



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

*March 2024*

## ***GUILFORD CAMPUS***

### **Lower School**

- The Galaxy(grades 5-6) Quaker Life group led a campus Meeting for Worship about accepting differences. They wrote scripts, acted in and filmed short videos, and shared the videos with preschool through 6th grade students. They also selected the songs for singing after silence.
- A Child's Garden Sunflower class (PK-TK) learned about Ramadan. In lieu of fasting, the children accepted the challenge of completing daily "good deeds" for the rest of the month until Eid-al-Fitr (the celebration of the end of Ramadan). These "good deeds" ranged from helping clean up at home to playing with a new friend.
- Sunrise (K) made a classroom goal of working towards 101 kind acts for their friends, themselves, their teachers, and their classroom for the month-long celebration of Ramadan.
- The Sunrise class also celebrated Women's History month. Students learned about Misty Copeland, Lizzo, and Millo Castro Zaldarriaga. They read "Beautiful" by Stacy McAnulty, Misty Copeland's "Firebird," and "Drum Dream Girl" by Margarita Engel. They learned about artists Alma Woodsey Thomas, Frida Khalo, and Yayoi Kusama. They enjoyed exploring different mediums and creating their own art inspired by these artists. They also learned about some important women activists including Jane Godall, Katherine Olivia Sessions (she is credited with being the mother of Balboa Park), and Greta Thunberg. They were inspired by how one small action could lead to a group of people standing together to make a change.
- In a recent classroom Meeting for Worship, Rainbow (grades 1-2) read "And Tango Makes Three" by Justin Richardson and Peter Parnell. They discussed different types of families and how all families are special, even in the animal world.
- In the Civil War unit in 2nd grade Reading class, students learned about the Underground Railroad and about important leaders from that era, such as Harriet Tubman. They also discovered the hidden meaning behind songs such as "Follow the Drinking Gourd."
- Horizon (grades 3-4) discussed inclusion and why it is important. They talked about being intentional about including everyone and how that goes beyond their classroom space and into everyday life.
- Galaxy (grades 5-6) learned about the Spanish Conquest and life as a colony of Spain. They also learned about the famous events that led to independence for Mexico and studied the chaotic revolutionary period that led to the formation of modern Mexico. In their study of modern Mexico, they learned about the different influences that have contributed to Mexican culture. Students watched a movie and rotated through centers to learn about different aspects of Mexican life, such as the government, holidays, food, music and dance, and sports. They also spent time comparing Mexican culture to American culture.

## PAGE-FREDERIKSEN CAMPUS

### Middle and Upper School

- The Middle School Quaker Life Committee, led a Quaker Meeting focused on the origins of Women's History month. They shared this [video](#) and students were asked to reflect on the origins of Women's History Month and women from history who are important in their lives.
- Middle School (grades 7-8) took a trip to the North Carolina Museum of Art in Raleigh to learn about and appreciate art from different cultures and time periods. Students were able to explore exhibits focusing on contemporary art, quilting, traditional American pieces, Renaissance paintings, pieces from both ancient and modern African artists, and art from local K-12 students in North Carolina. They also had the opportunity to access the limited time exhibit titled "To Take Shape and Meaning: Form and Design in Contemporary American Indian Art." This exhibit had particular significance to recent lessons in middle school history, where students learned about indigenous cultures and practices.



- During their study of the American Revolution, students in Middle School history read about and discussed the various peoples that played a role in the Revolution, such as African-Americans, Native Americans, women from all backgrounds, landowning white males, and impoverished white males to begin understanding the diverse thoughts, feelings, and attitudes people experienced at this time. Students created a "Colonial Character" and wrote about their character's life, feelings, etc. during the time period.
- In Upper School English, as part of their study of Yaa Gyasi's "Homegoing", seniors discussed the insidious role and mention of White Supremacy and eugenics in "The Great Gatsby", the absence of black characters, and how the book describes whiteness and power. Yaa Gyasi's characters have a Gatsby-themed prom in Alabama. Students explored the prompt: *Why are the trappings of this book/the 20s so attractive (even today) as a party theme?*
- The Upper School Oceanography class watched a video of "Mission Blue," the story of the first woman to scuba dive who faced tremendous sexism in her study of marine biology.

- In Upper School Environmental Science, students watched “Erin Brokovitch” and discussed sexism and classism in terms of environmental justice, such as when corporations pollute poor neighborhoods because they think poor people are powerless. Related, they discussed the water problems in Flint, Michigan and again how pollution often happens to poor neighborhoods of color.