**STEP BACK:** *Where am I starting, and where do I want to go?*

This is an example of how the **Guiding Principle 2 Planning Questions** can be applied to a specific Topic (set of related content standards) from the 2018 Massachusetts History and Social Science Framework*.* It illustrates one possible way these questions might be answered as they relate to this Topic, as well as possible resources to support critical, inclusive, and responsive instruction. Readers should keep in mind that this example was created in consultation with historical experts and resources, and thus reflects greater depth than teachers might initially be able to provide without additional research.

This example should be used in conjunction with the **Guiding Principle 2 Quick Reference Guide**, which provides important context about how these planning questions relate to high-quality history and social science instruction and how they can be used as part of thoughtful unit planning.

**What content is included in this Topic? What prior knowledge and beliefs do students have about this Topic? What narratives was I taught about this topic, and what biases might I have about it?**

**Topic USI.T6 at a Glance**

1. Causes of the Industrial Revolution
2. Consequences of the Industrial Revolution
3. Entry of women into the workforce
4. Immigration in the late 19th and early 20th century; role of immigrants in industrialization
5. Westward expansion after the Civil War; impact of 14th Amendment

*This Topic can be found on pp. 126-127 of the* [*2018 History and Social Science Framework*](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf)*.*

* Industrialization in the United States: economic/social effects of technological advancement, including the increased role of women in the workforce and the widening gap between rich and poor; experiences of various immigrant groups and Native Americans
* Traditional curricula describe the broad strokes of immigrants’ experiences in America, as well as some of the stereotypes that developed about these groups and persist to the present
* From prior courses and current political discourse, students may have some familiarity with (and misconceptions about) the idea of “socialism”
* Students have learned about the 14th Amendment in Grade 8, but primarily as it applies to Black Americans

**How might this Topic present the possibility for problematic messages or** [**curricular violence**](https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence)**? How and when will I partner with students to learn about their experiences of the curriculum?**

* Discussing women’s roles in jobs like [teaching](https://www.pbs.org/onlyateacher/timeline.html), [nursing](https://www.womenshistory.org/articles/evolution-nursing), and clothing manufacture could reinforce gender stereotypes if students do not understand underlying social restrictions that led women to enter these roles
* Examination of race, racism, and xenophobia includes ideas that can harm students and reinforce stereotypes—need to challenge/unpack the stereotypes
* Discussing how Irish immigrants were seen as an “inferior race” without discussing how they were able to [use their whiteness to access social power](https://www.nytimes.com/2015/06/21/opinion/sunday/what-is-whiteness.html) can lead to misconceptions about historical role of white privilege

**What is my goal in teaching this Topic? What do I want students to learn about themselves, the past, and the world? What essential questions, skills, knowledge, and enduring understandings are at the heart of this Topic?**

* Examine the development of class, gender, and racial structures that persist to present day
* Understand how technological, economic, political, social, and cultural forces intersect to affect the experiences of individuals and groups in society (e.g. who had access to citizenship and how this granted power)
* Develop media literacy skills as students examine political cartoons and other forms of anti-immigrant propaganda
* Understand examples of collective action and cross-group solidarity in history and in their own lives

**REFLECT, RECONSIDER, AND PLAN:** *What is my current practice, and what would I like to do differently to be more inclusive, critical, and responsive?*

|  |
| --- |
| **INCLUSIVE*****My instruction should incorporate and center a diversity of historical perspectives, voices, and narratives.*** |
| **Reflect:** What is the dominant narrative about this Topic? Whose voices and experiences are typically centered? |
| * Dominant narrative of the Industrial Revolution: progress led by “great men,” focus on the “captains of industry” or “robber barons” without examination of workers’ experiences
* Studies of early 20th century immigration usually focus on Irish and Chinese immigrants as the most common case studies; address stereotypes, but often lack discussion of agency in responding to discrimination
 |
| **Reconsider:** What and who is marginalized or missing in that narrative? Whose voices should be included to tell a more holistic and complete story? |
| * Avoid teaching women’s movements in USI.T6.3 as isolated from other social movements: [Temperance Movement often overlapped with other social causes](https://dp.la/primary-source-sets/women-and-the-temperance-movement/teaching-guide#tabs)
* Include new opportunities offered to LGBTQ+ people as a social consequence of industrialization under USI.T6.2 as [urbanization](https://press.uchicago.edu/Misc/Chicago/322438.html) offered [more possibility for LGBTQ+ people to live openly](https://www.nytimes.com/1994/06/26/opinion/a-gay-world-vibrant-and-forgotten.html)
* In teaching USI.T6.4, include wider array of immigrant experiences; e.g., examine [South Asian immigrants’ pluralism and assimilation](http://www.c3teachers.org/inquiries/religious-studies/) or the way in which [Mexican immigrants were seen as both economically valuable but socially marginalized](https://herb.ashp.cuny.edu/exhibits/show/mexican-immigration)
* Center immigrants’ voices in teaching USI.T6.4, such as this [autobiography of a Chinese immigrant](http://teachingresources.atlas.illinois.edu/chinese_exp/perspectives02.html)
 |
| **Plan**: What instructional approaches can I use to foster student engagement with these voices and experiences? How will I ensure these voices and perspectives are included equitably, not marginalized? |
| * Use primary sources (including oral histories) as much as possible to allow different marginalized groups to speak for themselves (e.g., rather than read about Native American boarding schools in USI.T6.5, listen to an [interview](https://www.npr.org/templates/story/story.php?storyId=16516865) with someone forced to attend one)
* Center multiple perspectives by having students investigate and teach each other about the events of this time period from the perspective of different individuals with diverse races, classes, sexualities, etc.
 |
| **CRITICAL*****My instruction 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.*** |
| **Reflect:** Where and how is the role of identity and social position (race, gender, sexual orientation, class, etc.) typically addressed in this Topic, if at all? |
| * Social class: discussion of the labor movement in USI.T6.2 often framed as “the workers versus the bosses”
* Race/Ethnicity: examination of treatment of immigrant groups and the types of work and lifestyles that were open to them in USI.T6.4, assimilationist Native American boarding schools in USI.T6.5
 |
| **Reconsider:** How else did people’s intersecting identities and social position shape their experiences within this Topic? Where was prejudice and oppression present, and how was it reinforced or challenged? |
| * [Naturalization Act](https://www.pbs.org/race/000_About/002_03_d-godeeper.htm) limited citizenship to whites, while rights of nonwhite immigrants often [restricted](https://www.history.com/news/chinese-exclusion-act-yee-shun-legal-rights); although [Irish were subject to racial stereotypes](https://sheg.stanford.edu/history-lessons/irish-19th-century-america), over time they used whiteness to access the benefits of citizenship, and descendants of early immigrants (Irish, French Canadians) led later anti-Italian and anti-Jewish movements
* Anti-immigrant treatment not just a result of government action, but grew out of popular movements like the [Know-Nothings](https://www.smithsonianmag.com/history/immigrants-conspiracies-and-secret-society-launched-american-nativism-180961915/) or anti-Catholics, fueled by [spread of stereotypes through the media](https://billofrightsinstitute.org/elessons/gilded-age-immigration-cartoons/)
* Coexistence of populism movements in USI.T6.2 and racism (e.g., People’s Party embrace of racist ideals as described in [Lepore’s *These Truths*](https://www.nytimes.com/2018/09/14/books/review/jill-lepore-these-truths.html))
* Western expansion of white Americans in USI.T6.5 used laws and legal proceedings to displace existing population (e.g. [Dawes Act](https://www.ourdocuments.gov/doc.php?doc=50), [court rejection of Mexican American land claims](https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=569))
* Examining [unions](https://www.loc.gov/classroom-materials/labor-unions-and-working-conditions-united-we-stand/) as an example of collective action in response to economic inequality under USIT6.2 or Mexican [*mutualistas*](https://www.tshaonline.org/handbook/entries/sociedades-mutualistas)(which [continue to this day](https://www.kwbu.org/post/long-and-forgotten-history-texas-mutualistas#stream/0)) under USI.T6.5 as an example of collective action in response to economic exploitation and displacement
* Examples of cross-racial solidarity within USI.T6.2, such as Japanese and Mexican workers in the [Oxnard Strike of 1903](https://www.pri.org/stories/2016-08-15/how-japanese-and-mexican-american-farm-workers-formed-alliance-made-history)
* Chinese-Americans used the court system to advocate for citizenship (e.g., [*United States v. Wong Kim Ark*](https://www.oyez.org/cases/1850-1900/169us649))
 |
| **Plan:** What instructional approaches will empower students to engage in meaningful and [brave](https://www.facinghistory.org/resource-library/back-school-2020-building-community-connection-and-learning/activities-remote-hybrid-start/brave-spaces) conversations about identity, power, oppression, and resistance within this Topic? |
| * Could be helpful to introduce the idea of [intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en): immigration status, class, race, and gender interact to shape people’s experiences. Need to encourage students to lean into nuance and avoid simple “oppressor/oppressed” categorization
* Students could discuss the question, “To what extent did marginalized groups demonstrate solidarity in the face of oppression?” Sources could include [Frederick Douglass’s speech](https://www.blackpast.org/african-american-history/1869-frederick-douglass-describes-composite-nation/) challenging Chinese exclusion or reading about how the Women’s Suffrage Association [arose out of a disagreement about granting blacks the right to vote before women](https://www.nps.gov/articles/000/why-the-women-s-rights-movement-split-over-the-15th-amendment.htm)
 |
| **RESPONSIVE*****My instruction should offer all students opportunities to connect their multiple identities and experiences to their study of the past.*** |
| **Reflect:** Do my students typically see their identities reflected in this Topic? If so, which students and how?  |
| * Experiences of women, working classes, and people of color are all addressed in this Topic, but often in isolation—e.g., white female students may see themselves in women’s rights movement in USI.T6.3, but female students of color might get the impression that people like them played no role
* Study of Native American boarding schools in USI.T6.5 can be particularly resonant for students, who rarely are presented with the experiences of young people throughout history
 |
| **Reconsider:** What other opportunities does this Topic present for my students to see their multiple identities reflected in the Topic, or explore aspects of their identities more deeply? |
| * Study of immigration under USI.T6.4 provides an opportunity to learn more about the process of [racialization](https://www.pbs.org/race/000_About/002_04-about-03.htm) in the United States, which can give students deeper insight into their own racial and ethnic identity as well as a critical lens to understand interaction of stereotypes, power, and policy
* Could ground study of immigration and industrialization in the current or former demographics and economics of the local community
 |
| **Plan:** What instructional approaches can I use while teaching this Topic to provide students with opportunities to make connections to their own identities and experiences? |
| * When studying immigrant groups in USI.T6.4, students could learn more about a group that they have a particular interest in or connection using [Global Boston’s pages on specific ethnic groups](https://globalboston.bc.edu/index.php/home/ethnic-groups/), the [Library of New England Immigration](https://lnei.uml.edu/), or the [Library of Congress’s source sets on “Immigration and Relocation in U.S. History”](https://www.loc.gov/classroom-materials/immigration/)
* Students can see how the advocacy of workers in the early twentieth century under USI.T6.2 ended up giving rise to the legal changes that shape their lives today as they enter the workforce (Teaching Tolerance has a [lesson plan](https://www.tolerance.org/classroom-resources/tolerance-lessons/labor-matters) that makes this explicit)
* Connections to the modern day and student experience: encourage students to learn more about (and share any existing knowledge of) [workers’ rights](https://www.usa.gov/labor-laws) under USI.T6.2, experiences of [women in the workforce](https://www.dol.gov/agencies/wb/data) under USI.T6.3, and/or contemporary [immigration policy](https://immigrationhistory.org/lesson-plan/asian-migration/) under USI.T6.
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