

Through the Lens of the FAIR Act

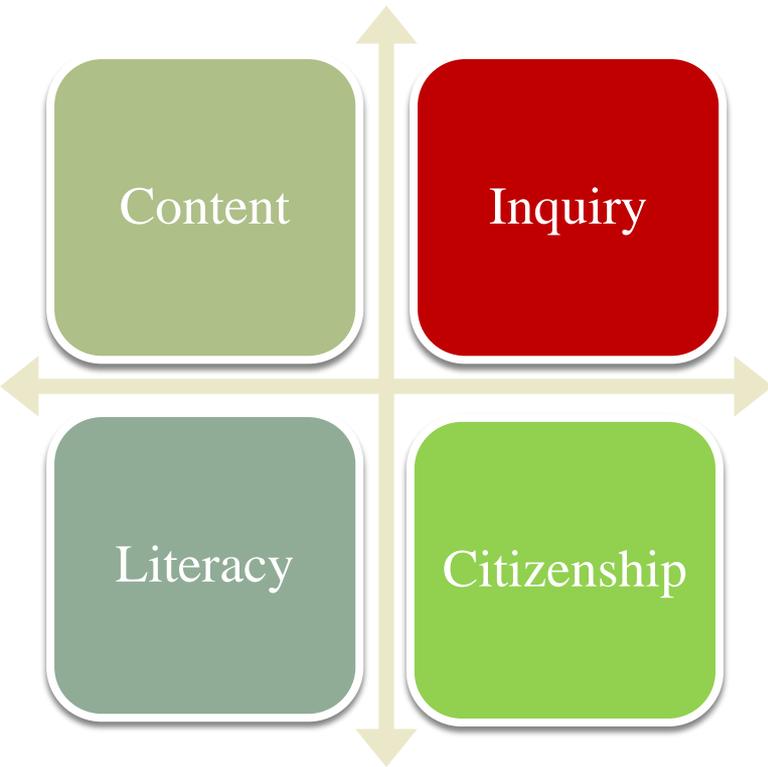


Love, War, and Honor in *The Iliad*

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Key Components of H-SS Instruction



Content: *Elevates the role of disciplinary thinking alongside content acquisition.*

Inquiry: *Directs teachers to organize instruction around historical investigation questions.*

Literacy: *Integrates CCSS and ELD Standards into H-SS instruction.*

Citizenship: *Instruction informs participation in classroom, school, and community - developing ethical responsibility.*



SB 48: The FAIR Act

How SB 48 Changed the Education Code

The bill added language to *Education Code* Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States. . . . the expanded language now includes (additions bolded):

“...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican **Americans**, Asian **Americans**, Pacific Islanders, **European Americans**, **lesbian, gay, bisexual, and transgender Americans**, **persons with disabilities**, and members of other ethnic **and cultural** groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”



SB 48: The FAIR Act

FAIR Act and the State Content Standards

This law does not change the standards, nor does it include any authority for the State Board of Education (SBE) to change the standards. . . However, the content required by the law is not in conflict with the standards. The California content standards provide a description of what students are expected to know and be able to do at each grade level, but they are not intended to be a restrictive or exhaustive list of topics.

There are, of course, many places in the existing history–social science curriculum where the contributions of the groups covered in Section 51204.5 can be addressed. The History–Social Science Framework contains guidance in grades 2,4,5,8,11, and Principals of American Democracy (12) for incorporation of the groups covered in Section 51204.5.



A Transformational Approach

Level 1: Contributions - “Heroes and Holidays”

Level 2: Additive - New content and themes added to existing course.

Level 3: Transformational - Curriculum restructured to include diverse perspectives.

Level 4: Social Action - Engages students to learn about issues and take action to address them.

Making the Framework FAIR

The transformational approach aligns with:

- C3 Framework for Social Studies
- California's new HSS Framework
- Historical Thinking Approaches

By reframing our instruction, we help students see through different lenses.

Historical Thinking Focus

Evidence - Guidepost 1:

History is **interpretation** based on **inferences** made from primary sources.

Historical Perspectives - Guidepost 1:

Current **worldviews** can **differ** widely from those of earlier periods of history.



What about Ancient History?

Use primary sources to uncover ancient attitudes towards love and gender:

- Epic of Gilgamesh (Gilgamesh and Enkidu)
- Hammurabi's Code (Family Laws)
- Queen Hatshepsut (statues and inscriptions)
- ***The Iliad* (Achilles and Patroclus)**
- Roman propaganda wars: Octavian vs. Cleopatra

Transforming the Lesson Focus

By looking through a FAIR Act lens:

<i>Before</i>	<i>Now</i>
Students learn the plot and characters of <i>The Iliad</i> through a retelling	Students learn the plot and characters from primary (and secondary) source excerpts
Students act out scenes from a retelling in order to learn about Greek achievements (epic poetry), mythology (Trojan War), and ideas of heroic <i>hubris</i> (overweening pride)	Students act out primary source excerpts in order to help them analyze texts as evidence of ancient Greek perspectives on love, war, and honor

Using Multiple Sources



- What scene from the *Iliad* is illustrated on this *krater*?
- What message or theme might this illustration convey?
- What do you see on the *krater* that tells you this?

What lessons will YOU transform?

- Where in your curriculum do you see an opportunity to rethink or expand your learning goals?
- Where can you include the perspectives of LGBTQ+ people or people with disabilities?