



diversity  
equality  
inclusion  
justice

*A monthly update on the  
Diversity, Equity, Inclusion, & Justice  
work happening at NGFS*

*November 2021*

GUILFORD CAMPUS	PAGE-FREDERIKSEN CAMPUS
<ul style="list-style-type: none"> <li>• A Child’s Garden (preschool) classes celebrated Native American Heritage Month by reading a book each week that introduced the children to a different tribe, tradition, or belief. They learned about a Cherokee tradition: whoever makes a baby laugh first gets to throw the baby’s first party, and this is a big honor. They learned about the art of making fry bread and shared an Osage recipe and ate fry bread together. They also read two books on spirit animals. The children then discussed what animals they would like as their spirit animals and why.</li> <li>• Sunrise (Kindergarten) continued to have diverse representation in read aloud books and books available for students during independent reading time.</li> <li>• Rainbow (1st and 2nd grade) read the book <i>The First Thanksgiving</i> and talked about Thanksgiving from a Native American perspective.</li> <li>• The Horizon (grades 3-4) class had a meeting for worship about welcoming immigrants. They read <i>One Green Apple</i>, a book about a girl newly emigrated starting school. They shared how people in the Greensboro community are welcoming people from Afghanistan.</li> <li>• Galaxy (grades 5-6) students have talked about how few women scientists there were at the time of Marie Curie, who is the subject of their</li> </ul>	<ul style="list-style-type: none"> <li>• In Middle School History, students will continue their unit of study on World Religions through the end of quarter 2, mid January.</li> <li>• Students in Middle School finished <i>The Education of Little Tree</i> and watched the movie as a culminating activity. Many discussions focused on the style of the chapters, in which the narrator often tells stories of the past shared by his grandfather before telling the more contemporaneous stories of his own experiences. Students impressed their teacher by the depth of these group discussions, as well as the students’ ability to communicate their thoughts on themes of family, assimilation, want/necessity, and capitalism</li> <li>• In World History I, students completed their unit on <i>The Black Panther</i>, Culture, Creation Myths, Spirituality, Culture, and Subcultures. They examined the many African nations and cultures represented in the film, including Lesotho, Namibia, Benin, and the Dahomey “Amazons” (the model for the Dora Milaje, the female warriors who protect the king and his family). Students studied the Mursi tribe of Ethiopia, the Zulu of South Africa, and rounded out the unit by discussing the Black Panther Party’s history, Rodney King, and the L.A. Riots of 1992. The Native American projects the students completed and presented have helped them to see</li> </ul>

new read aloud. They also talked about the theme of racism in some of their Literature Circle books. They had a meeting for worship to celebrate Hispanic Heritage Month.

- Lower School Spanish classes discussed Dia de los Muertos.

the implications of colonization, which lays an essential foundation for those who will later take World History II.

- In addition to presenting their Native American projects, World History II students continued their study of colonization of the New World. After an in-depth analysis of Spanish colonization and the “Doctrine of Discovery,” they transitioned to discussing Dutch colonization, the Dutch West Indies Company, and the Atlantic Slave Trade, as well as French colonization. Before entering into our unit on English colonization, the students learn about Catholicism, Martin Luther, the Protestant Reformation, the Counter Reformation, and the political turmoil that ensued. This knowledge is paramount to understanding the often misrepresented motivations for English colonization.
- As US History students work through the unit “Pandemics, Propaganda, and the Presidency,” they have focused on New Imperialism, the scramble for Africa, the rise of nationalism, and ultimately, World War One. After an in-depth analysis of Woodrow Wilson’s war message to Congress, W.E.B. DuBois, and the NAACP, students examined U.S. participation in the Great War and how total war impacted the civil liberties of Americans under the Wilson administration.

## STAFF DEVELOPMENT

In November, staff met in affinity groups to discuss ways to identify bias and communicate with colleagues as well as explore racial identity.

Carolyn, Kim, and Tanisha continued their work with the NCAIS course *The Bottom Line*, which explored topics of Diversity, Equity, Inclusion, and Justice in schools.

## Stay Tuned for What's to Come

In December, Lower School classes, including Art, will be exploring winter holiday traditions. In Art, students will explore what different holiday celebrations have in common.

The Quaker Life and Diversity Committee of the NGFS Board are continuing their book club via zoom. The reading selection is *The Color of Law: A Forgotten History of How Our Government Segregated America* by Richard Rothstein. All adult community members are welcome to join!

Horizon (grades 3-4) will begin their next Unit of Study, *Countries of the World - A Study of Geography and Cultures*. They will be learning about a few countries within each continent. They are also learning about the influences of various countries on the culture, traditions, foods, etc. of the United States.