Old Colony Historical Society](http://www.oldcolonyhistoricalsociety.org)

66 Church Green, Taunton, MA 02780

Collections of artifacts, documents, and archives related to the history of the Taunton area

[Old North Church and Historic Site](http://oldnorth.com/)

193 Salem Street, Boston, MA 02113

Boston’s oldest surviving church; connections to Paul Revere and the Battles of Lexington and Concord

[Old Schwamb Mill](http://oldschwambmill.org)

17 Mill Lane, Arlington, MA 02476

19th century woodworking mill with functioning historic equipment and tools

[Old South Meeting House](http://www.oldsouthmeetinghouse.org)

310 Washington Street, Boston, MA 02108

Built in 1729, Old South Meeting House was an important site of the American Revolution

[Old Sturbridge Village](http://www.osv.org)

One Old Sturbridge Village Road, Sturbridge, MA 01566

The largest living history museum in the Northeast, featuring daily life, work, and celebrations of the early 19th century

[Frederick Law Olmsted Historic Site](http://www.nps.gov/frla)

99 Warren Street, Brookline, MA 02445

Home of the designer and design team of Boston’s Emerald Necklace, the U. S. Capitol and White House Grounds, New York’s Central Park, and several National Parks

[Orchard House](http://www.louisamayalcott.org)

Louisa May Alcott Memorial Association

399 Lexington Road, PO Box 343

Concord, MA 01742

Home of the Alcotts and the setting for Louisa May Alcott’s *Little Women*

[Paul Revere House](http://www.paulreverehouse.org)

19 North Square, Boston, MA 02113

Originally built in 1680, this house was owned by Paul Revere from 1770 to 1800

[Peabody Essex Museum](http://www.pem.org)

East India Square, Salem, MA 01970

Asian, African, Oceanic and American art, maritime artifacts and paintings [Explore Art](https://www.pem.org/explore-art)presents highlights from the collections online

[Pilgrim Hall Museum](http://www.pilgrimhall.org)

75 Court Street, Plymouth, MA 02360

Collection includes items owned by the Pilgrims Website provides primary documents, including the *Mayflower Compact*, the ship’s passenger list, provisions lists, and William Bradford’s journal

[Plimoth Plantation](http://www.plimoth.org)

PO Box 1620, Plymouth, MA 02362

Living history museum that recreates the Pilgrim village of 1627 and a Wampanoag homesite of the same period; also portrays life at sea through the recreated 17th century ship, *Mayflower II* Extensive online collections

[Pocumtuck Valley Memorial Association/Memorial Hall Museum](https://deerfield-ma.org/)

10 Memorial Street. PO Box 428

Deerfield, MA 01342

Website features New England history from 17th through 20th centuries through images, artifacts, and documents Museum collections include inquiry into family life, Native Peoples, African Americans, landscape, immigration, and the 1704 attack by Native Peoples on Deerfield

[Portland Museum of Art](https://www.portlandmusuem.org/)

7 Congress Street, Portland, ME 04101

American, European, and contemporary art; online collections, including extensive collection of Winslow Homer paintings and drawings

[Quinebaug-Shetucket Heritage Corridor](http://www.nps.gov/qush)

107 Providence Street, Putnam, CT 02620

Preservation of the natural landscape and rivers of Central Massachusetts and Northern Connecticut

[Rhode Island School of Design Museum](https://risdmuseum.org/)

224 Benefit Street, Providence, RI 02903

Ancient, European, Asian, and American art and design; extensive online collections searchable by period, medium, process, and maker

[Norman Rockwell Museum](http://www.normanrockwellmuseum.org)

PO Box 308, Route 183, Stockbridge, MA 01262

Features the work of Norman Rockwell, whose paintings and illustrations helped to define American identity in the 20th century, and has temporary exhibitions of other magazine and book illustrators

[Rotch-Jones-Duff House and Garden Museum](http://www.rjdmuseum.org)

396 County Street, New Bedford, MA 02740

An 1834 house and formal gardens, this museum interprets 150 years of New Bedford history

[Royall House and Slave Quarters](http://www.royallhouse.org)

15 George Street, Medford MA 02155

18th century house and slave quarters that was home to the largest slaveholding family in Massachusetts and the enslaved Africans who may their way of life possible; the only remaining slave quarters in the northern United States

[Paul S. Russell MD Museum of Medical History and Innovation at Massachusetts General Hospital](http://www.massgeneral.org/museum)

2 North Grove Street, Boston, MA 02114

History of medicine and Mass General Hospital

[Salem Maritime National Historic Site](http://www.nps.gov/sama)

174 Derby Street, Salem, MA 01970

Contains documents on the Atlantic Triangle trade before and during the colonial period, privateering during the Revolutionary War, and international maritime trade, especially with Asia

[Saugus Iron Works National Historic Site](http://www.nps.gov/sair)

244 Central Street, Saugus, MA 01906

Site of first ironworks in Massachusetts, 1646-1668, shows technology of colonial iron making

[Shelburne Museum](https://shelburnemuseum.org)

6000 Shelburne Road, PO Box 10

Shelburne, VT 05482

American art and design and historic buildings

[Shirley Place](http://www.shirleyeustishouse.org)

33 Shirley Street, Roxbury, MA 02119

Built in 1747 by William Shirley, Royal Governor of Massachusetts Bay Colony for 15 years, the mansion was occupied by, among others, William Eustis, the 10th Governor of Massachusetts

[Slater Mill Historic Site](http://www.slatermill.org)

PO Box 696, 67 Roosevelt Avenue, Pawtucket, RI 02862

Museum dedicated to the study of industrial manufacturing in America, featuring historic Samuel Slater Mill

[Smith College Art Museum](http://www.smith.edu/artmuseum)

Northampton, MA 01063

Collection of ancient, Asian, African, European, American and American Indian art and artifacts; extensive online collections

[Spellman Museum of Stamps and Postal History](http://www.spellman.org)

235 Wellesley Street at Regis College, Weston, MA 02493

Focuses on stamps and postal history; includes stamps from around the world

[Springfield Armory National Historic Site](http://www.nps.gov/spar)

One Armory Square, Springfield, MA 01105-1299

Site of the first national armory, it focuses on firearms, the industrial revolution, and military history

[Springfield Museums](https://springfieldmuseums.org/)

21 Edwards Street, Springfield, MA 01103

A complex of art, science, and history museums Collections include American, European, Asian, and ancient art, Connecticut Valley history, Native peoples of the region, and science

[Stonehurst, the Robert Treat Paine Estate](http://stonehurstwaltham.org/)

100 Robert Treat Paine Drive, Waltham, MA 02452

Late 19th century architecture designed by Henry Hobson Richardson, with grounds designed by Frederick Law Olmsted

[Storrowton Village Museum](https://www.storrowtonvillage.com/)

1305 Memorial Avenue

West Springfield, MA 01089

A collection of authentic buildings that recreate a 19th century New England village

[Strawbery Banke Museum](http://www.strawberybanke.org)

14 Hancock Street, Portsmouth, NH 03801

Outdoor history museum spanning 300 years of history; buildings designed and interpreted to represent different historical periods

[Tsongas Industrial History Center](http://www.uml.edu/tsongas)

Lowell National Historic Park

115 John Street, Lowell, MA 01852

Hands-on education programs include immigration, local history, labor history, women’s history, engineering, water power, and environmental history. Website includes teaching activities, videos, and documents

[U.S.S. Constitution Museum](http://www.ussconstitutionmuseum.org)

Charlestown Navy Yard Building 22

PO Box 1812, Boston, MA 02129

The museum collects, preserves, and interprets the stories of the nation’s oldest commissioned warship, “Old Ironsides” and the people associated with her

[Wadsworth Athenæum](http://www.wadsworthatheneum.org/)

Hartford, Connecticut 06103

America’s oldest public art museum, established in 1842; collections include ancient Egyptian to modern works, Hudson River School painters, American decorative arts, and the Amistad Foundation African American collection

[Walden Woods Project at the Thoreau Institute](http://www.walden.org)

44 Baker Farm, Lincoln, MA 01773-3004

Programs for landscape preservation and research collections and programs related to Henry David Thoreau and his legacy in the areas of social action, conservation, literature, and ethics

[Wenham Museum](http://www.wenhammuseum.org)

132 Main Street, Wenham, MA 01984

A 17th century house provides exhibits on 17th century life; also collections of dolls, model trains, and toys

[Williams College Museum of Art](http://www.williams.edu/WCMA)

15 Lawrence Hall Drive, Suite 2

Williamstown, MA 01267

Collections of American, Asian, European, ancient, and contemporary art

[Wistariahurst Museum](http://www.wistariahurst.org)

238 Cabot Street, Holyoke, MA 01040

Historic house museum interpreting Holyoke’s past

[Worcester Art Museum](http://www.worcesterart.org)

55 Salisbury Street, Worcester, MA 01609-3196

Artworks that include American (from Pre-Columbian to Native American to Colonial to contemporary times), Greek, Roman, Egyptian, Chinese, European, Indian, Islamic, Japanese, Korean, and contemporary art

[Worcester Historical Museum](http://www.worcesterhistory.org)

30 Elm Street, Worcester, MA 01609-2504

Exhibits on Worcester history

[Yale University Art Gallery](https://artgallery.yale.edu)

1111 Chapel Street, New Haven, CT 06520

Comprehensive collections of art from all over the world; online annotated selected images from the collection

# **Section III: Civic Holidays and Observances**

Learning about civic holidays and observances can provide students meaningful opportunities to connect with the curriculum, bridge the present with the past, and celebrate cultural differences. When having students investigate the history behind civic holidays and observances, it is essential educators teach that history accurately and respectfully. Teaching about civic holidays and observances, if not done in a culturally responsive way, can do harm to students. Prior to introducing and teaching about civics holidays and observances, it is important to intentionally plan lessons that include strategies for building inclusive, reflective, and brave classroom communities and draw from resources grounded in diverse and historically accurate perspectives.

Below is a list of some civic holidays and observances honored in many schools and communities across the Commonwealth. The 2018 History and Social Science Curriculum Framework explicitly includes learning about some of the holidays and observances included in this list in both the kindergarten and grade 1 standards. There are likely many not included in this list that you or your students celebrate or discuss together.

For each holiday and observance listed below, you will find one or more “Learn More Resources” useful for introducing and examining the historical roots of each with students of various ages. Most of the resources included are teacher-facing resources, though a few are articles that provide background information or specific primary sources, both of which could be used as instructional resources. The provided resources are neither exhaustive nor meant to serve as a definitive “how to” guide for teaching about each listed holiday or observance. They are meant as a starting point for expanding educators’ and students’ understanding of the complex history associated with each commemorated day.

**January**

**Martin Luther King, Jr. Day** (federal holiday on the third Monday in January)

* Brief Overview: Commemorates the achievements and birthday of civil rights leader Martin Luther King, Jr. (born on January 15, 1929); signed into law as a holiday by President Ronald Reagan in 1983; first celebrated in some states in 1986; celebrated in all 50 states since 2000.
* Learn More Resources:
  + [Martin Luther King Jr Day (Center for Civic Education) – a collection of lesson plans for grades 7-12 that examine the life and legacy of Martin Luther King Jr.](https://www.civiced.org/lesson-plans/martin-luther-king-jr-day)
  + [Martin Luther King, Jr. National Historical Park](https://www.nps.gov/nr/travel/atlanta/kin.htm) (U.S. National Park Service) – a collection of lesson plans and teaching guides for elementary, middle, and high school classrooms focused on building students’ civil rights knowledge.

**February**

**Presidents’ Day** (federal holiday on the third Monday in February)

* Brief Overview: Commemorates the achievements and birthdays of Presidents George Washington (born on February 22, 1731) and Abraham Lincoln (born on February 12, 1809); first celebration of Washington’s birthday in Washington, D.C. in 1879; expanded in 1885 to include all federal offices; Presidents’ Day began in the 1980s).
* Learn More Resources:
  + [iCivics Celebrates Presidents’ Day (iCivics)](https://www.icivics.org/news/news-story/icivics-celebrates-president%E2%80%99s-day) – article that provides links to various classroom resources for teaching about President’s Day.
  + [President’s Day Lessons (Center for Civic Education)](https://www.civiced.org/lesson-plans/presidents-day-lessons) – a collection of lesson plans for teaching about the day for elementary, middle, and high school classrooms.

**March**

**International Women’s** **Day** (United Nations Day for Women’s Rights and World Peace; March 8)

* Brief Overview: first celebrated in 1909; adopted as a celebration by the United Nations 1975.
* Learn More Resources:
  + [Molly’s World Lesson Plan for International Women’s Day (World Food Programme)—lesson plan for middle and high school classrooms with an international focus that centers the story of Molly, a 13-year-old girl living in Nairobi, Kenya.](https://documents.wfp.org/stellent/groups/public/documents/communications/wfp245451.pdf)
  + [International Women's Day (United Nations](https://www.un.org/en/observances/womens-day)) – website that includes background information about the day, as well as current events from around the world related to the day.

**Evacuation Day** (holiday observed in Suffolk County, Massachusetts on March 17)

* Brief Overview: Celebrates the evacuation of British forces from the city of Boston in 1776; made an official Suffolk County holiday by the state in 1938; was promoted by the Irish-American community in Massachusetts and coincides with St. Patrick’s Day.
* Learn More Resources:
  + [The Siege of Boston (Massachusetts Historical Society)](https://www.masshist.org/online/siege/index.php)—online collection of primary sources and background information about the history of the events surrounding Evacuation Day.
  + [Boston Celebrates First Evacuation Day (Mass Moments)](https://www.massmoments.org/moment-details/boston-celebrates-first-evacuation-day.html)—article that provides background information about the history and legacy of this civic holiday.

**April**

**Patriots’ Day** (state holiday, celebrated on the third Monday in April)

* Brief Overview: Commemorates the Battles of Lexington and Concord, Massachusetts, April 19, 1775 and the start of the American Revolutionary War; observed as a state holiday in Massachusetts, Maine, and Wisconsin.
* Learn More Resources:
  + [A Modern Look At The History Of Patriots' Day (Radio Boston, WBUR)](https://www.wbur.org/radioboston/2021/04/19/modern-look-history-patriots-day) – a radio clip that details the history of Patriot’s Day, including an examination of how celebrating this civic holiday has changed over time.
  + [Lexington and Concord: A Historical Interpretation Lesson (Smithsonian's History Explorer)](https://historyexplorer.si.edu/resource/lexington-and-concord-historical-interpretation-lesson) – lesson focused on historical interpretation using primary resources for grades 6-9.

**Earth Day** (April 22)

* Brief Overview: Begun in 1970 to stimulate environmental awareness; supported by a coalition of international environmental organizations to promote knowledge of the environment and to encourage citizen participation in projects such as global reforestation.
* Learn More Resources:
  + [Earth Day Activities to Inspire Your Students and Make a Difference](https://www.plt.org/educator-tips/earth-day-activities/) (Project Learning Tree) – webpage with links to various educational resources, including lesson plans for elementary and middle school classrooms.
  + [The History of Earth Day: From Radical Roots to Elementary School Classrooms](https://www.teenvogue.com/story/history-of-earth-day) (*Teen Vogue*) – an article that provides background information on the day and offers examples of contemporary youth activists committed to commemorating the day.

**May**

**Armed Forces Day** (observed in the United States on the third Saturday in May)

* Brief Overview: First observed in the U.S. in 1950 to honor Americans serving in the Army, Navy, Air Force, Marine Corps, and Coast Guard; many countries have similar celebrations on different days.
* Learn More Resources:
  + [Armed Forces Day, 1950](https://www.trumanlibrary.gov/library/proclamations/2873/armed-forces-day-1950) (Harry S. Truman) – Armed Forces Day proclamation made by President Truman.
  + [What Can You Do for Your Country? (PBS NewsHour)](https://www.pbs.org/newshour/extra/lessons-plans/what-can-you-do-for-your-country/) – lesson plan for grades 7-12 focusing on the history of the armed forces and conscription in the United States and includes a debate about current requirements on military service in the U.S.

**Memorial Day or Decoration Day** (fourth Monday in May; a federal holiday)

* Brief Overview: In remembrance of people who died while serving in the United States Armed Services; first observed in 1868.
* Learn More Resources:
  + [Memorial Day Lesson Plan](https://constitutioncenter.org/media/files/MemorialDayLessonPlan.pdf) (The Constitution Center) – lesson plan that examines the history of the observance as a way to develop civic knowledge and dispositions.
  + [Memorial Day in the Classroom: Resources for Teachers (Edutopia](https://www.edutopia.org/blog/memorial-day-teaching-resources-matt-davis)) – article with links to various classroom resources for teachers to use with students when introducing and examining the history of this observance.

**June**

**Flag Day** (June 14)

* Brief Overview: A day to observe the importance of the American flag as a patriotic symbol; first observed in some states in 1892; officially established by President Woodrow Wilson in 1916 and designated as National Flag Day by President Harry Truman in 1949.
* Learn More Resources:
  + [Flag Day History: The True Story Behind the Holiday](https://time.com/4365243/what-is-flag-day/) (*TIME*) – article that provides information about the history of Flag Day and how it has been celebrated over time.
  + [For Flag Day, Watch How Much the American Flag has Changed](https://www.vox.com/2015/6/14/8774151/american-flag-day) (Vox)—website with visual representations and accompanying written history of how and why the U.S. flag has changed overtime.

**Bunker Hill Day** (local holiday on June 17; in Suffolk County, Massachusetts)

* Brief Overview: Commemorates the Battle of Bunker Hill in Charlestown on June 17, 1775.
* Learn More Resources:
  + [Coming of the American Revolution: The Battle of Bunker Hill & Siege of Boston](https://www.masshist.org/revolution/bunkerhill.php) (Massachusetts Historical Society) – website with background information about the Battle of Bunker Hill and links to supporting primary documents.
  + [Bunker Hill Battle Facts and Summary](https://massgov.sharepoint.com/sites/doe-lh/Shared%20Documents/HSS%20Files/FY%2022%20Projects/Supplement%20Revision%20Work/o%09Bunker%20Hill%20Battle%20Facts%20and%20Summary%20(American%20Battlefield%20Trust)) (American Battlefield Trust) – website with background information and a collection of resources, primary and secondary, related to the Battle of Bunker Hill.

**Juneteenth** (federal holiday on June 19)

* Brief Overview: Established as a federal holiday in 2021, Juneteenth (a.k.a. Jubilee Day and Emancipation Day) commemoratesthe formal emancipation of African-American slaves in 1865.
* Learn More Resources:
  + [Teaching Juneteenth (Learning for Justice](https://www.learningforjustice.org/magazine/teaching-juneteenth)) – article about teaching Juneteenth, both the history and legacy, with links to various instructional resources for use with students.
  + [History of Juneteenth and Why it’s Set to become a National Holiday (](https://www.pbs.org/newshour/classroom/2021/06/lesson-plan-history-of-juneteenth-and-why-its-set-to-become-a-national-holiday/)PBS NewsHour) – Lesson plan for grades 6-12 that uses various primary and secondary sources to engage students in an examination of the history of Juneteenth. While published just before President Biden signed the legislation declaring Juneteenth a national holiday, this lesson plan is still timely and relevant.

**July**

**Independence Day** (July 4, a federal holiday)

* Brief Overview: Commemorates the signing of the Declaration of Independence in 1776.
* Learn More Resources:
  + [A Lesson Plan for Independence Day, the Fourth of July](https://civiced.org/lesson-plans/independence-day-lesson) (Center for Civic Education)—lesson plan for middle and high school students that has them examining and questioning, using primary sources, the fundamental ideals Americans hold about their government.
  + [A Nation's Story: “What to the Slave is the Fourth of July?”](https://nmaahc.si.edu/blog-post/nations-story-%E2%80%9Cwhat-slave-fourth-july%E2%80%9D) (National Museum of African American History and Culture) – prominent speech given by Frederick Douglass that could be used a primary source in middle and high school classroom to investigate the promise and paradox of commemorating the 4th of July as Independence Day.

**August**

**National Women’s Equality Day** (August 26)

* Brief Overview: Commemorates the passage of the 19th Amendment giving women voting rights.
* Learn More Resources:
  + [Women's Equality Day (National Women's History Museum)](https://www.womenshistory.org/articles/womens-equality-day#:~:text=Since%201971%2C%20Women%E2%80%99s%20Equality%20Day%20has%20been%20celebrated,Amendment%20which%20granted%20women%20the%20right%20to%20vote.) – website with background information about the day as well as primary sources related to movements for women’s equality over time.
  + [Watch *The Vote* (PBS American Experience)](https://www.pbs.org/wgbh/americanexperience/films/vote/) – website with various resources, including primary sources, that could be incorporated into classroom activities related to examining women’s equality.

**September**

**Labor Day** (first Monday in September, federal holiday)

* Brief Overview: Celebrates the importance of American workers; celebrated first in New York City in 1882; became a federal legal holiday in 1894.
* Learn More Resource:
  + [5 Teaching Resources for Labor Day (PBS NewsHour)](https://www.pbs.org/newshour/extra/lessons-plans/labor-day-lesson-plans-and-resources/) – a website with 5 lessons for teaching about Labor Day that include a global and contemporary focus.
  + [Labor Day and Unions](https://esl-voices.com/lesson-plan-labor-day-and-unions-from-pbs/) (PBS, ESL Voices)—Lesson plan that focus on the history of unions and includes a negotiations simulation.

**Constitution Day** (observed on September 17)

* Brief Overview: Commemorates the adoption of the United States Constitution on September 17, 1787; officially established as a holiday by Congress in 2004. All schools that receive federal funds are mandated to observe Constitution Day in some capacity. For more information about this mandate, visit [Commemorating Constitution Day and Citizenship Day (USDOE)](https://www2.ed.gov/policy/fund/guid/constitutionday.html).
* Learn More Resource:
  + [Constitution Day (NEH-Edsitement](https://edsitement.neh.gov/general-resources/constitution-day)!)—website with background information about the day and links to classroom resources and lesson plans.
  + [Observing Constitution Day (National Archives](https://www.archives.gov/education/lessons/constitution-day))—website with links to various instructional resources, including lesson plans, useful for teaching about Constitution Day.

**International Day of Peace** (observed by many countries of the United Nations on September 21)

* Brief Overview: Dedicated to world peace and the absence of war and violence; first celebrated in 1982; dedicated to peace education by the United Nations in 2013.
* Learn More Resource:
  + [International Day of Peace Lesson Plan (YogaKids)](https://yogakids.com/international-day-of-peace-class-plan/) – lesson plans for ages 7-11 that focuses on exploring the concept of peace in the context of both International Peace Day and contemporary society.
  + [International Day of Peace (United Nations](https://www.un.org/en/observances/international-day-peace)) – website that includes background information about the day, as well as current events from around the world related to the day.

**October**

**Columbus Day/Indigenous Peoples Day** (second Monday in October)

* Brief Overview: Commemorates the arrival of Christopher Columbus in the Americas on October 12, 1492; a national holiday in the United States and many countries in the Americas; first celebrations documented in 1792; became an official federal holiday in 1937; observed in the 19th and 20th centuries as a celebration of Italian-American heritage. The same day is observed as Indigenous Peoples Day by a number of states and municipalities; there are multiple days of thanks recognized within Native American cultures.
* Learn More Resources:
  + [Columbus or Indigenous Peoples’ Day (Anti-Defamation League)](https://urldefense.com/v3/__https:/www.adl.org/education/educator-resources/lesson-plans/columbus-day-or-indigenous-peoples-day__;!!CUhgQOZqV7M!z6kkXTyy6pT_8go1nsW5u-920hMwYudirzAJj_kjtu6wpf_-mOxiQXjA7nVLxImBz89-XDQi$) [–](https://urldefense.com/v3/__https://www.adl.org/education/educator-resources/lesson-plans/columbus-day-or-indigenous-peoples-day__;!!CUhgQOZqV7M!z6kkXTyy6pT_8go1nsW5u-920hMwYudirzAJj_kjtu6wpf_-mOxiQXjA7nVLxImBz89-XDQi$-) high school lesson plan that engages students in learning about why some communities have changed the name of the holiday and asks them to take a stance on whether they believe it should be changed.
  + [The Long Struggle for Indigenous Peoples' Day (Facing History and Ourselves)](https://facingtoday.facinghistory.org/the-long-struggle-for-indigenous-peoples-day) – article that explains some of the origins of this day being recognized as Indigenous Peoples’ Day.

**November**

**Veterans Day** (November 11; federal holiday)

* Brief Overview: Honors all military veterans; first celebrated in 1918 to mark the end of World War I; symbolic significance of the 11th hour of the 11th day of the 11th month, when the Armistice with Germany formally went into effect.
* Learn More Resources:
  + [Veterans Day and the Meaning of Sacrifice](https://www.pbs.org/newshour/extra/lessons-plans/veterans-day/) (PBS NewsHour) – lesson plans for middle and high school students that have them examining the history of Veterans Day and analyzing current issues related to veterans’ affairs.
  + [Veterans Day is Celebrated in the United States Today (Read Write Think](https://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states))—lesson plans for elementary, middle, and high schools classrooms focused on commemorating the sacrifice of veterans, past and present.

**Thanksgiving** (fourth Thursday in November)

* Brief Overview: Commemorates a day of thanksgiving for harvests in Plymouth in 1621 and earlier English harvest celebrations, established by President George Washington in 1789 and declared a national holiday by President Abraham Lincoln in 1868.
* Learn More Resources:
  + [Teaching Thanksgiving in a Socially Responsible Way (Learning for Justice](https://www.learningforjustice.org/magazine/teaching-thanksgiving-in-a-socially-responsible-way))—article for teaching about Thanksgiving in an historically accurate way with links to various classroom resources.
  + [You Are the Historian Game](https://plimoth.org/for-students/you-are-the-historian) (Plimoth Patuxet Museums)—Interactive game for students that has them investigating primary documents and the museum’s collections to understand the interactions between the Wampanoag people of Patuxet and the Pilgrims.

# **Section IV: A Decade of Emphasis on Civic Learning, 2011-2021**

Between 2011 and 2021, the Massachusetts Legislature, the Massachusetts Board of Elementary and Secondary Education (BESE), and the Massachusetts Board of Higher Education (BHE) demonstrated persistent commitment to making civic education at the elementary, secondary, and college level in the Commonwealth more equitable, inclusive, and action based.

Two key products of this work--the 2018 History and Social Science Curriculum Framework and Chapter 296 of the Acts of 2018*,* [*An Act to Promote and Enhance Civic Engagement*](https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter296)*,* which outlines a renewed vision for civics education--have been recognized for their high quality and commitment to progress.

* The Fordham Institute’s report, [*The State of the State Standards for Civics and U.S. History in 2021*](https://fordhaminstitute.org/national/research/state-state-standards-civics-and-us-history-2021), named Massachusetts as one of five states that was rated “exemplary” in both Civics and U.S. History.
* Generation Citizen’s white paper, [*Equity in Civics Education: Insights from the Massachusetts Policy Contexts*](https://generationcitizen.org/wp-content/uploads/2021/07/GC_Equity_in_Civics_MA_FINAL_300dpi-1.pdf?mc_cid=d21b626434&mc_eid=8f64482238)*,* highlights the strengths of Massachusetts’ approach to ensuring all students have access to high quality civics learning while also suggesting opportunities for even greater impact.

The timeline below notes some of the key actions taken by the legislative and executive branches to advance civic learning for all students in Massachusetts.

|  |  |
| --- | --- |
| **Year** | **Key Actions Taken** |
| **2011** | * The Massachusetts Legislature enacted legislation to revive and continue the Special Commission on Civic Engagement and Learning. |
| **2012** | * The Special Commission submitted a report, [*Renewing the Social Compact*](http://www.masscouncil.org/wp-content/uploads/Civic-Ed-Commission-Report-complete.pdf), to the State Legislature. The report included recommendations for improving civics education from kindergarten through adulthood, as well as examples of civics in action across Massachusetts. * BHE added “Preparing Citizens” to its Key Outcomes for public higher education and established a Study Group on Civic Learning and Engagement. |
| **2014** | * The BHE Study Group on Civic Learning and Engagement produced a report titled [*Preparing Citizens Report on Civic Learning and Engagement*](http://www.mass.edu/bhe/lib/documents/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf) which included six recommendations designed to “embed civic learning as an expectation of all students.” With the advent of this report, civic learning and engagement was integrated into ongoing college-readiness initiatives. * The BHE passed a Policy on Civic Learning that called on the public colleges and universities to make Civic Learning an “expected outcome” for all undergraduates, defining Civic Learning as including the knowledge, intellectual skills, and practical skills that citizens need for informed and effective participation in civic and democratic life, and acquiring an understanding of the social and political values that underlie democratic structures and practices. The policy located civic learning as happening in the curriculum, in the co-curriculum, and through engagement with communities beyond the campuses. |
| **2015** | * BESE’s Working Group published [*Preparing Citizens: Report on Civic Learning and Engagement*](https://archives.lib.state.ma.us/handle/2452/266270)*,* summarizing its findings, which included the recommendation to “initiate a process to revise the 2003 History and Social Science Curriculum Framework and consider other ways to use the Framework to enhance the effectiveness of civics instruction.” * The Departments of Elementary and Secondary Education (DESE) and Early Education and Care, with the University of Massachusetts, published [*Standards for Preschool and Kindergarten Social and Emotional Learning,*](https://www.doe.mass.edu/sfs/earlylearning/resources/sel-apl-standards.docx)which include standards that set the foundation for civic learning in the early years of schooling. |
| **2016** | * BESE and BHE jointly approved [a new definition of college and career readiness and civic preparation](https://www.doe.mass.edu/ccte/ccr/definition.docx). According this new definition, to be college and career ready and prepared for civic life, students must possess a deep understanding and knowledge of U.S. history and its foundational documents, along with the knowledge, intellectual skills, and applied competencies that citizens need for informed and effective participation in civic and democratic life. |
| **2017** | * DESE published a [Civic Learning and Engagement Strategic Plan](http://www.doe.mass.edu/bese/docs/fy2017/2017-04/item1.html). This plan included the revision of the standards, work with civic education partners, and increased emphasis on civics from preschool through college and career readiness levels. * The Commissioner of Elementary and Secondary Education convened a panel of history and social science educators from preK-12 schools and higher education to [review](https://www.doe.mass.edu/instruction/hss/default.html) the Massachusetts History and Social Science Curriculum Framework.  A public comment survey was conducted to gather information on the usefulness of the 2003 Framework and results from that survey were shared with the panel. Work commenced on revisions. |
| **2018** | * In June, the Board voted to adopt the current [*History and Social Science Curriculum Framework*](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf). One core priority of the new Framework was an to emphasize and expand civics education across all grades. The new Framework included a year-long civics course in grade 8 and key civics standards embedded throughout all grades, as well as Guiding Principles and core Standards for History and Social Science Practices that emphasize civic knowledge, skills, and dispositions. * On November 8, 2018, the Governor signed S.2650*,* [*An Act to Promote and Enhance Civic Engagement*](https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter296)*.* The bill established a fund to advance history and civics education and workforce development and requires that every public middle and high school in the Commonwealth provide each student an opportunity to participate in an individual or group student-led, non-partisan civics project. |
| **2019** | * DESE published the [*Civics Projects Guidebook*](https://www.doe.mass.edu/instruction/hss/civics-project-guidebook/index.html#/)with guidance for planning and implementing student-led civics projects as well as examples and case studies. * DESE offered a Civics Project Network to support schools in beginning to pilot student-led, non-partisan civics projects in both Grade 8 and high school. |
| **2020** | * DESE led a network of Civics Projects Fellows who supported DESE in offering various civics professional learning opportunities, including an Implementation 101 workshop and a series of civics virtual support forums to support collaborative learning and problem-solving related to project planning and implementation. |
| **2021** | * DESE launched the school year with a series of Civics Project Jumpstart Workshops. The Jumpstart Workshops supported educators new to civics projects in developing their capacity to plan and implement high-quality civics projects. * DESE published an [FAQ on Race and Racism in History and Social Science Classrooms](https://www.doe.mass.edu/frameworks/hss/faq.pdf), which highlights relevant state guidance, including how the state framework promotes the teaching of diverse perspectives and the role of culturally responsive teaching in a history/social science classroom. * DESE published the [Curricular Materials Guide: Grade 8 Civics](https://www.doe.mass.edu/instruction/hss/grade-8-civics/index.html#/). This guide **includes a list of highlighted curricular materials, which is designed for teachers seeking to identify and skillfully adapt strong materials for their classrooms that are aligned to the Framework.** * DESE made updates to the [*Civics Projects Guidebook*](https://www.doe.mass.edu/instruction/hss/civics-project-guidebook/index.html#/)with a particular focus on providing additional resources and supports for planning and implementing civics projects through a culturally responsive lens and meaningfully engaging and including students with disabilities and English Learners. |

# **Section V: Publications Consulted: A Selected Bibliography**

Note that this list includes some classic early to mid-20th century works for United States history that teachers may use to explore forms of historical writing and how different generations of historians have approached the interpretation of the past.

Allen, Danielle. (2014). *Our Declaration: a Reading of the Declaration of Independence in Defense of Equality*. New York: Liveright Publishing.

\_\_\_\_\_. (2016). [“What is Education For?”](http://bostonreview.net/forum/danielle-allen-what-education)

*The Boston Review*, May 9, 2016. Retrieved March 26, 2018.

Alpern, Barbara and Martin, Janet. (2015). *Russia in World History.* New York: Oxford University Press.

Amar, Akhil Reed. (2005). *America’s Constitution: A Biography.* New York: Random House.

\_\_\_\_. (1998). *The Bill of Rights*. New Haven: Yale University Press.

Anderson, Fred. (2000). *Crucible of War: The Seven Years’ War and the Fate of Empire in British North America 1754-1766*. New York: Vintage.

[*AP Art History*](https://apcentral.collegeboard.org/pdf/ap-art-history-course-and-exam-description.pdf?course=ap-art-history) *Course and Exam Description.* (2015). New York: the College Board. Retrieved March 19, 2018.

[*AP Economics*](https://apcentral.collegeboard.org/pdf/ap-economics-course-description.pdf?course=ap-microeconomics)*.* (2012). New York: the College Board. Retrieved March 19, 2018.

[*AP European History*](https://apcentral.collegeboard.org/pdf/ap-european-history-course-and-exam-description.pdf?course=ap-united-states-history) *Course and Exam Description.* (2017).New York: the College Board. Retrieved January 15, 2017.

[*AP United States History: Course and Exam Description*](https://apcentral.collegeboard.org/courses/ap-united-states-history/course). (2017). New York: the College Board. Retrieved January 15, 2017.

[*AP US Government and Politics Course and Exam Description.*](https://apcentral.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description-effective-fall-2018.pdf?course=ap-united-states-government-and-politics) (2018). New York: the College Board. Retrieved March 12, 2018.

[*AP World History Course and Exam Description.*](https://apcentral.collegeboard.org/pdf/ap-world-history-course-and-exam-description.pdf?course=ap-united-states-history) (2017). New York: the College Board. Retrieved December 12, 2017. Update retrieved September 20, 2018.

[*Australian Curriculum: Humanities and Social Sciences – History K-10*](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12318&year=12319&year=12320&year=12321&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capabil). (2012). Sydney, NSW: Australian Curriculum, Assessment, and Reporting Authority.

Arendt, Hannah. (1950). *The Origins of Totalitarianism.* 1976 reprint, New York: Harcourt.

Bailyn, Bernard. (1986). *Voyagers to the West: A Passage in the Peopling of America on the Eve of the Revolution*. New York: Knopf.

Beard, Charles A. and Mary R. (1923). *History of the United States.* New York: MacMillan.

Beezley, William and Meyer, Michael, eds. (2010). *The Oxford History of Mexico*. New York: Oxford University Press.

Bell, Julian. (2007). *Mirror of the World: A New History of Art*. New York: Thames and Hudson.

Berkin, Carol. (2005). *Revolutionary Mothers: Women in the Struggle for America’s Independence.* New York: Knopf.

Berlin, Ira. (1998). *Many Thousands Gone: The First Two Centuries of Slavery in North America.* Cambridge: Harvard University Press.

Braudel, Fernand and Mayne, Richard (tr.) (1993). *A History of Civilization.* New York: Penguin.

Bromell, Nick. “A ‘Voice of the Enslaved’: the Origins of Frederick Douglass’s Philosophy of Democracy.” (2011). [American Literary History](http://alh.oxfordjournals.org) Volume 23, Number 4, 697-723.

Brooks, Lisa. (2018) *Our Beloved Kin.* New Haven: Yale University Press.

Brown, Cynthia Stokes. (2009). [“What is a Civilization, Anyway?”](http://worldhistoryconnected.press.uillinois.edu/6.3/brown.html) *World History Connected* Volume 6, Number 3. Retrieved March 9, 2018.

Brown, Dee. (1970) *Bury My Heart At Wounded Knee.* New York: Open Road.

\_\_\_\_\_. (1977). Hear That Lonesome Whistle Blow: Railroads in the West. New York: Holt, Rinehart, and Winston.

Bn, Richard D. and Tager, Jack. (2000). *Massachusetts: A Concise History*. Amherst, MA: University of Massachusetts Press.

Burgess, Rebecca. (2015). [*Civic Education Professional Development: the Lay of the Land.*](http://www.citizenship-aei.org/2015/04/civic-education-professional-development-the-lay-of-the-land/#.Ww1mqRqWzIV)

Washington, D.C.: American Enterprise Institute. Retrieved January 15, 2018.

[*California History and Social Science Framework*](https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf). (2016). Sacramento: California Department of Education, retrieved January 12, 2017.

Caro, Robert A. (2012). *The Years of Lyndon Johnson: The Passage of Power.* New York: Knopf.

\_\_\_\_\_\_. (2002). *The Years of Lyndon Johnson: Master of the Senate.* New York: Knopf.

\_\_\_\_\_\_. (1990). *The Years of Lyndon Johnson: Means of Ascent.* New York: Vintage.

\_\_\_\_\_\_. (1982). *The Years of Lyndon Johnson: The Path to Power.* New York: Knopf.

Catton, Bruce. (1953). *A Stillness at Appomattox.* New York: Doubleday.

Chapelle, Howard I. (1935). *The History of American Sailing Ships*. New York: Norton.

Chernow, Ron.(1990). *The House of Morgan.* New York: Grove Press.

Christian, David, Brown, Cynthia Stokes, and Benjamin, Craig. (2014). *Big History: Between Nothing and Everything*. New York: McGraw-Hill Education.

Commission on the Humanities and Social Sciences. (2013). *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*. Cambridge, MA: American Academy of Arts and Sciences. Retrieved January 26, 2018.

[*Connecticut Standards for History and Social Studie*s](http://portal.ct.gov/SDE/Social-Studies/Social-Studies-Frameworks-and-Resources) (2015) Hartford, CT: Connecticut Department of Education. Retrieved March 2, 2018.

Costello, Maureen. [*Teaching Hard History*](https://www.splcenter.org/sites/default/files/tt_hard_history_american_slavery.pdf). (2018). Southern Poverty Law Center. Retrieved February 1, 2018.

Costrell, Robert M. (2006). [“Massachusetts’ Hancock Case and the Adequacy Doctrine.”](https://www.hks.harvard.edu/sites/default/files/centers/rappaport/files/final_hancock.pdf) Cambridge, MA: Harvard University, Kennedy School of Government. Retrieved February 12, 2018.

Cott, Nancy. (2000). No Small Courage: A History of Women in the United States. New York: Oxford University Press.

Cremin, Lawrence. (1980). *American Education: The National Experience, 1783-1876*. New York: Harper and Row.

Cronon, William. (1983). *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang.

[*Delaware Standards for Social Studies*](https://www.doe.k12.de.us/Page/2548)*. (*2016). Dover, DE: Delaware Department of Education. Retrieved March 2, 2018.

DeLucia, Christine. (2018). *Memory Lands: King Philip’s War and the Place of Violence in the Northeast*. New Haven: Yale University Press.

Diamond, Jared. (1997). *Guns, Germs, and Steel: the Fates of Human Societies*. New York: W. W. Norton.

\_\_\_\_\_. (2011). *Collapse: How Societies Choose to Fail or Succeed,* 2nd ed*.* New York: Viking.

Driscoll, David P. (2017).*Commitment and Common Sense: Leading Education Reform in Massachusetts.* Cambridge, MA: Harvard Education Press.

Ellis, Joseph J. (2000). *Founding Brothers: The Revolutionary Generation*. New York: Knopf.

Faust, Drew Gilpin. (2008). *This Republic of Suffering: Death and the American Civil War.* New York: Penguin.

Ferguson, Niall. *Civilization.* (2011). New York: Penguin Press.

Fernándes-Arnesto, Felipe. (2001). *Civilizations: Culture, Ambition, and the Transformation of Nature*. New York: The Free Press.

Finn, Chester H. Jr. and Petrilli, Michael J., eds. (2014). [*Knowledge at the Core.*](https://edexcellence.net/publications/knowledge-at-the-core-don-hirsch-core-knowledte-and-the-future-of-the-common-core.)New York: Thomas H. Fordham Institute. Retrieved January 2, 2018.

Fischer, David Hackett. (2005). *Liberty and Freedom.* New York: Oxford University Press.

\_\_\_\_\_. (2004). *Washington’s Crossing.* New York: Oxford University Press.

\_\_\_\_\_. (1995). *Paul Revere’s Ride.* New York: Oxford University Press.

\_\_\_\_\_. (1989). *Albion’s Seed: Four British Folkways in America.* New York: Oxford University Press.

Fitchett, Paul, Heafner, Tina, and Van Fossen, Phillip. (2014) “[An Analysis of Time Prioritization for Social Studies in Elementary School Classrooms](http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/v8n2p7/pdf).” *Journal of Curriculum and Instruction (JoCI)* Copyright 2014 December 2014, Vol. 8, No. 2, 7-35 ISSN: 1937-3929.Retrieved November 11, 2017.

Foner, Eric. (2015). *Gateway to Freedom: the Hidden History of the Underground Railroad*. New York: W.W. Norton.

\_\_\_\_\_. (2011).*The Fiery Trial: Abraham Lincoln and American Slavery*. New York: W.W. Norton.

\_\_\_\_\_. (1988). *Reconstruction: America’s Unfinished Revolution, 1863-1877*. New York: Harper and Row.

Fowler, William. (2005). *Empires at War: The French and Indian War and the Struggle for North America 1754-1763.* New York: Walker and Company.

Frankopan, Peter. (2015).*The Silk Roads: A New History of the World.* New York: Vintage.

Frey, William H. (2018). “[The Millennial Generation – A Demographic Bridge to America’s Diverse Future](https://www.brookings.edu/research/millennials/).” Washington, D.C.: Brookings Institution. Retrieved February 10, 2018.

Friedan, Betty. (1963). *The Feminine Mystique.* New York: W. W. Norton.

Friedman, Thomas. (2005). *The World is Flat*. New York: Farrar, Straus, Giroux.

Gagnon, Paul, et al. (1987). [*Education for Democracy: A Statement of Principles*.](http://www.ifes.org/sites/default/files/ce02881_0.pdf) *Guidelines for Strengthening the Teaching of Democratic Values.* Washington, D.C.: American Federation of Teachers; Publication of the Education for Democracy Project, a joint project of the American Federation of Teachers, the Education Excellence Network, and Freedom House. Retrieved November 1, 2017.

Garraty, John A., ed. (1987) *Quarrels That Have Shaped the Constitution*. New York: Harper and Row.

Gates, Henry Louis and Appiah, Anthony, eds. (2005). *Africana: The Encyclopedia of African and African-American Experience.* New York: Oxford University Press.

[Georgia Social Studies Standards of Excellence](https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx). (2016). Atlanta, GA: Georgia Department of Education. Retrieved March 2, 2018.

Gessen, Masha. (2017). *The Future is History: How Totalitarianism Reclaimed Russia*. New York: Riverhead.

\_\_\_\_\_. (2012). *The Man Without a Face: The Unlikely Rise of Vladimir Putin*. New York: Riverhead.

Gilbert, Marc Jason. (2017). *South Asia in World History* New York: Oxford University Press.

Golden, Peter B. (2011). *Central Asia in World History.* New York: Oxford University Press.

Goodwin, Doris Kearns. (2013). *The Bully Pulpit: Theodore Roosevelt, William Howard Taft and the Golden Age of Journalism.* New York: Simon and Schuster.

\_\_\_\_\_. (2005). *Team of Rivals: The Political Genius of Abraham Lincoln.* New York: Simon and Schuster.

\_\_\_\_\_. (1994). *No Ordinary Time: Franklin and Eleanor Roosevelt: the Home Front in World War II.* New York: Simon and Schuster.

Gordon-Reed, Annette. (2008). *The Hemingses of Monticello: An American Family.* New York: W.W. Norton.

Gould, Jonathan, ed., et al. (2011) [*Guardian of Democracy: the Civic Mission of Schools*](https://www.carnegie.org/media/filer_public/ab/dd/abdda62e-6e84-47a4-a043-348d2f2085ae/ccny_grantee_2011_guardian.pdf). New York: Carnegie Corporation. Retrieved July 24, 2017.

Greenblatt, Stephen. (2011). *The Swerve: How the World Became Modern.* New York: W. W. Norton

\_\_\_\_\_. (2003). *Will in the World: How Shakespeare Became Shakespeare.*

Hahn, Steven. (2003). *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. Cambridge, MA: Belknap Press.

Hakim, Joy. (1993). *A History of US (10 volumes).* New York: Oxford University Press.

Hamilton, Nigel. (2016). *Commander in Chief: FDR’s Battle with Churchill, 1943*. New York: Houghton Mifflin.

[*Hawai’i Social Studies Standards*](http://www.hawaiipublicschools.org/DOE%20Forms/Social%20Studies/SocStudiesStandards.pdf). (nd) Honolulu, HI: Hawai’i State Department of Education. Retrieved March 2, 2018.

Heitin, Liana. (2016). “[Cultural Literacy Creator Carries on Campaign](https://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html)” in *Education Week*, October 12, 2016. Retrieved March 31, 2017.

Hinkle, Alice M. (2001). *Prince Estabrook, Slave and Soldier*. Lexington, MA: Pleasant Mountain Press.

[*History-Social Science Standards for California Public Schools*](https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf). (2000) Sacramento, CA: California Department of Education. Retrieved March 2, 2018.

Hofstadter, Richard. (1969). *Great Issues in American History*, 3 volumes. New York: Vintage.

\_\_\_\_\_. (1955). *The Age of Reform: From Bryan to F.D. R.* New York: Random House.

Horton, James Oliver and Horton, Lois E. (1997). *In Hope of Liberty: Culture, Community and Protest Among Northern Free Blacks, 1700-1860*. New York: Oxford University Press.

Huffman, James (2010). *Japan in World History*. New York: Oxford University Press.

Hughes, Robert. (1997). *American Visions: The Epic History of Art in America.* New York: Knopf.

[*Illinois Social Science Learning Standards*](https://www.isbe.net/Documents/K-12-SS-Standards.pdf)*.* (2017). Springfield, IL: Illinois State Board of Education. Retrieved March 2, 2018.

[*Indiana Standards for Social Studies*](https://www.doe.in.gov/standards/social-studies). (2014). Indianapolis, IN: Indiana Department of Education. Retrieved March 2, 2018.

[*Iowa Social Studies Standards*](https://iowacore.gov/iowa-core/subject/social-studies)*.* (2017). Des Moines, IA: Iowa Department of Education. Retrieved March 2, 2018.

Jones, Stephanie M. and Kahn, Jennifer (2017). [*The Evidence Base for How We Learn: Supporting Students’ Social, Emotional, and Academic Development.*](https://assets.aspeninstitute.org/content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf) Washington, DC: The Aspen Institute, National Commission on Social, Emotional, and Academic Development. Retrieved April 7, 2018.

Kammen, Michael. (1999). *American Culture, American Taste: Social Change and the 20th Century.* New York: Knopf.

\_\_\_\_\_. (1991). *Mystic Chords of Memory: The Transformation of Tradition in American Culture*. New York: Knopf

\_\_\_\_\_. (1989). *A Machine That Would Go By Itself: The Constitution in American Culture.* New York: Knopf.

Kaplan, Fred. *Lincoln: The Biography of a Writer.* (2008). New York: Harper Collins.

Kennedy, David M. (1999). *The American People in Depression and War 1929-1945* New York: Oxford University Press.

Kerber, Linda, DeHart, Jane Sherron, and Dayton, Cornelia Hughes. (2010). *Women’s America: Refocusing the Past* (7th ed.). New York: Oxford University Press.

Kluger, Richard. (1975). *Simple Justice:* *A History of Brown v. Board of Education and Black Americans’* Struggle for Equality. New York: Vintage.

Lepore, Jill. (2012). *Book of Ages: The Life and Opinions of Jane Franklin.* New York: Knopf.

\_\_\_\_\_. (1998). *The Name of War: King Philip’s War and the Origins of American Identity.* New York: Knopf.

Levine, Peter and Kawashima-Ginsberg, Kei. (2017) [*The Republic is (Still) at Risk and Civics is Part of the Solution: A Briefing Paper for the Democracy at the Crossroads National Summit, September 21, 2017.*](https://tischcollege.tufts.edu/research/republic-still-risk-and-civics-part-solution)Medford, MA: Jonathan M. Tisch College of Civic Life, Tufts University. Retrieved January 26, 2018.

Levitsky, Steven and Ziblatt, Daniel. (2018). *How Democracies Die.* New York: Crown.

Lewis, John. (1998). *Walking with the Wind.* New York: Simon and Schuster.

Lockard, Craig. (2000). [“World History and the National Standards Debate.”](https://www.historians.org/publications-and-directories/perspectives-on-history/may-2000/historians-and-the-public(s)/world-history-and-the-public-the-national-standards-debate) Perspectives on History, Journal of the American Historical Association, May 2000. Retrieved February 1, 2018.

Love, Barbara J., ed. (2006). *Feminists Who Changed America 1963-1975.* Urbana, IL: University of Illinois Press.

Lukas, J. Anthony. (1985). *Common Ground: A Turbulent Decade in the Lives of Three American Families.* New York: Knopf.

Maier, Pauline, Smith, Janet Roe, Keyssar, Alexander, and Kevles, Daniel (2002). *Inventing America.* New York: W.W. Norton.

Mann, Charles C. (2005) *1491.* New York: Random House.

Marzano, Robert J. (2004) [*Building Background Knowledge for Academic Achievement: Research on What Works in Schools*](http://www.ascd.org/publications/books/104017.aspx). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved November 8, 2017.

[*Massachusetts Definition of College and Career Readiness and Civic Preparation*.](https://www.doe.mass.edu/ccte/ccr/initiatives/default.html) (2016). Malden, MA: Massachusetts Board of Elementary and Secondary Education. Retrieved September 15, 2017.

[*Massachusetts Digital Literacy and Computer Science Standards*](http://www.doe.mass.edu/frameworks/dlcs.docx). (2016). Malden, MA: Massachusetts Board of Elementary and Secondary Education. Retrieved January 15, 2018.

[*Massachusetts English Language Arts and Literacy Framework*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf).(2017). Malden, MA: Massachusetts Board of Elementary and Secondary Education. Retrieved September 15, 2017.

[*Massachusetts History and Social Science Curriculum Framework*](http://www.doe.mass.edu/frameworks/hss/2003-08.docx). (2003). Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved September 15, 2017.

[*Massachusetts Mathematics Framework*](http://www.doe.mass.edu/frameworks/math/2017-06.pdf).(2017).Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved September 15, 2017.

[*Massachusetts Science and Technology/Engineering Framework*](http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf). (2016). Malden, MA: Massachusetts Department of Elementary and Secondary Education, Retrieved September 15, 2017.

[*Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning* *and Approaches to Play and Learning*](https://www.doe.mass.edu/sfs/earlylearning/resources/sel-apl-standards.docx). (2017). Malden, MA: Massachusetts Department of Elementary and Secondary Education.

Maurer, Elizabeth L., Patrick, Jeanette, Britto, Liesle M., Millar, Henry. (2017) [Where Are the Women?: A Report on the Status of Women in the United States Social Studies Standards.](http://www.womenshistory.org/social-studies-standards) Alexandria, VA: National Women’ s History Museum. Retrieved March 2, 2018.

McCullough, David. (2005). *1776.* New York: Simon and Schuster.

\_\_\_\_\_. (2003). [Jefferson Lecture, National Endowment for the Humanities.](https://www.neh.gov/about/awards/jefferson-lecture/david-mccullough-lecture) Retrieved January 31, 2018.

\_\_\_\_\_. (2001). *John Adams*. New York: Simon and Schuster.

McGrew, Sarah, Ortega Teresa, Breakstone, Joel, and Wineburg, Sam. (2017). “[The Challenge that’s Bigger than Fake News](http://www.aft.org/ae/fall2017),” in *American Educator*, Fall 2017.

McNeil, William H., ed. (2010). *Berkshire Encyclopedia of World History* (2nd edition). Great Barrington, MA: Berkshire Publishing Group.

McPherson, James M. (2009). *Tried By War: Abraham Lincoln as Commander in Chief*. New York: Penguin.

\_\_\_\_\_. (2007). *The Mighty Scourge*. New York: Oxford University Press.

\_\_\_\_\_. (1992). *Abraham Lincoln and the Second American Revolution*. (2nd edition) New York: Oxford University Press.

[*Michigan Social Studies Standards*](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510-339831--,00.html) (2014 draft). Lansing, MI: Michigan Department of Education. Retrieved March 2, 2018.

[*Mississippi Social Studies Standards*](http://www.mde.k12.ms.us/ESE/SS). (2011).

Jackson, MS: Mississippi Department of Education. Retrieved March 2, 2018.

Minigan, Andrew P., Westbrook, Sarah, Rothstein, Dan, and Santana, Luz. (2017). ["Stimulating and Sustaining Inquiry with Students’ Questions."](http://rightquestion.org/wp-content/uploads/2012/04/Right-Question-Institute-Stimulating-and-sustaining-inquiry-with-students-questions.pdf)

Retrieved February 8, 2018.

Monk, Linda R. (2003). *The Words We Live By: Your Annotated Guide to the Constitution.* New York: Hyperion.

Morison, Samuel Eliot. (1971). *The European Discovery of America: The Northern Voyages*. New

York: Oxford University Press.

Mott, Frank Luther. (1962). *American Journalism, a History 1690-1960.* New York: MacMillan.

\_\_\_\_\_. (1938)*A History of American Magazines 1741-1930.* Cambridge, MA: Belknap Press of Harvard University.

Mutto, Elizabeth C. Alison Rios Millett McCarthy, Elizabeth Bennion, Dick Simpson, eds. (2017) [*Teaching Civic Engagement Across the Curriculum*](http://web.apsanet.org/teachingcivicengagement/). Washington DC: The American Political Science Association. Retrieved December 9, 2017.

National Commission on Social, Emotional, and Academic Development (2018). [*How Learning Happens: Supporting Students’ Social, Emotional and Academic Development*](https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/). Washington, DC: The Aspen Institute. Retrieved April 7, 2018.

National Council for Economic Education. (2013). [*National Standards for Financial Literacy*](https://www.councilforeconed.org/resource/national-standards-for-financial-literacy/#sthash.3kIGBr7S.dpbs). New York: National Council for Economic Education. Retrieved September 13, 2017.

National Council for the Social Studies. (2018). [*NCSS National Standards for the Preparation of Social Studies Teachers*](https://www.socialstudies.org/standards/teacherstandards)*.* Silver Spring, MD: National Council for the Social Studies. Retrieved April 19, 2018.

Ness, Molly (2016). “[When Readers Ask Questions: Inquiry-Based Reading Instruction](https://eric.ed.gov/?q=source%3a%22Reading+Teacher%22&id=EJ1112129)” in *The Reading Teacher*, Volume 70, Number 2, 2016, 189-196.

[*New South Wales Syllabus for the Australian Curriculum, History K-10.*](http://syllabus.nesa.nsw.edu.au/download/)(2012). Sydney, New South Wales: Board of Studies.

[*New York City K-8 Social Studies Scope and Sequence*](http://schools.nyc.gov/NR/rdonlyres/82AC428B-068D-4DE1-95C2-8F7192B6D563/0/scopeandsequenceK8topbindingweb.pdf)*.* (2014).

[*New York City 9-12 Social Studies Scope and Sequence*](https://www.weteachnyc.org/resources/resource/social-studies-scope-and-sequence-grades-9-12/)*.* (2014). New York, NY: New York City Department of Education. Retrieved September 18, 2017.

[*New York State K-8 Social Studies Framework*](https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework). (2016). Albany, NY: New York Department of Education. Retrieved March 2, 2018.

[*New York State 9-12 Social Studies Framework.*](https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework) (2017). Albany, NY: New York Department of Education. Retrieved March 2, 2018.

Newell, Margaret Ellen. (2015). *Brethren by Nature: New England Indians, Colonists, and the Origins of Slavery*. Ithaca: Cornell University Press.

Norton, Mary Beth. (2011). *Separated by their Sex: Women in Private and Public Life in the Colonial Atlantic World*. Ithaca: Cornell University Press.

\_\_\_\_\_. (2002). *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692.*

\_\_\_\_\_. (1996*). Founding Mothers and Fathers.* New York: Random House.

Nye, Joseph. (2002) [“Globalism versus Globalization.”](https://www.theglobalist.com/globalism-versus-globalization/) *The Globalist, April 15, 2002.*

Retrieved February 10, 2018.

O’Connor. Thomas. (2001). *The Hub: Boston Past and Present.* Boston: Northeastern University Press.

\_\_\_\_\_. (1997). *Civil War Boston*. Boston: Northeastern University Press.

[*Ontario Curriculum Grades 9 and 10 Canada and the World*](http://edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf). (2013).

[*Ontario Curriculum Grades 9 through 12 Social Sciences and Humanities*](http://edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf). (2013).

[*Ontario Curriculum Grades K through 8 Social Studies, History and Geography*](http://edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf). (2013). Toronto: Ontario Ministry of Education.

Organisation for Economic Co-operation and Development (OECD)/Asia Society. (2018) [*Teaching for Global Competence in a Rapidly Changing World*](http://dx.doi.org/10.1787/9789264289024-en). New York: Asia Society. Retrieved January 24, 2018.

Painter, Nell Irvin. (2010). *The History of White People.* New York: W.W. Norton

\_\_\_\_\_. (2005). *Creating Black Americans: African American History and its Meanings, 1619 to the Present.* New York: Oxford University Press.

Philbrick, Nathaniel. (2013). *Bunker Hill: A City, A Siege, A Revolution*. New York: Viking.

Reville, Paul. (2007). “[The Massachusetts Case: A Personal Account](http://www.equitycampaign.org/events-page/equity-symposia/2007-equal-educational-opportunity-what-now/papers/Massachusetts-Case-Study.pdf).” New York: The Campaign for Educational Equity, Teachers College Columbia University. Retrieved February 12, 2018.

Richter, Daniel. (2013). *Trade, Land, Power: The Struggle for Eastern North America.* Philadelphia: University of Pennsylvania Press.

\_\_\_\_\_. (2011). *America’s Ancient Pasts.* Cambridge, MA: Harvard University Press.

*\_\_\_\_\_.* (2003).*Facing East from Indian Country: A Native History of Early America.* Cambridge, MA: Harvard University Press.

Riley, Naomi Schaefer. (2016). *The New Trail of Tears: How Washington is Destroying American Indians.* New York: Encounter Books.

Roberts, Gene and Klibanoff, Hank. (2006*). The Race Beat: The Press, Civil Rights Struggle, and the Awakening of a Nation*. New York: Knopf.

Ropp, Paul S. (2010). *China in World History.* New York: Oxford University Press.

Rosenfield, John M. (2010). *Portraits of Chogen: The Transformation of Early Buddhist Art in Medieval Japan.* Leiden and Boston: Brill.

Rothstein, Dan and Santana, Luz. (2011). *Make Just One Change: Teach Students to Ask Their Own Questions.* Cambridge, MA: Harvard Education Press.

Sandburg, Carl. (1939). *Abraham Lincoln: The War Years.* New York: Harcourt.

Schama, Simon. (2017). *Belonging: The Story of the Jews, Volume II, 1492-1900.* London: Bodley Head.

\_\_\_\_\_. (2013). *Finding the Words: The Story of the Jews: Volume I, 1000 BCE-1492 CE.* London: Bodley Head.

\_\_\_\_\_. (2000-2002). *A History of Britain* (3 volumes). London: BBC Publications.

\_\_\_\_\_. (1990). *Citizens: A Chronicle of the French*

*Revolution*. New York: Vintage.

\_\_\_\_\_. (1987). *An Embarrassment of Riches.* New York: Vintage.

Schlesinger, Arthur. M. Jr. (1958). *The Age of Roosevelt: The Coming of the New Deal*. Boston: Houghton Mifflin.

Schneider, Rhoda E. (2007). [“The State Constitutional Mandate for Education: the *McDuffy* and *Hancock* Cases”](https://www.doe.mass.edu/lawsregs/litigation/mcduffy-hancock.html) reprinted from “The State and Federal Roles in Massachusetts Public Schools,” Chapter 3 of *School Law in Massachusetts,* published by Massachusetts Continuing Legal Education, 2007 edition. Retrieved November 15, 2017.

Scott, Michael. (2016). *Ancient Worlds: A Global History of Antiquity.* New York: Basic Books.

Shapiro, Sarah and Brown, Catherine. (2018). [*The State of Civics Education*.](https://cdn.americanprogress.org/content/uploads/2018/02/20073609/CivicsEducation-brief.pdf)  Washington, DC: Center for American Progress. Retrieved February 22, 2018.

Shuster, Kate, Costello, Maureen, et al. (2011) [*Teaching the Movement: the State of Civil Rights Education in the United States 2011*](http://files.eric.ed.gov/fulltext/ED541267.pdf). Montgomery: AL: Southern Poverty Law Center Teaching Tolerance Program. Retrieved December 6, 2017.

Snyder, Timothy. (2017). “[History and Tyranny](https://www.aft.org/ae/summer2017/snyder).” *American Educator,* Summer 2017, 17. Retrieved January 5, 2018.

[*Social Studies and the Young Learner*](https://www.socialstudies.org/publications/ssyl/ssyl_online), periodical of the National Council for the Social Studies

Retrieved November 1, 2017.

[*South Carolina Social Studies Standards*](https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf). (2011). Columbia, SC: South Carolina Department of Education. Retrieved March 2, 2018.

Stearns, Peter N, and Langer, William L. (2001). *Encyclopedia of World History*, 6th edition, Boston: Houghton Mifflin.

Steiner, David. (2017). [“Curriculum Research: What We Know and Where We Need to Go.”](http://edpolicy.education.jhu.edu/curriculum-research-what-we-know-and-where-we-need-to-go-by-dr-david-steiner/)  Johns Hopkins Institute for Education Policy. Retrieved February 15, 2018.

“[Straight from the Source: Close Readings for Elementary School Social Studies.”](https://www.primarysource.org/file/Straight-from-the-Source-Annotated-Menu.pdf) (2017). Watertown, MA: Primary Source.

Swan, Kathy, et al. (2013). [*The College, Career, and Civic Life Framework*.](https://www.socialstudies.org/c3) Silver Spring, MD: National Council for the Social Studies. Retrieved March 9, 2017.

Taylor, Alan. (2013). *The Internal Enemy: Slavery and War in Virginia, 1772-1832.* New York: W.W. Norton.

\_\_\_\_\_. (2001). *American Colonies.* New York: Penguin.

Thomas, Jacqueline Rabe. (2017). [“Lessons from Next Door.”](https://ctmirror.org/lessons-from-next-door/) Hartford, CT: Connecticut Mirror. Retrieved February 12, 2018.

Ullrich, Volker. (2016). *Hitler.* New York: Knopf.

Ulrich, Laurel Thatcher. (2007). *Well-Behaved Women Seldom Make History.* New York: Knopf.

\_\_\_\_\_. (2007) [“How Betsy Ross Became Famous.”](http://www.common-place-archives.org/vol-08/no-01/ulrich/)

*Common-Place,* volume 8 , number 1;October 2007. Retrieved January 31, 2018.

\_\_\_\_\_. (2001). The Age of Homespun: Objects and Stories in the Creation of an American Myth. New York: Knopf.

\_\_\_\_\_. (1990). *A Midwife’s Tale: The Life of Martha*

*Ballard Based on Her Diary 1785-1812.* New York: Knopf.

[*Virginia History and Social Science Standards of Learning.*](http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/index.shtml) (2015). Richmond, VA: Virginia Department of Education.

[*Western Australia Standards for Humanities and Social Sciences*](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences). (2017). Cannington, Western Australia: the School Curriculum and Standards Authority.

Whitehill, Walter Muir. Boston: A Topographical History, 2nd ed. (1973). Cambridge, MA: Harvard University Press.

Wilentz, Sean. (2005).*The Rise of American Democracy: Jefferson to Lincoln.* New York: W.W. Norton.

Wilkerson, Isabel. (2010). *The Warmth of Other Suns.* New York: Random House.

Wilkie, Richard W. and Tager, Jack, eds. (1991). *Historical Atlas of Massachusetts.* Amherst, MA: University of Massachusetts Press.

Willingham, Daniel T. (2015). *Raising Kids Who Read: What Parents and Teachers Can Do*. New York: Jossey-Bass.

\_\_\_\_\_. (2006). “[How Knowledge Helps](http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps).” *American*

*Educator*, Spring 2006. Retrieved March 1, 2017

\_\_\_\_\_. (2017). “[How to Get Your Mind to Read](https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html?smid=tw-nytopinion&smtyp=cur).” *New York Times*, November 25, 2017. Retrieved Nov 27, 2017.

Wills, Gary. (1992). *Lincoln at Gettysburg: The Words that Remade America.* New York: Simon and Schuster.

Wineburg, Sam. (2016). “[Why Historical Thinking Is Not About History](https://purl.stanford.edu/yy383km0067).” *History News, the Magazine of the American Association of State and Local History*, Volume 71, Number 2, 13-16. Speech given at the conference of the American Association for State and Local History, October 2015, Retrieved February 13, 2018.

\_\_\_\_\_. (2001). *Historical Thinking and Other Unnatural Acts.* Philadelphia: Temple University Press.

Wood, Gordon. (nd). “[American Revolution as a Radical Movement](https://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1270/The%20American%20Revolution%20as%20a%20Radical%20Movement.pdf).” Retrieved January 25, 2018.

\_\_\_\_\_. (2008) *The Purpose of the Past.* New York: Penguin.

Woodward, C. Vann, (1981). *Mary Chesnut’s Civil War.* New Haven: Yale University Press.

\_\_\_\_\_. (1955). *The Strange Career of Jim Crow.* New York: Oxford University Press.

Zinn, Howard. (1980). *A People’s History of the United States.* New York: Harper Collins.

1. *Reference in this website to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. DESE may supplement this list with other services and products that meet the specified criteria. For more information contact HistoryCivicsDESE@mass.gov.* [↑](#footnote-ref-2)