

from one class TO THE NEXT

HOW DID YOUR LAST HISTORY CLASS PREPARE YOU FOR YOUR NEW ONE?



"World History didn't prepare me much for APUSH. I asked some people who had already taken the course or were taking it, but I wish [the Social Sciences department] had given us more prep material before the course."
— **Sophia Ward (11)**



"The classes are conducted pretty similarly in structure. There wasn't a huge jump from APUSH to APUG because we do a lot of the same things, like analyzing political cartoons, textbook readings, and having regular quizzes. APUG is easier for post APUSH students."
— **Hemal Kurani (12)**

Photos by Shriya Waghlikar

CHILL VIBES Sophomores **Nicholas Raheem, Thomas Thornburg,** and **Tyler Ly** complete their worksheets on colonialism. Even though most assignments were individual, collaboration was visible throughout the class. "The vibe of the class is great," Thornburg said. "We have assigned seats but we swap around a lot and just have fun with each other while working." *Photo by Jesus Hernandez Tornez*



VISUAL LEARNING Juniors **Aaron Lin** and **Seo Yoon Hwang** outline the Northern and Southern perspectives on the Compromise of 1850. The poster allowed everyone to learn the different viewpoints. "Coming up with arguments is always better in groups so it was nice to do a group poster while learning," Lin said. *Photo by Jesus Hernandez Tornez*



LIVELY TALKS Juniors **Londyn Smith, Nadav Ekshtein, Shai Benzion, Raghav Baruah,** and **Ian Loewy** discuss chapters from *The Underground Railroad* for American Studies. Discussions allowed people to share ideas aloud and gain new perspectives on life as a slave in the 1850s. "Everyone is comfortable with talking. Even though it's hard sometimes, it's always fun," Smith said. *Photo by Shriya Waghlikar*



A LOOK INTO THE PAST **Scott Moore (11)** and **Yonnatan Dinai (11)** take turns reading *The Underground Railroad* for American Studies. Reading literature while learning the history behind the actual time period was an interesting insight into the lives of those who lived then. "As we learn and mature we're able to grasp how bad the time period was for that group of people when we learn it in history, but the book helps us understand the emotions, which I think is great," Moore said. *Photo by Shriya Waghlikar*



JEOPARDY! **Henna Chawla (12)** answers a question during an Economics unit review session. Econ students used Jeopardy as a creative way to review before unit exams. "It was a fun way to review the terms. I liked that we could work with our group and feed off of each other's knowledge," Chawla said. *Photo by Jesus Hernandez Tornez*

UNFILTERED HISTORY **Nandini Polarouthu (10)** takes notes on a lecture about British colonialism. Learning unbiased information from different perspectives was very important. "My teacher does a good job of covering all aspects of what we are learning," Polarouthu said. "Nothing feels glamorized, and we get a good understanding of what happened objectively." *Photo by Jesus Hernandez Tornez*



THROUGH a new LENS

DIFFERENT ASSIGNMENTS AND PROJECTS ALLOWED FOR GREATER UNDERSTANDING OF HISTORY

History classes moved beyond the textbook through individual reflective writing and discussions of current events to promote comprehension of historical topics.

In World History, art projects and reflective questions fostered new opinions and historical understanding.

"We often make artistic posters about what we're learning with our teams. We visually represent what happened or we create symbols ourselves," **Andrew Gao (10)** said.

The American Studies teachers designed individual assignments to promote reflection on historical events to develop fresh perspectives on topics like women's rights, minorities, and the civil rights movement.

"The teachers definitely try and encourage us to develop our own opinions based on what we learn in history. In most writing questions, there is a place to cultivate and express our own opinions on the given historical event," **Ian Loewy (11)**

said. "It helps us integrate ourselves into that time period and develop an empathetic connection to what the people were feeling at that time."

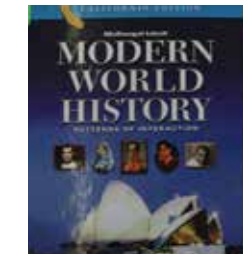
Even with a complex curriculum on past legislation, political propaganda, and the formation of our modern policies, government classes weren't stuck in the past. Rather, the classes encouraged students to draw connections between past events to understand current social issues as well.

"They make sure everything we learn is relevant. We started talking about the propositions on the current California ballot while learning about past legislation. It makes the stuff we learn seem more present and alive," **Laura Robleto (12)** said.

Story by Jesus Hernandez Tornez and Shriya Waghlikar

RATING: -/10

RATE YOUR HISTORY TEXTBOOK ON A SCALE OF 0-10



Rating: **6/10**
"We don't use it a lot but the one time we did the book was missing a lot of information about the revolutions we were learning about."
— **Oded Bronicki (10)**



Rating: **7/10**
"We don't really use the textbook in class. I think the book is good, but I just prefer to use online resources when I need more information."
— **Hannah Lee (11)**



Rating: **7/10**
"I mean I don't like the book but it has all the information I need. Before every test I like to read the chapter and it just helps."
— **Pranav Muralitharan (12)**



Rating: **9/10**
"It holds a lot of information and its really easy to find information and definitions in there. The explanations are also easy to understand."
— **Melissa Rojas Perez (12)**



Rating: **7.5/10**
"Sometimes it feels vague on certain topics. If it broadened up on some subjects then it would be easier for me to understand the actual subjects."
— **Manuel Angel Sotelo (12)**



Rating: **8/10**
"The book is easy to read and has charts that are helpful for an overview of all the different concepts and documents that we need to know and the connections between them."
— **Rittika Saha (12)**

Photos by Shriya Waghlikar