



Diversity Equity Inclusion Justice

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

May 2022

| <p style="text-align: center;">GUILFORD CAMPUS Lower School</p> | <p style="text-align: center;">PAGE-FREDERIKSEN CAMPUS Middle and Upper School</p> |
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| <ul style="list-style-type: none"> ● During a campus Meeting for Worship we read “Whoever You Are” by Mem Fox and reflected on the story. We enjoyed singing the song “Hello”, which celebrates ways to say Hello in different languages. <ul style="list-style-type: none"> ○ <i>Joys are the same, and love is the same, pain is the same, and blood is the same. Smiles are the same and hearts are just the same.</i> ~ Mem Fox ● Crocus (preschool) read books like "Under the Pond" which showcased racial diversity through the characters depicted in the illustrations. They also played with the Little Village which has a diverse population of people to play with: men and women in non-stereotypical jobs, people with disabilities, large population in ethnic clothing, and of diverse cultural backgrounds. ● Iris (Pre-K) students listened to the book “Under the Sea” by Cynthia Rothman which features a diverse group of characters and facts about the ocean. They also read “Beach Day!” by Candice Ransom which tells the story of a black family’s day at the beach. ● Students in Sunflower (TK) and Sunrise (Kindergarten) listened to the book “It Began with a Page: How Gyo Fujikawa Drew the Way” by Kyo Maclear, illustrated by Julie Morstad. ● Rainbow (1st and 2nd grade) read “You Are Enough: A Book About Inclusion” by Margaret O’Hair, which shares about embracing differences and being proud of who you are. They also read “All Because You Matter” by Tami Charles. It is a love letter to Black and Brown children everywhere: reminding them how much | <ul style="list-style-type: none"> ● Sophomores and juniors in English completed an in-depth reading of George Orwell’s dystopian classic “1984”. Students analyzed the novel not as a prophecy of what the titular year would inevitably entail, but as a prognostic of what is always possible as long as corrupt world powers threaten the spirit of humanity. Despite its first publication in 1949, student research regarding relevance to today’s world uncovered the unfortunate truth that the novel’s warnings have remained as perennial as the novel itself. From David Bowie to Stevie Wonder, students also engaged with wide-ranging music inspired by this formative novel, and created Orwellian songs of their own. ● In Middle School History, students learned about the founding and intended purposes of each of the thirteen colonies via a gallery walk in their American Revolution Unit. Topics of focus in the unit included: the French & Indian War and the heavy taxation it created in the English colonies, including the Stamp Act and Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive/Intolerable Acts, and the Battles of Lexington & Concord. Students had a lot of fun with the primary source analysis of daguerreotypes of Revolutionary War Veterans from the 1850s, which also included a poetry writing exercise on a particular image. ● In Middle School History, students created collages, using images and words, to represent aspects of pre-Colonial America and the American Revolution. They discussed how the Americans were able to secure a military victory over the British |

they matter, that they have always mattered, and they always will.

- Horizon (3rd and 4th grade) students listened to the book “Speak Up!” by Miranda Paul that celebrates diversity and illustrates how one voice can make a difference.
- Galaxy (5th and 6th grade) completed their focus on Native American History. They also focused on Asian American/Pacific Islander Month. At the end they talked about the idea of intersectionality and that there are connections between all the issues of discrimination that they discussed this year. Students were asked to reflect on something they had learned in our schoolwide theme of facing racism this year and also something one could do to be anti-racist. The class also continued to talk about issues around immigration and unions relating to their read aloud book, a historical fiction novel about a family emigrating to the US from Mexico.
- Galaxy students hosted their second annual plant sale. In honor of Pride Month, proceeds raised from the sale were donated to the Guilford Green Foundation to support the work they do with the LGBTQ community in the Greensboro area.

Empire and the legacies left behind and passed on from the Revolution. Students completed a short reading and video on the dangers of being an uninformed citizen.

- During the last two weeks of school, students in Upper School History presented research projects as “student teachers”.
 - In World History I, students picked a world religion or philosophy to research and present to the class. From Zoroastrianism, Stoicism, Hinduism, and Nihilism, to name only a few, the students have researched a wide range of worldviews.
 - In World History II, students chose 18th-century world events, including the evolution of sports, the British Industrial Revolution, Mt. Fuji Eruption, Expansion in China, and the Napoleonic Wars - again, to name a few.
 - In U.S. History, students chose topics from the 20th and 21st centuries, including the Violence Against Women Act, the Americans with Disabilities Act, the creation of the Environmental Protection Agency, the Iran-Contra Scandal, Racism and Sexism in mid 20th Century Hollywood, and many more!
- The Climate Action Club collected lightly used and new school supplies at the end of the year to donate to a local backpack drive.

STAFF DEVELOPMENT

- Staff affinity groups met for a final time this year. Groups discussed race-related issues in current events.

We are eager to resume this work when we return to school!