

Cultural and National Observances and Celebrations

A Digital Information, Resource, and Planning Guide for Educators



Cedar Grove Public Schools

2021-2022



Establishing a Culture of Diversity, Equity, and Inclusion within Our Schools

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The Cultural and National Observances and Celebrations Guide: Rationale

The *Cultural and National Observances and Celebrations Guide* was created exclusively for the faculty, staff, and administration of Cedar Grove Public Schools to address the [2021 New Jersey Diversity and Inclusion Bill](#), which states that all New Jersey school districts are now responsible for incorporating “instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12.”

The Cedar Grove community continues to grow increasingly diverse. Because of this, it is critical for the Cedar Grove Public Schools to understand how an academic program well-versed in diversity, equity, and inclusion can provide a rich social environment that emphasizes students’ learning and development.

Our students represent a wide-range of social and cultural group identities, which include, among others, race/ethnicity, socioeconomic class, gender, sexual orientation, and disability. These identities serve to shape learning experiences within our classrooms. With this in mind, Cedar Grove Public Schools is determined to *recognize, acknowledge, and, most importantly, respect* the multiple social and cultural backgrounds our students bring into our schools. Through these means, the Cedar Grove Public Schools strive to achieve a goal: ***That each of our students is able to see themselves reflected and fully represented within what we teach and within all of our classrooms.***

Within this *Guide*, cultural and national observances and celebrations are listed by month. Each observance or celebration listed includes information/history about the observance or holiday, teaching ideas, book suggestions for all grade levels, notable individuals that can be associated with the observance or holiday, and resources/video links. It is important to note that all of the teaching ideas, suggested books, resources and videos are included for each observance and celebration are provided to district staff as suggestions. Teachers are not required to use what is included. Instead, district staff is encouraged to use the information provided on each observance and holiday to create their own lessons when the celebration or observance aligns to the curriculum they are teaching.

For example, using the *Guide*, a social studies teacher covering the Holocaust, during *Asian Pacific American Heritage Month* in May, could enhance their instruction by discussing [Dr. Feng Shan Ho](#), who single-handedly saved thousands of Austrian Jews by issuing them Chinese visas in Vienna in spite of orders from his superior to the contrary. Or, in January, on *Inspire Your Heart with Art Day*, a teacher of mathematics could plan a lesson on isometric cubes or tessellation within the artwork of [M.C. Escher](#). Likewise, in March, a physical education teacher can introduce students to the game of [Beep Baseball](#) during *National Developmental Disabilities Awareness Month*. With attention and creativity, there are endless connections to be made within all of our classrooms.

There are many more cultural and national observances and holidays that can be integrated into our instruction than the ones listed in this *Guide*. All could not be included within the *Guide*. However, each year, *The Cultural and National Observances and Celebration Guide* will be updated to include difference observances and holidays in order to further diversify our instruction across the district.

NOTE:

Please do not print *The Cultural and National Observances and Celebrations Guide*. This guide was created by the Cedar Grove Department of Curriculum and Instruction **exclusively** for the faculty and staff of Cedar Grove Public Schools as a **digital resource**. The *Guide* contains hundreds of hyperlinks that will not be available if the *Guide* is printed. The *Guide* is also 103 pages long, so if everyone printed it out, we would collectively be destroying a small forest, which contradicts observing *Earth Day* on April 21 and *Arbor Day* on April 29 (see pages [63-65](#)).

Thank you,
The Cedar Grove Department of Curriculum and Instruction



[What Is Diversity, Equity, and Inclusion \(DEI\)?](#)

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been and remain underrepresented among practitioners in the field and marginalized in the broader society.

Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group.

[Diversity, Equity, and Inclusive Teaching](#)

Teaching to engage diversity, to include all learners, and to seek equity is essential for preparing civically engaged adults and for creating a society that recognizes the contributions of all people. Teaching for diversity refers to acknowledging a range of differences in the classroom. Teaching for inclusion signifies embracing difference. Teaching for equity allows the differences to transform the way we think, teach, learn and act such that all experiences and ways of being are handled with fairness and justice. These ideas complement each other and enhance educational opportunities for all students when simultaneously engaged. Three imperatives make it essential for us to actively practice teaching for diversity, inclusion, and equity:

1. Difference is an essential part of our history and current reality. Dealing with human diversity and differential status is intractable in America due to our national history of racism and tensions between individual freedom and the common good.
2. Difference is an unstoppable part of our future. Classrooms are increasingly diverse and demography assures that this trend will continue.
3. Diversity and inclusion improve teaching and learning. People learn and enrich their abilities to think critically and creatively as they engage in conversations across difference, especially when all learners' abilities and attributes are embraced.

[Inclusive teaching strategies](#) are intended to ensure that all students feel supported such that they freely learn and explore new ideas, feel safe to express their views in a civil manner, and respected as individuals and members of groups. Intentionally incorporating inclusive teaching strategies helps students view themselves as people who belong to the community of learners in a classroom.

Inclusive teaching refers to a number of teaching approaches that address the needs of students of various backgrounds, learning styles and abilities. These strategies intend to ensure that all students learn unreservedly, explore new ideas, feel safe to express their views in a civil manner, and are respected as individuals and members of groups. Inclusive teaching:

- uses a wide variety of instructional strategies that are highly engaging.
- acknowledges the diversity of student experiences and the larger world.
- strives to create a safe teaching environment where all students feel like they belong and rich, diverse dialogues can occur.

Why Engage in Inclusive Pedagogies?

Students have a broad range of culturally and historically situated experiences that influence prior knowledge and motivations for learning. By account for this range, faculty can enhance students' achievement with the use of inclusive pedagogies. Inclusion of difference improves historically marginalized students' aspirations, self-confidence, and performance in the classroom. It also promotes effective interaction among all students, refining their problem solving and critical thinking abilities, fostering creativity and innovation, challenging biases, and

creating opportunities for students to learn to work productively with difference. Taken together, this results in higher levels of civic engagement and creates informed citizens.

Who Is the Most at Risk of Exclusion?

It will vary by faculty, discipline, and approaches to teaching, but women, students of color, first-generation students, disabled students, and low-income students tend to be at more risk of exclusion from traditional teaching environments.

How Do I Practice Inclusive Teaching?

Plan ahead

- Vary your instructional methods and examples
- Learn and adopt [Universal Design for Learning](#) (UDL) and [Culturally Responsive Teaching](#) (CRT) practices
- Adapt your teaching to allow space for the expression of approaches and perspectives of all students
- Make accommodations for students with documented disabilities and understand how UDL can help students with visible and unknown disabilities. Make clear that you want to be an ally in students' learning.
- Set high expectations of all students
- Ensure that all students understand expectations for learning and how these will be assessed

Embrace Diversity in Content and Practices

- **Assume students are diverse in ways that you cannot see** – that might be related to race, national origin, socioeconomic status, ethnicity, physical and neuro-disabilities, sexual orientation, spiritual beliefs, or many other possibilities.
- Design group assignments and intentionally mix groups, at times requiring students to work purposely with others they may not know and other times making sure students in the minority are not isolated. Encourage or help set up diverse study groups as well.
- Examine and consider revising texts, resources, guest speakers, examples, and authors to include contributions from diverse scholars.

Monitor Class Dialogue

- Use language that is inclusive and respectful. Know students' names and pronounce them correctly. Avoid gender-limiting language. (see Appendix: *Inclusive and Equitable Language: Race, Ethnicity, and National Origin*, Page [86](#))
- Set up class discussions and expectations for students to get into the habit of taking peers' ideas seriously and responding to one another with civility; add statements to your syllabus that set a tone for respect; consider ways to structure difficult discussions so that varying points of view will be included.
- Plan for how to respond to racist, inflammatory, or insensitive comments. If ignored, students may think faculty agree with or do not care about the impact of the comments

Sources

- The University of Delaware. "Diversity and Inclusive Teaching." Retrieved from: <https://ctal.udel.edu/resources-2/inclusive-teaching/>
- Gurin, P., Nagda, B. & Lopez, G. The Benefits of Diversity in Education for Democratic Citizenship. *Journal of Social Issues*, Vol. 60, No. 1, 2004, pp. 17-34.
- Ginsberg, M., & Wlodkowski, R. (2009). *Diversity and Motivation: Culturally Responsive Teaching in College*. San Francisco: Jossey-Bass.
- National Center on Universal Design for Learning "UDL Guidelines – Version 2.0" Retrieved from: <http://www.udlcenter.org/aboutudl/udlguidelines>
- Gay, G. (2010). *Culturally responsive teaching: Theory, Research, and Practice*. Teachers College Press.

Additional Resources:

- CTAL (2015)"Diversity and Inclusive Teaching" <http://sites.udel.edu/ctal/enhancing-teaching/inclusive-teaching/>
- Rajagopal, K. (2011) *Create Success!* ASCD. Retrieved from: <http://www.ascd.org/publications/books/111022/chapters/Culturally-ResponsiveInstruction.aspx>
- Sue, D.W. (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. New Jersey: John Wiley & Sons

Teaching about Controversial Issues



Open, constructive dialogue about issues of public concern is a hallmark of lifelong learning and responsible citizenship. This includes the discussion of controversial social, political, and economic topics and policies. It is the duty of the Cedar Grove educational community to openly discuss these topics when appropriate while modelling for our students the ideals of acceptance of diversity and respect for civil discourse.

It is incumbent upon educators to establish an emotionally safe environment for students to explore new ideas. It is our role to teach varied ideologies and political perspectives; engage students in critical thinking; and facilitate students' discovery of their own ideals and thoughts, all while modeling respectful dialogue and authentic inquiry.

At times, due to the nature of public discourse, educators may be reluctant to engage in discussion of controversial topics in an effort to avoid the perception of bias or judgment. Teachers must be keenly aware of their position of influence and that the classroom is not a forum to promote a particular political vantage point. As partners in our students' education, we shall aspire to promote healthy, authentic dialogue in our classrooms and corridors.

What is a controversial issue?

An idea, viewpoint or topic can be considered controversial if, "a number of people disagree about statements and assertions made in connection with the proposition. Issues that deeply divide a society, that generate conflicting explanations and solutions based on alternative value systems, are considered controversial." The scope of issues that might be considered controversial is quite broad. The content of these issues may vary from local and national problems to issues international in scale.

Why do we engage students in learning about and discussing controversial issues?

While there are many good reasons to include controversial topics in the curriculum and within our classrooms, three of the most important are to:

1. develop students' critical thinking skills,
2. improve interpersonal skills, and,
3. to prepare students for their roles as contributors to a global society.

What guidelines do teachers use when engaging students in the discussion of controversial topics?

Above all, the productive treatment of controversial subjects demands a classroom climate conducive to the free expression of ideas. This should include the opportunity to hear a wide range of views, student freedom to express ideas, and teacher willingness to discuss ideas. Additional considerations include the following.

1. Selecting Issues

Topics of classroom discussion should, first and foremost, always be connected to district curriculum. In selecting discussion issues, teachers should also consider their students' interest, experience, and expertise regarding the issue; the relevance of issues to their students' lives; their students' maturity level; and the significance of the issue to society.

2. Preparing Students for Discussion

Teachers should invest time to train their students in discussion techniques. Teachers and students cooperatively determine guidelines for interaction that foster respectful discussions. This will take practice and patience.

3. Providing Adequate Information Sources

Ensuring that students are adequately prepared to handle an issue in a discussion format requires that teachers provide informational resources and that students have an opportunity to acquire background knowledge prior to the discussion. Background information may be provided through readings, lectures, films, guest speakers, or field trips.

4. **Establishing an Open Discussion Climate**

The creation of an intellectually safe environment for student participation is one of the most important elements of successful discussions. Teachers should model appropriate discussion behaviors by carefully listening to and respecting students' contributions. Teachers should tolerate widely divergent views and encourage the expression of them in order to establish a non-threatening arena for the exposition of ideas. *Students must understand that they may not interrupt each other's comments and that they may disagree without being disagreeable.* Some tips:

a. Avoid loaded questions at all costs

A teacher might inadvertently create discussion questions that imply a right and wrong answer, putting students that disagree in an awkward place. One way to avoid this is to have a colleague (preferably with different viewpoint) read over your discussion questions before you present them to the class.

b. Ask students to play devil's advocate

If there seems to be a majority opinion in a class, make students take the opposite viewpoint. This gives students with the minority opinion a chance to add to the discussion without being outed as a dissenter.

c. Give students a new line of communication

In traditional classrooms, teachers can only do so much. After all, students are not anonymous in class, and must face their peers after class. Luckily, you can get those remaining students to **open up using digital or written lines of communication**. Allow students to submit responses **anonymously**, without fear of peer judgement. This means students who feel uncomfortable voicing their opinion can still participate. In fact, if responses in the class are positive, a few preliminary anonymous written comments may encourage students to voice opinions they would only think about typing before, in turn enriching the class discussion.

Maintaining Focus and Direction

Teachers should work to provide the necessary structure for constructive discussions. An agenda for the discussion might include defining the problem, summarizing and analyzing evidence, suggesting possible solutions, hypothesizing consequences of solutions, and relating the issue to the personal experience of the students.

Ensuring Intellectual Balance, Encouraging Equal Participation

A primary role of the teacher in facilitating the learning of curriculum and moderating classroom discussions is to ensure that students are exposed to the full range of perspectives on any issue considered. Teachers should actively solicit a wide array of opinions about discussed issues, and expose students to a fair hearing of competing points of view. If important viewpoints on a given issue are not expressed, they may be elicited through careful questioning. To achieve a level of balanced participation it is often necessary to actively draw reticent students into the discussion and to limit the contributions of more outspoken students. The establishment of a participation system is generally helpful in addressing this problem.

Above all, our objective is to allow students' to figure out their views and their stance on issues themselves. We believe effectively and responsibly addressing controversial issues in the educational process provides a unique opportunity to partner with families. To that end, we pledge our commitment to five guiding principles:

1. We aim to create a safe, inclusive learning environment where students are able to participate freely in academic dialogue as speakers and listeners.
2. Schools and classrooms are an environment where students feel physically and emotionally safe. We aspire to create a climate where students consistently feel a sense of belonging and membership.
3. We respect the inquisitiveness of learners as well as the family and community belief systems
4. The U.S. Constitution is the law of the land and a cornerstone of our curriculum. We aim to present relevant features of the U.S. Constitution in timely and meaningful contexts. In the spirit of the Constitution, we underscore that all students, regardless of their opinion or conviction, warrant respect.

5. We are open and available to help students with any confusion they may experience in the process of political debate, whether that be with educators or their peers. Students should feel free to seek out the support of a guidance counselor, teacher, or administrator if they feel the need to discuss any issue.
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This article was adapted from the following sources:

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- *Teaching Controversial Issues*. The Bedford Central School District. <https://www.bcsdny.org/domain/17>. Accessed 30 March 2021
- *Ways to Approach Controversial Topics in the Classroom*. InClass. <https://www.getnclass.com/ways-to-approach-controversial-topics-in-the-classroom/>. Accessed 30 March 2021

District Policies: Expression of Teachers' Personal Views

Please see following Cedar Grove Board of Education [Policies](#):

- [Policy 2240-Controversial Issues](#)
- [Policy 3233-Political Activities](#)

Teaching Controversial Topics Suggested Resources

[Facilitating Conversations on Difficult Topics in the Classroom](#)

[Teaching Controversial Issues: A four-step classroom strategy for clear thinking on controversial issues](#)

[Seven Resources for Teaching Controversial Issues](#)

[Teaching Controversial Issues](#)

[Discussion-Based Teaching and Handling Controversial Topics in the Classroom](#)

[Why We Need Controversy In Our Classrooms](#)

Suggested Videos

[The EduNerds: Teaching Controversial Topics](#)

[How to Talk About Controversial Issues in Your Classroom](#)

[Teaching Controversial Topics by Lindsey Conger](#)

[Teaching & Learning about Controversial Issues](#)

[Teaching About Controversial Topics Led by Dr. Diana Hess](#)

[Teaching Controversial Topics](#)

[TED Talk: We Need to Talk about an Injustice by Bryan Stevenson](#)

New Jersey State Curriculum Mandates

Diversity and Inclusion Bill

P.L. 2021, CHAPTER 32, **approved March 1, 2021**
Assembly, No. 4454 (**Second Reprint**)

AN ACT concerning diversity and inclusion instruction in school districts and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the [New Jersey Student Learning Standards](#).
 - b. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
 - c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.
2. This act shall take effect immediately.

Approved March 1, 2021.

The Commission on Holocaust Education in New Jersey

Section: [18A:35-28](#): Instruction on Holocaust, genocides required in elementary, secondary school curriculum

AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Legislature finds and declares that:
 - a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.
 - b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.
 - c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.
 - d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.
 - e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.

2. a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
3. This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.

L.1994,c.13,s.2.

[The Amistad Commission](#)

Section: [C.52:16A-86](#) Findings, declarations relative to Amistad Commission.

AN ACT establishing the Amistad Commission and supplementing chapter 16A of Title 52 of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Legislature finds and declares that:

- a. During the period beginning late in the 15th century through the 19th century, millions of persons of African origin were enslaved and brought to the Western Hemisphere, including the United States of America; anywhere from between 20 to 50 percent of enslaved Africans died during their journey to the Western Hemisphere; the enslavement of Africans and their descendants was part of a concerted effort of physical and psychological terrorism that deprived groups of people of African descent the opportunity to preserve many of their social, religious, political and other customs; the vestiges of slavery in this country continued with the legalization of second class citizenship status for African Americans through Jim Crow laws, segregation and other similar practices; the legacy of slavery has pervaded the fabric of our society; and in spite of these events there are endless examples of the triumphs of African Americans and their significant contributions to the development of this country;
- b. All people should know of and remember the human carnage and dehumanizing atrocities committed during the period of the African slave trade and slavery in America and of the vestiges of slavery in this country; and it is in fact vital to educate our citizens on these events, the legacy of slavery, the sad history of racism in this country, and on the principles of human rights and dignity in a civilized society;
- c. It is the policy of the State of New Jersey that the history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African Americans and their significant contributions to the development of this country is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey; and
- d. It is therefore desirable to create a State-level commission, which as an organized body, on a continuous basis, will survey, design, encourage, and promote the implementation of education and awareness programs in New Jersey concerned with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans in building our country; to develop workshops, institutes, seminars, and other teacher training activities designed to educate teachers on this subject matter; and which will be responsible for the coordination of events on a regular basis, throughout the State, that provide appropriate memorialization of the events concerning the enslavement of Africans and their descendants in America as well as their struggle for freedom and liberty.

L.2002,c.75,s.1.

LGBTQ-Inclusive Curriculum

AN ACT concerning instruction and instructional materials in public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

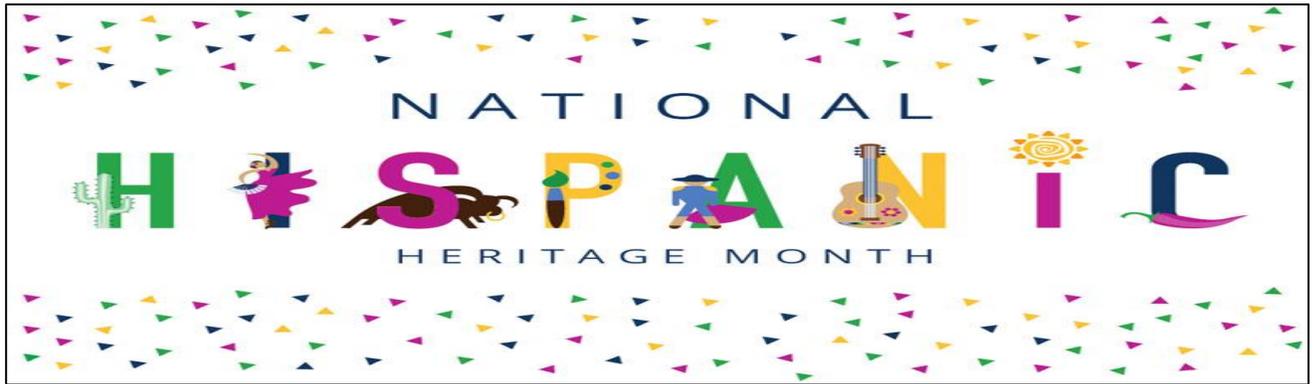
C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.

2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.
3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.

Approved January 31, 2019.



National Hispanic Heritage Month

Each year, Americans observe *National Hispanic Heritage Month* from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

When Was National Hispanic Heritage Month Started?

The observation started in 1968 as Hispanic Heritage Week under [President Lyndon Johnson](#) and was expanded by [President Ronald Reagan](#) in 1988. The holiday covers a 30-day period starting on September 15 and ending on October 15. September 15 was chosen as the starting point for the commemoration because it is the anniversary of independence of five Hispanic countries: [Costa Rica](#), [El Salvador](#), [Guatemala](#), [Honduras](#) and [Nicaragua](#), who all declared independence in 1821. In addition, [Mexico](#), [Chile](#) and [Belize](#) celebrate their independence days on September 16, September 18, and September 21 respectively. It was enacted into law on August 17, 1988, on the approval of [Public Law 100-402](#).

Why Do We Observe National Hispanic Heritage Month?

National Hispanic Heritage Month serves as an opportunity for educators to introduce their students to new cultural practices, or to honor those that students may already practice.

Viewed through the lens of equity, it is vital to teach our students about the contributions of Hispanic Americans not only from an educational perspective, but from an economic one as well. People of Hispanic descent will represent one in three American workers in just a few decades.

What Does “Hispanic” Mean?

While many people use Latino(a) and Hispanic interchangeably these two words mean different things. A Hispanic person is someone who comes from, or is a descendant of a Spanish-speaking country. Latino(a) is used when referring to someone who comes from Latin America, or is a descendant from any Latin American country.

A person can be both Hispanic and Latino(a), but not all Latinos are Hispanic. Brazilians, for example, are Latinos, but their native language is not Spanish. Conversely, not all Hispanics are Latino(a). Spaniards are considered Hispanic, but not Latinos, since they are part of the European Union.

Hispanic countries are: *Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.*

Latin American countries are: *Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, French Guiana, Guadeloupe, Guatemala, Haiti, Honduras, Martinique, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Saint Barthélemy, Saint Martin, Uruguay, and Venezuela.*

What is “Latinx”?

Latinx is a new, gender-neutral, pan-ethnic label used by some news and entertainment outlets, corporations, local governments and universities to describe the nation’s Hispanic population.

[Four Ways to Celebrate National Hispanic Heritage Month in the Classroom](#)

National Hispanic Heritage Month can be observed in a myriad of ways, from parades to concerts to food fairs.

1. Read and Investigate Hispanic and Latinx Literature

Reading books, articles, poetry, and plays that explore the rich culture of the Hispanic and Latinx communities are great ways to celebrate Hispanic Heritage month and to learn throughout the school year. There are many prolific Hispanic and Latinx authors and illustrators. When Hispanic and Latinx students see themselves in the curriculum, they feel valued and empowered. Students who do not have a related heritage also benefit by gaining a fresh perspective on different cultures and positive contributions. They can better understand and appreciate the diverse world around them.

- Set up your classroom library in a way that features Hispanic and Latinx culture during Hispanic Heritage Month and throughout the school year. During other times of the year, be sure to highlight Hispanic and Latinx people and culture. For example, during *Women's History Month*, be sure to include Hispanic and Latina women like [Sonia Sotomayor](#), the first Latina U.S. Supreme Court Justice.

2. Recognize and Celebrate Hispanic and Latinx Heroes

Hispanic and Latinx Americans have made tremendous contributions to the fabric of the United States of America. They have contributed to the fields of science, medicine, engineering, law, education, business, athletics, entertainment, and many more. Hispanic and Latinx history is American History and it important that all children are given the opportunity to learn about Hispanic and Latinx men and women who have made a difference.

To highlight Hispanic and Latinx heroes, consider some of the following activities to add to your in-person or virtual classroom.

- Feature a Hispanic and/or Latinx hero at least once per week during *National Hispanic Heritage Month*. Make sure students are able to see photographs, learn their ancestral heritage, successes and hurdles.
- If students are older, consider assigning Latinx heroes to students and have them present each week. Be sure to highlight Hispanic and Latinx attorneys, authors, chefs, engineers, judges, scientists, athletes, politicians, artists, celebrities, etc.
- Hang posters throughout your classroom and school that feature a Hispanic or Latinx hero. If you have set up a Classroom Bitmoji, hang artwork or quotes from Hispanic and Latinx artists on your virtual classroom wall.
- Have children work in groups to complete a report, slide presentation or project about a Hispanic or Latinx hero or country.

3. Learn about Hispanic and Latinx Culture through Geography, Food, and Music

Exploring Hispanic and Latinx countries, ethnic foods, and music are fun ways to learn about and celebrate Hispanic and Latinx cultures while experiencing it firsthand. Even if you are not able to physically travel to the countries or a museum, websites like the [Smithsonian Latino Virtual Museum](#) are engaging and fun. Be sure to explore art, traditional dances and the different ways the countries celebrate holidays.

Food is an integral part of any culture. [Traditional Hispanic and Latinx cuisine](#) can be a source of pride as recipes are passed down from generation to generation. To have students explore Hispanic and Latinx culture through food, consider having families bring in food or have Latinx or Hispanic restaurants donate food. If students are not allowed to share food, give students recipes and encourage their families to try the recipes at home. Here are some [Hispanic and Latinx recipes](#).

Hispanic and Latinx music is incredibly vibrant and diverse. Celebrate *National Hispanic Heritage Month* by listening to current and [traditional Hispanic](#) and [Latinx music](#). Watch [Hispanic](#) and Latinx musicians and [dancers](#) create and perform to the rhythmic Hispanic and Latinx beats and sounds.

Here are some activities that you can include to explore Hispanic and Latinx countries through travel, food, and music.

- Assign students a country or city and have students create a travel brochure that outlines the features, history and traditions of the location.

- Celebrate traditional holidays like [Cinco de Mayo](#) or [Day of the Dead \(Día de los Muertos\)](#).
- Create a class recipe book of Hispanic and Latinx recipes.
- Create crafts to learn about artifacts from a particular country.
- Incorporate movement into your learning activities by playing Hispanic and Latinx music when students transition from one activity to another. Here is some [recent music](#) from artists from Mexico, Chile, Dominican Republic and Guatemala.

4. Incorporate Spanish Language into Your Classroom

Language is a vital aspect of Hispanic and Latinx culture. While Spanish is the most common language spoken by most Hispanic and Latinx countries, some speak other languages, like Portuguese. Below are strategies to incorporate Spanish language into your classroom during *National Hispanic Heritage Month* and beyond.

- Include Spanish words on vocabulary or sight word wall cards. For example, if butterfly is a vocabulary word, be sure to also include *mariposa*, the Spanish word for butterfly.
- Label items within the classroom and throughout the school in English and Spanish.
- Encourage students to speak in Spanish. For example, in math, teach students the numbers in Spanish and have them respond verbally saying numbers in Spanish.

Quick Facts

As of July 1, 2019, the Hispanic population of the United States was 60.6 million people, making people of Hispanic origin the nation's largest ethnic or racial minority (18.5% of the total U.S. population). Additionally:

- The United States has the 2nd largest population of Hispanic people in the world, second only Mexico.
- 61.9% were of Mexican background, 9.7% Puerto Rican, 4% Cuban, 3.9% Salvadoran, 3.5% Dominicano, and 2.5% Guatemalan (in 2018).
- 12 states have over 1 million Hispanic residents: Arizona, California, Colorado, Florida, Georgia, Illinois, New Jersey, New Mexico, New York, North Carolina, Pennsylvania & Texas.
- 1.28 million Hispanics are Veterans of the U.S. Armed Forces (in 2018).
- 4.65 million businesses in the U.S. were Hispanic-owned (in 2018).

Celebrate *National Hispanic Heritage Month* through the Lives and Accomplishments of the Following Individuals – A Very Incomplete List

[Cesar Chavez](#) - American labor leader and Civil Rights activist

[Jaime Escalante](#) - Bolivian-born American educator

[Sonia Sotomayor](#) - U.S. Supreme Court Justice

[Dr. Luis Walter Alvarez](#) - Experimental physicist who won the Nobel Prize in Physics in 1968

[Roberto Clemente](#) - Athlete and human rights activist, member of the [Baseball Hall of Fame](#)

[Guillermo del Toro](#) – Mexican American director, screenwriter, and producer

[Rita Moreno](#) - Puerto Rican actress, singer, and dancer

[Richie Valens](#) – Mexican American singer

[Ruth Gonzalez](#) - The first U.S.-born Hispanic woman to earn a doctorate degree in mathematics

[Ernesto “Tito” Puente](#) - Puerto Rican musician and bandleader

[Laurie Hernandez](#) - U.S.-born Latina Olympic gymnast

[Dr. Ellen Ochoa](#) – Mexican American engineer and

[NASA](#) Astronaut

[Raffi Freedman](#) – Honduran American transgender rights activist

[Juan Felipe Herrera](#) - First Mexican American U.S. Poet Laureate

[Lin Manuel Miranda](#) - Award-winning composer, lyricist, playwright, and actor

[Carlos Cadena](#) – Mexican American activist

[Dr. Antonia Novello](#) – Puerto Rican physician, first woman/first Hispanic Surgeon General of the United States

[Anthony Muñoz](#) - Retired NFL offensive guard, member of Pro Football Hall of Fame

[Arturo Alfonso Schomburg](#) - Afro-Puerto Rican writer, scholar, and activist

[Julia Alvarez](#) – Dominican American author

[Jorge Ramos](#) - Mexican-born American journalist and author

[Federico Fernández Cavada](#) - Colonel in the Union Army during the American Civil War

[Sandra Cisneros](#) – Mexican American author

[Jovita Idár](#) – Mexican American journalist, teacher, suffragist, and activist

Suggested Books That Celebrate National Hispanic Heritage Month

(Please read/preview all books/ videos before using in class.)

Elementary Grades

Book/Author	Video
<i>Alma and How She Got Her Name</i> by Juana Martinez-Neal	https://www.youtube.com/watch?v=lmOQ1lsjydl
<i>Barrio: José's Neighborhood / Barrio: El barrio de José</i> by George Ancona	https://www.youtube.com/watch?v=f8_vvG_Uwcl
<i>Dreamers</i> by Yuyi Morales	https://www.youtube.com/watch?v=ILtQ28Dbv7A
<i>Celia Cruz: Queen of Salsa</i> by Veronica Chambers	https://www.youtube.com/watch?v=E28OmCrKTJ8
<i>Sonia Sotomayor: A Judge Grows in the Bronx</i> by Jonah Winter	https://www.youtube.com/watch?v=DKX40j6FgKE&pbjreload=101
<i>Mango, Abuela, and Me</i> by Meg Medina	https://www.youtube.com/watch?v=kWosUZM2AY4
<i>Islandborn</i> by Junot Díaz	https://www.youtube.com/watch?v=VzLBrEHOxqE
<i>Waiting for the Biblioburro/Esperando el Biblioburro</i> by Monica Brown	https://www.youtube.com/watch?v=QEwoYGvaYJo
<i>La Princesa and the Pea</i> by Susan Middleton Elya	Read by the Author: https://www.youtube.com/watch?v=DrVxI xv7gWo
<i>Día de los Muertos</i> by Roseanne Thong	https://www.youtube.com/watch?v=hq-SlR8DwFQ
<i>Maria Had a Little Llama/María Tenía Una Llamita</i> by Angela Dominguez	Read by Author in English and Spanish https://www.youtube.com/watch?v=iSF4YeZamlk
<i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatui	https://www.youtube.com/watch?v=QAg34W4bfxQ
<i>How Tia Lola Came to Stay</i> by Julia Alvarez	https://www.youtube.com/watch?v=C6VdBeZ6TFg
<i>Santiago Stays</i> by Angela Dominguez	https://www.youtube.com/watch?v=hARMVOKbHel
<i>Harvesting Hope - The Story of César Chávez</i> by Kathleen Krull	https://www.youtube.com/watch?v=z4uuc2cHM-8

Middle School Grades

- *Esperanza Rising* by Pam Muñoz Ryan
- *Return to Sender* by Julia Alvarez
- *My Year in the Middle* by Lila Quintero Weaver
- *The Storm Runner* by J.C. Cervantes
- *Tight* by Torrey Maldonado
- *Jazz Owls* by Margarita Engle
- *Anger Is a Gift* by Mark Oshiro
- *So Hard to Say* by Alex Sanchez
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *Crossing the Wire* by Will Hobbs

High School Grades

- *The House on Mango Street* by Sandra Cisneros
- *The Poet X* by Elizabeth Acevedo
- *I Am Not Your Perfect Mexican Daughter* by Erika L. Sanchez
- *When I Was Puerto Rican* by Esmeralda Santiago
- *Becoming Naomi León* by Pam Muñoz Ryan
- *Silent Dancing* by Judith Ortiz Cofer
- *Down These Mean Streets* by Piri Thomas
- *A Cup of Water Under My Bed: A Memoir* by Daisy Hernández

Films and Television That Celebrate Hispanic Culture

(Please review all films/videos/television shows before using in class.)

- *The Book of Life*
- *Coco*
- *Legend Quest*
- *Stand and Deliver*
- *Stolen Education*

Suggested Resources

National Hispanic Heritage Month

<https://www.hispanicheritagemonth.gov/>

<https://www.hispanicmonth.net/>

<https://www.history.com/topics/hispanic-history/hispanic-heritage-month>

[Key facts about U.S. Latinos for National Hispanic Heritage Month](#)

<https://www.scholastic.com/teachers/collections/teaching-content/bring-hispanic-heritage-month-life-collection-resources>

[National Education Association National Hispanic Heritage Month-Lesson Plans K-12](#)

[National Hispanic Heritage Month: Ideas for Teachers](#)

[EDSITEment Teacher's Guide: Hispanic Heritage and History in the United States](#)

[Scholastic - National Hispanic Heritage Month](#)

[Top 8 Reasons Why and How We Celebrate Hispanic Heritage Month](#)

[Latinx Art and Artists-The Smithsonian](#)

[Explore Latin music online with the Smithsonian ;Que Viva la Música Latina!](#)

[Seven Colorful Festivals of Latin America](#)

[Eleven Latino Contributions to U.S. History](#)

Suggested Videos

[Celebrate National Hispanic American Heritage Month with These Stories](#)

[Hispanics: Past and Present](#)

[Facts about Hispanics in the United States: Hispanic Heritage Month](#)

[Hispanic Heritage Month: Recognizing Contributions of Latino Americans](#)

[Google Arts & Culture: Celebrate Hispanic American Heritage Month](#)

[Hispanic Heritage Month Resources for Teachers, Parents, & Kids](#)

[Library of Congress - Law](#)

[Famous Firsts by Hispanic Americans](#)

[Education World- Lessons for National Hispanic Heritage Month K-12](#)

[Teacher Vision - National Hispanic Heritage Month Lessons](#)

[Scholastic - A Month of Ideas for Celebrating Hispanic Heritage](#)

[National Hispanic Month Activities](#)

[A Celebration of Culture: National Hispanic Heritage Month Activities for Students](#)

[National Hispanic Heritage Month, Grades 9-12](#)

[National Archive - National Hispanic Heritage Month Hispanic Milestones](#)

[Timeline of Important Dates in Latino History](#)

[Latino Civil Rights Timeline, 1903 to 2006](#)





Deaf Awareness Month

Deaf Awareness Month serves to increase awareness of deaf issues, people, and culture. Activities and events throughout deaf awareness month encourage individuals to come together as a community for both educational events and celebrations.

When Was Deaf Awareness Month started?

Deaf Awareness Month began as the [International Day of the Deaf back in 1958](#), which was first championed by the World Federation of the Deaf. Since then, it has been extended to the “International Week of the Deaf,” which comprises the last full week of September.

Why Do We Observe Deaf Awareness?

The purpose of *Deaf Awareness Month* is to increase public awareness of deaf issues, people, and culture. Activities and events throughout Deaf Awareness Week encourage individuals to come together as a community for both educational events and celebrations.

Ways to Observe Deaf Awareness Month in Your Classroom

- Celebrate and teach about the culture, heritage, and language unique to deaf people of the world.
- Recognize achievements of deaf people, including famous individuals who are deaf.
- Teach your students [about types, degrees, and causes of hearing loss](#).
- Exposed your students to sign language and other ways deaf and hard of hearing people communicate.
- Teach about the types of educational programs, support services, and resources that are available to the deaf and hard of hearing community, including children.
- Gain a better understanding of [deaf culture](#).
- Educate about [the misconceptions of being deaf](#) and the [challenges the deaf population face](#) during everyday life.
- Understand that deaf and hard of hearing individuals are just as capable, able, and intelligent as hearing individuals. There is a difference in the way those that are deaf and hard of hearing communicate, but it is not a handicap or disability.

Ways You Can Spread Deaf Awareness

1. **Teach Sign Language:** If you use sign language to communicate, consider [teaching American sign language](#) to kids in schools, your friends, colleagues, or other people in your life. Even just a few signs can go a long way, and it is fun to learn!
2. **Make a Poster:** Raise awareness in your community. Make signs or posters to put up at your local library, community centers or schools. Awareness is the only way we can give others some understanding of our disability. You can share information about how common hearing loss is, how to protect your hearing from loud noises, or the different levels of hearing loss.
3. **Support a Deaf Business:** Find local or online businesses that are run or supported by deaf business owners. Finding a job with hearing loss can be tough, but supporting these deaf-owned businesses can help people make their own living.

Books that Celebrate Deaf Awareness

(Please read/preview all books/ videos before using in class.)

Elementary Grades

Books/Author	Video
<i>Fairy Magic</i> by Carrie Burnell	https://www.youtube.com/watch?v=xmTEbUIVZZg
<i>Oliver Gets Hearing Aids</i> by Maureen Cassidy Riski	https://www.youtube.com/watch?v=6DhytcocoVc
<i>Moses Goes to a Concert</i> by Isaac Millman	https://www.youtube.com/watch?v=PTpoOQkpUw
<i>A Birthday for Ben</i> by Kate Gaynor	https://www.youtube.com/watch?v=H8WVfWW4J7l
<i>Nita's Big World: The True Story of a Deaf Pygmy Marmoset</i> by Sarah Glenn Marsh	https://www.youtube.com/watch?v=_AfN7Z1XMjk
<i>Hands and Hearts</i> by Donna Jo Napoli	https://www.youtube.com/watch?v=pSZcKpPsPT4
<i>The William Hoy Story: How a Deaf Baseball Player Changed the Game</i> by Nancy Churnin	https://www.youtube.com/watch?v=2rOBtiZdybA
<i>The Deaf Musicians</i> by Pete Seeger	https://www.youtube.com/watch?v=OP1jjkq81qc
<i>Secret Signs Along the Underground Railroad</i> by Anita Riggio	https://www.youtube.com/watch?v=grN5WW3lCdY
<i>Helen's Big World: The Life of Helen Keller</i> by Doreen Rappaport	https://www.youtube.com/watch?v=mTfJtJKWNYo

The Smart Princess and Other Deaf Tales by Keelin Carey

Middle School Grades

- *El Deafo* by Cece Bell
- *Hands of My Father: A Hearing Boy, His Deaf Parents, and the Language of Love* by Myron Uhlberg
- *Kicking Up Dirt: A True Story of Determination, Deafness and Daring* by Ashley Fiolek
- *The Sound of Silence: Growing Up Hearing with Deaf Parents* by Myron Uhlberg
- *Left Out* by Tim Green
- *Song for a Whale* by Lynne Kelly
- *Charley and Frog* by Karen Kane

High School Grades

- *This is Kind of an Epic Love Story* by Kacen Callender
- *You're Welcome, Universe* by Whitney Gardner
- *Tone Deaf* by Olivia Rivers
- *Goodbye Tchaikovsky* by Michael Thal
- *Deaf Culture, Our Way: Anecdotes from the Deaf Community* by Roy Holcomb
- *Seeing Voices* by Oliver Sacks
- *Show Me a Sign* by Ann Clare LeZotte
- *Feel the Sound* by Evangeline Duran Fuentes
- *Haben: The Deaf Blind Women Who Conquered Harvard Law* by Haben Girma

Celebrate Deaf Awareness Month through the Lives and Accomplishments of the Following Individuals– A Very Incomplete List

[Ludwig van Beethoven](#) - Composer

[Laura C. Redden Searing](#) - The first deaf woman journalist

[Chuck Baird](#) - American painter and performer

[Gertrude Ederle](#) - American Olympic medalist and the first woman to swim the [English Channel](#)

[Thomas Edison](#) - Inventor

[Thomas Hopkins Gallaudet](#) - A pioneer in deaf education

[Francisco Goya](#) - Spanish painter

[Kevin Hall](#) - American professional golfer

[Granville Redmond](#) - American artist and painter

[Helen Keller](#) - Blind-deaf American educator and prominent socio-political activist

[Juliette Low](#) - Founder of the [Girl Scouts of America](#).

[Williams Elsworth Hoy](#) - American baseball player

[Edwin Krebs](#) - Nobel prize-winning biochemist

[Alexander Graham Bell](#) - Inventor of the telephone and deaf educator

[Marlee Maitlin](#) - Academy Award winning Actress

[Derrick Coleman](#) - American fullback and Super Bowl champion

[Dorothy Miles](#) - Deaf poet and activist

[Vinton Cerf](#) - The "father of the Internet"

[Heather Whitestone McCallum](#) - First deaf Miss America

[Sir John Warcup Cornforth](#) - Chemist and Nobel Prize winner

[Bernard Bragg](#) - Deaf performer, writer, director, poet, and artist; founder of [The National Theater of the Deaf](#)

[Lance Allred](#) - Athlete, first deaf player in the NBA.

[Andrew Foster](#) - Established 31 schools for the deaf in thirteen African countries

Suggested Resources

[Deaf Awareness Resources](#)
[Deaf Awareness - Lessons](#)
[Celebrating Deaf Awareness Month Resources](#)
[Disability Language Guide](#)
[Person First Language](#)
[What is Deaf Culture?](#)
[An Introduction to American Deaf Culture](#)
[Deaf Culture 101- Video](#)
[Deaf Awareness Lesson Plans for Teachers](#)
[Disability Resource Community](#)
[Through the Eyes of Deaf Children - Video](#)
[Different Ways of Communicating](#)
[Deaf 101: Resources](#)
[Sports and Extracurricular Activities for the Hearing Impaired](#)
[Deaf History Timeline](#)

[The American Sign Language \(ASL\) Alphabet - Printable](#)
[20+ Basic Sign Language Phrases for Beginners - Video](#)
[The First 100 Signs You Need to Know! - Video](#)
[Practicing Basic Sign Language for Children - Video](#)
[The ASL App](#)
[Free Online ASL Course](#)
[Teaching about Disabilities](#)
[The New Jersey Deaf Student's Bill of Rights](#)
[Learning to Give - Disability Awareness](#)
[NJ Chapter of Alexander Graham Bell Association for the Deaf](#)
[American Society for Deaf Children](#)
[Teaching Sign Language](#)
[Described and Captioned Media Program](#)
[What is Adapted Physical Education?](#)

Suggested Videos

[Deaf Awareness: Dos and Don'ts](#)
[Deaf Awareness Month: "The Deaf Tree" ASL Story](#)
[Four Ways to Celebrate Deaf Awareness Month](#)
[Top Deaf Awareness Communication Tips!](#)
[The ASL Alphabet: American Sign Language Letters A-Z](#)
[Twenty Five Basic American Sign Language Signs For Beginners](#)
[Practicing Basic Sign Language for Children](#)
[Physical Education for Hearing Impaired Students](#)
[What It's Like To Be Deaf](#)
[ASL and Deaf Culture](#)
[Deaf People Answer Commonly Googled Questions About Being Deaf](#)

Additional Commemorative Events to Observe in September

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National Literacy Month	National Suicide Prevention Awareness Month
Self-Improvement Month	Labor Day - 9/6
Classical Music Month	Constitution Day and Citizenship Day - 9/17
German American Heritage Month	National POW/MIA Recognition Day - 9/17
Baby Safety Month	National Punctuation Day - 9/24
National Library Card Sign Up Month	National Comic Book Day - 9/25
National Self-Care Awareness Month	Math Storytelling Day - 9/25

LGBTQ+ HISTORY MONTH

Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go.

~James Baldwin

American novelist, playwright, essayist, poet, & activist

[ASSEMBLY, No. 4454 STATE OF NEW JERSEY 219th LEGISLATURE](#)

LGBTQ History Month

All Resources for LGBTQ History Month can also be used for [LGBTQ Pride Month](#) in June.

LGBTQ History Month is a time dedicated to recognizing and celebrating important moments in the history of lesbian, gay, bisexual and transgender people. Encompassing a number of historically important days, October is set to remind both the LGBTQ and wider communities of important roles LGBTQ people have taken in creating the social, legal, and political worlds we live in today.

Why Do We Observe LGBTQ History Month?

During the early years, the celebration was largely created by a call to action and commemoration. But since then, LGBTQ History Month has blossomed into a national coordinated effort to highlight exemplary role models from the LGBT community. Since 2006, this push has so far been led by LGBTQ rights and education organization Equality Forum. LGBTQ History Month also serves to build community and to make a civil rights statement about the extraordinary national and international contributions made by members of the LGBTQ community.

When Was LGBTQ History Month Started?

LGBTQ History Month was created in 1994 by Missouri high school history teacher Rodney Wilson. October was initially chosen to include the by-then well-established [National Coming Out Day](#) on Oct. 11 and the anniversary of the [first march on Washington](#) by LGBTQ people in 1979 on Oct. 14. The month now also includes [Spirit Day](#) on Oct. 20, on which people around the country wear purple in support of LGBTQ youth; [Ally Week](#), a week in which allies against LGBTQ bullying are celebrated; and the [anniversary](#) of 21-year-old Matthew Shepard's murder on Oct. 12, 1998, which sparked the [Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act](#).

Ways to Observe LGBTQ History Month

1. Be an Ally

When someone in your life tells you that they are LGBTQ, it can be difficult to know how to respond. Your initial reaction may be one of surprise, excitement, confusion, discomfort, or none of the above. Be honest in your response, but you should also recognize the importance of your response and the impact it may have.

2. Educate Yourself

Spend some time learning about the history of the LGBTQ movement in America, a movement precipitated by the [Stonewall Riots](#) in 1969 in New York.

3. Become an Advocate

If your district or school does not already have a LGBTQ Pride Club, then start one.

4. Support LGBTQ Art and Culture

The LGBTQ art community is vibrant, influential and pervasive. Go see a LGBTQ-themed show or movie, visit an LGBTQ art gallery, or buy an album from an LGBTQ artist.

Supporting LGBTQ Students in Elementary School (K-5)

To feel safe and to feel seen. To feel valued and capable of growth. These are simple concepts —basic pillars of student achievement and the results of good pedagogy.

For many LGBTQ students, these rights remain out of reach. But LGBTQ students who go to school in a fully inclusive environment—where both curriculum and schoolwide policies value their identities—experience more positive outcomes. They also experience less harassment, feel more valued by school staff, and face fewer barriers to success.

We also know that an LGBTQ-inclusive school benefits *all* students. Seeing LGBTQ identities valued in the classroom, in the curriculum, and in day-to-day interactions inspires empathy, understanding and respect.

Three Ways to Create an LGBTQ-Inclusive Classroom by Paul Emerich France

1. Include LGBTQ children’s literature in your class library: As educators, we should provide both windows and mirrors in our curriculum, ensuring that our book selection represents a diverse array of people and identities. This includes the LGBTQ community. While you may not know it yet—especially if you teach young children—there are students who will identify as LGBTQ at some point in their lives. Our job is to provide a safe space and role models for them as they age.

This also means that we must represent the intersectionality that exists in the LGBTQ community, sharing stories of different genders, ethnicities, races, religions, and classes.

Here are a few book recommendations, which are mostly for grades **K to 4**: (*Please read/preview all books/ videos before using in class.*)

Books/Author	Video
<i>All Are Welcome</i> by Alexandra Penfold and Suzanne Kaufman	https://www.youtube.com/watch?v=rFvbOAvWTYA
<i>Julián Is a Mermaid</i> by Jessica Love	https://www.youtube.com/watch?v=PHsixlARQPM
<i>A Family Is a Family Is a Family</i> by Sara O’Leary	https://www.youtube.com/watch?v=WcvCUBK9s6U
<i>Pink Is for Boys</i> by Robb Pearlman	https://www.youtube.com/watch?v=_b5BsM77lsM
<i>The Boy and the Bindi</i> by Vivek Shraya	https://www.youtube.com/watch?v=K6PSyiRHsSk

2. Rethink practices that reinforce the gender dichotomy: Gender is constructed through intergenerational experiences and social norms. Once we’re aware of this, we can deconstruct the gender dichotomy and rebuild it as a fluid spectrum.

There are some simple ways to do this. Start saying, “Good morning, everyone!” instead of, “Good morning, boys and girls!” Have critical conversations with your students about the many assumptions we make based on gender, providing counterexamples, like boys who like to sing or girls who play sports.

I’ve even written gender out of the stories I write with my class. In one instance, I was writing a fairy tale adaptation of Cinderella, modeling for my class.

“Is it a boy or a girl?” one student queried.

“Maybe we don’t need to assign our character a gender,” I replied, using the pronoun their deliberately throughout.

3. Capitalize on teachable moments: My experience with Parker didn’t happen because I planned it. It happened because Parker wanted to know me better—she wanted to find out about a part of my personal life. Over the course of her rather short life, Parker had learned that lots of adults have special people in their lives, and when those people aren’t husbands or wives, they are often boyfriends or girlfriends. To her, it seemed only natural to ask.

Embracing these moments allows us to share a piece of ourselves that can provide either a window or a mirror into a whole set of stories to which most of our children have not been exposed. If you're not, such moments provide you an opportunity to demonstrate how to be an ally for the LGBTQ community.

It's scary, I know. For so many of us, this is uncharted territory. But to ignore these moments would be to operate in opposition to justice. To quiet students' voices would mean crushing autonomy, courage, and vulnerability. And as educators, we cannot and must not do that.

Suggested Books That Observe LGBTQ History Month - Grades 6-12

(Please read/preview all books/ videos before using in class.)

Middle School Grades

- *Better Nate Than Ever* by Tim Federle
- *Proud of Me* by Sarah Hagger-Holt
- *Thanks A Lot, Universe* by Chad Lucas
- *The Whispers* by Greg Howard
- *To Night Owl from Dogfish* by Holly Goldberg Sloan
- *King and the Dragonflies* by Kacen Callender
- *The Might Heart of Sunny St. James* by Ashley Herring Blake
- *Ivy Aberdeen's Letter to the World* by Ashley Herring Blake
- *Rainbow Revolutionaries: Fifty LGBTQ+ People Who Made History* by Sarah Prager

High School Grades

- *On Earth We're Briefly Gorgeous* by Ocean Vuong
- *Almost Perfect* by Brian Katcher
- *LGBTQ+ Athletes Claim the Field: Striving for Equality* by Kirstin Cronn-Mills and Alex Jackson Nelson
- *Pride: Celebrating Diversity and Community* by Robin Stevenson
- *Being Jazz: My Life as a (Transgender) Teen* by Jazz Jennings
- *Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin
- *The Stonewall Reader* edited by the New York Public Library

Celebrate LGBTQ Pride Month through the Lives and Accomplishments of the Following Individuals – A Very Incomplete List

[James Baldwin](#) - Writer and activist

[Linda Perry](#) - American singer and songwriter

[Alan Turing](#) – English mathematician, computer scientist and code breaker

[Audre Lorde](#) – African American writer and Civil Rights activist

[Gilbert Baker](#) - American artist, gay rights activist, and designer of the rainbow flag

[Marsha P Johnson](#) - Gay liberation activist and an African American transgender woman

[Oscar Wilde](#) – Author and playwright

[Allison Bechdel](#) - American writer and cartoonist

[Andy Warhol](#) - American artist, director and producer

[Katie Sowers](#) – First openly gay and second female coach in Super Bowl history

[Harvey Milk](#) - American politician and the first openly gay elected official in the history of California

[Sara McBride](#) – First transgender state senator in America

[Keith Haring](#) – American artist

[Wanda Sykes](#) – American actress and comedian

[Halsey](#) – American singer/songwriter/performer

[RuPaul](#) - American drag queen, TV personality, actor and model

[Sally Ride](#) - American physicist and NASA astronaut – first women in space

[Tennessee Williams](#) - American playwright

[Billie Jean King](#) - Athlete/Tennis - in 1981 and became the first openly gay athlete.

[Michael Sam](#) - First openly gay man drafted in the NFL
[Bayard Rustin](#) – Civil Rights Activist, [Presidential Medal of Freedom](#) recipient in 2013

[Leonard Bernstein](#) – American composer

[Johnny Weir](#) – Olympic figure skater

[Alice Walker](#) – American writer

[Freddie Mercury](#) – English singer

[Elliot Page](#) – American actor

[Lee Daniels](#) – American producer and director

[Angela Davis](#) – American social activist

[Jo Jo Siwa](#) – Social media influencer

[Mickalene Thomas](#) - Contemporary African American visual artist

Suggested Resources - Grades K-5

[Lesson Plans To Support LGBTQ Inclusive Elementary Schools](#)
[Lesson Plans for a Welcoming, Safe, and Inclusive School](#)
[GLSEN: Ready, Set, Respect Elementary Took Kit](#)
[GLSEN: Educator Guides](#)
[Share My Lesson: Lesson Plans PreK-5](#)
[Learning for Justice: Best Practices for Serving LGBTQ Students](#)
[LGBTQ Lessons](#)
[Elementary School Lesson Plans: General LGBTQ](#)
[Understanding Gender Pronouns – A Guide](#)

Suggested Resources - Grades 6-12

[LGBTQ Rights Timeline in American History](#)
[Milestones in the American Gay Rights Movement](#)
[History.com - LGBTQ History](#)
[LGBTQ-Inclusive Language Do's and Don'ts](#)
[LGBTQ - Potentially Offensive Terms and Phrases](#)
[Transgender Student Guidance for School Districts - NJ.gov](#)
[Gay, Lesbian, and Straight Education Network \(GLSEN\)](#)
[Gay & Lesbian Alliance against Defamation \(GLAAD\)](#)
[Printable Biographies of 30 LGBTQ Icons of 2020](#)
[LGBTQ History Month Resources](#)
[LGBTQ Best Practices Guide](#)
[GLSEN LGBTQ History/Educator Resources](#)
[LGBT History - The CLIC Project](#)
[Teaching LGBTQ History - High School Lessons](#)
[Celebrating LGBTQ History Month-Lessons](#)
[Here's Everything You Should Do for LGBT History Month in Your Classroom](#)
[Parents and Friends of Lesbians and Gays](#)
[Teaching about LGBTQ+ Pride/History](#)
[LGBTQ History Timeline](#)
[LGBTQ Pride Month and Education Resources](#)

[Teaching Tolerance](#)
[Unheard Voices: Stories of LGBT History - Resources and Lessons](#)
[A Brief History of Civil Rights in the United States - Harvey Milk Lesson](#)
[LGBTQ History Month Teaching Resources](#)
[Teaching LGBTQ History Resource Links](#)
[Gay, Lesbian, and Straight Education Network \(GLSEN\)](#)
[Gay & Lesbian Alliance against Defamation \(GLAAD\)](#)
[Family Acceptance Project](#)
[Garden State Equality](#)
[Center for Teaching Innovations - Building Inclusive Classrooms](#)
[Understanding Gender Pronouns – A Guide](#)
[The Bechdel Test](#)

Suggested Resources - The Stonewall Riots

<https://www.history.com/topics/gay-rights/the-stonewall-riots>
<https://guides.ll.georgetown.edu/c.php?g=592919&p=4182235>
<https://www.cnn.com/2019/06/28/us/1969-stonewall-riots-history/index.html>

Suggested Videos

[Wanda Sykes Takes Us through the History of LGBTQ+](#)
[A Living History of the LGBTQ Movement since The 1800s](#)
[LGBTQ History Month](#)
[The LGBT Revolution](#)
[LGBTQ Pride Explained for Kids](#)
[LGBTQ -How You See Me](#)

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Italian American Heritage Month

Italian American Heritage Month is an annual designation observed in October. During this time, we celebrate the Italian-American culture, and spread the word about the traditions that come with it. Italian-Americans have made many contributions to the U.S., especially in art, humanities, and sciences.

The History of Italian American Heritage Month

Italian American Heritage Month is celebrated every year to honor and recognize the centuries of achievements, successes, and valuable contributions of Italian immigrants and Italian Americans. It occurs in October to overlap with the federal holiday of [Columbus Day](#), which is celebrated on the second Monday of each October. *Italian American Heritage Month* was first celebrated in 1989 by a special proclamation of both Congress and [President George H. W. Bush](#).

Over 5 million Italians immigrated to the United States between 1820 and 2000. Currently, there are over 26 million Americans of Italian descent residing in the United States. This makes Italian-Americans the fifth largest ethnic group in our nation. Each year Italians around the country take time to celebrate their heritage, history, and culture with festivals and parades. The largest parade occurs on [Columbus Day](#) in New York City and has over 35,000 marchers!

Five Ways Italians Changed American History

- 1. America's name is Italian inspired**
[Amerigo Vespucci](#), who explored the east coast of South America between 1499 and 1502, is the source of the name "America."
- 2. An Italian explorer discovered the New World**
[Christopher Columbus](#) landed on various Caribbean islands that are now the Bahamas as well as the island later called Hispaniola.
- 3. An Italian first mapped the East coast**
Italian explorer [Giovanni da Verrazzano](#) was the first European to map the Atlantic coast of today's United States.
- 4. The Declaration of Independence has Italian inspiration**
[Filippo Mazzei](#), a physician and promoter of liberty, was a close friend and confidant of [Thomas Jefferson](#). He published a pamphlet containing the phrase "All men are by nature equally free and independent."
- 5. The pope helped Italian immigrants**
To assist immigrants in the U.S., [Pope Leo XIII](#) dispatched a contingent of priests and nuns. Among them was [Sister Francesca Cabrini](#), who founded schools, hospitals, and orphanages.

Ways to Observe Italian American History Month adapted from [Irpinia Stories](#)

- 1. Read a book by an Italian-American author.** There are so many out there in a variety of genres – there really is something for everyone.
- 2. Attend an event celebrating Italian-American heritage.** If you are in New York City, check out [the Calandra Institute's](#) calendar of events. If you are not, be sure to Google search events in your hometown. You can also check out [Italian-American Podcast](#) to discover more about Italian heritage online.

3. **Visit a museum.** There are museums dedicated to Italian-American heritage, like the [Italian American Museum](#) in New York and the [Italian American Museum of Los Angeles](#) in California. With all of the contributions Italian-Americans have made to our nation’s cultural landscape, you will find something and, better yet, you will learn something new.
4. **Put pen to paper.** [Ovunque Siamo](#) is an online literary journal dedicated to Italian-American writers. Why not write a story based off of family lore and submit? By doing so, you’re sharing your story with others and preserving it for future generations, as well as meeting more people who share your heritage. If you are not Italian, check out some of the writing– you will be introduced to writers you never would have discovered otherwise!
5. **View Some Amazing Architecture.** There are numerous places you can view the contributions Italians have made to architecture:
 - o [The Characteristics of Italian Romanesque Architecture](#)
 - o [The Most Beautiful Churches in Italy](#)
 - o [Church Architecture Styles: Italian Renaissance](#)
 - o [Italian Architecture – The 7 Most Important Styles You Need To Know](#)
6. **Try a new flavor.** Italian cuisine is world renown. Why not try a new Italian restaurant you have never tried before and order a dish you’ve never tasted? Many Italian restaurants offer regional specialties based off of the region from where the owners hail or they offer unique twists on [traditional Italian cuisine](#). You might discover a new favorite.
7. **Pass it on.** Do not be afraid to fly your [Tricolore](#) at home or wear an “Italia” T-shirt or wear your [horn](#) and hand or a boot necklace. Live your story proudly. Show the world you are proud of your heritage. By showing your pride, you teach people that it is okay to embrace what makes us unique and share it with the world.

Suggested Books for Italian American Heritage Month

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Videos
<i>Strega Nona</i> by Tomie dePaola	https://www.youtube.com/watch?v=nKL-otMp4V8
<i>All the Way to America: The Story of a Big Italian Family and a Little Shovel</i> by Dan Yaccarino	https://www.youtube.com/watch?v=Yem5CGIN6rU
<i>I Am Leonardo Da Vinci</i> by Brad Meltzer and Chris Eliopoulos	https://www.youtube.com/watch?v=i-_iOxEC9DM
<i>Peppe the Lamplighter</i> by Elisa Bartone	https://www.youtube.com/watch?v=IPZAhYH6IZ8
<i>The Matchbox Diary</i> by Paul Fleischman	https://www.youtube.com/watch?v=ghtKkLQMNJ8
<i>Pizza for the Queen</i> by Nancy Castaldo	https://www.youtube.com/watch?v=YZ6IMjUoM
<i>Blockhead: The Life of Fibonacci</i> by Joseph D’Agnese	https://www.youtube.com/watch?v=3ACDiZ9Nvio
<i>A Boy Named Giotto</i> by Paolo Guarnieri	https://www.youtube.com/watch?v=OoN5oSiPgIo
<i>Starry Messenger</i> by Peter Sis	https://www.youtube.com/watch?v=DRotQFg-qz4
<i>Vivaldi and the Invisible Orchestra</i> by Stephen Costanza	https://www.youtube.com/watch?v=6poKQtngZ4

Middle School Grades

- Kimchi and Calamari* by Rose Kent
- Mystery of the Roman Ransom* by Henry Winterfeld
- Fire at the Triangle Factory* by Holly Littlefield
- Daughter of Venice* by Donna Jo Napoli
- Roman Diary: The Journal of Iliona* by Richard Platt
- Vacation Under the Volcano* by Mary Pope Osborne
- Detectives in Togas* by Henry Winterfeld
- Postcards from Venice* written by Dee Romito

High School Grades

The Divine Comedy: Inferno, Purgatorio, Paradiso by Dante Alighieri

The Decameron by Giovanni Boccaccio

The Italian Americans: A History by Maria Laurino

Sunny Days & Sleepless Nights by Tiziano Thomas Dossena

Racing the Sun: A Novel by Karina Halle

The Italian American Table: Food, Family, and Community in New York City by Simone Cinotto

The Routledge History of Italian Americans by William J. Connell

Dances with Luigi: A Grandson's Determined Quest to Comprehend Italy and the Italians by Paul Paolicelli

Notable and Inspiring Italian Americans – A Very Incomplete List

[Anthony Scalia](#) – U.S Supreme Court Justice

[Enrico Fermi](#) - Physicist and the creator of the first nuclear reactor, Noble Prize winner

[Diane di Prima](#) - Poet of the Beat generation

[Frank Sinatra](#) - [Singer](#) and actor

[Lady Gaga](#) (born Stefani Joanne Angelina Germanotta) - Songwriter, singer, actress, philanthropist, dancer and fashion

[Tony Bennett](#) – [Singer](#) and artist

[Joe DiMaggio](#) - Major League Baseball player, Hall of Famer

[Henry Mancini](#) - [Composer](#), conductor, arranger, pianist and flautist

[Vince Lombardi](#) - American football coach, and executive in the National Football League

[Patti Lupone](#) - Actress and singer

[Bruce Springsteen](#) - [Singer](#), songwriter, and musician

[Mario Puzo](#) - **Author, screenwriter, and journalist**

[RoseAnne DeMoro](#) - Executive Director of National Nurses United

[Rocky Marciano](#) - Professional boxer and Heavyweight Champ

[Peter Alberti](#) - the first Italian immigrant to New York

[Diana Ossana](#) - Academy Award-winning screenwriter

[Lawrence Scarpa](#) - Architect and a pioneer and leader in the field of sustainable design

[Corrado Parducci](#) - Architectural sculptor

[Buddy Valastro](#) – New Jersey [baker](#) and reality television personality

[Gina Kolata](#) - Science journalist

[Dr. Andrew Viterbi](#) - Electrical engineer and businessman, creator of the "[Viterbi Algorithm](#)", a mathematical formula that paved the way for cellular technology

[Sgt. John Basilone](#) - USMC, Medal of Honor recipient of World War II

[Ella T. Grasso](#) - First woman to be elected governor of a U.S. state without succeeding her husband

[Caesar Rodney](#) - Signer of the Declaration of Independence and President of Delaware

[Salvador Luria](#) – Physicist, microbiologist, won the Nobel Prize in Physiology or Medicine in 1969

[Eugene Fama](#) - University of Chicago professor of finance and winner of the 2013 Nobel Memorial Prize in Economics

[Mary Lou Retton](#) – U.S. Olympic gymnast

[John Romita, Sr.](#) - Comic book artist

[Franco A. "Frank" Barsotti](#) - Photographer

[Halsey](#) (born Ashley Nicolette Frangipane) – Singer/songwriter

[Frank Philip Stella](#) - American painter, sculptor and printmaker

Resources

[Italian American Heritage Month](#)

[Italia Living: Italian American Heritage Month](#)

[Celebrating Italian-American Heritage Month](#)

[New Jersey Italian Heritage Commission](#)

[Italian Son and Daughters of America](#)

[La Garretta Italiana](#)

[The Washington Post: How America Became Italian](#)

[The Lasting Impact of Italian Immigration on American Culture](#)

[Traditions in an Italian American Family](#)

[The Great Arrival](#)

[Interactive Map of Italy](#)

[Italian American History](#)

[Digital History: Italian Immigration](#)

[What Makes Us Italian American?](#)

[Destination America-When Did They Come?](#)

[The Italian American Heritage Project – Resources of Educators](#)

[Italian Heritage Lesson Plans](#)

[Study Guide on Italian-Americans](#)

[Italian Americans and the Impact of Their Five Centuries of History in America](#)

[The History of the Italian Language](#)

[Learning the Italian Alphabet](#)

[Italian Music](#)

Videos

[The Italian Americans - La Famiglia](#)

[The Italian Americans - Becoming Americans](#)

[Why did Italians come to America?](#)

[8 Ways to Celebrate Italian-American Heritage Month](#)

[10 Interesting Facts about Italy - Fun Facts for Kids](#)

[Italian Heritage Month 2018: Celebrating Italian American Women](#)

[Why should you read Dante’s “Divine Comedy”? - Sheila Marie Orfano](#)

[A Brief History of Dante Alighieri](#)

[Mini Bio - Leonardo da Vinci for Children](#)

[Art with Mati and Dada – Leonardo Da Vinci](#)

[What is the Fibonacci Sequence & the Golden Ratio?](#)

[Vivaldi for Kids - The Four Seasons](#)

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October is

National Bullying Prevention Month

Founded by PACER's National Bullying Prevention Center in 2006

National Bullying Prevention Month

Bullying can take many forms, from physical aggression and intimidation to more subtle behaviors that might not be apparent to an onlooker. *National Bullying Prevention Month* serves to draw attention to all types of bullying, especially those that are less obvious yet pervasive.

[When Do We Observe National Bullying Prevention Month?](#)

National Bullying Prevention Month is a campaign in the United States founded in 2006 by [PACER's National Bullying Prevention Center](#). Initially held the first week in October, the campaign was expanded in 2010 to the entire month.

[What Are the Goals of National Bullying Prevention Month?](#)

The goals of *National Bullying Prevention Month* are to raise awareness of bullying prevention, to unite communities nationwide to prevent bullying and cyberbullying, and to put an end to hatred and racism by increasing awareness of the prevalence and impact of all forms of bullying on children of all ages.

Research shows that [bullying often leaves lasting negative effects](#) on those who deal with it. These effects include chronic depression, increased risk of suicidal thoughts, anxiety disorders, post-traumatic stress disorder, poor general health, self-harm, substance abuse, and difficulty establishing trusting, reciprocal friendships and relationships. By speaking out, spreading kindness, and finding your other roles in bullying prevention, you are making school settings, workplaces, and other environments safer and happier places. Throughout October, we must send a message that bullying will not be tolerated in our communities, and now is the perfect time to start.

[National Bullying Prevention Month is an opportunity to:](#)

- Encourage the nation to take action at the local level to create safe and supportive schools
- Offer information and education about how everyone can prevent bullying
- Provide a platform to hold school and community events
- Share information about the issue through news media, social media, videos, and print publications
- Speak with education and public policy leaders about their roles in bullying prevention
- Promote dialogue between educators, parents, and students on their roles in addressing and preventing bullying
- Invite organizations to share information about their bullying prevention resources
- Inspire everyone to unite for kindness, acceptance, and inclusion
- Help create a world without bullying

[Unity Day - October 21, 2021](#)

Unity Day, started by PACER's National Bullying Prevention Center in October 2011, is the signature event of *National Bullying Prevention Month*. Unity Day fosters the belief that all youth should be safe from bullying and encourages everyone to wear the color orange in support of bullying prevention. This vibrant statement becomes a conversation starter, showing support for students who have been bullied and for bullying prevention.

On Wednesday, October 21st, students, parents, and school staff are invited to join in a unified show of support by wearing orange. On Unity Day, we stand together and send a message that we care about our students' physical, mental, and emotional health.

What is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Cyberbullying: What to Do When Technology Becomes Torment

According to a survey by the [Cyberbullying Research Center](#), almost 34 percent of students in middle and high school had been cyberbullied in 2016 — the largest percentage reported since the organization began tracking cyberbullying 10 years ago. As this problem grows, it's important for students, parents and educators to understand the effects of cyberbullying and what can be done to prevent it.

Types of Cyberbullying

Type	Description
Impersonation	Probably the most common form of impersonation involves fake accounts or profiles designed to impersonate the victim. One form of impersonation, known as 'fraping,' involves someone gaining unauthorized access to the victim's social media account, impersonating them and posting inappropriate content as the victim
Cyberstalking	Cyberstalking is when someone uses technology to repeatedly harass, intimidate and threaten someone. Cyberstalkers may keep tabs on their victims and make attempts to meet them.
Flaming	Flaming is when people post derogatory comments on someone's web or social media page or through instant messages, emails or chat rooms. This generally occurs during an online fight, and the communication is usually filled with angry and foul language.
Outing	This type of cyberbullying involves sharing someone's private information in order to publicly humiliate him or her. Outing can include posting photos, emails, text messages or videos on the internet or forwarding them to other people.
Harassment	Harassment involves the constant sending of malicious, abusive or threatening messages to an individual or group online. This can be done to the victims in public or private.
Trolling	Trolling is the deliberate act of provoking a response through the use of some type of inflammatory statements — such as using insults and bad language — in an online forum.
Denigration	This occurs when someone posts rumors and gossip about someone online. Cyberbullies use denigration in order to ruin the target's relationships and reputation
Exclusion	Exclusion is creating groups or events and excluding someone," Ponce says. "This can also happen by not tagging someone in a photo or inviting them to an event, as well as excluding someone from an online conversation.

Three Ways to Observe National Bullying Prevention Month

National Bullying Prevention Month

1. **Students: Practice empathy**

Reach out to new classmates this month — especially those who appear to be struggling. Report bullying when you see it and don't let others suffer in silence.

2. **Teachers: Reward students who show respect**

Positive reinforcement works. Students who demonstrate *thoughtfulness and respect for classmates, adults, and the school itself* deserve your accolades.

3. **Plan bullying prevention programs**

Make sure parents, teachers, and students understand the problem and know how to confront it.

Suggested Books for National Bullying Awareness Month

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Videos
<i>Stick and Stone</i> by Beth Ferry	https://www.youtube.com/watch?v=2ncwzZjMPgY
<i>Stand Tall Molly Lou Melon</i> by Patty Lovell	https://www.youtube.com/watch?v=owAWAHAr63M
<i>Chrysanthemum</i> by Kevin Henkes	https://www.youtube.com/watch?v=bmiFyvqPYoA
<i>A Big Guy Took My Ball</i> by Mo Willems	https://www.youtube.com/watch?v=VvfPcC9GIOY
<i>The Recess Queen</i> by Alexis O'Neill & Laura Huliska	https://www.youtube.com/watch?v=K05lKxCmRgc
<i>The Juice Box Bully</i> by Bob Sornson and Maria Dismondy	https://www.youtube.com/watch?v=F7qWxJgbvog
<i>I Walk with Vanessa</i> by Kerascoët	https://www.youtube.com/watch?v=zbFpcPJ1oEU
<i>You, Me and Empathy</i> by Jayneen Sanders	https://www.youtube.com/watch?v=uCP3O5aXlhk
<i>Enemy Pie</i> by Derek Munson	https://www.youtube.com/watch?v=VyAqH1eeMV4
<i>The Invisible Boy</i> by Trudy Ludwig	https://www.youtube.com/watch?v=cNHc2XCultQ
<i>My Secret Bully</i> by Trudy Ludwig	https://www.youtube.com/watch?v=S11WSLRvpeA

The Hundred Dresses by Eleanor Estes

Runt by Nora Raleigh Baskin

Heart Eyes: Beth and the Bullies by Vicki Chandler

Each Kindness by Jacqueline Woodson

The Bully Book by Eric Kahn Gale

Middle School Grades

- *Real Friends* by Shannon Hale
- *Wolf Hollow* by Lauren Wolk
- *Dear Bully* by Dawn Metcalf
- *Tease* by Amanda Maciel
- *Metal Like Me* by D.W. Saur
- *Out of My Mind* by Sharon M. Draper
- *Confessions of a Former Bully* by Trudy Ludwig

High School Grades

- *Side Effects May Vary* by Julie Murphy
- *Nineteen Minutes* by Jodi Picoult
- *Seven Chances* by Heather Slee
- *Wolf Hollow: A Novel* by Lauren Wolk
- *Words Wound* by Justin W. Patchin, Ph.D., and Sameer Hinduja, Ph.D.

Suggested Resources

[PACER's National Bullying Prevention Month- Information and Resources](#)

[Teens Against Bullying](#)

[Anti-Defamation League National Bullying Prevention Month Resources](#)

[Edutopia - Resources to Fight Bullying and Harassment at School](#)

[National Bullying Prevention Center - Elementary Activities](#)

[Read Write Think. - National Bullying Prevention Month Resources/Lessons](#)

[Classroom Activities on Bullying Prevention](#)

[Eight Ways to Educate Kids during National Bullying Prevention Month](#)

[STOMP Out Bullying – Educator’s Resources](#)

[StopBullying.gov](#)

[Bullying Prevention Resources](#)

[Resources to Fight Bullying and Harassment at School](#)

[Bullying Prevention Resources](#)

[Six Ways Educators Can Prevent Bullying in Schools](#)

[An Educators Guide to Bullying and Bully Prevention](#)

[Anti-Bullying Units and Lessons](#)

[Safe@School Lessons and Activities](#)

[Cyberbullying Research Center](#)

[Cyberbullying in School: Prevention and Support](#)

[Tips to Help Stop Cyberbullying](#)

[Media Guidelines for Bullying Prevention](#)

[Cyberbullying Tips from ConnectSafely.Com:](#)

Suggested Videos

[Prevent Bullying](#)

[What is Bullying?](#)

[BULLY-FREE ZONE! \(Anti-bullying Song for Kids!\)](#)

[Ways to Stop Bullying](#)

[What is Cyber Bullying and How to Defend Against It](#)

[How to Beat Cyberbullies](#)

[Cyberbullying – How to Prevent Cyber Abuse](#)

[Protect Yourself Rules - Cyberbullying](#)

[Cyberbullying Facts – Top Ten Forms of Cyber Bullying](#)

[Beyond Bullies](#)

[Anti-Bullying: It Only Takes One](#)

[Astronaut Scott Kelly Speaks Out Against Bullying](#)

[Speak Up: An Anti-Bullying Short](#)

Additional Commemorative Events to Observe in October

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Breast Cancer Awareness Month

Global Diversity Month

Health Literacy Month

[Down Syndrome Awareness Month](#)

Polish American Heritage Month

Eat Better, Eat Together Month

National Domestic Violence Awareness Month

Financial Planning Month

Columbus Day - 10/11

World Mental Health Day – 10/10

[Halloween](#) – 10/31



Veterans Day – November 11th

Veterans Day is a federal holiday in the United States for honoring military veterans for their patriotism, love of country, and willingness to serve and sacrifice for the common good.

[World War I](#) – known at the time as “The Great War” - officially ended when [the Treaty of Versailles](#) was signed on June 28, 1919, in the [Palace of Versailles](#) in France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the [Allied nations](#) and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.”

In November 1919, [President Woodrow Wilson](#) proclaimed November 11 as the first commemoration of [Armistice Day](#) with the following words:

"To us in America, the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country's service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations..."

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What is the difference between Veterans Day and Memorial Day?

Many people confuse Memorial Day and Veterans Day. Memorial Day is a day for remembering and honoring military personnel who died in the service of their country, particularly those who died in battle or as a result of wounds sustained in battle. While those who died are also remembered, Veterans Day is the day set aside to thank and honor **ALL** those who served honorably in the military - in wartime or peacetime. In fact, Veterans Day is largely intended to thank **LIVING** veterans for their service, to acknowledge that their contributions to our national security are appreciated, and to underscore the fact that all those who served - not only those who died - have sacrificed and done their duty. Memorial Day is to reflect and remember those who lost their lives in service to their country. Confusing the two or combining the two diminishes the importance of both.

Ways To Observe Veterans Day at School and in Your Classroom

Participate in the National Two-Minutes of Silence

In 2016, the Veterans Day Moment of Silence Act became [public law](#), designed to bring Americans together and provide an opportunity to reflect on veterans who have touched their lives. On November 11, all Americans are invited to participate in the observance of a two-minute national moment of silence. Taking the time to pause quietly and join your thoughts with thousands of other Americans is a great way to ensure you remember the purpose of Veterans Day.

Although 11 a.m. remains a traditional hour for this type of tribute, a moment of silence is appropriate at any point in the program. This may be followed by a rendition of “Taps.” (See Video links on [page 31](#))

Flag-Raising Ceremony

Weather permitting, outdoor flag-raising ceremonies permit group participation in an event that is often performed without notice. Such a ceremony, although brief, should include the Pledge of Allegiance and the singing of the National Anthem. A special guest may be invited to participate.

Teach Veterans Day History

Teach your Students about the history of *Veterans Day* by having them create a time line of events leading to the observance of the holiday.

Thank You Cards

Veterans Day is a time to thank those who are serving or have served and are still with us.

Information on writing to a veteran can found here:

<https://nationalvmm.org/write-a-letter-to-a-veteran-active-duty-servicemember-or-first-responder/>

Cards and letters can also be sent to nearby VA Medical Centers or Hospitals

East Orange VA Medical Center

385 Tremont Avenue
East Orange, NJ 07018-1023
973-676-1000

Lyons VA Medical Center

151 Knollcroft Road
Lyons, NJ 07939-5001
908-647-0180

Poster Contest

The creative talents of students can be encouraged through participation in a school-wide *Veterans Day* poster contest. Winners should be appropriately recognized and awarded certificates. Local newspapers should be invited to photograph the winning entries.

Special Musical Selection

A band, choral group, or a recording played during morning announcements could offer one of the more impressive patriotic selections available.

Write Articles

Have your kids write short articles or essays of how veterans are honored around the world. And if you know any veterans locally, propose that your kids interview them about what it is like to serve in the U.S. military.

Conduct Research

Research how American veterans were treated after they returned from various military conflicts, ranging from the French and Indian War to the Persian Gulf War. Ask your children to compare and contrast their findings. Also compare and contrast how women and minorities who served in those conflicts were treated.

Ask a Veteran about Their Service

It seems like we all know someone who has served in the military, and *Veterans Day* is a great time to ask them about their service. Some questions to get started are: What did you do in the military? How long did you serve? What was your favorite moment in all your time in the service? Did anyone else in your family serve? Why did you choose to go into the service branch you did? Do not ask if they have killed anyone and, should your veteran be a combat vet who is either unwilling to share or plainly states what they went through, be supportive without being intrusive. Sometimes you do not have to say anything, just listen and give them your full attention

Attend a Local Event

Attend a *Veterans Day* event in your area -- not just a picnic with friends but an honest-to-goodness parade or service for veterans. [Roy Rogers](#) said, "We can't all be heroes; someone has to sit on the curb and clap as they go by." *Veterans Day* is a great opportunity to do just that.



Suggested Books about Veterans Day

(Please read/preview all books/ videos before using in class.)

Elementary Grades

Books/Author	Video
<i>Veterans Day</i> by Rebecca Pettiford	https://www.youtube.com/watch?v=4BXMLAY5JBE
<i>Veterans Day</i> by Allen Morey	https://www.youtube.com/watch?v=no7g95dzuVQ
<i>Veterans: Heroes in Our Neighborhood</i> by Valerie Pfundstein	https://www.youtube.com/watch?v=9xrMAY-fDNo
<i>Veterans Day</i> by Mir Tamim Ansary	https://www.youtube.com/watch?v=HqPLOXdeFHM
<i>What Is Veterans Day?</i> by Margot Parker	https://www.youtube.com/watch?v=esoyBy6Vjuw
<i>Granddad Bud</i> by Sharon Ferry	https://www.youtube.com/watch?v=hqSf5nFanBc
<i>The Wall</i> by Eve Bunting	https://www.youtube.com/watch?v=yijiNhcwDAQ

Middle and High School Grades

- *Sergeant York and the Great War* by Tom Skeyhill
- *War Stories: True Stories from the First & Second World Wars* by Paul Dowswell
- *Mare's War* by Tania S. Davis
- *The Boy in the Striped Pajamas* by John Boyne
- *The Things They Carried* by Tim O'Brien
- *The War That Saved My Life* by Kimberly Brubaker Bradley
- *Price of Duty* by Todd Strasser
- *Women Heroes of World War II: The Pacific Theater: 15 Stories of Resistance, Rescue, Sabotage, and Survival* by Kathryn J. Atwood

Celebrate Our Veterans through the Lives and Accomplishments of the Following Individuals – A Very Incomplete List

[Morgan Freeman](#) – Actor - U.S. Air Force
[Dan Cossens](#) – Former U.S. Navy Seal; 6-time Paralympic Medalist
[Adam Driver](#) – Actor - U.S. Marine Corp
[Shauna Rohbock](#) – Olympic bobsledder - U.S. National Guard
[Alex Haley](#) – Writer – U.S. Coast Guard
[Roberto Clemente](#) – Athlete/baseball player - U.S. Marine Corp Reserves
[Edgar Allan Poe](#) –Writer – U.S. Army
[Eileen Collins](#) – [NASA Astronaut](#)-First women Commander of a Space Shuttle - U.S. Air Force
[John Register](#) – U.S. Army - [Paralympic](#) Silver Medalist
[R. Lee Ermey](#) – Actor – U.S. Marine Corp
[John F. Kennedy](#) – 35th U.S. President - U.S. Navy
[Buzz Aldrin](#) – NASA astronaut - U.S. Air Force
[Carey Lorenz](#) - First Female [F-14 Fighter](#) Pilot in the U.S. Navy
[B.B. King](#) – Blues Guitarist – U.S. Army
[Chuck Norris](#) – Actor - U.S. Air Force
[Bea Arthur](#) – Actress – U.S. Marine Corp Women's Reserve
[Scotty Smile](#) –First blind active duty Officer in military history - U.S. Army -
[Johnny Cash](#) – Singer - U.S. Air Force
[Clint Eastwood](#) – Actor/director – U.S. Army

[John Coltrane](#) – Jazz musician – U.S. Navy
[Shoshana Johnson](#) - U.S. Army - First African American woman POW in U.S. war history
[Ice-T](#) – Rapper/actor – U.S. Army
[Elvis Presley](#) – Singer - U.S. Army
[Grace Murray Hopper](#)- Founder of the [COBOL programming language](#) - U.S. Navy
[Shane Ortega](#) - The U.S. Army's first openly trans soldier
[Bob Ross](#) – Artist - U.S. Army
[Jason C. Redman](#) - US Navy SEAL & NY Times best-selling author
[Jimi Hendrix](#)-Musician/Guitarist - U.S. Army
[Tony Bennett](#) – Singer - U.S. Army
[Yogi Berra](#) – [Hall of Fame](#) Baseball player - U.S. Navy
[Randy Couture](#) – UFC Heavyweight Champion, actor - U.S. Army
[Willie Nelson](#) – Singer/songwriter - U.S. Air Force
[Cathay Williams](#) – Former slave; first black female to enlist in the U.S. Army under a male pseudonym, William Cathay, in 1866
[Capt. Kristen M. Griest](#) and [1st Lt. Shaye L. Haver](#) -The first two women to complete [U.S. Army Ranger School](#)
[Kyle Carpenter](#) - Retired U.S. Marine; youngest living [Congressional Medal of Honor](#) Recipient

Suggested Resources

[Veterans Day – Teaching Guide](#)

[U.S. Flag Code: The Rules for Handling and Displaying the American Flag](#)

[Operation We Are Here - Resources](#)

[Veterans Day Lessons and Resources](#)

[Veterans Day Activities](#)

[Thirty Activities and Ideas to Honor Veterans Day](#)

[Interactive WWI Timeline](#)

[United States Department of Defense](#)

Suggested Videos

[What Does Veterans Day Mean to You?](#)

[What It Means to Be a Veteran](#)

[Veterans Day Tribute](#)

[Veterans Day: We Took an Oath](#)

[The History of Veterans Day by Military.com](#)

[Seven Ways to Honor a Veteran on Veterans Day](#)

[Fun Facts about Veterans Day for Elementary Students](#)

[Cartoon Network - Top Ten Interesting Facts about](#)

[Facts about Veterans Day](#)

[Meaningful Ways to Celebrate Veterans Day](#)

[World War II Veteran Donald Ogden on His World War II Experiences](#)

[What Does It Mean to Be a Veteran?](#)

[The National Anthem](#)

[Taps](#)

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Additional Commemorative Events to Observe in November

Native American Indian/Alaska Native Heritage Month

[Academic Writing Month](#)

National Basketball Day – 11/6

[Military Family Month](#)

[World Kindness Day](#) – 11/13

Election Day – 11/2

[Thanksgiving](#) – 11/25



Bill of Rights Day – Dec. 15

Celebrate more than 225 years of the Bill of Rights on its December 15 anniversary, or anytime throughout December.

On December 15, the nation celebrates [the Bill of Rights](#), the first 10 amendments to the [United States Constitution](#), which spell out our rights as Americans. It guarantees civil rights and liberties such as freedom of speech, press, and religion. It sets rules for [due process](#) of law and reserves all powers not delegated to the Federal Government to the people or the states. The original joint resolution proposing the Bill of Rights is on permanent display at the [National Archives](#) in Washington, DC.

The Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

--Preamble to the Bill of Rights

[What is the Bill of Rights?](#)

On December 15, 1791, the first amendments to the Constitution were ratified. Known as the Bill of Rights, these 10 amendments protect the most fundamental rights of Americans, like freedom of religion, freedom of speech, freedom of the press, the right to protest, and the guarantee of equal protection under the law. Other amendments include the right to bear arms, and protection against unreasonable searches and seizures, among others.

[When did the US begin observing Bill of Rights Day?](#)

In November 1941, [President Franklin D. Roosevelt](#) issued a proclamation dedicating December 15 as *Bill of Rights Day*, in honor of the document's [150th anniversary](#). The first *Bill of Rights Day* would fall just eight days after the [Pearl Harbor attack](#) and subsequent U.S. entry into World War II.

On the first *Bill of Rights Day* in 1941, President Roosevelt gave a radio address, [stating in his opening](#) that “No date in the long history of freedom means more to liberty-loving men in all liberty-loving countries than the fifteenth day of December 1791.”

He also noted there was not a country in the world that had not felt the influence of the Bill of Rights, either directly or indirectly. He denounced Hitler and the Nazi state for taking away individual freedoms, and touched on the threats of tyranny nations faced.

[Facts about the Bill of Rights:](#)

- The Bill of Rights was introduced by [James Madison](#), who later became the 4th President of the United States. He had wanted it in the original constitution, but in order to get the constitution ratified, the delegates of the [Constitutional Convention](#) decided to debate the amendment issues later.
- Some of the Bill of Rights original ideas such as the right to a trial by a jury of your peers came from the [Magna Carta](#) (1215).

- The Bill had originally had 12 amendments but two of the amendments were ultimately not ratified. One of these amendments addressed the number of constituents per representative in the House. The other amendment laid out specifications for the pay of a Congressman. Congressman's compensation amendment was ratified in 1992 and became the [27th amendment to the Constitution](#).
- [John Adams](#) and [Thomas Jefferson](#) were early supporters of the Bill of Rights.
- Three of the states (Massachusetts, Connecticut, and Georgia) did not ratify the Bill of Rights until 1939.
- The Bill of Rights can be viewed at the National Archives in Washington DC.

Suggested Books about the Bill of Rights

(Please read/preview all books/ videos before using in class.)

Elementary Grades

Book/Author	Video
<i>We the Kids</i> by David Catrow	https://www.youtube.com/watch?v=a-zz05PrTKc
<i>A More Perfect Union</i> by Betsy & Giulio Maestro	https://www.youtube.com/watch?v=705jQ5RxQgM
<i>Shh! We're Writing the Constitution</i> by Jean Fritz	https://www.youtube.com/watch?v=zmafU1e6M
<i>If You Were There When They Signed the Constitution</i> by Elizabeth Levy	https://www.youtube.com/watch?v=EZZgy2ZMaCg
<i>The Bill of Rights</i> by Norman Pearl	https://www.youtube.com/watch?v=8AN_wilbN7M

Middle and High School Grades

- *In Defense of Liberty* by Russell Freedman
- *The United States Constitution* by Jonathan Hennessey
- *The Constitution of the United States* by Sam Fink
- *The Bill of Rights: A User's Guide* by Linda R. Monk
- *I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty* by Rory Margraf
- *Bills, Quills, and Stills: An Annotated, Illustrated, and Illuminated History of the Bill of Rights* by Robert McWhirter

Suggested Resources

[National Archive: The Bill of Rights - Transcription](#)

[Bill of Rights Institute - Resources](#)

[Bill of Rights for Kids](#)

[Bill of Rights for Kids - Video](#)

[A 3-minute Guide to the Bill of Rights - Belinda](#)

[Stutzman - Video](#)

[Civic Kids-The Bill of Rights-Printable](#)

[Schoolhouse Rocks - The Preamble of the Constitution](#)

[American Government for Kids – Bill of Rights Lessons and Activities](#)

[The Bill of Rights for Kids-Video](#)

[The Bill of Rights: Pretty Important and Very Epic-Video](#)

[Brain Pop-Educator Resources-Bill of Rights](#)

[National Constitution Center – Interactive Constitution](#)

[Making the Bill of Rights Applicable to Students' Lives](#)

[United States Courts – Bill of Rights Day – Activities and Lesson Plans](#)

[Teaching the Bill of Rights](#)

[The Constitution of the United States: A Transcription](#)

[National Constitution Center – The Bill of Rights Lessons](#)

[National Archives News – Videos and Teaching Resources](#)

[The Constitution for Kids-Video](#)

[Six Ideas for Teaching the Bill of Rights](#)

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Additional Commemorative Events to Observe in December

Art and Architecture Month

Learn a Foreign Language Month

Safe Toys and Gifts Month

[National Special Education Day](#) – 12/2

National [Pearl Harbor](#) Remembrance Day – 12/7

[Nobel Prize Day](#) – 12/10

[Winter Solstice](#) – 12/21

RATIFICATION DAY

January 14, 2020

Ratification Day – January 14

Ratification Day in the United States is the anniversary of the congressional proclamation of the ratification of the [Treaty of Paris](#), begun a year after on January 14, 1784, at the Maryland State House in Annapolis, Maryland by the [Continental Congress](#).

What is Ratification Day?

Ratification Day on January 14th annually recognizes the act that officially ended the [American Revolution](#). The day commemorates the ratification of the Treaty of Paris on January 14, 1784, at the [Maryland State House](#) in Annapolis, Maryland by the Continental Congress.

Since the [Declaration of Independence](#) was signed, nearly eight years had passed. Through the treaty, Great Britain recognized the United States as a sovereign entity. It is the most enduring premise of the treaty. The treaty also defined boundaries, specifically the [Northwest Territory](#), which included Ohio and rich prairie land of Indiana and Illinois. Michigan, Wisconsin, and parts of Minnesota were also included. Several of the nation's founding fathers negotiated the peace treaty, including [John Adams](#), [John Jay](#), and [Benjamin Franklin](#).

- The Confederation Congress issued a proclamation on April 11, 1783, "Declaring the cessation of arms" against Great Britain.
- Congress approved [the Preliminary Articles of Peace](#) on April 15, 1783.
- The Confederation Congress ratified the Treaty of Paris on January 14, 1784.

How the Official Founding of the United States Nearly Did Not Happen

The official founding of the United States nearly did not happen because people could not show up on time. The United States colonies signed the Treaty of Paris to end the war with England on September 3, 1783. They were then given 6 months to ratify the agreement and send it back to England to make it official. However, the ocean voyage took about 2 months, so the Continental Congress needed to vote on the treaty by January at the latest. Even though they were supposed to be there in November, not enough delegates showed up. If [Richard Beresford](#) of South Carolina had not left his sickbed to show up to vote, the whole war could have been for nothing. *Ratification Day* is a time to celebrate one of America's lesser-known holidays and one man who knew how to be fashionably late.

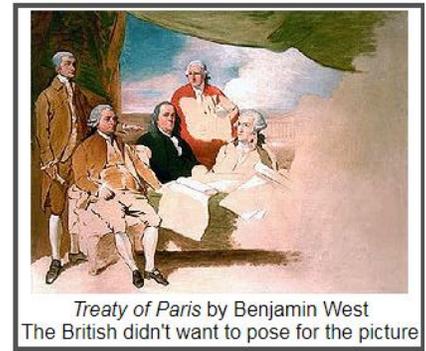
Ten Facts about *Ratification Day*

Here are ten facts you may not know about the pivotal document upon which the independence of the United States is based.

- *Ratification Day* celebrates the ratification of the Treaty of Paris by the Continental Congress on January 14, 1784, ending the Revolutionary war.
- The treaty was drafted and signed in Paris on September 3, 1783, more than one year after the last shots of the war were fired.
- Adams, Franklin, and Jay signed their names in alphabetical order.
- France, Spain, and the Netherlands also signed separate treaties with Britain.
- The Continental Congress gathered at the Maryland State house in Annapolis for the pivotal vote.

- Three copies of the ratified treaty were sent back to England, using three different couriers.
- The treaty recognized the [13 former British colonies](#) as an independent nation, the United States of America.
- The treaty granted the U.S. territory as far west as the Mississippi River – but left Canada to Great Britain.
- The Maryland Statehouse flies a special [13-star flag](#) every January 14 to commemorate the day.
- [Benjamin West](#) tried to paint a portrait of the treaty negotiations. The left side with the Americans was finished, but the right side never was completed as the British refused to pose.

Ratification Day



Ways to Observe Ratification Day

The following are a few ideas on how to observe *Ratification Day*:

- Read the [text of the Proclamation of Peace](#), which includes the text of the Treaty of Paris. You could also [view a facsimile of the document](#).
- Visit the [Maryland State House](#), where an event is held each year. Make sure to stop in the [Old Senate Chamber](#), where the ratification of the treaty took place.
- Fly the [same style of flag](#) that flew over the statehouse on the day of ratification, and which is still flown there on Ratification Day each year.
- Visit the [Museum of the American Revolution](#).

Suggested Books about the Founding Fathers

(Please read/preview all books/ videos before using in class.)

Elementary Grades

Book/Author	Video
<i>John, Paul, George and Ben</i> by Lane Smith	https://www.youtube.com/watch?v=GJJjHfoT8gA
<i>Cheer Up, Ben Franklin</i> by Misti Kenison	https://www.youtube.com/watch?v=noDHoLaUpWQ
<i>I am Benjamin Franklin</i> by Brad Meltzer	https://www.youtube.com/watch?v=YYRnjyoXWc
<i>John Adams</i> by Josh Gregory	https://www.youtube.com/watch?v=BeoU7YITkIA
<i>Worst of Friends: Thomas Jefferson, John Adams and the True Story of an American Feud</i> by Suzanne Tripp Jurmain	https://www.youtube.com/watch?v=9sJNOCqyC1c
<i>This Little President: A Presidential Primer</i> by Joan Holub	https://www.youtube.com/watch?v=XDDs5xWBU4w&list=PL3gBRxwIIAzyKdUodioAH8OFebhkC55Z

- *The Founding Fathers!: Those Horse-Ridin', Fiddle-Playin', Book-Readin', Gun-Totin' Gentlemen Who Started America* by Jonah Winter and Barry Blitt
- *The Thrifty Guide to the American Revolution: A Handbook for Time Travelers* by Jonathan W. Stokes and David Sossella

Middle School Grades

- *Thomas Jefferson: President and Philosopher* by Jon Meacham
- *My Brother Sam Is Dead* by James Lincoln Collier and Christopher Collier
- *The Seeds of America Trilogy* by Laurie Halse Anderson
- *Sophia's War: A Tale of the Revolution* by Avi
- *Dear America: The Winter of Red Snow, The Revolutionary War Diary of Abigail Jane Stewart* by Kristiana Gregory
- *My Name is America: The Journal of William Thomas Emerson, A Revolutionary War Patriot* by Barry Denenberg
- *Woods Runner* by Gary Paulsen
- *The Journal of William Thomas Emerson: A Revolutionary War Patriot, Boston, Massachusetts, 1774* by Barry Denenberg
- *History Smashers: The American Revolution* by Kate Messner
- *American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday* by Mary Pope Osborne

High School Level

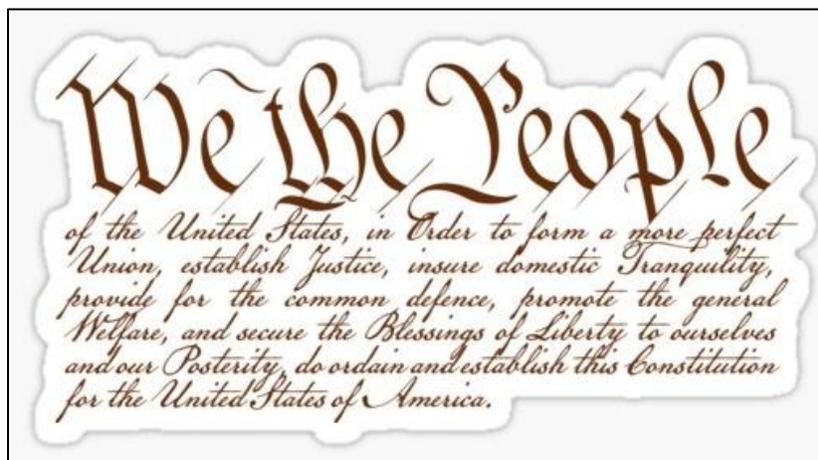
- [The Federalist Papers](#) by Alexander Hamilton, James Madison and John Jay
- *Our Country's Founders* by William Bennett
- *John Adams* by David McCullough
- *The Founding of a Nation: A History of the American Revolution* by Merrill Jensen
- *The Revolutionary John Adams* by Cheryl Harness
- *Benjamin Franklin: An American Life* by Walter Isaacson
- *Notes on the State of Virginia* by Thomas Jefferson
- *Thomas Jefferson: The Art of Power* by Jon Meacham
- *Two Treatises of Government* by John Locke
- *1776* by David McCullough

Suggested Resources

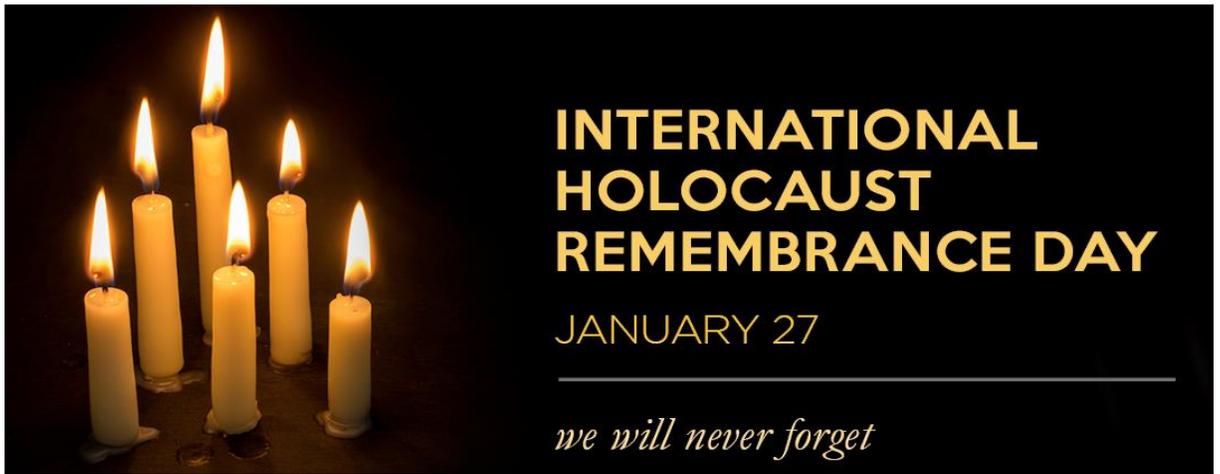
[The Treaty of Paris – Full Text \(Printable\)](#)
[Primary Documents in American History- Treaty of Paris](#)
[The Treaty of Paris](#)
[The Treaty of Paris - Activities](#)
[The Treaty of Paris Resources and Materials](#)
[The Treaty of Paris Lesson Plans for Kids \(PreK-12\)](#)
[To Sign or Not to Sign – Lesson Plans](#)
[The American Revolution for Kids](#)
[American Revolution Timeline](#)
[Founder of the Day](#)
[The Ultimate Guide to Teaching the Revolutionary War](#)

Suggested Videos

[History Brief - The Treaty of Paris](#)
[History Pod – The Treaty of Paris Ends of the American Revolutionary War](#)
[Why is It Important? – The Treaty of Paris](#)
[The Treaty of Paris in a Nutshell](#)
[The Treaty of Paris](#)
[The Battle of Yorktown and the Treaty of Paris](#)
[The History of the United States in Ten Minutes](#)
[Liberty Kids-The End of the Revolution](#)
[“Ratify”- Definition for Kids](#)



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International Holocaust Remembrance Day - January 27, 2022

International Holocaust Remembrance Day Background

[The Holocaust](#), or Shoah (Sho'ah, Shoa), is the term used to describe the deliberate murder and desecration of millions of people prior to and during [World War II](#) in Germany and [German occupied areas in Europe](#). Many of them were Jewish but the [Roma people](#), Soviet civilians and prisoners of war, [ethnic Poles](#), people with disabilities, homosexuals and political and religious opponents were also killed. Many people died in concentration and death camps spread across Nazi-occupied Europe. One of the most notorious camps was [Auschwitz-Birkenau](#), near [Oświęcim, Poland](#). More than one million people died in Auschwitz-Birkenau before Soviet troops liberated it on January 27, 1945.

On January 24, 2005, [the United Nations General Assembly](#) commemorated the 60th anniversary of the liberation of the Nazi concentration camps. Following this session, a UN resolution was drafted to designate January 27 as the International Day of Commemoration in Memory of the Victims of the Holocaust. The resolution called for education programs on the Holocaust to help prevent genocide. It also rejected denials that the Holocaust occurred. On November 1, 2005, the assembly adopted this resolution so the day could be observed each year. It was first observed on January 27, 2006.

Many Jewish groups also observe [Yom HaShoah](#), which is a day of mourning for Holocaust victims on 27th day of the [Hebrew month](#) of Nisan, which falls in April or May of the [Gregorian calendar](#).

Why is it Important for Us to Remember the Holocaust?

You may wonder why it is important for us to take the time to remember such an awful time in world history. But knowing what has happened in our past and the events that led to it helps to prevent the same thing from happening again in our future. It is critical for all of us to learn these stories so we can nurture our sense of compassion and social responsibility, and also so that we can learn to recognize patterns in our society today that mimic the past so we can speak out and prevent such terrible events from happening once more.

The New Jersey Commission for Holocaust Education-A Mandate

New Jersey—home to more than one hundred ethnic groups and considered by some to be a microcosm of American society—now requires that education about the Holocaust and genocide be taught in “an appropriate place” in all grades from K-12. This New Jersey law was passed in 1994.

Holocaust instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

The New Jersey law points to studies reporting that many students do not know about the Holocaust. New Jersey’s governor and legislators resolved that all children in the state must be educated so that the lessons of the Holocaust

could be learned. While authorizing the New Jersey Commission on Holocaust Education to assist teachers in carrying out the mandate, the law allows for some flexibility on the part of teachers in choosing what strategies and resources to use with students. With more than six hundred school districts in New Jersey, there are many ways in which teachers in this state are aiming to implement the mandate.

New Jersey Commission for Holocaust Education Curriculum Guides and Materials

[K-4 Holocaust/Genocide Curriculum Guide – Caring Makes a Difference](#)

[5-8 Holocaust/Genocide Curriculum Guide – To Honor All Children \(Parts 1-4\)](#)

[9-12 Holocaust/Genocide Curriculum Guide – The Betrayal of Humanity \(Volume 1-2\)](#)

Teaching the Holocaust

[Guidelines for Teaching about the Holocaust](#)

[Five Tips for Teaching the History of the Holocaust in Elementary School](#) (from [the Holocaust Museum MTL](#))

To teach the history of the Holocaust at the elementary level, follows these general guidelines. The goal is to provide a foundation for a more in-depth study of the history of the Holocaust at the middle school and high school level.

1. Respect the sensitivity and cognitive skills of students.

- Emphasize themes related to pre-war life, resistance and rescue.
- Avoid talking about killings, Einsatzgruppen or any other topic that could traumatize your students.

2. Use personal stories to:

- Humanize history
- Develop empathy among students
- Understand the complexity and diversity of experiences related to the Holocaust

3. Provide context and a variety of supports:

- Work with timelines
- Clarify vocabulary when necessary
- Present maps of Europe
- Provide access to primary sources: photos, documents, objects, and testimonies

4. Allow your students to express their emotions

- Propose an art activity, write a poem, or a journal entry.

5. Convey a message of hope and a better world

- You can talk about democratic achievements like justice and citizenship; certain essential values such as respect for diversity and humanity.

Teaching Activities – Grades K-4

These are just a few ideas of activities K-4 teachers can use to introduce different concepts and ideas about the Holocaust to their students that can be expanded upon as they progress through Middle and High school:

- Share examples of personal injustices.
- Read stories and watch videos about injustice with which students can make connections.
- Discuss moral dilemmas.
- Invite parents and community members from different backgrounds (ethnic, religious, national) to tell something about their cultures.
- Develop empathy beginning with personal contacts “one by one.”
- Engage students in writing journals and poetry.
- Bring in newspaper articles with current examples of prejudice, discrimination, and racism.
- Bring in newspaper articles that demonstrate current examples of respect for diversity.

Elementary Level - Suggested Reading about the

Holocaust, Holocaust Remembrance, Acceptance, and Tolerance (Please read/preview all books or videos before using in class.)

Books about Diversity, Acceptance and Tolerance

Book/ Author	Video
<i>Molly's Pilgrim</i> by Barbara Cohen	https://www.youtube.com/watch?v=oot3kxzOVFo
<i>The Sneetches</i> by Dr. Seuss	https://www.youtube.com/watch?v=dZYRR6vCUcY
<i>The Colors of Us</i> by Karen Katz	https://www.youtube.com/watch?v=O58brpCvmRs
<i>The Wall in the Middle of the Book</i> by Jon Agee	https://www.youtube.com/watch?v=9Xq4qouhS3o
<i>One of These Is Not Like the Others</i> by Barney Saltzberg	https://www.youtube.com/watch?v=ftaDK6j-d5M

Books about the Holocaust and Holocaust Remembrance

Book/ Author	Video
<i>The Tree in the Courtyard - Through Anne Frank's Window</i> by Jeff Gottesfeld	https://www.youtube.com/watch?v=UaigOlrKwts
<i>The Yellow Star</i> by Jennifer Roy	https://www.youtube.com/watch?v=32j-83k7Vrg
<i>Rose Blanche</i> by Christophe Gallaz and Roberto Innocenti	https://www.youtube.com/watch?v=cQVgniMcuoE
<i>Passage to Freedom: The Sugihara Story</i> by Ken Mochizuki	https://www.youtube.com/watch?v=omQGkxkIRo8
<i>Luba: The Angel of Bergen-Belsen</i> by Luba Tryszynska-Frederick	https://www.youtube.com/watch?v=zp43VqR-l9Q
<i>Hidden: A Child's Story of the Holocaust</i> by Loic Dauvillier	https://www.youtube.com/watch?v=1oBmd5xGp1s
<i>The Butterfly</i> by Patricia Polacco	https://www.youtube.com/watch?v=nvJoniQxOso
<i>The Wall</i> by Eve Bunting	https://www.youtube.com/watch?v=yijiNhcwDAQ

[Eleven Tips for Teaching the Holocaust to Middle and High School Students](#) (from [the Holocaust Museum MTL](#))

1. Define the term Holocaust

- The Holocaust was the systematic persecution and murder of 6 million Jews, organized by the Nazi State and its collaborators from 1933 to 1945.
- In addition to committing genocide against the Jews, the Nazis committed genocide against the [Roma and the Sinti](#). Other marginalized groups were also persecuted during this period: people with disabilities, homosexuals, Slavic people, political opponents, [Jehovah Witnesses](#).

2. Use witness testimony to individualize the history by translating statistics into personal stories

- Use case studies, survivor testimony, letters and diaries from the period to show the human experience and to ensure that students understand that each “statistic” was a real person, an individual with a life before the Holocaust, friends, and family. Emphasize the dignity of the victims at all times.
- By focusing on the stories of individuals, of moral dilemmas faced and choices made, teachers can make the history of the Holocaust more immediate and interesting to young people and more relevant to their lives today.

3. Contextualize the history

- The occurrence of the Holocaust must be studied in the context of European and global history as a whole to give students a perspective on the precedents and circumstances that contributed to it.

4. Be precise in your use of language and urge your students to do the same

- There are many myths about the Holocaust, and your students may come to this subject with many preconceived ideas. Ambiguities in your use of language may help perpetuate misconceptions.
- Avoid using the language of the perpetrators, which mirrors their views. Terms like “extermination camps” should be replaced by *killing centers* or *death camps*.

5. Distinguish between the history of the Holocaust and the lessons that might be learned from that history

- There is a danger of distorting the historical narrative if it is shaped to better serve the particular moral lesson that teachers wish their students to learn.
- Learning about these events can sensitize young people to modern-day examples of prejudice and injustice. But moral lessons will not be well founded unless they are based upon an accurate and objective reading of the historical record.
- By applying the historical method, students will better understand complex situations of the past, in which people had to make choices and decisions. Students should study the context of the dilemmas faced by these people. Only then might people's actions (and inaction) be understood, so that we may draw meaningful lessons today.

6. Avoid simple answers to a complex history

- The history of the Holocaust raises difficult questions about human behavior and the context within which individual decisions are made. Be wary of simplification. Seek instead to convey the nuances of this history.
- Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.

7. Provide your students with access to primary sources

- Students should have opportunities to critically analyze original source material and to understand that analysis, interpretation, and judgment must be based on a sound reading of the historical evidence.

8. Be responsive to the appropriateness of written and visual content and do not use horrific imagery to engage your students in a study of the Holocaust

- The Holocaust can be taught effectively without using any photographs of piles of naked bodies, and the overuse of such imagery can be harmful. Respect for both the victims of the Holocaust and for your captive audience in the classroom demands a sensitive approach and careful thought to what constitutes appropriate material.

9. Avoid comparing the pain of any one group with that of another

- A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides.
- Avoid generalizations that suggest exclusivity such as "The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity." Intentions and means used are different in different genocide, and reflect the historical context of the genocide. These are factors which can be compared.

10. Indicate that the Holocaust was not inevitable

- Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. By focusing on those decisions you gain insight into history and human nature and can better help Cedar Grove students become critical thinkers.

11. Avoid using simulations that encourage students to identify with perpetrators or victims

- Simulations are pedagogically unsound because they trivialize the experience of victims and disconnect the Holocaust from the greater context of human history. Simulations may also leave students thinking that they actually know what it was like to experience the Holocaust. Simulations also oversimplify the complex nature of the Holocaust and human behavior, creating an impediment to developing critical thinking skills and historical literacy.

Middle School/High School -Suggested Reading about the Holocaust, Holocaust Remembrance, Acceptance and Tolerance *(Please read/preview all books/ videos before using in class.)*

Middle School Level

- *Twenty and Ten* by Claire Huchet Bishop
- *Jacob's Rescue* by Malka Drucker & Michael Halperin
- *Prisoner B-3097* by Alan Gratz
- *Milkweed* by Jerry Spinelli
- *Number the Stars* by Lois Lowry
- *The Upstairs Room* by Johanna Reiss
- *The Devil's Arithmetic* by Jane Yolen
- *The Diary of Anne Frank* by Anne Frank
- *Anne Frank: The Young Writer Who Told the World Her Story* by Ann Kramer
- *Refuge* by Alan Gratz

Suggested Resources

[National Holocaust Museum](#)

[History of the Holocaust](#)

[Holocaust Maps and Timelines](#)

[How Can I Learn What Happened to Individuals During the Holocaust?](#)

[Meet Holocaust Survivors](#)

[Auschwitz Survivors Recall Harrowing and Heroic Moments from the Death Camps](#)

[Echoes of Memory: Survivor Reflections and Testimonies](#)

[Montclair University: Holocaust, Genocide, and Human Rights Education Project](#)

[Teaching the Holocaust with Primary Sources at the National Archives and U.S. Holocaust Memorial Museum](#)

[When Teaching the Holocaust, Heed These Three Recommendations](#)

[Investigating the Holocaust](#)

[Analyzing a Writing Assignment by a Teenage Refugee in New York During World War II \(Grades 7-12\)](#)

[Twenty-Four Books for Teaching the Holocaust \(K-12\)](#)

Suggested Videos

[Eva Kor: The Holocaust Survivor Who Forgave the Nazis](#)

[Kids Meet a Holocaust Survivor](#)

[Anne Frank and Other Hidden Children of the Holocaust](#)

[Khan Academy: The Holocaust -World History](#)

[A Child in Hiding from the Nazis](#)

[Prosecution Exhibit 228, 229 Concentration Camps, Auschwitz](#)

High School Level

- *Hana's Suitcase: The Quest to Solve a Holocaust Mystery* by Karen Levine
- *The Boy in the Striped Pajamas* by Oliver Jeffers
- *Girl in the Blue Coat* by Monica Hesse
- *One Girl in Auschwitz: A WW2 Jewish Girl's Holocaust Survival True Story* by Sara Leibovits
- *Holocaust Memoirs of a Bergen-Belsen Survivor: Classmate of Anne Frank* by Nanette Blitz Konig
- *If I Survive: Nazi Germany and the Jews: 100-Year Old Lena Goldstein's Miracle Story* by Barbara Miller
- *What the Night Sings* by Vesper Stamper

[United States Holocaust Memorial Museum – Educator Resources](#)

[Prelude to the Holocaust, 1939-1941](#)

[National Archive-Featured Document: Never Forget: Remembering the Holocaust](#)

[Elie Wiesel's *The Perils of Indifference* Speech – Read and Listen](#)

[International Holocaust Remembrance Day- Resources for Teaching Kids](#)

[9 Essential Lessons for Teaching the Holocaust](#)

[Scholastic: The Holocaust: A Collection of Teaching Resources \(Grades 3-12\)](#)

[Teaching the Holocaust: Lesson Plans](#)

[Centre for Holocaust Education - Resources](#)

[The Holocaust: Glossary of Terms, Places & Personalities](#)

[13 Important Books about the Holocaust](#)

[National Holocaust Museum: Guidelines for Teaching about the Holocaust](#)

[Michael Pupa: An Immigrant's Story](#)

[World War II: Crash Course European History](#)

[How Could This Happen: Explaining the Holocaust](#)

[Our Crime was Being Jewish: Holocaust Survivors Tell Their Stories](#)

[The Nuremberg Laws](#)

[One Survivor Remembers: Gerda Weissmann's Account of Surviving the Holocaust](#)

[International Holocaust Remembrance Day](#)



Inspire Your Heart with Art Day – January 31

***Inspire Your Heart with Art Day* encourages us to ponder how art, in all its forms, affects our heart and inspires us.**

There are hundreds of different forms of art in the world, for example, paintings, music, theatre, sculptures, dance or poetry. The pieces that move us to tears or cause us to burst out into joyous laughter remain with us for a lifetime. Whether we are touched by music we hear or see into an artist's soul through their work, art has the power to change us, to inspire our hearts. *Inspire Your Heart with Art Day* encourages us to explore the many genres of art and let it inspire us.

Nine Reasons Why the Integration of Art into All Subject Areas Is So Important:

1. Working in the arts helps learners to develop creative problem-solving skills.
2. Teaching through the arts can present difficult concepts visually, making them easier to understand.
3. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.
4. Visual arts teach about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.
5. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork.
6. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.
7. The arts provide challenges for learners at all levels.
8. Art education connects students with their own culture as well as with the wider world.
9. [A report by Americans for the Arts](#) states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair, or to win an award for writing an essay or poem than children who do not participate.

Five Ways to Observe *Inspire Your Heart with Art Day* in Your Classroom

Remember, *Inspire Your Heart with Art Day* is about appreciating all forms of art. Art is all around you, and it plays a role within every subject area. Here are some ideas:

1. Turn Your Classroom into an Art Museum

Hang up student art work along with famous pictures of art work as well as some of your own art. Let your students spend time browsing all of the art and seeing each other's work. Students can also present their art to the rest of the class. You can also plan to browse the art on display in your colleague's classrooms.

2. Turn your school into an Art Museum.

Instead of displaying art in individual classrooms, display them in the hallways and other areas everywhere inside your school.

3. Let Art Inspire Art!

Have your students write a poem inspired by a famous work of art or a song, or let your students create their own artwork inspired by a poem, story, or song.

4. Visit an Online Art Gallery or Exhibit.

Visiting an art gallery is not only an inspiring experience, but it is a learning experience as well. Visiting an art gallery will not only give you the chance to view artwork with a newfound perspective. Talk about the art you see and what it makes you think about or feel. Here are a few:

[The Smithsonian](#)
[Princeton University Art Museum](#)
[The Broad](#)
[The Guggenheim Museum](#)

[The Pace Gallery](#)
[Museum of Modern Art \(MoMA\)](#)
[Pergamon Museum](#)
[The Uffizi Gallery](#)

[The Museu de Arte de São Paulo](#)
[Montclair Art Museum](#)

5. View Famous Artwork

Give your students a chance to view some of the world’s greatest works of art at the websites below. Discuss what you see about different paintings. Print out some of the art and create an inclass museum.

[10 Famous Artists for Pre-K](#)
[Famous Paintings](#)

[49 Famous Paintings](#)
[1000 Famous Paintings](#)

[Masterpieces](#)

6. Write Something about the Art That Inspires You

Choose your favorite piece of art, be it a painting, a song, a theatre experience, a sculpture, a dance, a poem, a mathematical equation, a fractal, or a beautifully executed lay-up. It is all art. Write about how the art you have chosen inspires you or how it moves you. Share your writing with others in your class. You can also collect your students’ writing to make a book, real or digital, that can be shared with family, friends, and the rest of the school.

7. Read or listen about a Famous Artist (Please read/preview all books/ videos before using in class.)

There are many websites and books that provide short biographies of famous artist. Here are a few suggestions:

[Making Fun Art – Artist Pintables](#)
[English Worksheets – Famous Artists](#)

[Education.com-Artist Worksheets](#)

Book/Author	Video
Keith Haring: <i>The Boy Who Just Kept Drawing</i> by Kay A. Haring	https://www.youtube.com/watch?v=QLCHO4Vau_U
<i>Hey, Wall: A Story of Art and Community</i> by Susan Verde	https://www.youtube.com/watch?v=r_XZUoRbjYI
<i>My Name is Georgia</i> by Jeanette Winter	https://www.youtube.com/watch?v=P_FwPgnKxKA
<i>Uncle Andy’s</i> by James Warhola	https://www.youtube.com/watch?v=aMDQaD8uNGQ
<i>Camille and the Sunflowers: A Story about Vincent Van Gogh</i> by Laurence Anholt	https://www.youtube.com/watch?v=dJQEdMtGJsE
<i>Radiant Child: Story of Young Artist Jean-Michel Basquiat</i> by Javaka Steptoe	https://www.youtube.com/watch?v=OAxpNb6U8Fo
<i>Yayoi Kusama Covered Everything in Dots and Wasn't Sorry</i> by Fausto Gilberti	https://www.youtube.com/watch?v=bKSos8G7DIA
<i>Ish</i> by Peter H. Reynolds	https://www.youtube.com/watch?v=QKuXo5cIRtI
<i>Beautiful Oops!</i> by Barney Saltzberg	https://www.youtube.com/watch?v=tjpeb6Xr1nc

Middle School Level

- *The Seventh Most Important Thing* by Shelley Pearsall
- *Women in Art: 50 Fearless Creatives Who Inspired the World* by Rachel Ignatofsky
- *Chasing Vermeer* by Blue Balliett
- *Almost American Girl: An Illustrated Memoir* by Robin Ha
- *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsberg
- *Pieces and Players* by Blue Balliett

- *The Masterpiece: A Novel* by Fiona Davis

High School Level

- *Art Matters: Because Your Imagination Can Change the World* by [Neil Gaiman](#)
- *Vincent* by Barbara Stok
- *The Picture of Dorian Gray* by Oscar Wilde
- *Art Talk: Conversations With 15 Women Artists* by Cindy Nemser
- *The Art Spirit* by Robert Henri
- *Design as Art* by Bruno Munari
- *Yayoi Kusama: From Here to Infinity!* by Sarah Suzuki

5. Watch a Video about an Artist and Their Art

Youtube has hundreds of videos about artists, their art, and different artistic movements. Here are a few:

[Art for Kids: Meet 10 Famous Paintings and Artists](#)
[Art with Mati & Dada – Van Gogh -Kids Animated Short Stories](#)
[Art with Mati & Dada – Jackson Pollack –Kids Animated Short Stories](#)
[Magritte for Kids - Art Appreciation](#)

[100 Great Paintings of All Time](#)
[Claude Monet: A collection of 1540 paintings](#)
[800 Van Gogh Paintings](#)
[The Evolution of Dance - 1950 to 2019](#)
[What is Pop Art? – For Kids](#)
[Disney Theater Shows for Kids](#)

Artists Who Inspire – A Very Incomplete List

[Chuck Close](#)
[Vincent Van Gogh](#)
[Frida Kahlo](#)
[Katsushika Hokusai](#)
[Rene Magritte](#)
[Jean-Michel Basquiat](#)
[Jacob Lawrence](#)
[Edgar Degas](#)

[Yayoi Kusama](#)
[Pablo Picasso](#)
[Andy Warhol](#)
[Caravaggio](#)
[Leonardo Da Vinci](#)
[Georgia O'Keeffe](#)
[Salvador Dali](#)

[Kehinde Wiley](#)
[Keith Haring](#)
[Jackson Pollack](#)
[Rachel Whiteread](#)
[Katharina Grosse](#)
[Deigo Rivera](#)
[Elliott Hundley](#)

Suggested Resources

[Inspired Classroom: Making Connections through the Arts](#)
[Eleven Fascinating Artists Inspired by Science](#)
[Nine Artists Who Are Scientific Innovators](#)
[Ten Pro Athletes Who Are Also Accomplished Artists](#)
[The Importance of Art Inspired by Historical Events](#)
[Ten Depictions of Sports in Art History](#)

[Gorgeous Paintings Inspired by Literature When Literature Meets Painting](#)
[Famous Musicians who Paint: Making Music and Art](#)
[Great Musicians Who Are Also Awesome Painters](#)
[Using Art to Explore Math \(and Math to Create Art\)](#)
[For These Artists, Math is Their Muse](#)
[Six Ways to Connect Math and Art in the Elementary Classroom](#)
[Connecting Literature to Other Art Forms](#)

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Additional Commemorative Events to Observe in January

National [Braille](#) Month

[Korean American Day](#) – 1/13

Slavery and Human Trafficking Month

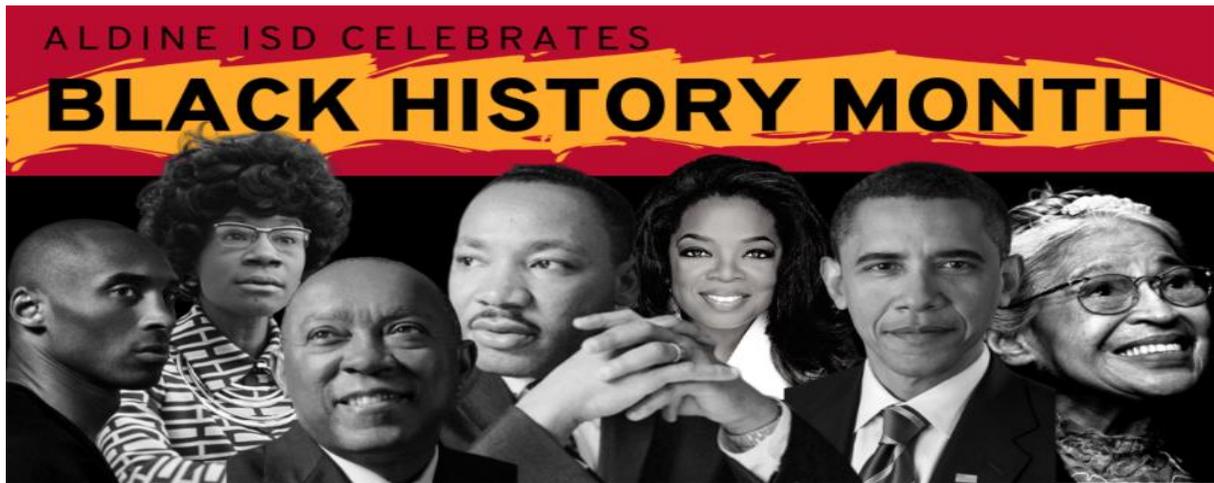
[Dr. Martin Luther King, Jr. Day](#) – 1/17

[National Blood Donors Month](#)

[National Thesaurus Day](#) – 1/18

National Trivia Day - 1/4

National Opposite Day – 1/25



Black History Month

Black History Month, also known as African American History Month, is a federally recognized celebration of the contributions African Americans have made to this country and a time to reflect on the continued struggle for racial justice. **Black History Month** is also a time for recognizing the central role African Americans have played in the history of the United States.

"Black History Month shouldn't be treated as though it is somehow separate from our collective American history, or somehow just boiled down to a compilation of greatest hits from the [March on Washington](#), or from some of our sports heroes," [President Barack Obama said in a 2016 speech](#). "It's about the lived, shared experience of all African Americans, high and low, famous and obscure, and how those experiences have shaped and challenged and ultimately strengthened America. It's about taking an unvarnished look at the past so we can create a better future. It's a reminder of where we as a country have been so that we know where we need to go."

Why is Black History Month Observed in February?

Harvard-educated historian [Carter G. Woodson](#) is credited with creating *Black History Month*. [According to Daryl Michael Scott](#), a history professor at Howard University, Woodson got the idea in 1915 after attending a celebration in Illinois for the 50th anniversary of [the 13th Amendment](#), which under Abraham Lincoln's presidency, abolished slavery in 1863 in the [Confederate states](#) that seceded from the U.S.: Mississippi, Florida, South Carolina, Alabama, Georgia, Louisiana, Arkansas, Texas, Virginia, North Carolina, and Tennessee. It was not until two years later, on June 19, 1865, that all people held as property in the United States were officially free. This is also why we celebrate *Juneteenth* on June 19th. (see [page 80](#))

Guidelines for Teaching during Black History Month

When teaching Black history, remember to:

- Follow the [do's and don't's](#)
- Always promote [diversity in your classroom](#)
- Remind students that [Black history is American history](#)
- Leverage Black voices as much as you can (use relevant media, invite guest speakers etc.)

If you want to help parents talk about Black history and racial issues with their kids at home, use [these 8 tips for parents](#) as a helpful resource to start with — including additional resources for anyone who wants to learn more.

Seven Black History Month Topic Ideas

Typically, teachers tend to stick with the same few topics during Black History Month: civil rights, historical Black leaders or celebrities, and important milestones. While these are still great topics to explore, there are also plenty of other important concepts you should consider introducing to your students this year, such as:

1. [Current Black political issues](#)
2. [Black mental health](#)
3. [Stereotypes and microaggressions](#)

4. [The history and impact of Black culture](#)
5. [The history of hip hop](#)
6. [African Americans and the Vote](#)
7. [The Black Family: Representation, Identity, and Diversity](#)

[Twelve Ways to Celebrate Black History Month in the Classroom](#) *(abridged from weareteachers.com)*

1. Explore Black history through primary sources from the National Archives.

Choose from [thousands of resources](#).

2. Let artists inspire your Black History Month activities.

Future [Jean-Michel Basquiat](#)s will appreciate learning more about artists and expanding their talents! Check out these other [Black artists](#).

3. Turn your classroom into a living museum.

Have your students choose a notable Black pioneer they would like to know more about. Students can dress up and share what they learned through their research.

4. Honor some of the military's most courageous veterans.

From the [54th Massachusetts](#) to the [Buffalo Soldiers](#) to the [Tuskegee Airmen](#), Black men and women have long served in the [United States military](#), even when their own rights were not secure.

5. Read books with Black characters in honor of the young hero [Marley Dias](#).

Dias is a young activist who started the #1000blackgirlbooks campaign as a sixth-grader. She has compiled an [excellent guide to books with Black girl characters](#). Check out our list of [books with Black protagonists](#) as well.

6. Virtually visit the illustrious [Schomburg Center for Research in Black Culture](#) in Harlem, New York.

The [digital collections](#) feature some amazing online exhibits, interviews, and podcasts.

7. Hold Court

Your future legal eagles will enjoy learning about the key [Supreme Court cases](#) that helped Blacks secure rights, the events and efforts that sparked the cases, and the aftermath of those court decisions. Be sure to recognize [Thurgood Marshall](#), the first Black Supreme Court justice and the lead lawyer in the [Brown v. Board of Education of Topeka](#) case, along the way.

8. Check out these eight online exhibits on Black history, racism, and protest.

Educating yourself and your students with [these exhibits](#) shows is one more way to understand Black history and the current moment.

9. Review the timeline of Black History Month.

Why is Black History Month in February? How long ago was it founded, and who started it? Find the answers to these questions and learn more with this [timeline](#).

10. Explore the music of Black history.

Black artists have used music as a vehicle for communicating beliefs, aspirations, observations, joys, despair, resistance, and more across U.S. history.

11. Discuss implicit bias, systemic racism, and social injustice.

Start a much-needed discussion around implicit bias and systemic racism, with [these resources](#) that can empower students to fight for justice in our society.

12. Listen up.

[RadioPublic.com](#) has excellent [podcasts](#) about Black history to listen to and discuss with your students.

Celebrate Black History Month through the Lives and Accomplishments of these Individuals - A Very Incomplete List

[Maya Angelou](#) - Poet
[Frederick Douglass](#) - American abolitionist/author
[Rosa Parks](#) - Civil Rights activist
[Langston Hughes](#) - Poet
[Bayard Rustin](#) - Civil Rights and LGBTQ Activist
[Harriet Tubman](#) - American abolitionist
[Ruby Bridges](#) - American activist
[Katherine Johnson](#) - NASA research mathematician
[James Baldwin](#) - Author/activist
[Miles Davis](#) - Musician and band leader
[W.E.B. DuBois](#) – Sociologist and writer
[Jackie Robinson](#) - First African American to play in Major League Baseball
[Duke Ellington](#) – Musician and band leader
[Marsha P. Johnson](#) - American activist
[Sojourner Truth](#) - American Women’s Rights activist
[Gordon Parks](#) - American photographer, musician, writer and film director
[Henrietta Lacks](#) – African American woman whose cancer cells are the source of the [HeLa cell line](#), the first immortalized human cell line and one of the most important cell lines in medical research.
[Hattie McDaniel](#) - First African American to win an Oscar
[Robert Abbott](#) – Founder of [The Chicago Defender](#), one of the most important black newspapers in history

[Thurgood Marshall](#) – The first Black Justice of the Supreme Court
[Zora Neale Hurston](#) – American author
[Muhammad Ali](#) – Athlete
[Jimi Hendrix](#)- American guitarist/musician
[Shirley Ann Jackson, Ph.D.](#) - American physicist
[Mae E. Jemison](#) - American engineer/[NASA Astronaut](#)
[Paul Robeson](#) - Singer/actor
[Dr. Charles Drew](#) - American surgeon and medical researcher; developed improved techniques for blood storage
[Toni Morrison](#) - American novelist, essayist, book editor, and college professor
[Jesse Owens](#) – Four-time gold medal Olympian
[Alvin Ailey](#) - Choreographer
[Samuel L. Jackson](#) – American actor
[Phillis Wheatley](#) – First published African American poet
[Shirley Chisholm](#) – Congresswoman
[Misty Copeland](#) - The first African American female Principal Dancer with the [American Ballet Theatre](#)
[Mary McLeod Bethune](#) – Civil Rights activist who sought better educational opportunities for African American girls
[Ella Baker](#) –Civil Rights activist
[Madam C.J. Walker](#) -The first self-made women millionaire in America

Suggested Books To Celebrate Black History Month (Please read/preview all books before using in class.)

Elementary Grades

Book/ Author	Video
<i>Home in the Rain</i> by Bob Graham	https://www.youtube.com/watch?v=mqondUwydRI
<i>Izzy Gizmo</i> by Pip Jones	https://www.youtube.com/watch?v=k6kQQk9AOiQ
<i>I Am Enough</i> by Grace Byers	Read by the Author: https://www.youtube.com/watch?v=a_l4jeZH84k
<i>Hidden Figures- The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly	https://www.youtube.com/watch?v=7GGupWsrlUI
<i>Blacksmith's Song</i> by Elizabeth Van Steenwyk,	https://www.youtube.com/watch?v=l5hZy2MqVEQ
<i>A Computer Called Katherine</i> by Suzanne Slade	https://www.youtube.com/watch?v=xtj2E7L3bIs
<i>Take a Picture of Me, James Van Der Zee</i> by Andrea J. Loney	https://www.youtube.com/watch?v=vIJKMRQL6GY
<i>The Youngest Marcher</i> by Cynthia Levinson	https://www.youtube.com/watch?v=f3yjmsNaZb4
<i>Under the Same Sun</i> by Sharon Robinson	https://www.youtube.com/watch?v=HpHPBKdTyee
<i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks and Colin Bootman	https://www.youtube.com/watch?v=9e-hj8fMgfA
<i>Firebird</i> by Misty Copeland	Read by the Author: https://www.youtube.com/watch?v=TzUZFaceZKc

- *The Crossover* by Kwame Alexander
- *42 Is Not Just a Number: The Odyssey of Jackie Robinson, American Hero* by Doreen Rappaport
- *My Name Is Truth: The Life of Sojourner Truth* by Ann Warren Turner

Middle School Grades

- *The Journey of Little Charlie* by Christopher Paul Curtis
- *Brown Girl Dreaming* by Jacqueline Woodson
- *One Crazy Summer* by Rita Williams-Garcia
- *Planet Middle School* by Nikki Grimes
- *March: Book 1* by John Lewis
- *Tamba Hali* by David Seigerman
- *Don't Give Up, Don't Give In: Lessons from an Extraordinary Life* by Louis Zamperini
- *Fire the Depths* by Peter Lerangis
- *Brown V. Board of Education: A Fight for Simple Justice* by Susan Goldman Rubin
- *March Forward, Girl: From Young Warrior to Little Rock Nine* by Melba Beals
- *Now or Never! 54th Massachusetts Infantry's War to End Slavery* by Ray Anthony Shepard
- *Pathfinders: The Journeys of 16 Extraordinary Black Souls* by Tonya Bolden
- *Chasing Space* by Leland Melvin

High School Grades

- *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement* by Patricia Sullivan
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *Kindred* by Octavia Butler
- *We Are Not Yet Equal: Understanding Our Racial Divide* by Carol Anderson and Tonya Bolden
- *Infinite Hope: A Black Artist's Journey from World War II to Peace* by Ashley Bryan
- *Black Fortunes: The Story of the First Six African Americans Who Escaped Slavery and Became Millionaires* by Shomari Wills
- *The Souls of Black Folk* by W.E.B. DuBois
- *His Truth is Marching On: John Lewis and the Power of Hope* by Jon Meacham
- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly

Suggested Resources

- [Five Things Not to Do During Black History Month by Zaretta Hammond](#)
- [Six Teaching Tools for Black History Month](#)
- [Black History Month Teaching Guide – Grades 3-12](#)
- [Black History Month Activities & Resources](#)
- [The Man Behind Black History Month-Carter G. Woodson](#)
- [History.com - 10 Things You Don't Know About Civil Rights - Video](#)
- [History.com - Black History Milestones](#)
- [26 Black Americans You Don't Know But Should African American Heroes](#)
- [Black History Month Resource Guide for Educators and Families](#)
- [Black History Month Lesson Plans and Teaching Resources - Scholastic](#)
- [Fifty Resources for Black History Month](#)
- [Black History Month for Kids-Video](#)

- [African Americans in Science and Technology Resources](#)
- [Black History Month: Teaching Beyond Slavery](#)
- [Black History Month Activities K-12](#)
- [Black History Month Resources for Teachers](#)
- [Ten Little Known Black History Facts](#)
- [The Undefeated: African Americans Who Shook the World](#)
- [Celebrating Black History with the New York Times Mix It Up Activities](#)
- [The History of Black History Month-Video](#)
- [100 Kindergarten Level Books for Black History Month](#)
- [100 1st Grade Level Books for Black History Month](#)
- [100 2nd Grade Level Books for Black History Month](#)
- [100 3rd Grade Level Books for Black History Month](#)
- [100 4th Grade Level Books for Black History Month](#)
- [100 5th Grade Level Books for Black History Month](#)
- [100 6th Grade Level Books for Black History Month](#)
- [100 7-8th Grade Level Books for Black History Month](#)

Additional Commemorative Events to Observe in February



[National Library Lover's Month](#)

Teen Dating Violence Awareness Month

[Groundhog's Day](#) - 2/2

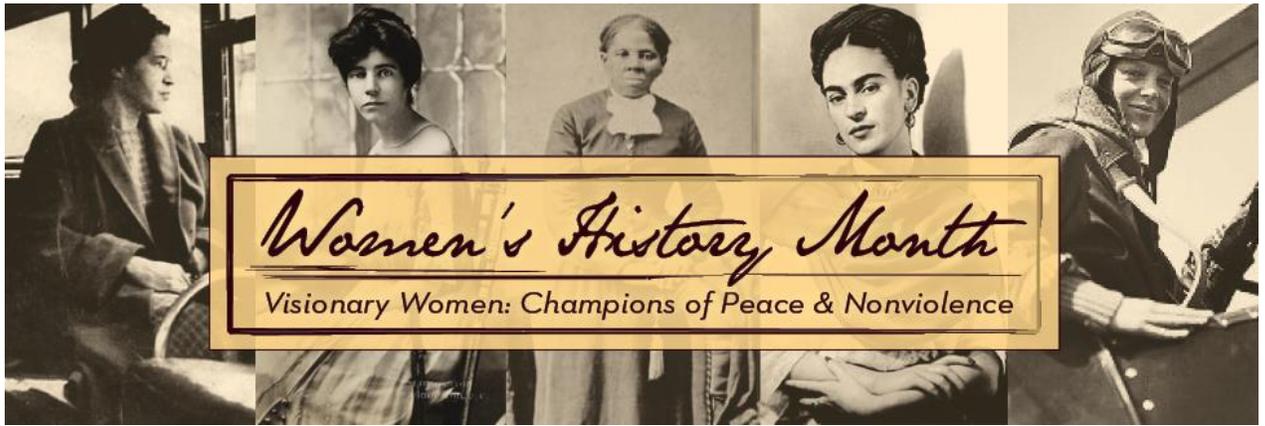
American Painters Day - 2/3

[National Periodic Table Day](#) – 2/7

Valentine's Day – 2/14

[President's Day](#) – 2/21

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Women's History Month

Celebrated in March, *Women's History Month* is dedicated to honoring the achievements of women throughout history and all across the globe and is typically a day for women from all different backgrounds and cultures to band together to fight for gender parity and women's rights. While America is full of influential women today, hundreds of women came before them, paving the way. *Women's History Month* encourages us to honor and celebrate the women who fought for equality among all races and genders.

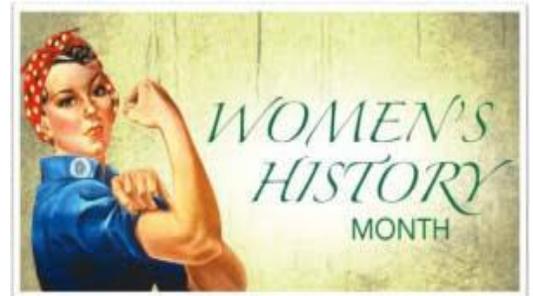
Why Do We Celebrate Women's History Month?

Women's History Month had its origins as a national celebration in 1981 when Congress passed [Pub. L. 97-28](#) which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the [National Women's History Project](#), Congress passed [Pub. L. 100-9](#) which designated the month of March 1987 as *Women's History Month*. Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as *Women's History Month*. Since 1995, presidents have issued a series of annual proclamations designating the month of March as *Women's History Month*. These proclamations celebrate the contributions women have made to the United States and recognize the specific achievements women have made over the course of American history in a variety of fields.

Why is It Important to Celebrate Women's History Month?

This month represents far more than most people realize. It's an opportunity to learn, reflect, and, most importantly, act. As [President Theodore Roosevelt](#) said, "The more you know about the past, the better prepared you are for the future."

Until recently, history textbooks often neglected to honor and celebrate influential women. When they did, these overviews only briefly covered a few notable figures without truly shining light on their accomplishments or the notable challenges they faced along the way. The result? A notable gap in knowledge in which we are more aware of the achievements of males. Far too often, we assume that men stood alone behind history's most notable moments, never realizing the critical role played by talented and hardworking women.



By celebrating *Women's History Month*, we aim to bridge a problematic knowledge gap and ensure that people of all ages and backgrounds understand how women have also contributed to society. This garners a greater appreciation for the past and exposes the current talents of women who deserve to be celebrated.

- **Museum** - Have each student choose an important historical female figure and create a poster about her accomplishments. Decide on a presentation day and invite parents or students from another class to walk around your classroom and learn about history-making women.
- **Wonder Women** - In the style of the iconic superhero [Wonder Woman](#), create a bulletin board about famous women — or even some female superheroes around your school that you want to recognize!
- **Woman of the Day** - Each day of the month, have one of your students give a short presentation at the start of class on a little-known woman that he/she finds interesting.
- **We Can Do It!** - Create a “[Rosie the Riveter](#)”-themed bulletin board to educate students about women during World War II.
- **Timeline** - Have your class draw pictures of important moments in history that involve women, like the suffragette movement or the first woman elected to Congress. Display the moments on a life-size timeline that hangs in a prominent place in your school.
- **Classroom Playlist** - Create a school-appropriate playlist for your classroom comprised of female musicians and play it during individual work time or class changes.
- **Family Tree** - Have each student research one of his or her female relatives and give a presentation about her to the class.
- **Interview** - Have students interview female school faculty members about their favorite historical female figures and write a reflection paper about the experience or add the information to announcements.

Phenomenal Women – A Very Incomplete List

[Malala Yousafzai](#) - Human rights activist, youngest-ever recipient of [The Nobel Peace Prize](#)

[Greta Thunberg](#) – Environmental Activist, created the global movement, [School Strike for Climate Change](#), *TIME*'s 2019 Person of the Year

[Amelia Earhart](#) - The first woman to fly solo across the Atlantic

[Susan B. Anthony](#) - American women's rights activist, played a key role in the women's suffrage movement

[Alice Coachman](#) - Olympic runner, the first African American woman to win Olympic gold

[Billie Jean King](#) - World's #1 tennis player after winning 39 Grand Slam titles

[Junko Tabei](#) - Japanese mountaineer, the first woman to reach top of Mount Everest

[Marie Curie](#) - Two-time Nobel Prize winning scientist, conducted pioneering research on radioactivity

[Jane Addams](#) – Social reformer and activist, the first woman to win the [Nobel Peace Prize](#)

[Patsy Mink](#) – First woman of color in Congress

[Sally Ride](#) - [NASA astronaut](#), the first American woman to go to space

[Sandra Day O'Connor](#) - The first woman to serve on the Supreme Court of the United States

[Aretha Franklin](#) – Singer known as "The Queen of Soul," won 18 Grammy Awards

[Ruth Bader Ginsburg](#) – U.S. Supreme Court Justice and co-founder of the [Women's Rights Project](#) at the American Civil Liberties Union

[Gloria Steinem](#) - American feminist, journalist and social political activist

[Eleanor Roosevelt](#) – First Lady of the United States, vocal supporter of the rights of African Americans and women

[Helen Keller](#) - American author, political activist, the first deaf and blind person to earn a college degree

[Simone Biles](#) – U.S. Olympian Gymnast; the first woman in 42 years to win four straight U.S. all-around titles and owns the most world medals in U.S. history

[Barbara Jordan](#) - The first African American woman to be elected into the U.S. House of Representatives

[Georgia O'Keeffe](#) – American artist

[Julie Taymor](#) - The first woman to win a Tony Award for Best Direction of a Musical

[Nadia Comaneci](#) - First to earn a perfect score of 10.0 in an Olympic Gymnastics competition

[Gwendolyn Brooks](#) - First African American to win a [Pulitzer Prize](#) for her book of poetry

[Ella Fitzgerald](#) – Singer, first African American woman to win a Grammy award in 1959

[Rosa Parks](#) - Civil rights activist and ‘Mother of the Movement’

[Indira Gandhi](#) - Only female Prime Minister of India

[Frida Kahlo](#) – Mexican artist

[Susan Solomon](#) – Chemist

[Kathryn Bigelow](#) - The first woman to win the Academy Award for Best Director

[Jane Austen](#) – English writer

[Dr. Mae Jemison](#) – [NASA astronaut](#), the first African American woman to [travel to space](#)

[Katherine Switzer](#) - The first women to run in the [Boston Marathon](#)

Suggested Reading for Women's History Month

(Please read/preview all books before using in class.)

Women's History Month

Elementary School

Book/Author	Video
<i>She Spoke: 14 Women Who Raised the Voices and Changed the World</i> by Kathy McMillan	https://www.youtube.com/watch?v=ihCAAoKosXI
<i>The Pink Hat</i> by Andrew Joyner Ada	https://www.youtube.com/watch?v=hpqAqCSNivw
<i>She Persisted Around the World: 13 Women Who Changed History</i> by Chelsea Clinton	https://www.youtube.com/watch?v=U7cBQ1r7DHW
<i>Free as a Bird: The Story of Malala</i> by Lina Maslo	Read by the Author https://www.youtube.com/watch?v=KGul7-oo410
<i>Mae Among the Stars</i> by Roda Ahmed	https://www.youtube.com/watch?v=sF6CYDVdhyA
<i>Joan Procter, Dragon Doctor: The Woman Who Loved Reptiles</i> by Patricia Vladez	https://www.youtube.com/watch?v=xRIXsR13uhk
<i>The Doctor With an Eye for Eyes: The Story of Dr. Patricia Bath</i> by Julia Finley Mosca	https://www.youtube.com/watch?v=oEljnOgQl-s
<i>No Truth Without Ruth: The Life of Ruth Bader Ginsburg</i> by Kathleen Krull	https://www.youtube.com/watch?v=glcAJ8FJ4Fs&t=9s
<i>Byron Lovelace and the Thinking Machine</i> by Laurie Wallmark	Read by the Author https://www.youtube.com/watch?v=7qvS4B4XPzo
<i>Amelia and Eleanor Go for a Ride</i> by Pam Muñoz Ryan	https://www.youtube.com/watch?v=Dk_6QSE5trl
<i>America's Champion Swimmer: Gertrude Ederle</i> by David Adler	https://www.youtube.com/watch?v=Oi4jiQeVhZU
<i>Elizabeth Started All the Trouble</i> by Doreen Rappaport	https://www.youtube.com/watch?v=oOMA2VoYGV0
<i>Fly High! The Story of Bessie Coleman</i> by Louise Borden, Mary Kay Kroeger	https://www.youtube.com/watch?v=iYBjm9my6KM
<i>My Name Is Gabriela: The Life of Gabriela Mistral / Me llamo Gabriela: la vida de Gabriela Mistral</i> by Monica Brown	https://www.youtube.com/watch?v=Lq-aYoDHTNk
<i>Sky High: The True Story of Maggie Gee</i> by Marissa Moss	https://www.youtube.com/watch?v=LbbTwdht1hE
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Women</i> by Kathleen Krull	https://www.youtube.com/watch?v=Uhu_wuYsmcA

- *Ladies of Liberty: The Women Who Shaped Our Nation* by Cokie Roberts
- *Remember the Ladies: 100 Great American Women* by Cheryl Harnes

Middle School

- *Inside Out and Back Again* by Thanhha Lai
- *Amina's Voice* by Hena Kahn
- *Before X* by Ilyasah Shabazz with Renee Watson
- *Lucky Broken Girl* by Ruth Behar
- *The Red Pencil* by Andrea Davis Pinkney
- *The Girl Who Drew Butterflies: How Maria Merian's Art Changed the World* by Joyce Sidman
- *The Girl Who Rode a Shark & Other Stories of Daring Women* by Alisa Ross
- *A Girl Called Genghis Khan: How Maria Toorpakai Wazir Pretended to Be a Boy, Defied the Taliban, and Became a World Famous Squash Player* by Michelle Lord
- *Little Women* by Louisa May Alcott
- *Rad Women Worldwide: Artists and Athletes, Pirates and Punks* by Kate Schatz

High School

- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai
- *#Not Your Princess: Voices of Native American Women* edited by Lisa Charleyboy and Mary Beth Leatherdale
- *The Radical Element: 12 Stories of Daredevils, Debutantes and Other Dauntless Girls* edited by Jessica Spotswood
- *The Hate U Give* by Angie Thomas
- *A Hope More Powerful Than the Sea* by Melissa Fleming
- *Pet* by Akwaeke Emezi
- *Warcross* by Marie Lu
- *No Higher Honor* by Condoleezza Rice
- *Watch Us Rise* by Renée Watson and Ellen Hagan

Suggested Resources

[Women's History Month](#)
[Women's History Milestones: A Timeline](#)
[National Women's History Museum](#)
[National Women's History Alliance](#)
[Biography.com - Women's History](#)
[NASA Celebrates Women](#)
[The 19th Amendment of the U.S. Constitution](#)
[Fifteen Ways to Celebrate Women's History Month](#)
[Iconic Women to Celebrate](#)
[Education World - Women's History Month Lessons](#)
[Scholastic - Women's History Month: A Collection of Teaching Resources: K-12](#)
[Click! The Ongoing Feminist Revolution](#)
[National Women's History Project](#)
[Library of Congress Women's History Site for Teachers](#)
[Timeline of the Women's Suffrage Movement in the U.S.](#)
[History Channel - Women's History Month](#)
[National Portrait Gallery "Women of Our Time" Exhibit](#)
[NEA's Women's History Month for the Classroom](#)
[Time for Kids Women's History Month](#)
[Smithsonian Because of Her Story](#)
[Anti-Defamation League Women's History Month Resources](#)
[18 Inventions by Women That Changed the World](#)
[National Women's History Museum](#)
[25 Women's History Month Ideas for School](#)
[BrainPOP – Women's History](#)
[Girls with Ideas – 31 Ways to Celebrate Women's History Month](#)
[100 International Women's Day Quotes](#)

Suggested Videos

[The History Behind Women's History Month](#)
[Women's History for Kids](#)
[She Persisted: 13 American Women Who Changed the World](#)
[PBS Kids: Women's History Month](#)
[Women's History Month Time Travel Adventure!](#)
[Facts for Kids: Who was Ruth Bader Ginsberg?](#)
[Ring the Justice Bell: Women's Suffrage](#)
[Women in Science Who Changed the World](#)
[Women's History Month: Rosie the Riveter](#)

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National Developmental Disabilities Awareness Month

National Developmental Disabilities Awareness Month is a time to promote respect for people with intellectual and physical disabilities, actively supporting their full inclusion and participation in the community throughout their lifetimes.

What is National Developmental Disabilities Awareness Month

The month of March is recognized as *National Developmental Disabilities Awareness Month*, an opportunity to promote respect for people with intellectual and [developmental disabilities](#) (I/DD). The purpose of the national recognition is also to raise awareness and educate others about the challenges and triumphs facing individuals with I/DD and their families.

Raising awareness through *National Developmental Disabilities Awareness Month* provides the community the opportunity to see that individuals with I/DD are people with real, relatable stories. People with disabilities enjoy time with their loved ones, learning new things in school, challenging themselves at school or work, and traveling the world.

Many opportunities exist throughout communities to work and volunteer with someone who has an I/DD and, in the process, help raise awareness. The goal of *National Developmental Disabilities Awareness Month* is to harness resources and collective power to gain allies, foster understanding, dispel myths and educate people without disabilities.

The History National Developmental Disabilities Awareness Month

In 1987, [President Ronald Reagan](#) proclaimed *March Developmental Disabilities Awareness Month*. In his proclamation, he urged all Americans to join “in according our fellow citizens with such disabilities both encouragement and the opportunities they need to live productive lives and achieve their full potential.”

What Are Developmental Disabilities?

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person’s lifetime.

Who Is Affected

Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. Recent estimates in the United States show that about one in six, or about 17%, of children aged 3 through 17 years have one or more developmental disabilities, such as:

- autism spectrum disorder
- ADHD
- cerebral palsy
- hearing loss
- a variety of learning disabilities
- vision impairment and other developmental delays.

Ways to Observe National Developmental Disabilities Awareness Month:

There are many ways to observe this month in your classroom. Here are some ways:

- **We need to end the misconceptions about disabilities**
People have many misconceptions about students with disabilities. Many people believe that living with a disability prevents students from being able to achieve their academic goals. You do not know many times people have stereotyped based on their disabilities. So today make time to talk about it with family and friends so as not to call them with inappropriate labels and end this stereotype.
- **Show gratitude to special education teachers and students**
Celebrate this day by thanking a teacher or a student in your family or locality who works towards empowering special children and their education. Call them or write them a Thankyou card for their efforts. It is a challenge teaching imparting knowledge to children and it's even tougher to cater to special children.
- **Thank the special education advocates**
Another best way to celebrate the day is by thanking the advocates working towards supporting and guiding students and families in need of special education.
- **Support an organization that work for special education**
A great way to celebrate the *Developmental Disabilities Awareness Month* is by showing your support for the organization by involving them in any way possible. You can choose to volunteer for various activities and raise money to support them.

Suggested Books That Teach About Developmental Disabilities Awareness

(Please read/preview all books before using in class.)

Elementary Level

Book/Author	Video
<i>My Friend Isabelle</i> by Eliza Woloson	https://www.youtube.com/watch?v=IEB2bk29AMQ
<i>Thank You, Mr. Falker</i> by Patricia Polacco	https://www.youtube.com/watch?v=xyr8zOXZvTo
<i>The Alphabet Wars: A Story about Dyslexia</i> by Diane Burton Robb	https://www.youtube.com/watch?v=aHcRyHGfkbM
<i>My Whirling, Twirling Motor</i> by Meriam Sarcia Saunders	https://www.youtube.com/watch?v=01h5BiNvyaQ
<i>What's Wrong with Timmy?</i> by Maria Shriver	https://www.youtube.com/watch?v=Bk-xj3Emh2Q
<i>Mama Zooms</i> by Jane Cowen-Fletcher	https://www.youtube.com/watch?v=KbnGAHikRAo
<i>Hello Goodbye Dog</i> by Maria Gianferrari and Patrice Barton	https://www.youtube.com/watch?v=NqkOALH-Md8
<i>My Travelin' Eye</i> by Jenny Sue Kosteck-Shaw	https://www.youtube.com/watch?v=UAgig5jsJEo
<i>Lemon the Duck</i> by Laurence Cleyet-Mede	https://www.youtube.com/watch?v=ZzP3a88uJ3Y
<i>Tom's Special Talent</i> by Kate Gaynor	https://www.youtube.com/watch?v=GOcJu9lu3XA
<i>Special People Special Ways</i> by Arlene Maguire	https://www.youtube.com/watch?v=R6RarKhZTCI
<i>Not So Different: What You Really Want to Ask about Having a Disability</i> by Shane Burcaw and Matt Carr	https://www.youtube.com/watch?v=mV8BY9scCO4

Middle School Level

- *Song for a Whale* by Lynne Kelly
- *Out of Mind* by Sharon Draper
- *A Chance to Fly* by Ali Stroker and Stacy Davidowitz
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Anything But Typical* by Norah Raleigh Baskin
- *Joey Pigza Swallowed the Key* by Jack Gantos
- *Trout and Me* by Susan Shreve
- *Bluefish* by Pat Schmatz

High School Level

- *Backwards Forward: My Journey Through Dyslexia* by Catherine Hirschman
- *Beauty is a Verb* by Jennifer Bartlett, Sheila Black and Michael Northen
- *How We Roll* by Natasha Friend
- *Pinned* by Sharon G. Flake
- *Disability rights movement* by Tim McNeese
- *Laughing at My Nightmare* by Shane Burcaw
- *Caged in Chaos: A Dyspraxic Guide to Breaking Free* by Victoria Biggs

Individuals with Development

Disabilities Who We Appreciate for Their Uniqueness and Individuality – A Very Incomplete List

[Walt Disney](#) – Disney creator

[Zack Gottsagen](#) – American actor

[Hans Christian Anderson](#) – Writer

[Nick Vujicic](#) - Founder of *Life Without Limbs*

[Chuck Close](#) – American Artist and photographer

[Stephen Hawking](#) – English theoretical physicist

[Michael Jordan](#) – American professional basketball player

[Daniel Radcliffe](#) – English actor

[Temple Grandin](#) – Professor of Animal Science at [Colorado State University](#) and a prolific author

[Steven Spielberg](#) – American director and screenwriter

[Itzhak Perlman](#) - Violinist and conductor

[Jim Henson](#) – Animator & puppeteer

[Octavia Spencer](#) – American actor, author, and producer

[Brandon Knight](#) - American professional basketball player

[Louis Pasteur](#) – French chemist and microbiologist

[Robin Williams](#) – American actor and comedian

[Pete Conrad](#) – [U.S. Astronaut](#)

[Michael Phelps](#) – Olympic Gold Medal swimmer

[Justin Timberlake](#) – Singer, songwriter and actor

[Sujeet Desai](#) – First [musician](#) with Down Syndrome to play at Carnegie Hall

[John Nash](#) - Mathematician and a Nobel laureate

[Ralph Braun](#) – Invented a series of revolutionary mobility-assistance devices, including the world's first battery-powered scooter and wheelchair lift

Suggested Resources

[American Association on Intellectual and Developmental Disabilities](#)

[Teaching Children with Developmental Disabilities: Classroom Ideas](#)

[National Association of Special Education Teachers](#)

[Special Olympics: Intellectual Disabilities](#)

[Inclusive Teaching Resources and Strategies](#)

[Remote Learning Resources for Students with Developmental Disabilities](#)

[Teaching Strategies for Students with Developmental Disabilities](#)

[Support and Resources for Educators of Students with Developmental Disabilities](#)

[Ten Resources for Special Education Teachers](#)

[Strategies for Teaching Students with Developmental Disabilities](#)

[The Five Most Common Learning Disabilities](#)

[Athletes Without Limits](#)

[Adaptive Sports](#)

[Special Education Resources - NJDOE](#)

[Building Inclusive Classrooms](#)

[15 Resources on Creating Inclusive Classrooms](#)

[Teacher Lesson Plans for Special Education Students](#)

[Every Child in Focus – Special Education Day](#)

[Resources](#)

[Special Education Resources](#)

[Teaching Students with Special Needs](#)

[50 Great Websites for Special Needs Educators](#)

[A Teacher's Guide to Special Education Resources](#)

[National Beep Baseball Association](#)

[Share My Lesson – Special Education Resources](#)

[Teaching Special Education](#)

[Inclusive Classroom Resources](#)

Suggested Videos

[What is Development Disability?](#)

[Intellectual Disability](#)

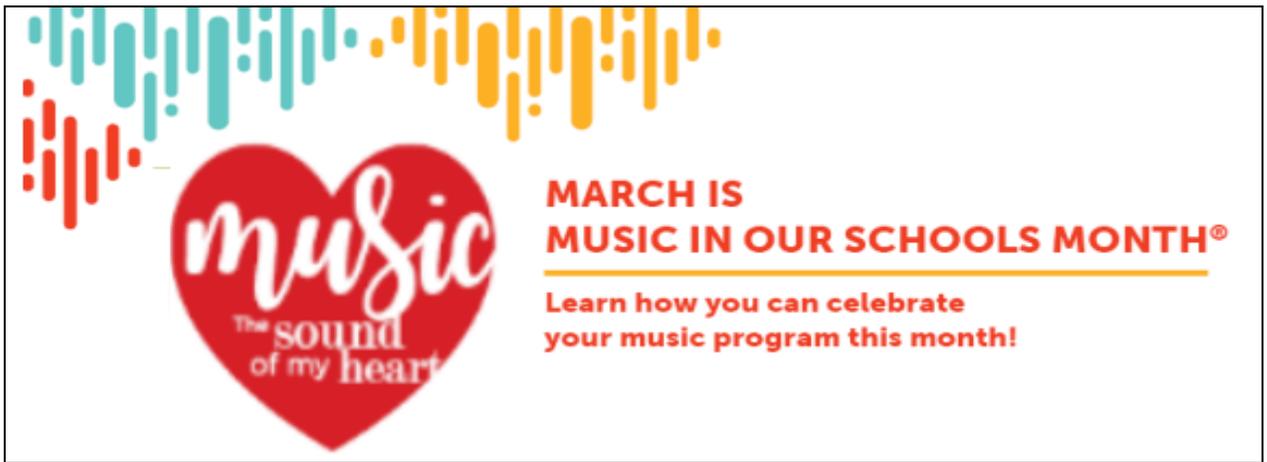
[See Dyslexia Differently](#)

[How Do Individuals with Dyslexia Learn?](#)

[Temple Grandin-The Autistic Brain](#)

[TED Talk: John Fahrenbach: The Gold Standards Community for Persons with Developmental Disabilities](#)

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National Music in Our Schools Month

For more than 30 years, March has been officially designated National Music in Our Schools Month - the time of year when music education becomes the focus of schools across the nation.

What is National Music in Our Schools Month?

With the continual threat of budget cuts, it is important now more than ever to recognize the significant influence music education has on school-aged children. The first *National Music in Our Schools Month* took place in New York back in March 1973, and it has been growing in popularity ever since. *National Music in Our Schools Month* is an opportunity for school districts to bring their music programs to the attention of the community, and to display the benefits that school music brings to students of all ages.

National Music in Our Schools Month is an opportunity for music teachers to bring their music programs to the attention of the entire school and their entire community, and to display the results of their program and the wealth of extraordinary benefits that music brings to students of all ages. But it is also a great opportunity for music programs to network via participation and join a national community of educators striving towards the same cause.

National Music in Our Schools Month is also a great time to get kids excited about music in all its many forms and styles!

Music Education Is Important

School music education programs can have major positive impacts on student growth and development. The following are only some of the benefits of music education for children:

- **Music Can Make You Smarter**

Studies have shown that music helps to wake your brain up. There has also been research that indicates listening to music may be linked to increased academic scores. So, the next time you need some serious brainpower, try turning on [Mozart](#).

- **Music Helps You Relax**

We can all use a little relaxation in our lives. Research has shown that playing a musical instrument can be a fantastic stress reducer. If you feel overwhelmed, put on some [soothing, classical music](#) and feel the tension drift away.

- **Musical Education Increases College Acceptance Rates**

Researchers believe that there is a link between musical appreciation and test scores. One study indicated that students who have received exposure to music education scored significantly higher SAT scores than their non-music listening counterparts.

- **Enhanced Language Capabilities**

Emerging evidence suggests the area of the brain controlling both musical ability and language comprehension are more related than previously thought. Music education requires students to recognize and repeat pitch, tone or enunciation of words. Especially in young children, music directly benefits the ability to learn words, speak them correctly, and process the many new sounds they hear from others.

- **Music Improves Your Memory**
Music education involves a high level of memorization. Students must be able to read music by sight, play the proper notes on their instrument or recall lyrics. This process benefits the overall memory center of the brain.
- **Music Strengthens Hand-eye Coordination**
Playing a musical instrument has long been known to [enhance dexterity and hand-eye coordination](#). This opportunity to grow motor skills is especially significant in younger children. Even a basic introduction to an instrument, such as a hitting a triangle or learning a song on a recorder, can be beneficial.
- **Music Fosters Teamwork**
Music is often thought of as a way to foster individual expression. While it definitely is that, music can also teach teamwork. No place is this more evident or powerful than in schools. Students work together to create a cohesive, technically correct performance. Together, they form a community of like-minded individuals who can help each other reach goals. Many students find a sense of belonging in school music programs.

Ways to Observe National Music in Our Schools Month in Your Classroom

- Add a “[This Day in Music History](#)” section to your morning announcements or in your Morning Meeting.
- Play appropriate music as students arrive in the morning and when they are working.
- Play [music from different countries](#) and honor different cultures of music each day of the week. Ask your students about music their families listen to.
- Add a musical touch to the morning announcements. Try having a “mystery tune” each day, or a [music trivia](#) question, with prizes for the winner.
- Design posters, banners, and buttons featuring the MIOSM theme of ‘Music Changes Lives.’
- Practice performing a song with your students. Perform for another class!
- Plan an all-school sing.
- Promote [learning a musical instrument](#) or [learning to sing](#).
- Ask students to draw their favorite musical instrument, have them design an instrument of the future, or bring in [homemade instruments](#) for “show and tell.”
- Ask students to cut pictures of music and musicians out of magazines and create a musical wall collage for your classroom.
- Have students list ways in which music is a part of their everyday lives. Have them compare lists with friends and family members.

Suggested Resources

[National Association for Music Education - Resources](#)

[This Day in Music History](#)

[Readwritethink.com - National Music in Our Schools Month Lessons \(K-10\)](#)

[Share My Lessons - National Music in Our Schools Month](#)

[Ideas to Celebrate National Music in Our Schools Month in School](#)

[Ideas for Early Childhood and Elementary Grades](#)

[Accent on Composers – Printable with Readings and Activities](#)



MUSIC IN OUR SCHOOLS MONTH™

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Additional Commemorative Events to Observe in March

Youth Art Month

[Brain Injury Awareness Month](#)

[Irish American Heritage Month](#)

National Nutrition Month

National Reading Month

[Read Across America Day](#) – 3/2

National Pi Day - 3/14

[St. Patrick's Day](#) – 3/17

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Autism Awareness Month

Autism Awareness Month is a time to celebrate and honor the gifts and contributions of individuals with autism. It is a day to release the prejudices of the past, embrace the realities of the present, and inspire hope for the future.

During April, educators are encouraged to further educate their students and themselves on autism, how to recognize the early warning signs of autism, how to support research efforts, and, most of all, to celebrate the lives and achievements of individuals with autism.

When did National Autism Awareness Month Begin?

In 1970, the Autism Society launched an ongoing nationwide effort “promote autism awareness, inclusion and self-determination for all, and assure that each person with [autism spectrum disorder](#) (ASD) is provided the opportunity to achieve the highest possible quality of life.” In 1972, the Autism Society launched the first annual National Autistic Children’s week, which evolved into *National Autism Awareness Month* (NAAM). This April, we continue our efforts to spread awareness, promote acceptance, and ignite change.

The Goals of National Autism Awareness Month

The goal of *National Autism Awareness Month* is to draw attention to the needs of all those impacted by autism and to advocate for effective options that meet the needs of one of the fastest-growing developmental disabilities. Individuals with autism are faced with the following issues, among others, at an increased rate compared to their neuro-typical peers:

- Homelessness or lack of suitable housing options
- Lack of employment or underemployment
- Barriers to healthcare and appropriate medical treatments
- Inability to gain access to higher education or training for a trade
- Bullying or harassment at school and in the workforce

What is Autism?

Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. According to the [Centers for Disease Control](#), [autism affects an estimated 1 in 54 children](#) in the United States today.

We know that there is not one autism but many subtypes, most influenced by a combination of genetic and environmental factors. Because autism is a spectrum disorder, each person with autism has a distinct set of strengths and challenges. The ways in which people with autism learn, think and problem-solve can range from highly skilled to severely challenged. Some people with ASD may require significant support in their daily lives, while others may need less support and, in some cases, live entirely independently.

Several factors may influence the development of autism, and it is often accompanied by sensory sensitivities and medical issues such as gastrointestinal (GI) disorders, seizures or sleep disorders, as well as mental health challenges such as anxiety, depression and attention issues.

The Autism Awareness Symbol

The symbol most closely associated with autism is the Puzzle Ribbon. The puzzle pattern reflects the complexity of the autism spectrum. The different colors and shapes represent the diversity of the people and families living with the condition. The brightness of the ribbon signals hope — hope that through increased awareness of autism, and through early intervention and access to appropriate services/supports, people with autism will lead full lives able to interact with the world on their own terms.

Autism Awareness Month Ideas

Here is a list of awareness ideas that you can use to help spread awareness and acceptance of autism in your school:

1. Post facts about autism on puzzle pieces around the school or talk about them in the morning announcements. You can find a list of Autism Society approved facts at: <https://www.texasautismsociety.org/about-autism/>
2. Invite speakers to talk about autism. Speakers can be people on the spectrum, family members of individuals with autism or professionals in the field
3. Ask classmates, friends and teachers to wear autism shirts to raise autism awareness on a particular day.
4. Post ideas that students can do on for Autism Awareness Month puzzle pieces around the school.
5. Create an Autism Awareness Ambassador Program <http://www.autismnj.org/ambassador> or club at your school to help raise money and spread awareness

Observe Autism Awareness Month through the Lives and Accomplishments of the Following Individuals:

An Incomplete List

[Temple Grandin](#) – Professor of Animal Science at Colorado State University and a prolific author

[Satoshi Tajiri](#) – Creator of Pokémon

[Alonzo Clemon](#) – Sculptor

[Dan Aykroyd](#) – Actor and writer

[Haley Moss](#) – American contemporary Pop Art artist

[Matt Savage](#) – Composer and pianist

[Alexis Wineman](#) – The first Miss America contestant with autism

[Clay Marzo](#) – Professional surfer

[Carl Sagan](#) – Astronomer and writer

[Dr. Vernon Smith](#) – Nobel Prize Winner in economics

[Bram Cohen](#) – Inventor of BitTorrent

[Jonathan Lerman](#) – Artist

[Billy West](#) – Voice actor

[Dan Harmon](#) – American writer and producer

[Sir Anthony Hopkins](#) – Welsh actor

[Dani Bowman](#) – Illustrator, animator, autism advocate and public speaker

Suggested Books to Observe Autism Awareness Month (Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
<i>My Brother Charlie</i> by Holly Robison Peete	https://www.youtube.com/watch?v=CxdxMw1OvTw
<i>The Girl Who Thought In Pictures: The Story of Dr. Temple Grandin</i> by Julia Finley Mosca	https://www.youtube.com/watch?v=6wgbArZ5ytE
<i>Since We're Friends: An Autism Picture Book</i> by Celeste Shally	https://www.youtube.com/watch?v=O7a8SUKovxc
<i>Nathan's Autism Spectrum Superpowers</i> by Lori Leigh	https://www.youtube.com/watch?v=3dVyvcr_2fc
<i>All My Stripes: A Story for Children With Autism</i> by Shaina Rudolph and Danielle Royer	https://www.youtube.com/watch?v=5gaLxpifMcQ
<i>A Friend Like Simon</i> by Kate Gaynor	https://www.youtube.com/watch?v=hiHVabACUSM
<i>Uniquely Wired: A Story About Autism and Its Gifts</i> by Julia Cook	https://www.youtube.com/watch?v=l5B37mgNlvs
<i>My Friend Has Autism</i> by Amanda Doering Tourville	https://www.youtube.com/watch?v=5WF-q1qnBEE
<i>Noah Chases the Wind</i> by Michelle Worthington	https://www.youtube.com/watch?v=KVtmoVa3mWl
<i>Andy and His Yellow Frisbee</i> by Mary Thompson	https://www.youtube.com/watch?v=9fTtJPDZhco
<i>Ian's Walk: A Story about Autism</i> by Laurie Lears and Karen Ritz	https://www.youtube.com/watch?v=zwzsGrUxzTc
<i>I See Things Differently: A First Look at Autism</i> by Pat Thomas	https://www.youtube.com/watch?v=5mZkWRD-KAg

Middle School Grades

- *Counting by 7s* by Holly Goldberg Sloan
- *Rouge* by Lyn Miller Lachman
- *The Truth as Told by Mason Buttle* by Leslie Connor
- *The Someday Birds* by Sally J. Pla
- *Stanley Will Probably Be Fine* by Sally J. Pla
- *The State of Grace* by Rachael Lucas
- *Can You See Me* by Rebecca Westcott and Libby Scott
- *Planet Earth is Blue* by Nicole Panteleakos
- *Unbroken* edited by Marieke Nijamp
- *Forever Neverland* by Susan Adrian

High School Grades

- *The Way I See It* by Temple Grandin
- *Different Not Less* by Temple Grandin
- *The Reason I Jump* by Naoki Higashida
- *The Sound of Letting Go* by Stasia Ward Kehoe
- *Marcelo in the Real World* by Francisco X. Stork
- *Delightfully Different* by D.S. Walker
- *Remember Dippy* by Shirley Reva Vernick
- *Screaming Quietly* by Evan Jacobs
- *The Society of Sylphs: How an Autistic Boy and a Mystical Being Find Their Voices through Human Tragedy* by Lea M. Hill

Suggested Resources

[How to Recognize the Early Warning Signs of Autism](#)

[Ten Facts about Autism Spectrum Disorder](#)

[30 Ways to Celebrate Autism Awareness Month](#)

[How 10 Teachers Raise Autism Awareness in Their Schools](#)

[Autism Infographics – Digital Resources - Printable](#)

[Teaching Disability Awareness to School-Aged Children - Article](#)

[Learning to Give - Disability Awareness Teaching about Disabilities](#)

[National Autistic Society](#)

[Autistic Self-Advocacy Network](#)

[Disability Awareness Class Activity Lesson Plans](#)

[Disability Awareness Packet](#)

[Disability 101: Increasing Disability Awareness and Sensitivity](#)

[The National Association of Councils on Developmental Disabilities](#)

[Developmental Disabilities Awareness Resources](#)

[Self-Advocates Becoming Empowered](#)

[Marvelous Max - Autism Awareness for Kids - Video](#)

[Sesame Street & Autism - Video](#)

[Fast Facts about Autism for Kids - Video](#)

[Person First Language](#)

Suggested Videos

[I'm Just Like You – Autism Awareness](#)

[What is Autism Spectrum Disorder?](#)

[What is Autism-Part 1](#)

[What is Autism-Part 2](#)

[Five Questions about Autism](#)

[Autism Spectrum Disorder – Understanding Sensory Crisis](#)

[TED Talk: Ethan Lisi: What It is Really Like to Have Autism](#)

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Mathematics & Statistics Awareness Month

Mathematics and Statistics Awareness Month

April marks a time to increase the understanding and appreciation of mathematics and statistics. Why? Both subjects play a significant role in addressing many real-world problems—internet security, sustainability, disease, climate change, the data deluge, and much more.

What is *Mathematics and Statistics Awareness Month*?

Mathematics and Statistics Awareness Month aims to increase the understanding and appreciation of mathematics and statistics. These disciplines play an important role in addressing real-world problems facing our society, including security, sustainability, disease, climate change, the data deluge and more.

How Did *Mathematics and Statistics Awareness Month* Begin?

Mathematics Awareness Month began in 1986 as *Mathematics Awareness Week* with a proclamation by [President Ronald Reagan](#), who said in part:

“Despite the increasing importance of mathematics to the progress of our economy and society, enrollment in mathematics programs has been declining at all levels of the American educational system. Yet the application of mathematics is indispensable in such diverse fields as medicine, computer sciences, space exploration, the skilled trades, business, defense, and government. To help encourage the study and utilization of mathematics, it is appropriate that all Americans be reminded of the importance of this basic branch of science to our daily lives.”



[Proclamation 5461 - National Mathematics Awareness Week, April 17, 1986](#)

In 1986, activities concentrated on national-level events, such as opening an exhibit at the [Smithsonian Institution](#) on mathematics and hosting a Capitol Hill reception. In 1999, *Mathematics Awareness Week* became *Mathematics Awareness Month*, held each year in April. Since that time, the focus has shifted to activities at the local, state, and regional levels. Over the years, the general purpose has consistently been to increase the visibility of mathematics as a field of study and communicate the power and intrigue in mathematics to a larger audience.

What Is the Goal *Mathematics and Statistics Awareness Month*?

Its goal is to increase public understanding of and appreciation for mathematics. During *Mathematics and Statistics Awareness Month*, celebrate mathematics and statistics and the diverse researchers and students in these fields who are contributing so much to furthering discoveries, solving problems, and finding beauty in our world.

Three Ways to Observe *Mathematics and Statistics Awareness Month* in Your Classroom

1. Show kids how math is used in the real world.

Whether it is pointing out how algebra is used by architects, statistics are used to track crime, or estimation is used to figure out just how much a kid can buy with their allowance, it is important to show that math has meaning beyond the classroom.

2. Read about it.

Math plays a part in some pretty great fiction. Check out some of the books listed below that celebrate math.

3. Plan a Schoolwide Math Day.

There’s nothing like a party to make math more interesting. Plan a day of fun and games centered around mathematics. From calibrating long jump scores in a Mini Olympics, to flipping coins to test results against probability, to baking cookies using measurement, there are lots of ways to pull math out of the textbook and into the action.

Suggested Books That Celebrate Mathematics and Statistics Awareness Month

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
<i>A Hundred Billion Trillion Stars</i> by Seth Fishman	https://www.youtube.com/watch?v=OtMoDq5Gito
<i>The Boy Who Loved Math: The Improbable Life of Paul Erdos</i> by Deborah Heiligman	https://www.youtube.com/watch?v=-B17Wu634Hk
<i>On a Beam of Light</i> by Jennifer Berne	https://www.youtube.com/watch?v=fkCesLkciQY
<i>Blockhead: The Life of Fibonacci</i> by Joseph D’Agnese	https://www.youtube.com/watch?v=On8QBD1eKqk
<i>Infinity and Me Were Written</i> by Kate Hosford	https://www.youtube.com/watch?v=ZHOdDFZrimU
<i>The Rabbit Problem</i> by Emily Gravett	https://www.youtube.com/watch?v=V_Gss3uLmnc
<i>The Girl With a Mind for Math: The Story of Raye Montague</i> by Julia Finley Mosca	https://www.youtube.com/watch?v=dXmaP3Ewj44
<i>Fractions in Disguise: A Math Adventure</i> by Edward Einhorn	https://www.youtube.com/watch?v=GhVE6FJiGOI
<i>What’s Your Angle, Pythagoras?</i> by Julie Ellis	https://www.youtube.com/watch?v=dKcKbX1diOI
<i>Multiplying Menace: The Revenge of Rumpelstiltskin</i> by Pam Calvert	https://www.youtube.com/watch?v=53XH9ASKatM
<i>Sir Cumference and the First Round Table</i> by Cindy Neuschwander	https://www.youtube.com/watch?v=7MugH2LztVY
<i>Sir Cumference and the Dragon of Pi</i> by Cindy Neuschwander	https://www.youtube.com/watch?v=xJ4MbU8928c
<i>One Grain of Rice: A Mathematical Folktale</i> by Demi Huang	https://www.youtube.com/watch?v=1L-kU3mvRxx

Middle School Grades

- *A Gebra Named AI* by Wendy Isdell
- *Equal Shmequal* by Virginia Kroll
- *Grandfather Tang’s Story* by Ann Tompert
- *The Number Devil: A Mathematical Adventure* by Hans Magnus Enzensberger
- *Kiss My Math: Showing Pre-Algebra Who’s Boss* by Danica McKellar
- *Secrets, Lies and Algebra* by Wendy Lichtman
- *The Math Curse* by John Scieszka and Lane Smith
- *Sir Cumference and the First Round Table* by Cindy Neuschwander
- *Sir Cumference and the Dragon of Pi* by Cindy Neuschwander
- *The Man Who Counted: A Collection of Mathematical Adventures* by Malba Tahan

High School Grades

- *Meanwhile* by Jason Shiga
- *What Is Relativity?* By Jeffrey Bennett
- *Code Talker: A Novel about the Navajo Marines of World War Two* by Joseph Bruchac
- *The Calculus Diaries: How Math Can Help You Lose Weight, Win in Vegas, and Survive a Zombie Apocalypse* by Jennifer Ouellette
- *Mathematics: A Human Endeavor* by Harold R. Jacobs
- *The Housekeeper and the Professor* by Yoko Ogawa
- *Here’s Looking at Euclid: From Counting Ants to Games of Chance—An Awe-Inspiring Journey Through the World of Numbers* by Alex Bellos
- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly

Notable Mathematicians – A Very Incomplete List

[Archimedes](#) - Greek mathematician, physicist, engineer, inventor, and astronomer

[Euclid](#) - Greek mathematician, often referred to as "the father of geometry"

[Albert Einstein](#) – physicist, [the theory of relativity](#)

[Diophantus](#) - The father of algebra

[Melba Roy Mouton](#) - American mathematician, Assistant Chief of Research Programs at [NASA](#)'s Trajectory and Geodynamics Division in the 1960s

[Sir Isaac Newton](#) - The universal laws of gravity

[Leonardo Pisano Bigollo](#) – Better known as

“Fibonacci” – Creator of [the Fibonacci sequence](#)

[Pythagoras](#) - The Pythagorean Theorem: $a^2 + b^2 = c^2$

[Dame Mary Lucy Cartwright](#) - Pioneer of chaos theory

[René Descartes](#) – Mathematician and philosopher known for the development of analytic geometry

[Ada Lovelace](#) - The mother of computer science

[Blaise Pascal](#) - Pascal's Triangle

[Marjorie Lee Browne](#) - Mathematician and educator, third female African American to earn a Ph.D. in Mathematics

[Benjamin Banneker](#) - a free African American mathematician, astronomer, almanac author, and surveyor

[Alan Turing](#) - Breaking of the [German Enigma code](#), [Turing Test](#) of artificial intelligence

[Sophie Germain](#) - Developed elasticity theory

[Emmy Noether](#) - German mathematician, made important contributions to abstract algebra, and discovered *Noether's theorem*

[John Napier](#) - Invention of natural logarithms

[August Ferdinand Möbius](#) - Möbius strip (a two-dimensional surface with only one side)

[John Venn](#) - Introduced [Venn diagrams](#) into set theory

[Gaston Julia](#) - Developed complex dynamics and set formula

[John Nash](#) – Important work in [game theory](#), differential geometry and partial differential equations

Suggested Resources

[Mathematics and Statistics Awareness Month](#)

[American Mathematical Society](#)

[Statistics in Schools](#)

[American Mathematics Competitions](#)

[PBS NOVA Math Resources Page](#)

[9 Ways to Make Math Relevant](#)

[10 Ways to Get Your Students Excited About Math Month!](#)

[Teach the Fibonacci Sequence to Kids with Math and Art](#)

[Math Puzzles and Fun Links](#)

[Ten Fun Activities for Mathematics and Statistics Awareness Month K-3](#)

[Top 6 Math Games to Observe Mathematics Month!](#)

[31 Days of Fun Math Games and Activities](#)

[Timeline of Important Mathematicians](#)

Suggested Videos

[Math: Here's All you Need to Know](#)

[The Basic Mathematics of Statistics](#)

[Kahn Academy: Introduction to Statistics](#)

[Division for Kids](#)

[Fractions for Kids](#)

[Abbot and Costello Teach Math: 7 Into 28](#)

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Earth Day - April 22 / Arbor Day – April 30

We are pretty lucky to call Earth home, with its sparkling shorelines, snow-capped mountains and stretches of lush, tropical forests. That is why it is important for us to treasure and protect Earth and its natural resources. *Earth Day* and *Arbor Day* are great opportunities to learn about important challenges facing our planet and create a call-to-action to conserve our planet's resources.

What is Earth Day and How Did It Begin?

The first *Earth Day* was held on April 22, 1970, when San Francisco activist [John McConnell](#) and Wisconsin [Senator Gaylord Nelson](#) separately asked Americans to join in a grassroots demonstration. Dealing with serious issues concerning toxic drinking water, air pollution, and the effects of pesticides, an impressive 20 million Americans—10% of the population—ventured outdoors and protested together.

[President Richard Nixon](#) led the nation in creating the [Environmental Protection Agency](#), which followed with successful laws including the [Clean Air Act](#), the [Clean Water Act](#), and the [Endangered Species Act](#).

McConnell originally had chosen the [spring equinox](#) (March 20, 1970), but Nelson chose April 22, which ended up becoming the official celebration date. (Given that the date of the spring equinox changes over time, it may have made things more complicated to go with the astronomical event rather than just a calendar date.)

Earth Day is not only a day meant to increase awareness of environmental problems. It is also becoming a popular time for many communities to gather together to clean up litter, plant trees, or simply reflect on the beauty of nature.

What is Arbor Day and When Did it Begin?

Arbor Day is a holiday in various countries where trees are celebrated and people are encouraged to get together and plant them.

The first *Arbor Day* took place in 1872 in Nebraska. Journalist [Julius Sterling Morton](#) believed that Nebraska's landscape and economy would benefit if everyone would get together and plant trees. Later, Morton was given the opportunity to be on Nebraska's state agriculture board. He proposed the idea of *Arbor Day* making it a holiday dedicated to planting and bringing awareness to the importance of trees. Needless to say, it still be celebrated it 2021, it surely was a tremendous success.



Trees are important for many reasons. Trees produce oxygen, help stabilize soil, clean the air and help slow storm runoff. With more trees we can make our world a cleaner place, so let's all try and plant a tree this *Arbor Day*!

5 Little-Known Facts about Earth Day and Arbor Day

1. Both *Earth Day* and *Arbor Day* are globally recognized but *Earth Day* is observed in more countries, despite being the younger holiday by nearly 100 years!
2. The very first *Earth Day* fell on a school day and in observance, students came together and planted flowers, committed to recycling and protested pollution.
3. On the first official *Arbor Day* on April 10, 1872, Nebraskan citizens planted more than one million trees.
4. *Arbor Day* became a legal holiday in 1885 with an official date of April 22 (the same as *Earth Day*!) but was later moved to the last Friday in April and can vary depending on the region. For example, Hawaii's tree-planting season is ideal towards the end of the year so citizens plant trees in observance of *Arbor Day* on the first Friday in November.
5. These environmentally conscious holidays influenced the passing of the Clean Air Act, the Endangered Species Act and prompted the creation of the Environmental Protection Agency.

Interestingly, while most holidays acknowledge a past event, *Earth Day* and *Arbor Day* focus on celebrating a possibility for the future. By learning about these important eco-friendly holidays, we can work together to preserve our planet's precious resources and commit to products and organizations that also share the same vision.

Ways to Celebrate Earth Day / Arbor Day in the Classroom

- Have students take a walk around the school or their homes and sketch a map of the trees on the property.
- Have a virtual *Arbor Day* Celebration Ceremony and plant a seed, pinecone, or sapling if available
- Read a book (or complete a read-aloud) about trees or the environment.
- Challenge students to make their own books about trees and make a video clip to share with the class.
- Have students draw a tree from their yard -ask the class to try to identify the trees.
- Ask your students to collect leaves from the trees in their surrounding area- and the use the leaves to collage a picture- like a leaf man, or a leaf house or to identify and classify them by type.
- Brainstorm ways to go green at home, at school, and throughout the Cedar Grove community.

Ways to Observe Earth Day /Arbor Day at Home

You can make *Earth Day* every day by making small lifestyle choices with a huge impact. This could include:

- Avoiding plastic water bottles in favor of [reusable water bottles](#).
- Opting for second-hand instead of buying new, like clothes, furniture, and toys.
- Supporting [organizations with sustainable manufacturing practices](#).

Suggested Reading about Earth Day / Arbor Day (Please read/preview all books before using in class.)

Elementary Level

Book/ Author	Video
<i>Poetrees</i> by Douglas Florian	https://www.youtube.com/watch?v=2TTtMKDGRpA
<i>Trout are Made of Trees</i> by April Pulley Sayre	https://www.youtube.com/watch?v=Lt9WksJGWAA
<i>Planting a Rainbow</i> by Lois Ehlert	https://www.youtube.com/watch?v=sti3PXBeVag
<i>Nature Recycles, How About You</i> by Michelle Lord	https://www.youtube.com/watch?v=G24Wc-TMGms
<i>How Do Plants Grow</i> by Lily Jones	https://www.youtube.com/watch?v=Ua72KCCzUpI
<i>The Lorax</i> by Dr. Seuss	https://www.youtube.com/watch?v=GkO29Z1hvhY
<i>Hello Hello</i> by Brendan Wenzel	https://www.youtube.com/watch?v=U5f-dckA9_4
<i>Arbor Day Square</i> by Kathryn O'Galbraith	https://www.youtube.com/watch?v=vLFtOTUNIW4
<i>The Digger and the Flower</i> by Joseph Kuefler	https://www.youtube.com/watch?v=J3ovaBHSxRo
<i>Anywhere Farm</i> by Phyllis Root	https://www.youtube.com/watch?v=hMi68MqgL_U
<i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> by Donna Jo Napoli	https://www.youtube.com/watch?v=qw-4NC4vhr0
<i>A Place to Start a Family: Poems About Creatures That Build</i> by David L. Harrison	https://www.youtube.com/watch?v=Ccrq2DooDLs

Middle School Grades

- *Hoot* by Carl Hiaasen
- *Strange Birds* by Celia C. Perez
- *Longleaf* by Roger Reid
- *Seedfolks* by Paul Fleischman
- *Fuzzy Mud* by [Louis Sachar](#)
- *Heroes of the Environment* by Harriet Rohmer
- *The Lorax* by Dr. Seuss
- *Island Sting* by Bonnie J. Doerr
- *Sammy Keyes and the Wild Things* by Wendelin Van Draanen

High School Grades

- *Forests: Diminishing Resources* by Allen Stenstrup
- *It's Getting Hot in Here: The Past, Present, and Future of Climate Change* by Bridget Heos
- *Eyes Wide Open: Going Behind the Environmental Headlines* by Paul Fleischman
- *Climate Changed: A Personal Journey Through the Science* by Philippe Squarzoni
- *The Green Teen: The Eco-friendly Teen's Guide to Saving the Planet* by Jenn Savedge
- *Silent Spring* by Rachel Carson
- *A Sand County Almanac: With Essays on Conservation* by Aldo Leopold
- *In the Blast Zone: Catastrophe and Renewal on Mount St. Helens* by Charles Goodrich, Kathleen Dean Moore, and Frederick J. Swanson

Suggested Resources

- [Earth Day.org](#)
- [Environmental Protection Agency](#)
- [Greener Living: Ways to Reduce Your Environmental Footprint](#)
- [The Climate Museum](#)
- [The Nature Conservancy](#)
- [Calculate Your Carbon Footprint](#)
- [National Geographic Kids: Earth Day](#)
- [Green Tips](#)
- [Lesson Plans, Teacher Guides and Online Environmental Resources](#)
- [Arbor Day Educational Resources – All Subjects](#)
- [Earth Day / Arbor Day Writing Prompts for Kids](#)
- [Earth Day: Lesson Plans and Classroom Ideas](#)
- [Ten Fun Activities to Celebrate Earth Day in the Classroom \(K-5\)](#)

Suggested Videos

- [Earth Day](#)
- [Earth Day: How the Climate Crisis Has Impacted Earth Happy Earth Day! \(Elementary Level\)](#)
- [It's Arbor Day, Charlie Brown](#)
- [Ten Ways to Celebrate Earth Day /Arbor Day at Home](#)
- [PBS Kids: Earth Day](#)
- [Curious Kids: It's Earth Day](#)
- [Arbor Day for Kids](#)
- [Earth Day Dance! Music and Movement](#)
- [Earth Day for Kids - 5 Things Kids Can Do to Help Mother Earth](#)
- [Ten Ways to Care for the Environment](#)
- [Taking Care of the Earth](#)
- [Climate Change for Kids](#)

Additional Commemorative Events to Observe in April

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[National Poetry Month](#)

Black Women's History Month

National Deaf History Month

National [Occupational Therapy](#) Month

Nation Arab American Heritage Month

[Financial Literacy](#) Month

[National Child Abuse Protection](#) Month

Jazz Appreciation Month

[Tax Day](#) - April 18

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Let's Celebrate National Physical Fitness & Sports Month!



GET OUT & PLAY IN MAY! #MOVEINMAY

National Physical Fitness & Sports Month

National Physical Fitness and Sports Month is a time to promote healthy lifestyles among all Americans and improve our quality of life.

What is National Physical Fitness and Sports Month?

National Physical Fitness and Sports Month was created to engage, educate, and empower all Americans to adopt a healthy lifestyle that includes regular physical activity and good nutrition. Since 1956, the [President's Council on Fitness, Sports and Nutrition](#) has created and promoted programs and initiatives that motivate people of all ages, backgrounds, and abilities to be active and eat healthfully.

Kids need 20 to 30 minutes of vigorous exercise every day. *National Physical Fitness and Sports Month* is a great time to spread the word about the benefits of getting active. It is also a good time to find out what kids need to do to stay active. Fitness energizes and challenges people, and it helps resist diseases associated with inactivity. Physical fitness also enables people to do well in sports and other activities.

National Physical Fitness and Sports Month also recognizes the important role that sports play in American society and the ways sports help unite us. Through friendly competition, the development of lifelong skills and character traits, and memorable times spent with family and friends, sports help bring communities together, entertain us, and improve our health.

The Benefits of Physical Activity

Regular physical activity is good for everyone's health, and people of all ages and body types can be physically active. *National Physical Fitness and Sports Month* is a great time to spread the word about the benefits of getting active. Here are just a few benefits of physical activity:

- **Children and Adolescents** – Physical activity can improve muscular fitness, bone health, heart health, and decrease the chance of type 2 diabetes.
- **Adults** – Physical activity can lower the risk of heart disease, type 2 diabetes, some types of cancer, and can increase mood and energy level.
- **Older adults** – Physical activity can lower the risk of falls and improve cognitive functioning (like learning and judgment skills) and increase energy level.

Promote *National Physical Fitness and Sports Month* at Your School

Children love a chance to celebrate something - even physical activity. That is why *National Physical Fitness and Sports Month* is a great time to get them involved with special days and community events, such as:

- Community fitness fair or [family fitness night](#).
- Walk-a-thon, where children raise money and use the funds raised to purchase physical activity equipment.
- [Fitness circuit course](#).
- School-wide field day.

- Classroom challenge to be active for at least 10 minutes per day by participating in [daily classroom physical activity breaks](#).
- [Open gym](#) for students to experience new sports and fitness activities.
- Encourage families to participate at home. Check out *Game On's* [Family Activity Points](#) for 40+ tips for an active family.
- Spotlight how to be physically active every day during the month through morning announcements.

You can also encourage parents and students in your school to help you come up with additional events and fundraisers. From a jog-a-thon to a hula hooping money-raising event, the whole community can get involved with exercise-friendly fun. Remind them that activity for just 5 or 10 minutes at a time adds up throughout the day!

[Promote National Physical Fitness and Sports Month in Your Classroom](#)

Schools and teachers looking to [integrate physical activity](#) both in and out of the classroom can start with a few initial activities focusing on all your students' abilities:

- Get your students up and have them walk around the classroom, the hallways, or around the school.
- Adapt game or activity rules. Some simple suggestions include reducing the number of players on a team, modifying the activity area, eliminating time limits, and lowering or enlarging targets or goals.
- Try creative or team-building games where success is only possible when the whole group works together.
- Some activities may be done from a seated position allowing mobility challenged students to participate with peers or doing similar motions with hands/arms as others are doing with feet/legs.
- Students can learn to calculate their heart rate and estimated Maximum heart rate [here](#).
- Start the day off right with a quick 10-minute yoga sequence. Grab your students' focus right from the start. [Creative Yoga Exercises for Children](#) incorporates relatable animal activities that are easy for children to learn.
- During reading time, read a book aloud while the children walk around. When they hear an "action word" (verb) have them act it out.
- Lessons on the go – Walk to an area (either indoors or out) where you can focus on your topic. For instance, if you are studying measurements, take the kids to different areas of the school to practice measuring different objects like the height of a step or the width of the hallway, let the kids stretch, squat and move around.
- Hopscotch math – Have kids answer math questions by hopping onto the correct numbers on the floor.
- Acting out – Try reviewing vocabulary words by playing charades. Children will act out the words as others try to guess them.
- Take your science lesson outside – if you teach in an area where you can take the kids outside to experience hands on science, do it!
- Take short (3-4 minute) activity breaks throughout the day to get the blood pumping, relieve boredom, reduce tension and increase your students' level of alertness. A good way to do this is with music. [Silly Willy Workout](#) is an engaging album with songs that can be used individually for short breaks, or the entire album can be used as a K-4 physical education class.
- Most importantly, do not forget to stress the importance of being physically active to your students. According to the CDC, children should have at least 60 minutes of exercise per day. Encourage them to go to the park after school or participate in a sport.

[Fitting Physical Activity into Your Daily Schedule Can Make a Significant Difference in:](#)

- Reducing your risk for heart disease, stroke, diabetes, and some cancers
- Managing your weight and preventing obesity
- Lowering blood pressure and cholesterol
- Strengthening your muscles, bones, and joints
- Helping you live longer

Suggested Books That Promote Physical Activity and Good Nutrition (Please read/preview all books before using in class.)

Elementary Level

Book/ Author	Video
<i>Get Up and Go!</i> by Nancy Carlson	https://www.youtube.com/watch?v=9OR-oKpfsZs
<i>ABC Yoga</i> by Christiane Engel	https://www.youtube.com/watch?v=UNi-k7QSjeQ
<i>Move Your Body: My Exercise Tips</i> by Gina Bellisario	https://www.youtube.com/watch?v=hKuLGVcbwdg
<i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell	https://www.youtube.com/watch?v=NUWaQ8IcMSk
<i>Eating Well</i> by Liz Gogerly	https://www.youtube.com/watch?v=FqNPxBevqTk
<i>Get Up and Go!</i> by Nancy Carlson	https://www.youtube.com/watch?v=9OR-oKpfsZs&t=9s
<i>My Food, Your Food, Our Food</i> by Emma Carlson Berne	https://www.youtube.com/watch?v=g3zN59Rir8A
<i>Grow Strong! A Book About Healthy Habits</i> by Cheri J. Meiners	https://www.youtube.com/watch?v=Hg2dJqENCCU
<i>The Yoga Ogre</i> by Peter Bentley	https://www.youtube.com/watch?v=VAz7ltxQfuM
<i>The Couch Potato</i> by Jory John	https://www.youtube.com/watch?v=HSDnt3ouJME

Middle and High School Level

- *Fitness for Life* by Charles B. Corbin
- *The Young Champion's Mind: How to Think, Train, and Thrive Like an Elite Athlete* by Jim Afremow, PhD
- *Fitness Nutrition: The Ultime Fitness Guide* by Nicholas Bjorn
- *The Hard 90 Mindset* by Eric Walczykowski
- *The Water Bottle Workout: No Gym? No Weights? No Problem!* By Jason S Greenspan
- *A Girl's Guide to Fitting in Fitness* by Erin Whitehead
- *The Boy's Fitness Guide* by Frank C. Hawkins
- *Yoga for Teens* by Shawna Schenk
- *Fitness (Health and Nutrition)* by Mason Crest

Suggested Resources

[7 Mindful Ways to Celebrate National Physical Fitness and Sports Month](#)

[14 Ways for Kids to Increase Physical Fitness and Awareness](#)

[The President's Council on Fitness, Sports & Nutrition Presidential Physical Fitness Test – The President's Challenge](#)

[Shape America](#)

[Alliance for a Healthier Generation](#)

[National Physical Fitness and Sports Month - NJ.gov](#)

[PlayWorks Playbook – Resources and Activities](#)

[Interactive Games and Activities for Kids](#)

[Healthy Tips for Active Play – Printable](#)

[Digital Nutrition Resources for Kids](#)

[The Physical Activity Guidelines for Americans](#)

[Education World -National Physical Fitness and Sports Month Resources, Lessons, and Activities](#)

Suggested Videos

[Let's Move! May is National Physical Fitness and Sports Month](#)

[Physical Activities for Kids: Get Active at Home!](#)

[30 Minute Physical Activities for Kids: Home Exercises](#)

[9 Min Exercise for Kids - Home Workout](#)

[Yoga in the Classroom: K-4 Standing Sequence](#)

[Yoga in the Classroom: K-4 Chair Sequence](#)

[Yoga in the Classroom: K-4 Floor Sequence](#)

[Yoga in the Classroom: Middle School Standing Stretch](#)

[5 Minute Yoga For The Classroom - Yoga for the High School Classroom](#)

[Action Songs for Children - Move and Freeze](#)

[Work That Body - Physical Education in the Classroom \(K-3\)](#)

[Brain-ercise - Physical Education in the Classroom \(4-6\)](#)

[Move to Learn – Physical Education in the Classroom – Zombie Mathematics \(4-6\)](#)

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MENTAL HEALTH AWARENESS MONTH

Mental Health Awareness Month

Mental Health Awareness Month intends to help break the stigma of mental illness and to encourage people to get the help they need. There are nearly 450 million people worldwide living with a mental illness and two thirds never seek treatment. Mental Health Awareness Month is a reminder that you are not alone – 1 in 5 people experience some sort of mental illness at least once in their lifetime.

Why is there a Mental Health Awareness Month?

Mental Health Awareness Month raises awareness of trauma and the impact it can have on the physical, emotional, and mental well-being of children, families, and communities. *Mental Health Awareness Month* was established in 1949 to increase awareness of the importance of mental health and wellness in Americans' lives, and to celebrate recovery from mental illness. Mental health is essential for a person's overall health. Prevention works, treatment is effective, and people can recover from mental disorders and live full and productive lives.

Over the past 20 years, the [Substance Abuse and Mental Health Services Administration](#) and others within the U.S. Department of Health and Human Services and across the Federal Government, the public health community, and the general public have made efforts to increase the importance of understanding both prevention and treatment of mental health problems. These efforts have significantly improved the outlook for those affected by mental illnesses.

Mental Health Awareness Month also gives all of us a valuable opportunity to celebrate the tremendous strides this Nation has made in promoting mental health and increasing the public's knowledge that effective services and support are available.

The Importance of Mental Health

Just like going to a doctor for an annual checkup or visiting the dentist for a cleaning, it is important to maintain good mental health as well. Mental illness can impact your daily life by affecting your thoughts, feelings, behaviors and mood. Anxiety, depression, and other mental health conditions can be brought on by genetics, environment, or other life events outside of your control. It is important to know that you are not alone in your struggle and your mental health is just as important as your physical health.

Raise Awareness

Mental health issues are still misunderstood. Increasing awareness means more people are aware that they are struggling from treatable issues, more loved ones are encouraging earlier access to care, more attention is paid to the need for research, and more people are willing to donate to organizations that help to raise awareness for mental health. Educate your peers; let them know about different types of mental health concerns and the help that is available.

Mental Health Awareness Month and Covid-19

As *May is Mental Health Awareness Month*, it is a great time to reflect on how your students and yourself are coping with COVID-19 related stress and changes. Many people feel understandably elevated levels of stress during this pandemic. Although it can be scary, it is absolutely normal to be stressed and anxious during times of uncertainty. We are confronted by new sources of stress and familiar coping strategies may be difficult to apply in the present

circumstances. Seeking out and implementing new ways to cope with COVID-19 stress will make you and your community stronger and more resilient.

However, overwhelming stress, anxiety, and fear-based obsessive worrying about yourself and/or loved ones in relation to physical, mental, spiritual, and/or financial health, when left untreated, can have a significant impact on your overall wellbeing leading to:

- Depression
- Difficulty sleeping
- Disease progression and/or development of new chronic or acute medical issues
- Development of, increased, or resurgence of substance abuse
- Trouble concentrating
- Decreased productivity/difficulty managing workload
- Burnout
- Becoming easily overwhelmed
- Chronic fatigue
- Inability to adjust to the “new normal”

Mental Health Facts & Figures

Here are some data points you can use to speak to the scope of mental health:

- 1 in 5 adults in America experience a mental illness.
- Nearly 1 in 25 (10 million) adults in America live with a serious mental illness.
- One-half of all chronic mental illness begins by the age of 14; three-quarters by the age of 24.
- Approximately 10.2 million adults have co-occurring mental health and addiction disorders.

Ways to Observe Mental Health Awareness Month in the Classroom

1. Start a Conversation

It can feel strange or awkward to reach out to someone who may need your assistance. But friends and family members may not feel comfortable asking for help. Therefore, one way to start a conversation is to simply ask someone how they are doing. You do not have to make the conversation serious right away. Some ways to initiate a discussion like this include asking questions such as:

- How are you?
- Are you ok?
- Do you need to talk?
- What can I do to be there for you?
- Is there anything that you need from me?
- I want to know how you're feeling because I care about you.

2. Prioritize Your Mental Health

Mental Health Awareness Month is an ideal time to reflect on your own mental wellness. To evaluate your psychological health, consider asking yourself some of the questions from the previous section of this article.

If you are not doing ok, reach out for help. Finding the right therapist can take some time. Do not wait to get on the road to mental wellness. Seek support as soon as possible. You can also make sure that your lifestyle supports your mental health. Some ways to enhance your physical and psychological wellness include:

- Getting enough sleep every night
- Eating nutrient-rich foods
- Exercising regularly
- Cutting down on processed foods and sugar
- Practicing mindfulness
- Taking time for yourself
- Doing activities that you enjoy

3. Let Someone Know That They Are Not Alone

Many people with mental health disorders feel isolated. They may think that no one understands them. They may have a diagnosis but be frustrated because their loved ones do not really know what they are going through. If you have experienced mental health issues, consider sharing them in a safe environment. Even sharing a post on social media that expresses something that you're struggling with could make someone else feel supported.

Suggested Books about Mental Health

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
<i>Don't Feed The Worry Bug</i> by Andi Green	https://www.youtube.com/watch?v=TykKdv_OUZA
<i>Hector's Favorite Place</i> by Jo Rooks	https://www.youtube.com/watch?v=D1nleUqjqBM
<i>How Big Are Your Worries Little Bear?</i> by Jayneen Sanders	https://www.youtube.com/watch?v=k3luhoyCJvM
<i>Armond Goes to a Party: A Book About Asperger's and Friendship</i> by Nancy Carlson	https://www.youtube.com/watch?v=v9FbH1hqG9k
<i>The Invisible String</i> by Patrice Karst	https://www.youtube.com/watch?v=2rZNTFf35Aw
<i>A Terrible Thing Happened</i> by Margaret M. Holmes	https://www.youtube.com/watch?v=63XMlIp9XSo
<i>You Should, You Should</i> by Ginny Tilby	https://www.youtube.com/watch?v=Al_yno2Fsbl
<i>The Very Cranky Bear</i> by Nick Bland	https://www.youtube.com/watch?v=gxFJT_fyQQ
<i>The Way I Feel</i> by Janan Cain	https://www.youtube.com/watch?v=MSdSWlfCpJ8
<i>The Sad Book</i> By Michael Rosen	https://www.youtube.com/watch?v=pcpcLpCKZOc

Middle School Grades

- *Warp Speed* by Lisa Yee
- *OCDaniel* by Wesley King
- *Finding Perfect* by Elly Swartz
- *Some Kind of Happiness* by Claire Legrand
- *The Science of Breakable Things* by Tae Keller
- *The War That Saved My Life* by Kimberly Brubaker Bradley
- *A Whole New Ballgame: A Rip and Red Book* by Phil Bildner
- *My Family Divided: One Girl's Journey of Home, Loss, and Hope* by Diane Guerrero

High School Grades

- *Turtles All the Way* by John Green
- *Wintergirls* by Laurie Halse Anderson
- *I Have Lost My Way* by Gayle Forman
- *Hold Still* by Nina LaCour
- *Darius the Great Is Not Okay* by Adib Khorram
- *History is All You Left Me* by Adam Silvera
- *Girl in Pieces* by Kathleen Glasgow
- *How It Feels To Float* by Helena Fox

Suggested Resources

[Mental Health America – Resources and Handouts](#)
[Youth.Gov – Mental Health Youth Topics](#)
[Compass Health – Mental health Toolkit](#)
[Mental Health Awareness Resources](#)
[Mental Health Awareness Activities KPreK-12](#)
[Mental Health Awareness Lesson Plans](#)
[Mental Health Awareness Month Lessons](#)
[Mental Health Awareness Classroom Activities](#)
[How to Teach Students about Mental Health](#)
[Mental Health for Educators](#)
[Mental Health Resources for Educators](#)
[Mental Health Lessons 6-12](#)
[Personal, Mental and Emotional Health Lessons](#)

Suggested Videos

[We All Have Mental Health](#)
[Five Ways to Wellbeing](#)
[Mental Health and Wellbeing](#)
[Lucy's Blue Day-Children's Mental Health Animated Short](#)

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Jewish American Heritage Month

[The month of May is Jewish American Heritage Month](#) (JAHM), and it's a perfect time to recognize and celebrate the significant contributions Jewish people have made to American culture, arts, science, government, civil rights and beyond. Whether you already know a lot about Jewish American culture and history or are just beginning to learn, JAHM can be a great opportunity to go deeper and expand your appreciation for a group of Americans that have been shaping our country's story in meaningful ways since its very beginnings.

What Is Jewish-American Heritage Month?

The origins of *Jewish American Heritage Month* began in 1980 when Congress passed [Pub. L. 96-237](#), which authorized and requested the President to issue a proclamation designating a week in April or May as Jewish Heritage Week. Through the bi-partisan efforts of [Rep. Debbie Wasserman Schultz](#) of Florida and the late [Sen. Arlen Specter](#) of Pennsylvania, May was established as *Jewish American Heritage Month* in 2006 by [President George W. Bush](#) to honor the recognize the more than 350-year history of Jewish contributions to American culture and to educate all Americans. It has been continued since then by presidential proclamation.

Why We Should Celebrate Jewish-American History Month

Stories of triumph and bravery always get us in the mood for celebrations, and *this Jewish American Heritage Month* in May is no different. From contributing important scientific discoveries to raising the flag for the abused and neglected, Jewish people have had a huge role to play in where America stands today on the world stage. The more than 350-year history has given us names like Albert Einstein and Ruth Bader Ginsburg — both of whom fought through hard times to emerge victoriously. In order to honor the Jewish communities' continued achievements, May was declared as *Jewish American Heritage*.

Jewish people have also been great advocates for other minorities and their rights in America. They participated in [the Civil Rights Movement](#), making up a large portion of white Americans who showed up at voter registrations, rallies, sit-ins, etc. While, today, things may not be as difficult as they were even less than a hundred years ago, all the achievements by Jewish people, big and small, deserve to be recognized and celebrated — and there's no better time than in Jewish-American Heritage Month (JAHM).

Five Ways to Observe Jewish American Heritage Month in the Classroom

1. Visit a Jewish Museum or a Site of Historical Jewish Interest

Visit the [Jewish Museum of New Jersey](#), [The Northern New Jersey Holocaust Memorial](#), [The Esther Raab Holocaust Museum & Goodwin Education Center](#), or New York City's [Tenement Museum](#)... the list goes on, and nearly all of these museums offer online experiences and exhibits, too.

2. Learn about North American Jewish History

[Take our 10-question quiz](#) to find out how much you already know – and maybe learn something new! You can also explore [the Jewish American Heritage Month website](#) to learn more about, well, Jewish American heritage and history.

3. Play/Listen to Jewish Music

If you play music in your classroom as students are working, you can head over to JewishRockRadio.com or check out ReformJudaism.org's [Spotify playlists](#) to find your new favorite tunes.

4. Do a Jewish Activity with your Class

Here are a few [Jewish- inspired crafts, recipes, activities, videos, and more](#) to try with your students.

5. Read Something Jewish

Whether you choose a book Jewish American experience or just something written by an American Jew, there is plenty to choose from. Not sure where to start? [Check out our many books reviews](#), or visit the [Jewish Book Council](#), [CCAR Press](#), [Fig Tree Books](#), or [Behrman House](#).

Each year the [Association of Jewish Libraries](#) honors three books with [the Sydney Taylor Book Award](#), which celebrates books for young readers that authentically depict the Jewish experience. The award is named for writer [Sydney Taylor](#), whose novel, *All-of-a-Kind Family*, was first published in 1951. The book was the first recipient of the Jewish Book Council's National Jewish Book Award for children's literature in 1952. It's considered foundational to the development of American-Jewish children's literature.

[This list](#) includes all the winners of the Sydney Taylor Book Award dating back to 1968, with options ranging from picture books to young adult reads. Our pick: *The Keeping Quilt* by Patricia Polacco (1988, picture book).

Suggested Books to Read during Jewish American Heritage Month

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
Koala Challah by Laura Gehl	https://www.youtube.com/watch?v=Kln6-Lzo88o
The Mitten String by Jennifer Rosner and Kristina Swarner	https://www.youtube.com/watch?v=ZQVC9-BCNwA
I Dissent: Ruth Bader Ginsburg Makes her Mark by Debbie Levy	https://www.youtube.com/watch?v=aI6UouEWg5U
Jeremy's Dreidel by Ellie Gellman	https://www.youtube.com/watch?v=bYgRozA7MxA
Shanghai Sukkah: The Story of the Jewish Migration to Shanghai by Heidi Smith Hyde	https://www.youtube.com/watch?v=r5fgPbyUmrs
Chik Chak Shabbat by Mara Rockcliff	https://www.youtube.com/watch?v=oOGYBC813vA
The Keeping Quilt by Patricia Polacco	https://www.youtube.com/watch?v=MWR_ON8x1QM
Joseph Had a Little Overcoat by Simms Taback	https://www.youtube.com/watch?v=HYT4OUgDflw
The Runaway Latkes by Leslie Kimmelman	https://www.youtube.com/watch?v=uHPxS7ceieY
It Could Always Be Worse: A Yiddish Folktale by Margot Zemach	https://www.youtube.com/watch?v=njMR9K5BKbA
Lilah Tov Good Night by Ben Gundersheimer	https://www.youtube.com/watch?v=aEO6dHvaGR8
The Whispering Town by Jennifer Elvgren	https://www.youtube.com/watch?v=1guVEspQda8
The Keeping Quilt by Patricia Polacco	https://www.youtube.com/watch?v=MWR_ON8x1QM

Middle School Grades

- | | |
|---|--|
| <ul style="list-style-type: none"> • <i>The Boy on the Wooden Box</i> by Leon Leyson • <i>Who Was the Woman Who Wore the Hat?</i> by Nancy Patz • <i>Milkweed</i> by Jerry Spinelli • <i>Passage to Freedom</i> by Ken Mochizuki • <i>The Grey Striped Shirt</i> by Jacqueline Jules | <ul style="list-style-type: none"> • <i>My Secret Camera: Life in the Lodz Ghetto</i> by Frank Dabba Smith • <i>The Devil's Arithmetic</i> by Jane Yolen • <i>Renia's Diary</i> by Renia Spiegel • <i>Broken Strings</i> by Eric Walters and Kathy Kacer • <i>Color Me In</i> by Natasha Diaz |
|---|--|

High School Level

- *Maus: A Survivor's Tale: My Father Bleeds History* by Art Spiegelman (GN)
- *Refugee* by Alan Gratz
- *The Girl in the Green Sweater: A Life in Holocaust's Shadow* by Krystyna Chiger
- *Measure of A Man: From Auschwitz Survivor to Presidents' Tailor* by Martin Greenfield
- *Faster: How a Jewish Driver, an American Heiress, and a Legendary Car Beat Hitler's Best* by Neal Bascomb
- *Eli's Promise* by Ronald H. Balson
- *America's Jewish Women: A History from Colonial Times to Today* by Pamela Susan Nadell
- *Someday We Will Fly* by Rachel DeWoskin
- *Somewhere There Is Still a Sun: A Memoir of the Holocaust* by Michael Gruenbaum

Notable and Inspiring Jewish-Americans – An Incomplete List

[Elie Wiesel](#) - [Author](#), philosopher, humanist & Nobel Prize winner

[Gertrude Elion](#) – Biochemist, pharmacologist & Nobel Prize winner

[Arthur Rubinstein](#) – Classical pianist

[Frank Gehry](#) – [Architect](#) and a Presidential Medal of Freedom Recipient

[Jonas Salk](#) - American virologist and medical researcher who developed one of the first successful polio vaccines

[Betty Friedan](#) – Founder of the [National Organization for Women](#) (NOW)

[Roy Lichtenstein](#) – Artist/painter

[Lenny Kravitz](#) – [Musician](#), singer & actor

[Diane Arbus](#) – Photographer

[Mel Brooks](#) – Director, comedian, writer & actor

[Bob Dylan](#) – [Singer](#)/songwriter and author

[Sarah Hofstetter](#) - CEO of [360i](#)

[Robert Lefkowitz](#) - Physician and biochemist; Nobel Prize winner

[Ruth Bader Ginsburg](#) – U.S. Supreme Court Justice and co-founder of the [Women's Rights Project](#) at the American

[Kristy Drutman](#) - Environmental media host, speaker, activist, and digital media strategist

[J. Robert Oppenheimer](#) - Theoretical physicist and father of the atomic bomb

[Elana Kagan](#) – Current [U.S Supreme Court](#) Justice

[Idina Menzel](#) - Actress, [singer](#), and songwriter

[Leonard Nimoy](#) – [Actor](#), director, & photographer

[Sandy Koufax](#) - Former MLB pitcher for the Brooklyn/Los Angeles Dodgers

[Barbara Streisand](#) – Singer and actress

[Judy Blume](#) - Children/young adult novelist

[George Gershwin](#) - [Composer](#), pianist, and painter

[Aly Raisman](#) – Olympic gymnast

[Arthur Miller](#) - American playwright and essayist

[Daveed Diggs](#) - Actor, rapper, singer, songwriter, screenwriter, and film producer

[Julia Ioffe](#) - Journalist

[Natalie Portman](#) – Actress

[Michael Kors](#) – Fashion designer

[Steven Spielberg](#) - Film director, producer, and screenwriter

[Danny Elfman](#) - [Composer](#) and musician

[Tiffany Haddish](#) - Actress, comedian, and author

Resources

[Jewish-American Heritage Month](#)

[National Museum of American Jewish History](#)

[American Archive of Public Broadcasting - Jewish American Heritage Collection](#)

[Yiddish Book Center](#)

[The Library of Congress: A People at Risk](#)

[Jewish-American Heritage Month Resources for Educators](#)

[American Jewish Archives](#)

[American Jewish Historical Society](#)

[Seven Ways to Celebrate Jewish-American History Month](#)

[EDSITEment: Jewish-American Heritage Month](#)

[American Library Association: Jewish-American Heritage Month Teacher Resources](#)

[Jewish-American Heritage Month Resources](#)

[Jewish-American Timeline](#)

[Jewish American Heritage Month for Educators](#)

[The Jewish Americans - Resources](#)

[Jews and the Civil Rights Movement](#)

[Jews in the Civil Rights Movement](#)

[Anti-Semitism: 90 Ways You Can Respond](#)

[Confronting Anti-Semitism: Myth and Facts](#)

[Jewish Virtual Library](#)

Videos

[Jewish-American Heritage Month](#)

[Jewish-American Heritage Month in the US](#)

[Celebrating Jewish-American Heritage Month](#)

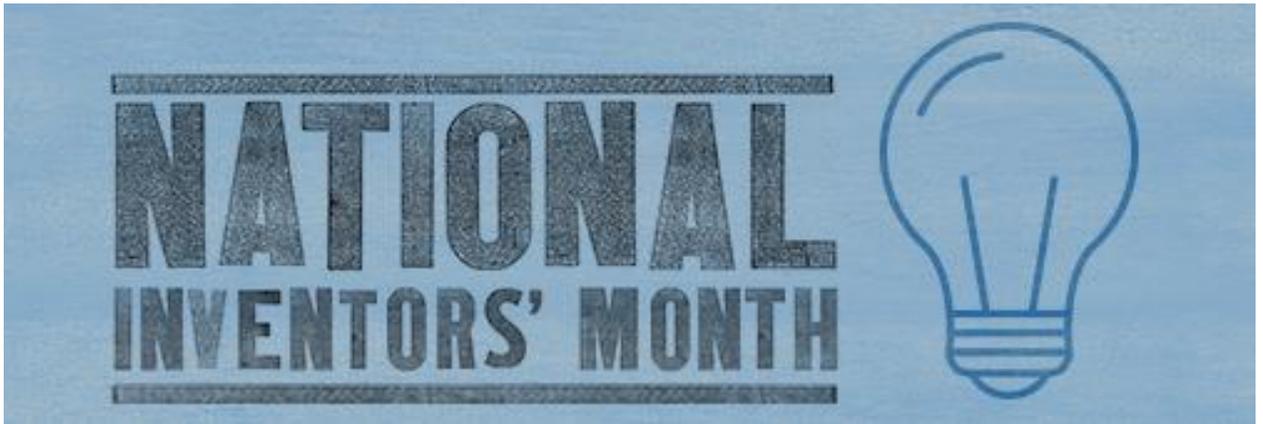
[The Jewish Journey](#)

[The Evolution of Jewish Music](#)

[Jewish-American Heritage Month Celebration](#)

[Patricia Polacco Shows the Keeping Quilt](#)

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National Inventor's Month

Created to promote “the positive image of inventors and the real contributions they give to this world,” *National Inventors Month* is a celebration of innovation and creativity and a day to recognize and pay respect to inventors across the country.

What is National Inventors Month?

National Inventors Month celebrates human ingenuity. If it were not for the creativity of inventors through the ages, we would still be traveling on horseback, writing with quills, and tediously cutting a loaf of bread every morning. That's right. Someone came up with the idea of sliced bread, the breakfast staple we all take for granted. Most objects we see around today were the brainchildren of folks who [thought out of the box](#).

National Inventors Month was founded to celebrate the curiosities and imaginations of the people in this country who continue to create and innovate. These people are the engineers and masterminds behind creative solutions and bright ideas. They are the people with patents or pending patents to improve existing technology and inventions or to come up with entirely new concepts and change the world as we know it. They are the ones always coming up with the next big thing.

"We want to recognize those talented, brave individuals who dare to be blatantly creative and, therefore, different, and whose accomplishments affect every facet of our lives," Joanne Hayes-Rines, editor of [Inventors' Digest](#) and a sponsor of *National Inventors Month* said of the month.

The History of National Inventors Month

National Inventors Month started as a collaboration between the [United Inventors Association of the USA](#) (UIA-USA), the [Academy of Applied Science](#), and [Inventors Digest](#).

First recognized in August 1998 to celebrate creativity, ingenuity, curiosity, and the courage to experiment, *National Inventors Month* has continued to recognize the talented individuals who have changed history through their inventions.

Then, in 2011, the decision was made to move *National Inventors Month* to May to coincide with the annual [National Inventors Hall of Fame](#) ceremony as well as to better align with the academic calendar. Celebrating inventors in May allows teachers the opportunity to encourage innovation and creativity through invention while students are still in class. This is the time to draw attention to the contributions of men and women across the world and across the centuries.

Reasons to Observe *National Inventor's Month*

It Fuels Imagination

Creativity is one of the most effective outlets to relieve stress and anxiety. Creativity is also contagious. So, this month, as you learn about inventors throughout history, get ready to be inspired and have a nice break from the day-to-day stressors of life!

It Can Spark Business Ideas

Researching past inventions can also lead to new business ideas. When you dig around the world of inventors and inventions, you might come across something useful for your existing business, or even helpful in establishing a new one. Don't quit your day job just yet, though!

It is a Fun History Lesson

Learning the origin of the products we use every day is fascinating. Many inventions were brought to life by sheer accident whereas others were the result of a specific dream the inventor conceived in their minds. Either way, we love stories that have happy endings, and there are many from the stories of our modern-day inventions.

How You Can Observe *National Inventors Month* in Your Classroom

Work on Your Own Creations.

There is no better way to observe *National Inventors Month* than by joining in on the creating. If you have an idea you have always wanted to pursue, *National Inventors Month* is as good a time as any (if not an even better time!) to get started on it. That could be anything from a new business idea you have been contemplating to a book you have been wanting to write to an actual invention you've been wanting to build and patent. Whatever you do, just make sure to get creative.

Study Up on Famous Inventors.

If you have some spare time and want to spend it reading, why not pick up some books on some famous inventors and learn about their hard work? You can even check out the most [famous female inventors in history here!](#) You never know — reading about inventors may even inspire you to come up with a creation of your own.

Some Famous Inventors and Their Inventions

[Shirley Ann Jackson](#) – Caller Id and call waiting

[Johannes Gutenberg](#) – The printing press

[Florence Parpart](#) – The electric refrigerator

[Benjamin Franklin](#) - Lightning rod, bifocals, Franklin stove, the odometer

[Margaret Eloise Knight](#) - The flat-bottomed paper bag

[Alessandro Volta](#) – First true battery - the [voltaic pile](#)

[Hedy Lamarr](#) - Wireless transmission technology

[Joseph-Marie Jacquard](#) - The automatic loom

[Frank Epperson](#) – The Popsicle

[Maria Beasley](#) – The life raft

[Eli Whitney](#) – The cotton gin

[Philo Farnsworth](#) - The first television system

[Nikola Tesla](#) - The first alternating current motor

[Mary Elizabeth Anderson](#) – Windshield wipers

[René Laënnec](#) - The stethoscope

[Alice Parker](#) – Central heating

[Charles Babbage](#) - [Difference Engine](#) and the [Analytical Engine](#)

[Charles Goodyear](#) – The first effective rubber tire design and its manufacturing method

[Anna Connelly](#) – The fire escape

[Louis Braille](#) - A written language system for the blind

[Marie Van Brittan Brown](#) - The first home security system

[Alfred Nobel](#) - Dynamite

[Jeanne Villepreux-Power](#) - The glass aquarium

[George Crum](#) – The potato chip

[Ferdinand Von Zeppelin](#) – The Zeppelin blimp

[Elizabeth Magie](#) – The board game [Monopoly](#)

[Thomas Alva Edison](#) - Incandescent light bulb, the phonograph, the motion picture camera, alkaline batteries

[Param Jaggi](#) – As a 17 year old student, he invented the [Algae Mobile](#) (a device that converted the carbon dioxide emitted from a car into oxygen)

[Josephine Cochran](#) – The electric dishwasher

[George Washington Carver](#) – Peanut butter, 518 new products from crops

[Henry Ford](#) – [Model T](#), the assembly line mode of production

[Marion Donovan](#) – The disposable diaper

[Bette Nesmith Graham](#) – Liquid paper (*White Out*)

[Garret Morgan](#) – The traffic signal

Suggested Books about Inventors and Inventing

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
<i>Rosie Revere, Engineer</i> by Andrea Beaty	https://www.youtube.com/watch?v=31eBdgnPsCo
<i>The Most Magnificent Thing</i> by Ashley Spires	https://www.youtube.com/watch?v=UM8oN4yzJqw
<i>Mr. Crum's Potato Predicament</i> by Anne Renaud	https://www.youtube.com/watch?v=1Vxv9Y6iWlk
<i>Mr. Ferris and His Wheel</i> by Kathryn Gibbs Davis	https://www.youtube.com/watch?v=4O6A1F2gk1w
<i>Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions</i> by Chris Barton	https://www.youtube.com/watch?v=GMNuoLQfKOs
<i>What Do You Do with an Idea?</i> by Kobi Yamada	https://www.youtube.com/watch?v=oWegzI5J7hQ
<i>Ada Twist, Scientist</i> by Andrea Beaty	https://www.youtube.com/watch?v=5tQcSKH37AY
<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> by Kathleen Krull	https://www.youtube.com/watch?v=2u03H3-ST1c

- *The Magnificent Makers* series by Theanne Griffith
- *What Color is My World? The Lost History of African American Inventors* by [Kareem Abdul-Jabbar](#)

Middle School Grades

- *Women in Science: 50 Fearless Pioneers Who Changed the World* by Rachel Ignotofsky
- *Crossing on Time: Steam Engines, Fast Ships, and a Journey to the New World* by David Macaulay
- *Curious Jane: Science + Design + Engineering for Inquisitive Girls* by Curious Jane
- *Generation Fix: Young Ideas for a Better World* by Elizabeth Rusch
- *Tesla's Attic* by Neal Shusterman
- *The Invention of Hugo Cabret* by Brian Selznick
- *Toys! Amazing Stories Behind Some Great Inventions* by Don Wulffson

High School Grades

- *Calling All Minds: How to Think and Create Like An Inventor* by Temple Grandin
- *Counting on Katherine: How Katherine Johnson Saved Apollo 13* by Helaine Becker
- *Edison* by Edmund Morris
- *Wizard: The Life and Times of Tesla* by Marc J. Seifer
- *Makers: The New Industrial Revolution* by Chris Anderson
- *Leonardo da Vinci* by Walter Isaacson
- *The Inventor's Bible: How to Market and License Your Brilliant Ideas* by Ronald Louis, Sr.

Suggested Resources

[The Inventor's Hall of Fame](#)

[National Inventors' Day: Let's Celebrate! - Resources Inventors and Inventions Lessons](#)

[STEM JOBS Ways to Celebrate National Inventors Day](#)

[Kids STEM activities for National Inventors' Day](#)

[IF/THEN® Collection](#)

[Smithsonian Institution Archives - National Inventors Day](#)

[Inventors and Inventions Lessons and Resources](#)

[Teachers First's Inventors and Inventions Resources](#)

[SciGirls Seven: How to Engage Girls in STEM](#)

Suggested Videos

[10 Great Inventions by Women](#)

[American Inventors for Kids](#)

[Why Inventors Are Awesome](#)

[Top 15 GENIUS KIDS - Who Invented Amazing Things](#)

[5 Inventions by CHILDREN - That Made Millions](#)

[Kid President - How to Be an Inventor!](#)

[15 Accidental Inventions You Can't Imagine Your Life Without](#)

[BrainPOP-Nikola Tesla](#)

[Thomas Edison for Kids](#)

[Great Innovators: "Thomas Edison and the Light Bulb"](#)

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ASIAN PACIFIC AMERICAN HERITAGE MONTH



Asian Pacific American Heritage Month

Asian Pacific American Heritage Month is a period for the duration of month of May for recognizing the contributions and influence of Asian Americans and Pacific Islander Americans to the history, culture, and achievements of the United States

Asian Americans and Pacific Islanders (AAPI) have a rich heritage thousands of years old and have both shaped the history of the United States and had their lives dramatically influenced by moments in its history. During the month of May, we celebrate the cultural traditions, ancestry, native languages, and unique experiences represented among more than 56 ethnic groups (speaking over 100 languages) from Asia and the Pacific Islands who live in the U. S.

When Did Asian Pacific American Heritage Month Begin?

Asian Pacific American Heritage Month originated with Congress. In 1977, Reps. Frank Horton of New York introduced [House Joint Resolution 540](#) to proclaim the first ten days in May as Pacific/Asian American Heritage Week. In the same year, Senator Daniel Inouye introduced a similar resolution, [Senate Joint Resolution 72](#). Neither of these resolutions passed, so in June 1978, Rep. Horton introduced [House Joint Resolution 1007](#). This resolution proposed that the President should “proclaim a week, which is to include the seventh and tenth of the month, during the first ten days in May of 1979 as ‘Asian/Pacific American Heritage Week.’”

This joint resolution was passed by the House and then the Senate and was signed by [President Jimmy Carter](#) on October 5, 1978 to become [Public Law 95-419](#). This law amended the original language of the bill and directed the President to issue a proclamation for the “7 day period beginning on May 4, 1979 as ‘Asian/Pacific American Heritage Week.’” During the next decade, presidents passed annual proclamations for Asian/Pacific American Heritage Week until 1990 when Congress passed [Public Law 101-283](#) which expanded the observance to a month for 1990. Then in 1992, Congress [passed Public Law 102-450](#) which annually designated May as *Asian Pacific American Heritage Month*.

In a 2009 presidential proclamation, [President Barack Obama](#) expanded the Asian/Pacific American commemoration to include Pacific Islanders and issued his proclamations in honor of *Asian American and Pacific Heritage Month*.

May was chosen as the observance month to commemorate the arrival of the first Japanese immigrants to the United States on May 10, 1843, and to mark the anniversary of the transcontinental railroad completion on May 10, 1869. The majority of the workers who laid the tracks of that nation-unifying railway were Chinese immigrants.

Asian Pacific American Heritage Month recognizes the challenges faced by Asian Americans, Pacific Islanders, and Native Hawaiians and their vital contributions to the American story.

Some of the Asian-Pacific Countries and Islands We Celebrate

Asian continent (And Japan) Pacific islands of [Melanesia](#) ([New Guinea](#), [New Caledonia](#), [Vanuatu](#), [Fiji](#) and the [Solomon Islands](#)), [Micronesia](#) ([Marianas](#), [Guam](#), [Wake Island](#), [Palau](#), [Marshall Islands](#), [Kiribati](#), [Nauru](#) and [the Federated States of Micronesia](#)) [Polynesia](#) ([New Zealand](#), [Hawaiian Islands](#), [Rotuma](#), [Midway Islands](#), [Samoa](#), [American Samoa](#), [Tonga](#), [Tuvalu](#), [Cook Islands](#), [French Polynesia](#) and [Easter Island](#)).

Ways to Observe Asian Pacific American Heritage Month

4. Explore AAPI History

The history of Asian Americans and Pacific Islanders is the core of this observance. PBS has a [great documentary series](#) about the history of identity, contributions and challenges experienced by Asian Americans. If you prefer a book, check out Erika Lee's "[The Making of Asian America: A History.](#)"

2. Try Origami

COVID-19 has caused the sale of jigsaw puzzles to surge, so why not try the calming Japanese art of paper folding? Visit [Origami.me](#) to learn about the history of the most famous paper model, the crane, and make your own.

3. Read a Book with Connections to Asian or Pacific Islander Culture

As we continue to practice social distancing, it is a perfect time to reflect with a good book. [The Smithsonian Asian Pacific American Center](#) has a great list of [books to learn about the experiences of Asian Americans.](#)

4. Discover Art from an Asian Artist

Support a local Asian artist by purchasing their work or check out some of the internationally renowned artworks in Iowa, including [Yoshitomo Nara's "White Ghost"](#) at the [John and Mary Pappajohn Sculpture Park](#). You can also check out resources online. The [National Gallery of Art](#) has put together a [Pinterest board of artwork from Asian Americans.](#)

5. Support Your Community

The COVID-19 pandemic has been a stressful time for all of us. We have seen increased [xenophobia](#) and harassment of members of our Asian communities. Nationally, with all the time being spent at home, we see no shortage of misinformation and conspiracy theories shared on social media. The stress of this situation does not justify racism. There are plenty of stereotypes about our state, but as Iowans we know our community as a whole is kind and supportive. Remember these values and speak up when you see or hear anti-Asian sentiments.

Celebrate Asian Pacific American Heritage Month through the Lives and Accomplishments of the Following Individuals– A Very Incomplete List

[Dr. Grace Lee Boggs](#) - Chinese American author, philosopher and social activist

[Patsy Takemoto Mink](#) - First Japanese American to serve in the U.S. House of Representatives.

[Duke Kahanamoku](#) - The father of international surfing, Olympic swimmer

[Dr. Feng Shan Ho](#) - Single-handedly saved thousands of Austrian Jews during the Holocaust

[Dalip Singh Saund](#) - The first Asian elected to Congress in 1956

[Kalpana Chawla](#) - The first Indian-born woman in space

[Christine Sun Kim](#) - American sound artist and advocate for Deaf culture

[Steven Chu](#) - Physicist and Nobel Prize winner

[Yo-Yo Ma](#) - Renowned Cellist

[Mirai Nagasu](#) - Olympic Figure Skater

[Erika Lee](#) - one of the nation's leading immigration and Asian American historians

[Josephine Santiago-Bond](#) - Filipina American, leads NASA's Advanced Engineering Development Branch

[Dwayne Johnson](#) - Actor, producer, WWE wrestler

[Taika Waititi](#) - Director, actor

[Muna Tseng](#) - Choreographer, performer, and founder of [Muna Tseng Dance Projects Inc.](#)

[Maya Lin](#) - Architect, designed the [Vietnam Veterans Memorial](#) and the [Civil Rights Memorial](#)

[Anna May Wong](#) - The first Chinese American film star

[Cecelia Chung](#) - One of the leading voices advocating for transgender rights

[Amy Tan](#) - Author

[Dr. David Ho](#) - Founding Scientific Director, [Aaron Diamond AIDS Research Center](#)

[Michelle Kwan](#) - Olympic figure skater

[Yuri Kochiyama](#) - Lifelong activist

[Kamala Harris](#) - Vice President of the United States, former U.S. Senator

[Mai Nguyen](#) - Co-founder of the Asian American Farmers Alliance

[Josefa Llanes Escoda](#) - Known for her civil work, defending women's suffrage

[Miné Okubo](#) - Artist

[Andrew Yang](#) - Founder, [Humanity Forward & Venture for America](#)

Suggested Reading That Observes Asian Pacific American Heritage Month

(Please read/preview all books before using in class.)

Elementary Grades

Book/Author	Video
<i>No Kimchi for Me!</i> by Aram Kim	https://www.youtube.com/watch?v=PXR_fy3ANpA
<i>A Different Pond</i> by Bao Phi	https://www.youtube.com/watch?v=td59o8PUKjY
<i>They Say Blue</i> by Jillian Tamaki	https://www.youtube.com/watch?v=HqXPfH-Ki5s
<i>Feather</i> by Cao Wenxuan	https://www.youtube.com/watch?v=JEItafoCte8
<i>Bee-Bim Bop!</i> by Linda Sue Park	https://www.youtube.com/watch?v=1Bs4EkXYHTM
<i>Froggy Goes to Hawaii</i> by Jonathan London	https://www.youtube.com/watch?v=yVdQT11aQTc
<i>Hush! A Thai Lullaby</i> by Minfong Ho	https://www.youtube.com/watch?v=C2zknDPoQoI
<i>Drawn Together</i> by Minh Lê	https://www.youtube.com/watch?v=syvLeI8Yko
<i>Shark Lady: The Story of Eugenie Clark</i> by Jess Keating	https://www.youtube.com/watch?v=rmCGvqWAGaA
<i>Duck for Turkey Day</i> by Jaqueline Jules	https://www.youtube.com/watch?v=n7csX_FoBns
<i>The Water Dragon: A Chinese Legend</i> by Li Juian	https://www.youtube.com/watch?v=TakD_hf6Cco

Middle and High School Grades

- *Inside Out & Back Again* by ThanhHa Lai
- *Tiger Girl* by May-Lee Chai
- *Shadow Hero* by Gene Luen Yang
- *The Astonishing Color of After* by Emily X.R. Pan
- *Picture Bride: Stories* by Barbara Kawakami
- *Changing Season: A Father, A Daughter, A Family Farm*, by Mas and Nikko Masumoto
- *Ink and Ashes* by Valynne E. Maetani
- *Level Up* by Gene Luen Yang

Suggested Resources

[Asia Society Education – Educator Resources](#)
[Asian Pacific American Heritage Month Resources for Teachers](#)
[Explore Asian American & Pacific Islander Stories](#)
[12 Ways to Enrich Kids’ Appreciation of Asian-Pacific American Culture-All Subject Areas](#)
[The Smithsonian Asian Pacific American Center](#)
[12 Ways to Celebrate Asian Pacific American Heritage Month](#)
[The ABA Diversity and Inclusion Center - Asian Pacific American Heritage Month](#)

[PBS - Celebrate Asian Pacific American Heritage Month](#)
[12 Ways to Enrich Kids’ Appreciation of Asian-Pacific American Culture](#)
[Telling All Americans' Stories: Introduction to Asian American and Pacific Islander Heritage](#)
[Aloha Friday](#)
[Brain Pop: Asian American and Pacific Islander Heritage Month – Video](#)
[Disney Chanel: Asian American and Pacific Islander Heritage Month - Video](#)

Additional Commemorative Events to Observe in May

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ALS Awareness Month	Firefighters Day – 5/4
Haitian Heritage Month	National Star Wars Day - 5/4
National Military Appreciation Month	Cinco de Mayo – 5/5
International Drum Month	Mother’s Day – 5/8
	Memorial Day - 5/30

June 6th is

National Higher Education Day

Participate using #NationalHigherEducationDay

National Higher Education Day – June 6

National Higher Education Day on June 6th each year aims to prepare a path for more students toward a higher education degree.

What Is National Higher Education Day

Less than 50% of first-time college students finish their degree in six years. The top two leading reasons for dropout are financial difficulties and poor academic preparedness. Guiding future college students through the higher education process will help increase their chances of graduating with a degree. *National Higher Education Day* is designed to educate and inspire future graduates.

According to nationalhighereducationday.org, *National Higher Education Day* has five goals:

1. Spur student's academic ambition and passion
2. Encourage a "[Growth Mindset](#)" in students
3. Encourage independent learning
4. Educate students about financial aid opportunities
5. Advocate for academic resources

History of National Higher Education Day

In February of 2015, [Izamar Olaguez](#) and March Hronis founded *National Higher Education Day* to help prepare students for and increase their opportunities for higher education. The national spokesperson is [Tamera Allard](#). The Registrar at National Day Calendar declared the day to be observed annually on June 6th, annually

What You Can Do to Observe National Higher Education Day in Your Classroom

Observe *National Higher Education Day* by advocating for higher education promoting higher education in your classrooms.

- Share your academic background with your students – Tell them about your days in college and how it affected you.
- Display a photo of the diploma from your highest degree in your classroom
- Have students complete research on different [colleges in the area](#)
- Students can discuss their future career goals and then research colleges that will help them achieve their goals
- Invite guest speakers from local college and universities to speak with your students about the importance of higher education.
- Donate to a [scholarship program](#).

Fun Facts about National Higher Education Day!

- Almost a quarter (23%) of full-time undergraduates younger than 25 work more than 20 hours a week.
- Less than a third of Americans have earned a [bachelor's degree](#).
- Izamar Olaguez, first runner-up for Miss California 2015, cofounded National Higher Education Day in 2015 with Marcie Hronis to promote more affordable education.
- The average college student in the Class of 2016 graduated with \$37,000 in student loan debt.

Suggested Books That Promote Higher Education*(Please read/preview all books before using in class.)***Elementary Grades**

Book/Author	Video
<i>Mahalia Mouse Goes to College</i> by John Lithgow	Read by the Author: https://www.youtube.com/watch?v=7jYoHcG-jHI&t=71s
<i>Judy Moody Goes to College</i> by Megan McDonald	https://www.youtube.com/watch?v=ozX2JBPZzDs
<i>Zakari Goes to College</i> by Jowan Smith	https://www.youtube.com/watch?v=OwuU8TQzIQo
<i>Monte and the World of Possibilities</i> by Katie Bradley Barrett & Cameron Pinegar	https://www.youtube.com/watch?v=VcLYukVPbvs
<i>What's College About Anyway?</i> by Betty Patterson	Read by the Author: https://www.youtube.com/watch?v=sZjPNdP-GBM
<i>Donald Goes to College</i> by Charmisse Morency	https://www.youtube.com/watch?v=oVtZpSlIzC8

Monty Goes to College by Kate Wilson

CGDCI

Middle and High School Level*(These books are provided for staff members and are not explicitly for students)*

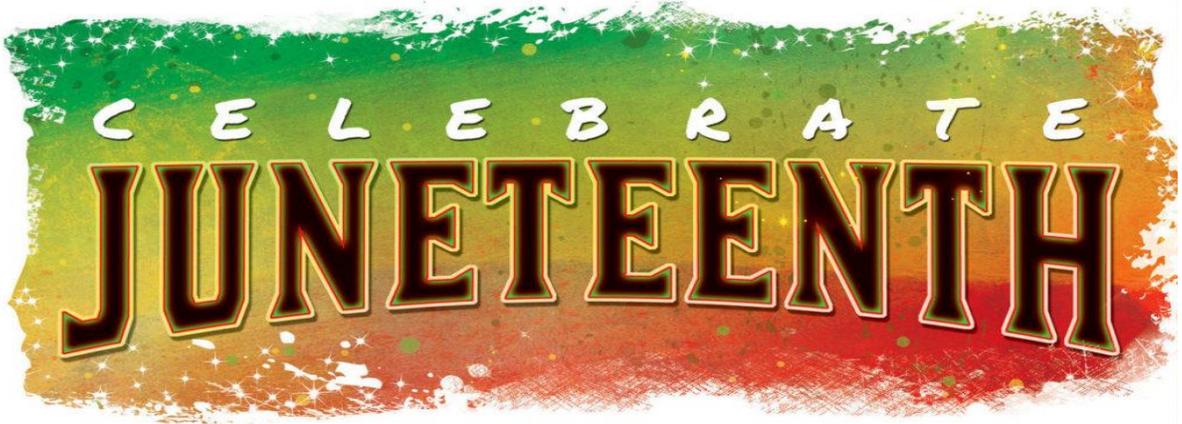
- *Kids' College Almanac: A First Look at College* by Barbara Greenfield and Robert Weinstein
- *Who Gets In and Why* by Jeff Selingo
- *Academia Next* by Bryan Alexander
- *Higher Expectations: Can Colleges Teach Students What They Need to Know in the 21st Century* by Derek Bok
- *Two Cheers for Higher Education: Why American Universities Are Stronger Than Ever - And How To Meet the Challenges They Face* by Steven Brint
- *Indebted: How Families Make College Work at Any Cost* by Caitlin Zaloom
- *The Assault on American Excellence* by Anthony Kronman
- *The Years That Matter Most: How College Makes or Breaks Us* by Paul Tough

Suggested Resources

[National Higher Education Day](#)
[The College Pay Off - Article](#)
[College Prep for Children in Grades K-8](#)
[Rethinking Effective Student Learning Experiences](#)
[8 Reasons Why You Should Go to College](#)
[College: What It's All About and Why It Matters](#)
[Going to College? It's Elementary!](#)
[Why College Matters](#)

Suggested Videos

[Izamar Olaguez - National Higher Education Day](#)
[Tamera Allard - National Higher Education Day](#)
[National Higher Education Day](#)
[What is Higher Education?](#)
[Welcome to College - For Middle School and High School Students](#)
[Who Do You Want to Be - Motivational Video for Students & Success in Life](#)
[I Will Go to College](#)
[Kids Learn Why School is Important](#)



Juneteenth – June 19

Juneteenth – also known as **Freedom Day, Jubilee Day, Liberation Day, and Emancipation Day** – is a state recognized holiday commemorating June 19, 1865, the day a Union general told enslaved people there they were free. *Juneteenth* marks a major milestone in Black America's freedom from the tyranny of bondage.

The History of Juneteenth

Juneteenth is the oldest nationally observed commemoration of the ending of slavery in the United States. Dating back to 1865, it was on June 19th that the Union soldiers, led by [Major General Gordon Granger](#), landed at [Galveston, Texas](#) with news that the war had ended and that the enslaved were now free. Note that this was two and a half years **after** [President Abraham Lincoln's Emancipation Proclamation](#) - which had become official January 1, 1863. The Emancipation Proclamation had little impact on the Texans due to the minimal number of Union troops to enforce the new Executive Order. However, with the surrender of General Lee in April of 1865, and the arrival of General Granger's regiment, the forces were finally strong enough to influence and overcome the resistance.

General Granger's first order of business was to read to the people of Texas, [General Order Number 3](#) which began most significantly with:

"The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired laborer."

Later attempts to explain this two and a half year delay in the receipt of this important news have yielded several versions that have been handed down through the years. Often told is the story of a messenger who was murdered on his way to Texas with the news of freedom. Another is that the news was deliberately withheld by the enslavers to maintain the labor force on the plantations. And still another is that federal troops actually waited for the slave owners to reap the benefits of one last cotton harvest before going to Texas to enforce the Emancipation Proclamation. All of which, or none of these versions could be true. Certainly, for some, President Lincoln's authority over the rebellious states was in question. Whatever the reasons, conditions in Texas remained status quo well beyond what was statutory.

Juneteenth is now recognized by 47 states and the District of Columbia as a state holiday or observance and is marking its 155th anniversary this year. New Jersey is one of these states. The day's name is a combination of "June" and "nineteenth" in honor of the date of Granger's announcement and first appeared around 1903.

The Current Federal Holiday Movement for Juneteenth

Today, *Juneteenth* continues to grow in popularity due to a movement aiming to make it an officially recognized national day of observance, like Flag Day and Patriot Day. The [National Juneteenth Observance Foundation](#) (NJO), founded in 1997, serves to create nation-wide Juneteenth recognition. The founder and chairman of NJO, [Reverend Ronald V. Myers](#), still champions the cause two decades after its founding.

NJOF’s work has led to Congressional hearings regarding the recognition of *Juneteenth*, as well as bipartisan action lending the holiday on a higher platform.

Ways to Observe Juneteenth in Your Classroom

Celebrate Freedom.

Though *Juneteenth*’s history is based in the history of slavery in the United States, *Juneteenth* should not just be about solemnly remembering injustices. It is also a time to celebrate freedom and equal rights. *Juneteenth* is a complicated, multifaceted holiday. Acknowledge the horrors of slavery and the strides that still need to be made, but remind yourself that this is a time to celebrate strong people and steps forward. Staying positive attracts more people to the idea of celebration and helps to inform people who might not otherwise observe *Juneteenth*.

Create Something Together.

Juneteenth is a holiday that inspires people to remember the past and push forward for a better tomorrow. You might feel inspired to create a lasting memorial that celebrates the holiday and the freedom it represents. This type of party takes more time and effort to plan, but maybe you can start thinking ahead for next year. It can be an excellent way of gathering people together to beautify the community. Ask your town officials if there is a place where your group could paint a mural or even place a sculpture.

Visit a Historical Site or Museum.

If you would rather keep things low-key, visit a museum or historical site -- of course, this might be a challenge if coronavirus closures remain in place where you live, so here are some Museums that offer online tours and exhibits:

- [National Museum of African American History and Culture](#)
- [The African American Museum in Philadelphia](#)
- [The African American Museum of Nassau County](#)
- [Museum of African American History](#)
- [National Gallery of the Arts - Washington, DC](#)
- [The Metropolitan Museum of Art – New York, NY](#)

- [Van Gogh Museum - Amsterdam](#)
- [National Civil Rights Museum at the Lorraine Motel](#)
- [Vatican Museums, Rome](#)
- [The J. Paul Getty Museum - Los Angeles, CA](#)
- [The Guggenheim Museum, New York, NY](#)
- [National Center for Human and Civil Rights](#)

Suggested Books That Observe Juneteenth *(Please read/preview all books before using in class.)*

Elementary Grades

Book/Author	Video
<i>All Different Now: Juneteenth, the First Day of Freedom</i> by Angela Johnson	https://www.youtube.com/watch?v=iOvi3j26ZDc
<i>Juneteenth for Maizie</i> by Floyd Cooper	https://www.youtube.com/watch?v=R4TvA7lw64Q
<i>Juneteenth Jamboree</i> by Carole Boston Weatherford	https://www.youtube.com/watch?v=HvSbGSzpous
<i>Juneteenth</i> by Vaunda Micheaux Nelson	https://www.youtube.com/watch?v=2vICog-M6lc
<i>The Patchwork Path: A Quilt Map to Freedom</i> by Bettye Stroud	https://www.youtube.com/watch?v=y4r-LEutmlk
<i>Overground Railroad</i> by Lesa Cline-Ransome	https://www.youtube.com/watch?v=vOWL-1lCTFk

Middle School

- *Come Juneteenth* by Ann Ronaldi
- *Juneteenth: Freedom Day* by Muriel Miller Branch
- *Many Thousands Gone* by [Virginia Hamilton](#)
- *Black Angels* by Linda Beatrice Brown
- *Juneteenth: A Celebration of Freedom* by Charles A. Taylor
- *The Other Side* by Jacqueline Woodson

High School

- *Tiny’s Emancipation* by Linda Baten Johnson
- *Envisioning Emancipation: Black Americans and the End of Slavery* by Deborah Willis
- *Closer to Freedom* by Stephanie Camp
- *Juneteenth* by [Ralph Ellison](#)
- *The Brightest Day: A Juneteenth Historical Romance* by Kianna Alexander

Suggested Resources

- [Juneteenth.com](#)
- [National Juneteenth Observance Foundation](#)
- [The Push to Make Juneteenth a Federal Holiday - Article](#)
- [17 Ways to Celebrate Juneteenth with Kids](#)
- [A Brief History of Juneteenth: Including Resources for Teachers](#)
- [Juneteenth Celebration Reading and Resources](#)
- [Juneteenth Resources](#)
- [Online Juneteenth Resources](#)
- [Digital Resources for Juneteenth](#)
- [Honoring Juneteenth: Links and Resources](#)
- [The 13th Amendment](#)
- [13th Amendment - History](#)
- [Emancipation Proclamation](#)

Suggested Videos

- [Juneteenth Explained](#)
- [This Is Why is Juneteenth Is Important for America](#)
- [Juneteenth: Freedom at Last](#)
- [The History Behind Juneteenth and Why It Resonates Today](#)
- [The Meaning behind Juneteenth](#)
- [Brain Pop: What is Juneteenth?](#)
- [What is Juneteenth-For Children](#)
- [Juneteenth for Kids](#)



Additional Commemorative Events to Observe in June

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|---|---------------------------------|
| African American Music Appreciation Month | National Best Friends Day – 6/8 |
| National Safety Month | Children’s Day – 6/12 |
| National LGBTQ Pride Month (see page 19) | Flag Day – 6/14 |
| National Caribbean American Month | Father’s Day – 6/19 |
| Scoliosis Awareness Month | Social Media Day – 6/30 |
| Men’s Health Month | |

Appendix

Principles of Inclusive Language

It is not always necessary to fret over every word. A few big principles can take you quite far. Here are six that many folks involved with diversity and inclusion recommend.

- **Put people first:** It is essential to put the person first—to focus on the person, not their characteristics. e.g., instead of “a blind man” use “a man who is blind.” People-first language keeps the individual as the most essential element; there is more to each of us than our descriptors. Mention characteristics like gender, sexual orientation, religion, racial group or ability only when relevant to the discussion.

(It is important to note that there is some disagreement with the idea of “person first” language, especially when it comes to autism. Here is an article that discusses this issue [“Should We Say 'with Autism' or 'Autistic'? Here's Why It Matters”](#).)

- **Use universal phrases:** Idioms, industry jargon and acronyms can exclude a student who may not have specialized knowledge of a particular subject and impede effective communication as a result. Many idioms don’t translate well from country to country. For example, saying “Hit it out of the park” could potentially turn your encouragement into a source of embarrassment if the person fails to grasp the expression or baseball’s cultural impact and significance. Instead say, “I believe in you!”
- **Recognize the impact of mental health language:** “[Bipolar](#),” “[PTSD](#),” “[OCD](#)” and “[ADHD](#)” are real mental health diagnoses that people possess. Using these terms to describe everyday behaviors underplays the impact of someone’s experiences with a mental disorder. Also, avoid derogatory terms that stem from the context of mental health, like “schizo,” “paranoid,” or “psycho.”
- **Use gender neutral language.** Using “guys” to address all people is gendered languages that may insinuate that men are the preferred gender at your organization. Instead, work in inclusive words such as; folks, people, you all, and teammates.
- **When speaking about disability,** avoid phrases that suggest victimhood, e.g. “afflicted by,” “victim of,” “suffers from,” “confined to a wheelchair”. While you’re at it, steer clear of euphemisms like “challenged,” “differently abled,” or “specially-abled,” too.

Affirmative Terms	Negative Terms
People with disabilities	The handicapped, The disabled
Person with a disability	Impaired, Invalid, Crippled, Afflicted
Person without a disability	Normal, Healthy, Able-bodied
Successful, Productive	Courageous, Inspirational
Has paraplegia	Is Paraplegic
Has a traumatic brain injury	Is brain damaged
People who are blind, have low vision	The blind
Person who is deaf, Person who is hard of hearing	Deaf and dumb
Child has/with autism	Autistic child
Has epilepsy	Is epileptic; has fits
Person with intellectual, cognitive, developmental disability	Retarded, slow, idiot, moron
Person with psychiatric disability, mental illness	Crazy, insane, nuts, psycho
Person of short stature; little person	Dwarf, midget
Has a congenital disability	Has a birth defect
Person who uses a wheelchair	Wheelchair bound; confined to a chair

- **Don't underplay the impact of mental disabilities.** Terms like “bipolar,” “OCD” and “ADD” are descriptors of real psychiatric disabilities that people actually possess. They are not metaphors for everyday behaviors. Also, avoid derogatory terms that stem from the context of mental health, for example, “crazy,” “mad,” “schizo,” or “psycho.”
- **“Guys” is not gender neutral.** “The universal male” (i.e., using “guys” to mean “people”) assumes that the normal, default human being is male. “Although “he” and “man” are said to be neutral, numerous studies show that these words cause people specifically to think of males.
- **If you aren't sure, ask.** Strive to include language that reflects peoples' choice and style in how they talk about themselves.

Sources

Diversity Together: Inclusive Language Principles

<https://medium.com/diversity-together/70-inclusive-language-principles-that-will-make-you-a-more-successful-recruiter-part-1-79b7342a0923#:~:text=Put%20people%20first%3A%20It%20is,keeps%20the%20individual%20as%20the>

An Incomplete Guide to Diversity and Inclusion Language

<https://buffer.com/resources/inclusive-language-tech/>

Inclusive and Equitable Language: Race, Ethnicity, & National Origin

Here is a list of the most common different identities, however, the Department of Diversity Initiatives suggests using the term preferred by the group or the individual.

From: <https://www.usca.edu/diversity-initiatives/training-resources/guide-to-inclusive-language/inclusive-language-guide/file>

Identity	Explanation	Example(s)
African American/black	<ul style="list-style-type: none"> Black and African American are not always interchangeable. Some individuals prefer the term black because they do not identify as African and/or American. Individuals may identify as African, Afro-Caribbean, Afro-Latino or other. If referring to a group in general, use black (lowercase). 	<p>Refer to groups as black students, black faculty members, etc., not blacks.</p> <p>Consider the necessity of using race within your text. Ask yourself: “Would I mention ‘white student’ or ‘white faculty member’ when discussing others?”</p>
Asian, Asian American, Pacific Islander, Desi	<ul style="list-style-type: none"> Asian refers to people who are citizens of countries in the Far East, Southeast Asia or the Indian subcontinent, or to describe people of Asian descent. Refer to groups as Asian students, Asian faculty members, etc., not Asians. 2 Asian Americans trace their origins to these regions. Pacific Islander includes Native Hawaiian, Samoan, Guamanian, Fijian and other peoples of the Pacific Island nations. Desi refers to individuals whose cultural and ethnic identity are related to the Indian subcontinent and the diaspora. Use Asian/Pacific Islander when referring to the relevant population in its entirety. Otherwise, use the preferred term of the individual or group. Try to be specific when possible. For example, if you are referring to individuals from Japan, instead of saying “Asian”, use “Japanese.” 	<p>Refer to groups as Asian students, Asian faculty members, etc., not Asians.</p> <p>Consider the necessity of using race within your text. Ask yourself: “Would I mention ‘white student’ or ‘white faculty member’ when discussing others?”</p>
Hispanic, Latin(a/o), & Latinx	<ul style="list-style-type: none"> Hispanic refers to people from Spanish-speaking countries. Latino, Latina, or Latinx (La-Teen-ex) is a person of Latin American descent who can be of any background or language. If the individual or group does not identify as either Latino or Latina, the gender-neutral term Latinx can be used. When referring to a group, generally use Latinx as it is gender inclusive. 	<p>People from Mexico, Cuba, and Guatemala who speak Spanish are both Hispanic and Latin(o/a)/Latinx.</p> <p>Brazilians who speak Portuguese are Latin(o/a)/Latinx but not Hispanic.</p> <p>Spanish-speaking people in Spain and outside Latin America are Hispanic but not Latin(o/a)/Latinx.</p>
Native American	<ul style="list-style-type: none"> Native American is preferred unless the individual or group specifies otherwise. Occasionally some prefer American Indian; however, this is not universal. 	<p>The term “Indian” is used only when referring to people from India, not for Native Americans.</p>
People of Color	Do not use the term minority to refer to individuals/students from diverse racial and ethnic	Do not use the term “colored people”

	backgrounds. Instead, use “people of color/students of color”.	
Underserved/ Under- Represented	<ul style="list-style-type: none"> • Do not use the term minority to describe students from diverse backgrounds. • When referring to multiple groups of students from diverse backgrounds, use “Underserved/Under Represented students”; however, use the specific group title when possible. 	For example: LGBTQ+ students, black students, undocumented students, etc.
National Origins	<ul style="list-style-type: none"> • Do not hyphenate national origins even if they are used as adjectives. The use of the hyphen is rooted in the history of the “hyphenated American”—an epithet used during the late 19th century to the early 20th century to ridicule Americans of foreign birth or origin. • Additionally, identifiers such as African American, Native American, Asian American, are never hyphenated—even if they are used as adjectives. 	Example: Irish American, Polish American, Japanese American
Immigration Status	<ul style="list-style-type: none"> • Do not use the word “illegal immigrant” or “illegal alien” to refer to individuals who are not U.S. citizens/permanent residents, who do not hold visas to reside in the U.S., or who have not applied for official residency. • These words dehumanize the individual by stripping their identity down to a legal status. Instead of saying “illegal immigrant” or “illegal alien”, use “undocumented”. 	Example: Undocumented students; Undocumented individuals



Social Justice Glossary

Ableism

A system of oppression that includes discrimination and social prejudice against people with intellectual, emotional, and physical disabilities, their exclusion, and the valuing of people and groups that do not have disabilities.

[The Teacher's Guide to Combating Classroom Ableism](#)

Accomplice

An ally who directly challenges institutionalized homophobia, transphobia and other forms of oppression, by blocking or impeding oppressive people, policies and structures. Accomplices fight with oppressed peoples, and their actions are coordinated by those who are oppressed.

Adultism

Prejudiced thoughts and discriminatory actions against young people, in favor of older people.

Advocate

Someone who speaks up for themselves and members of their identity group; e.g., a woman who lobbies for equal pay for women.

Ageism

A system of oppression that works against the young and the old and values individuals of a particular age range.

Agender

Not having a gender.

Americans with Disabilities Act

[The Americans with Disabilities Act \(ADA\)](#) is a U.S. civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all places that are open to the general public.

Androgyne

A non-binary person who is both a man and woman, neither man nor woman, or between man and woman.

Androgynous

Having an appearance that is traditionally seen as both masculine and feminine, neither masculine nor feminine, or in between masculine and feminine.

Ally

Someone who supports a group other than their own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups; take risks and action on the behalf of others; and invest in strengthening their own knowledge and awareness of oppression.

[Becoming an Ally](#)

[Five Ways for Being an Ally – Video](#)

Amplification

A technique an ally can use to boost the message of a member of a less dominant group by repeating what that person said and giving them credit for it.

Anti-Semitism/Anti- Jewish Oppression

The systematic discrimination against and oppression of Jewish people, Judaism, and Jewish culture and traditions.

Asexual

An identity term for people who either do not feel sexual attraction or do not feel desire for a sexual partner or partners. Some asexual individuals may still have romantic attractions.

Biphobia

The irrational hatred or fear of people who identify as bisexual, pansexual, or fluid.

Bisexual

An identity term for people who are attracted to people of two genders, usually to both men and women. Bi* is used as an inclusive abbreviation for the bi, pan, and fluid community.

Birth Assigned Sex

The designation that refers to a person's biological, morphological, hormonal, and genetic composition. One's sex is typically assigned at birth and classified as either male or female.

Cisgender

Individuals whose gender identity and expression line up with their birth-assigned sex.

Cissexism

A system of oppression that values cisgender people, upholds the gender binary, and marginalizes, oppresses, and makes invisible the lives and experiences of transgender people.

[Ways to Avoid Casual Cissexism](#)

Classism

A system of oppression that includes institutional, cultural, societal, and individual beliefs and practices that assign value to people based in their socio-economic class. Here, members of more privileged socio-economic classes are seen as having a greater value.

Collusion

Thinking and acting in ways that support dominant systems of power, privilege, and oppression.

Color Blindness

A sociological concept describing the ideal of a society where racial classifications do not limit a person's opportunities, as well as the kind of deliberately race-neutral governmental policies said to promote the goal of racial equality. The ideology is problematic, especially on a personal level (i.e., "I don't see race, gender, etc."), as it does not recognize the continued existence of racial privilege support by racialized structures and practices.

Coming Out

The process by which LGBTQ+ individuals recognize, accept, appreciate, and often celebrate their sexual orientation, sexuality, or gender identity/expression. Coming out varies from individual to individual, and across culture and community.

Cultural Appropriation

A term used to describe the taking over of creative or artistic forms, themes, or practices by one cultural group from another. It is in general used to describe Western appropriations of non-Western or non-white forms, and carries connotations of exploitation and dominance.

Cultural Competence

The ability to effectively and empathetically work and engage with people of different cultural identities and backgrounds in order to provide safe and accountable spaces for dialogue and discourse; cultural competence is relevant in all fields of work, education, and informal social interactions.

[Education Next: How Schools and Teachers Can Get Better at Cultural Competence](#)

Discrimination

A person discriminates when they make a distinction, (whether intentional or not), based on a characteristic, or perceived characteristic that:

- has the effect of imposing burdens, obligations or disadvantages on an individual or a class of individuals not imposed upon others

and/or

- withholds or limits access to opportunities, benefits and advantages available to other individuals or classes of individuals in society.

Diversity

The wide variety of shared and different personal and group characteristics among human beings.

Empathy

A learned skill that allows one to recognize and deeply listen to another's story or experiences, and connect them to common understandings and emotions; differs from sympathy.

Ethnocentrism

Judging another culture solely based on the standards and values of one's own culture. Also, a belief in the inherent superiority of one's own nation or ethnic group.

[Ethnocentrism Examples-Video](#)

Equality

Equality means everyone is given the same resources, in an effort to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity

Equity aims at making sure that everyone's lifestyle is equal even if it may come at the cost of unequal distribution of access and goods. Social justice leaders in education strive to ensure equitable outcomes for their students.

Gay

Is romantic attraction, sexual attraction or sexual behavior between members of the same sex or gender.

Commonly an identity term specifically used for a male-identified person who is attracted to other male-identified people.

Gender

A socially constructed range of characteristics pertaining to, and differentiating between, masculinity and femininity.

[Gender Equity in the Classroom](#)

Gender Binary

A social construction of gender in which there are two distinct and opposite genders: male/masculine/men and female/feminine/women.

Gender Dysphoria

Severe distress or discomfort experienced by a trans person due to the difference between their gender and the sex they were assigned at birth.

[What is Gender Dysphoria?](#)

Gender Expression

A person's presentation of their gender. These outward expressions of gender can be intentional or unintentional and involve one's mannerisms, clothing, hair, speech, clothing, and activities (and more!).

[How Gender Disparities Affect Classroom Learning](#)

Genderfluid

Having a gender that is not static and can vary over time.

[What Does It Mean to Be Gender- Fluid](#)

Gender Identity

A person's innate sense of their own gender. This may include identities on either end of the gender binary, somewhere in-between or outside the gender binary.

[Affirming Gender in Elementary School: Social Transitioning](#)
[The Gender Spectrum](#)
[Transgender Rights in Schools](#)

Genderqueer/ also termed Gender Non Binary

An identity term for a person who may not identify with and/or express themselves within the gender binary.

[A Guide to Genderqueer, Non-Binary, and Genderfluid Identity](#)

Gender Non-Conforming

Gender variance, or gender nonconformity, is behavior or gender expression by an individual that does not match masculine and feminine gender norms. People who exhibit gender variance may refer to themselves as gender variant, gender non-conforming, gender diverse, or genderqueer, and may be transgender or otherwise variant in their gender identity.

Gender Pronoun

Gender pronouns (like their, hers, he) are words that specifically refer to people that you are talking about. Some individuals may use pronouns that line up with their birth-assigned sex. While others will use pronouns that best suit their gender identity.

Gender Neutral or Gender Inclusive Pronoun

Is a pronoun which does not associate a gender with the individual who is being discussed. Examples of these include, They/Their/Them, Ze/Zie/Hir/Hirs, Ve/Ver/Vis

[Understanding Gender Pronouns – A Guide](#)

Hate Crime

Hate crime legislation often defines a hate crime as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person.

Hate Group

Any organizations which:

- spread lies intended to incite hatred and / or advocate violence against certain groups on the basis of sexual orientation, race, color, religion etc.
- claim that their identity (racial, religious etc.) is 'superior' to that of other people
- do not value the human rights of other people.

Heterosexism

A system of oppression where individual, societal, cultural, and institutional beliefs and practices favor heterosexuality and assume that heterosexuality is the only 'natural', 'normal', or acceptable sexual orientation. This creates an imbalance in power, which leads to systemic, institutional, pervasive, and routine mistreatment of LGBTQ.

Heterosexual

An identity term for a female-identified person who is attracted to male-identified people or a male-identified person who is attracted to female-identified people.

Homophobia

The fear, hatred, and intolerance of people who identify or are perceived as gay or lesbian.

Implicit Bias

Occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts but also holds negative associations in their mind unconsciously.

Inclusion

A dynamic state of operating in which diversity is leveraged to create a fair, healthy, and high-performing organization or community. An inclusive environment ensures equitable access to resources and opportunities for all. It also enables individuals and groups to feel safe, respected, engaged, motivated, and valued, for who they are and for their contributions toward organizational and societal goals.

Inclusive Development

The process of ensuring that all marginalized and excluded groups are stakeholders in development processes.

[Creating an Inclusive School and Why It Matters](#)

In-group Bias

The tendency for groups to “favor” themselves by rewarding group members economically, socially, psychologically and emotionally in order to uplift one group over another.

Intergroup Conflict

Tension and conflict which exists between social groups. And which may be enacted by individual members of these groups.

Internalized Oppression

A learned fear and self-hatred of one’s own identity or identity group based on the acceptance of oppressive stereotypes, attitudes, and beliefs about their identity group.

[Internalized Oppression: “Yeah, But They’re White”](#)

Intersectionality

The idea that multiple identities intersect to create a whole identity. These identities that can intersect include gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental illness, and physical illness as well as other forms of identity. These aspects of identity are not mutually exclusive. Each element or trait of a person is inseparably linked with all of the other elements.

[What's Intersectionality? Let These Scholars Explain the Theory and Its History](#)

Intersex

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male. (As defined by the Intersex Society of North America.)

Islamophobia

The irrational fear or hatred of Islam, Muslims, Islamic traditions and practices, and, more broadly, those who ‘appear’ to be Muslim.

Lesbian

An identity term for a female-identified person who is attracted to other female-identified people.

Marginalized

Excluded, ignored or relegated to the outer edge of a group/society/community.

Microaggressions

Everyday insults, indignities and demeaning messages sent to historically marginalized groups by well-intentioned members of the majority group who are unaware of the hidden messages being sent.

[Examples of Microaggressions in the Classroom](#)

Misogyny

Hatred of or prejudice against women.

Misogynoir

The specific type of misogyny that is directed toward black women.

Multiculturalism

(n): is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles.

[Ways to Embrace Multiculturalism in the Classroom](#)

Nonbinary

Having a gender outside of the gender binary. Often shortened to *nb* or *enby*.

[Discussing Transgender and Gender Non-Conforming Identity in K-12 Schools](#)

Oppression

A term used to describe systems, relations, or behaviors which disadvantage groups or individuals through formal institutions or informal attitudes and behaviors. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures.

Pansexual

An identity term for a person who is attracted to people of all genders: men, women, transgender individuals, and genderqueers.

Personal Identity

Our identities as individuals-including our personal characteristics, history, personality, name, and other characteristics that make us unique and different from other individuals.

Power

The capacity to direct or influence behavior of others; the ability to act in a particular way. The ability of an individual or group to achieve their own goals or aims.

Prejudice

A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Privilege

- An advantage granted or available only to a particular person or group of people.
- A systemic set of benefits granted to a dominant identity group (i.e. white privilege, straight privilege, Christian privilege, cis-gender privilege), such as greater access to power, resources, government, language, land etc.

[The Ethical Classroom – Avoiding Privilege and Oppression When Teaching About It](#)

Queer

A term for individuals whose gender identity/expression and/or sexual orientation does not conform to societal norms. This reclaimed term is increasingly being used as an inclusive umbrella term for the LGBTQ2SIA+ community.

Questioning

Being uncertain of one's sexual/romantic orientation or gender.

Racism

A system of oppression based on an individuals or groups actual or perceived racial identity.

Racial Profiling

Racial profiling is a form of stereotyping based on preconceived ideas about a person's character.

Religious Oppression

A system of oppression based on an individuals or groups religious beliefs and practices.

Safe Space

Refers to an environment in which everyone feels comfortable in expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.

[Opening the Doors to Learning through Safe Spaces in K-12 Schools](#)

Sex

A socially constructed classification system based on a person's sex characteristics. Sex is a spectrum that includes a variety of sexes much larger than just male or female, based on biological differences.

Sexism

A system of oppression based on attitudes and beliefs (commonly related to traditional stereotypes of gender roles) that privileges men, subordinates women, and devalues practices associated with women.

Sexual Orientation

A person's sexual identity in relation to the gender to which they are attracted.

Silencing

The conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

Social Identity

It involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

[More Information on Social Identity](#)

Social Justice

Can be defined as both a process and a goal. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.

Social Oppression

Exists when one social group, whether knowingly or unconsciously, exploits another group for its own benefit

[Educators Can Dismantle Oppression in Their Classrooms. Here's How.](#)

Stereotype

Blanket beliefs, unconscious associations and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude or uncritical judgment. Stereotypes go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information and are highly generalized.

System of Oppression

Conscious and unconscious, nonrandom, and organized harassment, discrimination, exploitation, discrimination, prejudice and other forms of unequal treatment that impact different groups.

Tolerance

(n): Acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences.

[Teaching Tolerance](#)

Transgender

An identity terms for a person whose gender identity does not align with the gender they were assigned at birth.

[Trans Inclusive Practices in the Classroom](#)

Transphobia

A system of oppression based on the fear and hatred of individuals who are transgender.

Worldview

The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, and other influences.

Xenophobia

A system of oppression based on the fear, hatred or mistrust of that which is foreign, especially strangers or people from different countries or cultures.

Sources

Human Rights & Equity Services: Social Justice Terms

<https://www.dal.ca/dept/hres/education-campaigns/definitions.html>

Diversity, Equity and Inclusion Glossary

<https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>

Diversity and Social Justice Glossary

<https://www.uml.edu/student-services/multicultural/programs/dpe-glossary.aspx>

