



**BLACK
HISTORY
MONTH
2013**

At the Crossroads of Freedom and Equality: *The Emancipation Proclamation and the March on Washington*

COURTESY RECLAIMING YOUTH

HOW WE KNOW WE ARE SIGNIFICANT

DR. MARTIN BROKENLEG, CO-FOUNDER, CIRCLE OF COURAGE

Let me share an event from my youth which captures the spirit of significance and belonging. My parents were traditional Lakota people and typically would not go anywhere without their children. The first time I was ever going to be away from my parents was when I was 17 years old. To this day I do not know where I got this idea, but I asked my parents, since I was about to go into grade eleven, if I could go to a boys' military school. They said they did not know anything about them but I should apply and see what happened. So I applied to three military schools out east and was accepted at all three. I picked one, and that fall my parents drove me out to it with a carload of

possessions. I had my new blue-grey West Point-type uniforms. We had to buy our own textbooks, so I had ordered boxes of these. We also used to have these round flat things called records, and I brought along my collection and record player. I wore my uniforms and marched around at school from September to December, and then it was home to the Rosebud Reservation for the Christmas furlough.

After wonderful holidays with my family, Christmas vacation came to an end. The winter weather was threatening, so my father decided it best that I fly back to school. As we drove toward Rapid City, the radio warned of a blizzard coming in from Alberta, predicting high winds, below zero temperatures, and tons of snow. My father left me at the downtown hotel in Rapid City, and he hurried back to the reservation. I got up early the next morning when it was still dark.

Read more at <http://www.reclaiming.com/content/node/309>

Emancipation Proclamation

All slaves in confederate states that were at war with the Union were declared FREE by President Abraham Lincoln, January 1, 1863. This did not end slavery but made slaves eligible for paid military service. By the end of the war, 200,000 black soldiers fought for their freedom.

Investigate detailed information about this document at http://www.askkids.com/BlackHistoryFAQ/Reasons_for_the_Emanicipation_Proclamation.html

March on Washington

August 28, 1963, Washington D.C., more than 200,000 marched. Dr. Martin Luther King, Jr. delivered his famous "I Have a Dream" messages from the steps of the Lincoln Memorial. He said the emancipation Proclamation gave hope to black slaves. The original *theme* of this march was "Jobs and Freedom."

In 1963, Congress passed the Civil Rights Act as a solid step to fulfill the promise of the Emancipation Proclamation, some 100 years after it was written.

<http://en.wikipedia.org/wiki/>

Negro History week was established in 1926 by Dr. Carter G. Woodson. Dr. Woodson was the son of former slaves and was the second African American to receive a degree from Harvard University. He realized a theme will bring attention to the public. Woodson had hoped to bring pride to the black race and educate others.

Today Black History Month is celebrated nationally. The year 2013 brings two important dates for African Americans.



In This Issue

Black History Month.....	2
Early Childhood	3
Children in Poverty	4

Health Watch

Teaching about the Flu.....	5
Flu or Cold.....	5
Guidance for School Administrators to Reduce The Spread of Seasonal Flu	5

Online Class Opportunities ..6

Education

Museum of Nebraska Art.....	7
Black History Month.....	7

Building Your Professional

Community	8
-----------------	---

Educator's Toolbox

Educator/School Grants	9
------------------------------	---

Student Only Zone

Chief Standing Scholarship ...	10
Project NEURON.....	10

State Offices will be closed
February 18 in observance of
President's Day



Native American Education Advisory Council

February 6, 2013

WEBINAR Times/Address:

4:45-5:30 CST/3:45-4:30 MST

Web connection address:

[http://nde.adobeconnect.com/
r70rx0bxqba/](http://nde.adobeconnect.com/r70rx0bxqba/)

Call in: 866-599-9176,

conference code 4551614594

COURTESY OF TEACHING TOLERANCE

YOU CAN REROUTE THE PIPELINE

MAGAZINE 43, SPRING 2013 ISSUE

READ ENTIRE ARTICLE AT [HTTP://WWW.TOLERANCE.ORG](http://www.tolerance.org).

African American students are :

- 3.5 times more likely than white classmates to be suspended or expelled;
- Incarcerated at disproportionate rates.

Excerpt:

Principals, school resource officers, probation officers and social workers are typically charged with responding to school discipline problems. But in reality, classroom teachers spend the most time with students. Their daily decisions can help divert students from the school-to-prison pipeline.

BLACK HISTORY MONTH

COURTESY OF TEACHING TOLERANCE

MINING THE JEWEL OF BLACK HISTORY MONTH

EMILY CHIARIELLO, TEACHING AND LEARNING SPECIALIST WITH TEACHING TOLERANCE

READ ENTIRE BLOG AT: [HTTP://WWW.TOLERANCE.ORG](http://www.tolerance.org).

In my 11 years as a social studies teacher, more than 95 percent of my middle and high school students were African American. It's been my privilege. Hundreds of students came to *me*—a white woman—to learn history. I learned so many things that, had I taught different students or a different subject, I might not have.

Many of those lessons were learned during February, and much of what I now know about the relationship of race and culture to curriculum and pedagogy stemmed from my fear of doing Black History month the “wrong way.”

Fatimah Hutchings and Dionte Brown, former students of mine, taught me two ways Black History Month should not be handled. The first was limiting the study and celebration of black history to a few special events or projects in February. The second was, in my well-intended effort to [steer clear of the “heroes and holidays”](#) approach, missing February's special opportunity to dwell with my students in the richness of black culture and history.

When I adorned my classroom with cut outs of Dr. King and Maya Angelou surrounded by a kente cloth border, entered students into a local essay contest about the meaning of black history, and taught a week-long unit on black inventors, Fatimah zinged me. “What's all this black stuff? You're only teaching us this because it's February and you don't want anyone to think you're racist,” she said.

The next year I dropped the superficial kente cloth decorations. Instead, I integrated back history into my world history curriculum, introducing the [Red Summer of 1919](#) into our unit on WWI, and the [women of Gees Bend \(Ala.\)](#) into our lessons about the Great Depression. During our unit on imperialism in Africa, my students were drawn to three sentences in our textbook about [Emperor Menelik II](#), who successfully defended his Ethiopia against European domination. Our understanding of black history evolved to include the diaspora. We wrote research papers on African resistance movements. We studied the Haitian Revolution. We were mesmerized.

early childhood education

COURTESY HARVARD UNIVERSITY

CENTER ON DEVELOPING CHILD

VISIT THEIR WEBSITE: [HTTP://
DEVELOPINGCHILD.HARVARD.EDU](http://developingchild.harvard.edu)

The Center was founded in 2006 with the belief that the vitality and sustainability of any society depend on the extent to which it expands opportunities early in life for all children to achieve their full potential and engage in responsible and productive citizenship. (Excerpt from website)

- Science of Early Childhood
- Understanding Intervention
- Five Numbers to Remember About Early Childhood Development
- Global Child Development
- Three Core Concepts in Early Development
- Brain Hero

Multimedia and articles are available. Also available are the "InBrief Series". This series is six 2-page briefs about various issues related to Early Childhood development topics. Briefs can be used for staff, parents/families, caregivers, healthcare professionals, policy makers to discuss issues important to Early Childhood programs.

InBriefs

[Early Childhood Mental Health](#)
[Executive Function: Skills for Life and Learning](#)
[The Science of Early Childhood Development](#)
[The Impact of Early Adversity on Children's Development](#)
[The Foundations of Lifelong Health](#)
[Early Childhood Program Effectiveness](#)

COURTESY LINCOLN JOURNAL STAR

EARLY CHILD EXPERT SAYS SCIENCE SHOWS IMPACT OF EARLY EXPERIENCES ON BRAIN DEVELOPMENT

MARGARET REIST, JANUARY 15, 2013

READ THE ENTIRE ARTICLE AT: [HTTP://JOURNALSTAR.COM/NEWS/LOCAL/
EDUCATION/EARLY-CHILDHOOD-EXPERT-SAYS-SCIENCE-SHOWS-IMPACT-OF-EARLY-
EXPERIENCES/ARTICLE_04F5B5EE-D939-5829-980A-
BDD9042C06BA.HTML#.UPWVHDZMKN4.EMAIL](http://journalstar.com/news/local/education/early-childhood-expert-says-science-shows-impact-of-early-experiences/article_04f5b5ee-d939-5829-980a-bdd9042c06ba.html#.UPWVHDZMKN4.EMAIL)

"We worry about what a child will become tomorrow, yet we forget that he is someone today."
-Stacia Tauscher



Working Papers

1. [Young Children Develop in an Environment of Relationships](#)
2. [Children's Emotional Development Is Built into the Architecture of their Brains](#)
3. [Excessive Stress Disrupts the Architecture of the Developing Brain](#)
4. [Early Exposure to Toxic Substances Damages Brain Architecture](#)
5. [The Timing and Quality of Early Experiences Combine to Shape Brain Architecture](#)
6. [Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood](#)
7. [Workforce Development, Welfare Reform, and Child Well-Being](#)
8. [Maternal Depression Can Undermine the Development of Young Children](#)
9. [Persistent Fear and Anxiety Can Affect Young Children's Learning and Development](#)
10. [Early Experiences Can Alter Gene Expression and Affect Long-Term Development](#)
11. [Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function](#)
12. [The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain](#)

- Nebraska school administrators and educators met with leading professionals.
- Children are born with certain number of brain cells, but the neural circuitry develops dramatically in the first years of life. This circuitry enhanced by environments that expose children to reading and conversation, but hurt by highly stressful situations.
- Children exposed to highly stressful situations early in life—living in environments with mental illness, substance abuse, violence or neglect, etc., are toxic stress. This increases heart rate, blood pressure and stress hormones.
- Experts know a 3-year-old's vocabulary is a strong predictor of later reading ability.

Children in Poverty Rising in Nebraska



- ✓ Alarming that one in five children in Nebraska reside in poverty.
 - Increased from 66,000 to 82,000 children in poverty (2008-2010). In 2000 Nebraska registered 46,000 children in poverty. Nebraska has almost doubled in ten years.
 - 83,597 children under age 18 are participating in the food stamp program (up from 71,038)
 - 67% of children age 17 and under living in poverty form single parent households
- ✓ Scale of 1-18 (18 is high), Nebraska was rated a 10 for children who are confirmed by child protective services as victims of maltreatment.
 - 43% were ages 0-4
 - 33% were ages 5-10
- ✓ Housing
 - 9% of Nebraska children live in over-crowded housing
 - 122,000 (26%) children reside in households where 30% of their income is spent on housing. Increase from 111,000 in 2008.
- ✓ Health Insurance
 - 153,706 children eligible for Medicaid and SCHIP, up from 140,278

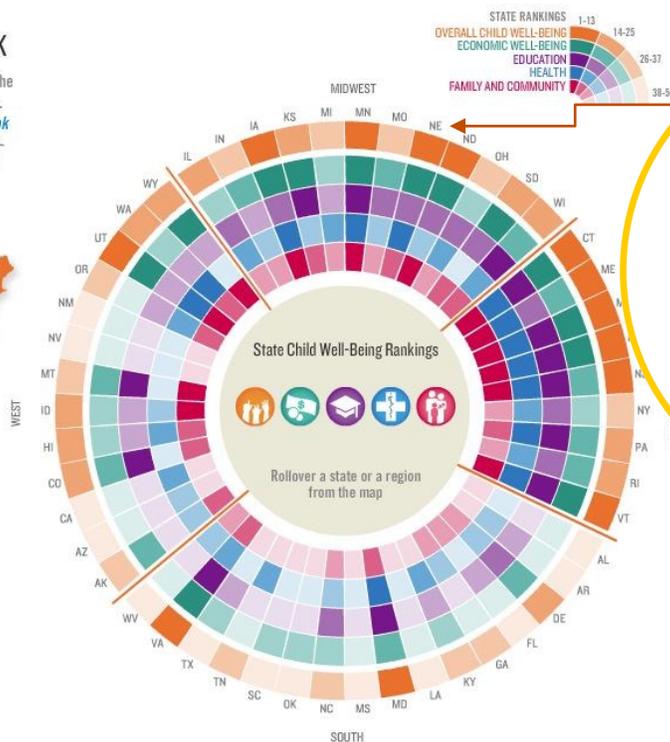
Interactive Data Wheel

2012 KIDS COUNT DATA BOOK

The well-being of America's children dictates the country's future and affects us all. The Annie E. Casey Foundation's 2012 *KIDS COUNT Data Book* tracks the well-being of U.S. children, state-by-state. Mouse over a region or state to see how children are faring.



- OVERALL CHILD WELL-BEING
- ECONOMIC WELL-BEING
- EDUCATION
- HEALTH
- FAMILY AND COMMUNITY



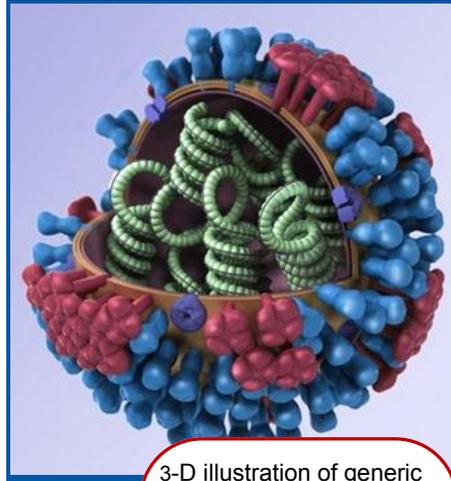
Nebraska is at the highest point within a decade of poverty numbers

- 9 Overall child well-being
- 2 Economic well-being
- 15 Education
- 12 Health
- 15 Family and Community

<http://datacenter.kidscount.org/databook/2012/DataWheel.aspx>

Teaching About the Flu within the New York Times

JANUARY 16, 2013
 KATHRINE SCHULTEN, SUZIE BOSS AND
 JENNIFER CUTRARO
 READ ARTICLE AT: [HTTP://
 LEARNING.BLOGS.NYTIMES.COM/2013/01/1
 6/TEACHING-ABOUT-THE-FLU-WITH-THE-
 TIMES/](http://learning.blogs.nytimes.com/2013/01/16/teaching-about-the-flu-with-the-times/)



3-D illustration of generic flu virus by Douglas Jordan, CDC

- Flu reached epidemic level in the United States.
- Spread to 10 countries in Europe
- Pharmacies struggling to meet vaccine demand
- Get the facts video
- Understand today's vaccines
- Data on flu trends
- What skills Epidemiologists have?
- Read about the flu of 1918
- What if you were the school principal?
- Additional resources listed

Turn this article into a class project in science, math and history.

FLU OR COLD?

Cold	Flu
Usually begin with sore throat	Come on quickly.
Runny nose/congestion	Sore throat, fever, headache, muscle aches, congestion, cough
Cough by 4th or 5th day	Full run down for about a week.
Fever uncommon but can be slight in adults. Children are more prone to fever.	Virus enters body through mucous membranes like nose, eyes or mouth.
Colds last about a week.	
First 3 days you might be contagious.	
Read more at http://www.webmd.com/cold-and-flu/cold-guide/flu-cold-symptoms	

<http://www.cdc.gov/flu/school/guidance.htm>

CDC Home
 Centers for Disease Control and Prevention
 CDC 24/7: Saving Lives. Protecting People.™

A-Z Index: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) <#>

Seasonal Influenza (Flu)

Seasonal Influenza (Flu)

2012-2013 Flu Season

Influenza - Flu Basics

Prevention - Flu Vaccine

Treatment - Antiviral Drugs

Specific Groups

People at High Risk

Parents

Health Care Workers

Schools & Childcare Providers

► Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools

School-Located Vaccination Materials

School-Located

Seasonal Influenza (Flu) > Specific Groups > Schools & Childcare Providers

Recommend Tweet 24 Share

Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools

This document from the Centers for Disease Control and Prevention (CDC), an agency of the U.S. Department of Health and Human Services, provides guidance to help reduce the spread of seasonal influenza (flu) among students and staff in K-12 schools. Recommendations are based on CDC's current knowledge of flu in the United States. CDC will continue to monitor flu activity and update this guidance as needed.

For the purpose of this guidance, "schools" will refer to both public and private institutions providing grades K-12 education to children and adolescents in group settings.

[Supplemental Interim Guidance for School Administrators Associated with Possible Outbreaks of H3N2 Variant Influenza Virus \("H3N2v"\)](#)

Background

Flu seasons are unpredictable in a number of ways. Although widespread influenza activity occurs every year, the timing, severity, and duration of it depend on many factors, including which flu viruses are spreading, the number of people who are susceptible to the circulating flu viruses, and how well the flu vaccine is matched to the

On This Page

- Background
- High-Risk Groups
- Symptoms and Emergency Warning Signs
- Recommendations
- Additional Resources



Classroom Online



02/07/2013 or 06/13/2013	Holocaust and Human Behavior	Online Seminar/course
02/07/2013 or 06/13/2013	Choices in Little Rock	Online Seminar/course
02/11/2013	Sacred Texts, Modern Questions: Connecting	Online Event
03/15/2013	A Convenient Hatred: The History of Antisemitism	Online Workshop

<http://www2.facinghistory.org/campus/events.nsf/events?readform>. Some scholarships are available.

CEU's are available for the Webinar series and for the recording series.



Recording Available in February	The Power of Family for At-Risk Youth (Brokenleg)	Online Seminar/course
February 27	New Frontiers in Deep Brain Learning (Brendtro)	Online Seminar/course
March 27	Searching for Truth: Decision-Making with the Developmental Audit (Freado)	Online Seminar/course
April 23	Friendship and Other Weapons: Recognizing and Responding Effectively to Bullying (Whitson)	Online Seminar/course
May 22	Medicating Our Troubled Youth: When is Enough Too Much? (Foltz)	Online Seminar/course

<http://www.reclaiming.com/content/webinarCEUs>

KEARNEY NEBRASKA

MUSEUM OF NEBRASKA ART

FEBRUARY PROGRAMING. FREE AND OPEN TO THE PUBLIC

[HTTP://MONA.UNK.EDU](http://mona.unk.edu)

Milton Wolsky's Personal Collection - Presented by Norma Hilt, Collector

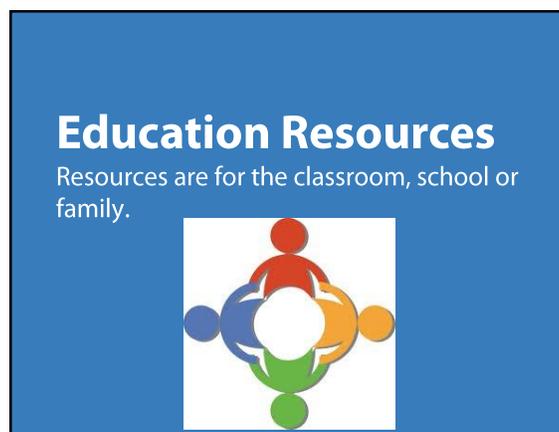
Milton Wolsky, an illustrator for many national magazines during the mid 20th century, was considered one of the top 20 in the country at the time. Trained at The Art Institute of Chicago and The Art Students League of New York City, later in life he became a full time artist. The majority of his artwork has not been seen publicly. After his death, Norma Hilt purchased his personal collection, and shares her insight into the artist. Wednesday: February 27 * 2:00 p.m.

Family Fun Day

Enjoy an afternoon of family fun! This event will be full of interactive and educational activities that explore the connection between art and the world we live in. Participate in various creation stations throughout the MONA, go on a scavenger hunt, and much more. This event is FREE and open to the public. Saturday: February 23 * 1:00-4:00 p.m.

Third Thursdays at MONA

This series of enjoyable evening programs features talented visual, literary, and performing artists presenting short samplers. These evenings of art and entertainment conclude with light refreshments. Offered from August to April. February 21 * 7:00 to 8:00 p.m.



BLACK HISTORY

Internet Resources for all grade levels

Biography Channel Black History Month

African American achievements and first; Harlem Renaissance; Little Know Facts; Inventions and Discoveries; Black History timeline; Black History study guides and interactive tour of the Apollo Theater.

<http://www.biography.com/tv/classroom/about-black-history-month>

Smithsonian Education

Black History Month calendar, African American portraits, Black Wings: African American Pioneer Aviators; artwork; history virtual tour; the Blues; African American Highlights.

http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html

American History Month For Teachers

Links to Library of Congress, National Archives "Teaching with Documents, National Art Gallery

<http://www.africanamericanhistorymonth.gov/teachers.html>

Reading Rockets listing of books, illustrators and classroom/community activities. <http://www.readingrockets.org/calendar/blackhistory/>

NEA: National Education Association.

Lessons plans and history for grades K-12. <http://www.nea.org/tools/lessons/black-history-month.htm>

Teaching Tolerance. Many educators silently wrestle with the question: Is Black History Month a window of opportunity or just a pigeonhole? <http://www.tolerance.org/article/history-behind-black-history-month>

Massachusetts Teachers Association

Black History Month resources and links.

Lesson plans, hear radio transmission of Rosa Parks interviews. http://www.massteacher.org/teaching/links/links_spec_bhm.aspx

University of Illinois Extension: African American History for Kids.

Various trivia history calendar, African masks plus reproducible materials. <http://urbanext.illinois.edu/bhm/historyforkids.html>



Building Your Professional Community

Conferences, workshops, and meetings



2013 National Johnson-O'Malley Association Conference JOM... River of Many Nations



Minneapolis, Minnesota • April 14-16, 2013

http://njoma.com/NJOMA_2013_Conference.html

2013 Best Practices Forum on Dropout Prevention

In Partnership with:
Camp Fire USA - Communities In Schools of Kansas - Communities In Schools of Nebraska
CVS Caremark - Iowa Department of Education - Kansas City Kansas Public Schools
Kansas Consortium for Youth Voice - Kansas Enrichment Network - Kansas State Department of Education
Kansas State University - Missouri AfterSchool Network - Missouri Department of Education
Nebraska Child & Families Foundation - University of Kansas

April 14-17, 2013
The InterContinental Hotel
Kansas City, Missouri

CONNECTING IN A HIGH SPEED WORLD:
Preparing for Graduation and Beyond

TOPICS:
Preventing and Recovering Dropouts
Preventing Truancy and Improving Attendance
Engaging Students
Positively Developing Youth
Engaging Family and the Community
Instructing Students
Applying Quality Data
Preparing for College and Career
Securing Funding and Resources
Shaping School Climate

Sponsored by:
1 The National Dropout Prevention Center/Network

<http://www.dropoutprevention.org/conferences/2013-best-practices-forum-dropout-prevention>



June 11-12
Sunrise Middle School - Kearney NE
<http://nmla.shutterfly.com/>

Registration is OPEN
PRINCIPALS are FREE with 2 paid
teacher registrations

TEACHER GRANTS/FELLOWSHIPS

Earthwatch Institute: Fellowships

The Earthwatch Institute offers educators fully-funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of over 100 projects around the world. Maximum award: fully-funded fellowship. Eligibility: elementary, middle, and high school educators and administrators of any discipline. Deadline: two weeks after educator-interest application is submitted; ultimate deadline May 1, 2013. <http://www.earthwatch.org/aboutus/education/edopp/>

CLASSROOM/SCHOOL

Pathways Within Roads to Reading

The Pathways Within Roads to Reading Initiative donates books to literacy programs in small and rural low-income communities. Maximum award: 200 books appropriate for readers age 0 to young adult; English only. Eligibility: 501(c)(3) organizations that run school, after-school, summer, community, day-care, and library reading and literacy programs; must have an annual operating budget of less than \$95,000 (schools and libraries are exempt from this budget requirement) and be located in an underserved community with a population of less than 50,000. Deadline: March 30, 2013. http://www.pwirtr.org/annual_donation_prog.html

ENVIRONMENT

NGA/Mantis: Mantis Award

The National Gardening Association Mantis Awards to charitable and educational garden projects that enhance the quality of life in their host communities. Maximum award: NGA selects 25 outstanding applicants to receive Mantis tiller/cultivators. Eligibility: Applicants must operate a charitable or educational program that is not-for-profit in the United States. Deadline: March 7, 2013. <http://grants.kidsgardening.org/2013-mantis-tiller-award>

Captain Planet Foundation: Grants for the Environment

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500. Eligibility: U.S.-based schools and organizations with an annual operating budget of less than \$3 million. Deadline: February 28, 2013. <http://captainplanetfoundation.org/>



 **TeachersCount** Learn a thing or two

TeachersCount offers services that are tailored to the teaching profession, including up-to-date information about teaching awards and competitions, conference listings and a variety of unique programs designed to aid teachers both inside and outside the classroom

This website lists many grant opportunities from character, to math, music, science, lifestyle, social studies and more. Fantastic site to visit and bookmark for future reference.

<http://www.teacherscount.org/teacher/grants.shtml>



Neuroscience Day—Free registration
March 19, Marina Inn
So. Sioux City NE
9:00-3:00 pm

Activities based neuroscience curriculum. Middle and high school students will have an opportunity to do brain dissection and other brain based labs.

Teachers will have the opportunity for professional development training in the curriculum from University of Illinois developers.

<http://www.unmc.edu/sepa> to register

Students Only Zone
Workshops, learning experiences,
scholarships



SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
Supported by the National Center for Research Resources, a part of the National Institutes of Health

UNIVERSITY OF
Nebraska
Medical Center

NEBRASKA COMMISSION ON INDIAN AFFAIRS
2013 CHIEF STANDING BEAR SCHOLARSHIP
VISIT THEIR WEBSITE: [HTTP://WWW.INDIANAFFAIRS.STATE.NE.US/](http://www.IndianAffairs.state.ne.us/)

YOU CAN ALSO DOWNLOAD INFORMATION AT OUR WEBSITE
[HTTP://WWW.EDUCATION.NE.GOV/MCE](http://www.education.ne.gov/mce)



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