



## *Facing History and Ourselves*

- begins with issues of identity and membership;
- examines events that led to the Holocaust;
- raises issues of racism and anti-Semitism, but also of courage and compassion; and leads to active civic participation.

## Results



*In 1996, the Carnegie Corporation of New York funded a study on program impact, conducted by a research team at the Harvard Graduate School of Education.*

*Facing History students and comparison groups, more than 400 8th grade students in all, participated in the study.*

*Facing History students showed statistically significant results in:*

- increased relationship maturity,
- decreased racist attitudes, and
- increased student interest in other ethnic groups.

## The Program

Facing History and Ourselves was developed as an educational model that links history to the moral questions adolescents confront in their daily lives. For more than two decades, Facing History has been helping students and teachers confront the complexities of history in ways that promote critical thinking and moral behavior. Methods of the humanities – inquiry, analysis, and interpretation – are used to promote the knowledge, values, and skills to protect democracy. Facing History uses an interdisciplinary approach that encourages students to express their knowledge through journals, essays, discussions, art, music, creative writing, and Internet conversations with students around the world. The program's resource center in NYC provides educators with new and stimulating ideas for teaching about the dangers of indifference and the importance of the choices we make as individuals and as citizens.

Facing History's model has been adapted for use by a wide range of public schools, including independent and Catholic schools. It is used in interdisciplinary humanities programs; in history and social studies classrooms, English, art, music; and in theater programs, among others. Over 900 NY State educators from nearly 400 schools have participated in Facing History and Ourselves' professional development, and the program is in use in over 175 schools, mostly in the NYC area.

## Professional Development

Once educators have participated in an awareness presentation or introductory workshop, they are encouraged to attend an intensive five-day professional development summer institute designed to enable them to experience the program's full potential for impact. Teachers who participate in institutes have access to follow-up support from Facing History, including both onsite support in designing or customizing curriculum to meet particular needs and access to speakers, videotapes, books, and other materials. Facing History and Ourselves publishes a resource book, *Facing History and Ourselves: Holocaust and Human Behavior*, as well as a variety of study guides that support the teaching of particular topics or the use of a particular documentary film, CD-ROM, or literary work in the classroom.

## Costs & Funding Options

The cost for a teacher to participate in the five-day institute is \$575. The fee covers materials, including a copy of the resource book *Facing History and Ourselves: Holocaust and Human Behavior* (which is also available from Facing History for \$25.00 per copy; \$15.00 per copy for 10 or more copies; \$12.00 for 100 or more). Room fees for residential institutes are additional. Institute participants are eligible for on-going follow-up support at no additional cost as described above. Fees cover only a small part of the cost of the institute and follow-up services; the remaining costs are funded by grants from a number of foundations and corporations. Grants are sometimes available to support teams of teachers from particular districts.

## Learning Standards

**Social Studies:** 5) use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

**English Language Arts:** 3) read, write, listen, and speak for critical analysis and evaluation.

## Contact

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