



Delivering the Multicultural Message Monthly



## ONE red apple? Who is the red apple?

One person in the group always remains. One person in the group always states something in support of the cause. One person in the group announced the injustice of people. One person in the group demanded equality. One person in the group wanted an identity. One person in the group was the red apple.

*January 6, 1941* President Franklin Roosevelt delivered his state of the Union address. Within this address he outlined four freedoms worth defending: 1) Freedom of speech, 2) Freedom of workshop, 3) Freedom from want, and 4) Freedom from fear

*January 8, 1964* President Lyndon Johnson Union message started the war on poverty.

*January 2012* Where are we now? Are you the red apple?

## America's Civil Rights Movement: Teaching Tolerance Programs

**A Time for Justice.** Southern Poverty Law Center's Teaching Tolerance program is releasing a digital remake on DVD.

When faculty members at Whitman College in Walla Walla, Wash., saw that their state received a grade of "F" in the Teaching Tolerance report "[Teaching the Movement: The State of Civil Rights Education 2011](#)," they decided to take action. With student leaders, they launched a pilot program called [Whitman Teaches the Movement](#). Whitman College students volunteered to teach lessons about the civil rights movement to students from grades 2 to 11—and the Walla Walla School District took them up on it.

<http://www.tolerance.org/magazine/number-40-fall-2011/teaching-movement>

### Overcoming the Silence

**About Racism.** Silence, blogger Peter J. Elliott recently discovered, can be one of the most difficult obstacles to overcome during a [class discussion of racism](#). "Perhaps my students don't feel like talking," he writes. "Maybe they didn't do their reading of Walter Dean Myers' *Monster*. Or, maybe they just don't see it. So the silence sits, like a glacier, filling up the room. It's the silence of white privilege."

<http://www.tolerance.org/blog/literature-breaks-silence-privilege>

### Sorting Out Notions About

**Race.** "What is race?" teacher Jill Spain asked her sixth-graders at the beginning of their Holocaust unit. Not surprisingly, they found it hard to answer the question, and Spain saw that she [needed to change course](#). "I flipped on my Smart Board and brought up the section called '[Sorting People](#)'. It provides photos of 20 people. The objective is to look at them and sort them into racial categories. ... All 22 of my students were confident that they could complete this task with ease. What happened next was both shocking and powerful."

<http://www.tolerance.org/blog/sorting-people-and-sorting-out-students>

By *Baratunde Thurston, Special to CNN*

*The following letter is a response from a hypothetical child to Gene Marks' article in Forbes, titled "[If I Were A Poor Black Kid](#)." While completely fabricated, the letter below has a stronger basis in reality than does Marks'. In his article, Marks, a business and technology contributor to Forbes, argues poorly that poor black children should use technology to improve their station in life. The article is terrible*



## Letter from a poor black kid

Excerpt from CNN. Full content and blog discussions

[http://inamerica.blogs.cnn.com/2011/12/14/letter-from-a-poor-black-kid-baratunde-thurston-responds-to-forbes-gene-marks/?t=hp\\_c2](http://inamerica.blogs.cnn.com/2011/12/14/letter-from-a-poor-black-kid-baratunde-thurston-responds-to-forbes-gene-marks/?t=hp_c2)

Dear Mr. Gene Marks,

I am a poor black kid. I don't have great parental or educational resources. I'm not as smart as your kids. These are facts. In 2011.

The one smart thing I do everyday is read Forbes. It's what all us poor black kids do. Forbes is constantly reporting on issues of relevance to me and my community. This week, I found your article "If I Were A Poor Black Kid" printed out and slid under my door like all Forbes articles.

Thank you Mr. Marks. You have changed everything about my life. Thanks to your article, I worked to make sure I got the best grades, made reading my number one priority and created better paths for myself. If only someone had suggested this earlier.

But that was just the beginning of how your exceptionally relevant, grounded and experience-based advice changed my life. Thanks only to your article, I discovered technology.

Why did my teachers not teach this? Why isn't this technology mentioned anywhere in popular culture? I don't understand, but you do.

You listed so many different websites and resources, at first it was overwhelming. But I didn't let that deter me. I thought to myself, "If a successful, caring, complicated, intelligent man like Gene Marks says to do it, then I'd better head over to [rentcalculators.org](http://rentcalculators.org) right now!"

I did not stop there. I became an expert at the [CIA World Factbook](#), started using [Evernote](#) and made it my goal to get into one of those private schools you wrote about. Before your article, I never wanted anything more for myself. I used Google (thanks for the tip!), found the names and addresses of the school admissions officers, and showed up outside of their homes. It's like they were waiting for me. They smiled, waved and immediately told me about their secret scholarship programs. Private school was exactly like you said it would be. I went straight to the guidance counselor, and I said, "You know everything there is to know about financial aid, grants, minority programs and the like."

And she said, "I sure do! And even though I don't know your name, I'm going to help you get summer employment at a law firm or a business owned by the 1% where you could meet people and show off your stuff." I love

showing off my stuff, sir. You have no idea.

I took more of your advice. I got "technical." I had no idea I could get technical. I learned software!

From there it was just a quick hop to a top college, marketable skills and an immediate job offer from a businessman starved for talent. Did someone say recession? I can't see it!

The amazing part is that I did all of this in two days! All thanks to your article!

[TIME: If I were a middle class white guy writing about being a poor black kid](#)

I didn't know any of these opportunities existed. My parents and I were too tired. We were all ignorant, and quite frankly, I could have figured it out sooner on my own if I'd had the brains to do so. Your article provided those brains. It wasn't about my parents or ways to improve the school system or how to empower the community. It had nothing to do with history or accumulated privilege or social psychology. No, I simply needed to want success more and combine that with technology. You taught me that I can do all this by myself, and I have!

With that one article, you solved the problems of millions. Imagine the good you could do with three or

*inAMERICA* blog Special to CNN

*Chester Nez was a World War II Navajo Code Talker, but wasn't allowed to share the secret for decades.. The full article and blog commentaries can be read at <http://inamerica.blogs.cnn.com/2011/12/04/decoding-history-a-world-war-ii-navajo-code-talker-in-his-own-words/>*



## Decoding history: A World War II Navajo Code in his own words

Excerpt from CNN. Full content and blog discussions

Chester Nez was barely out of his teens when he joined the Marines in a role that would help the United States and its allies win World War II, a role that stayed secret for decades.

Nez was one of 29 members of the Navajo tribe that developed a military communications code based on the Navajo language. It was that same language that Nez and his friends were forbidden to speak when they were students at government-run boarding schools for Native American children.

Military authorities chose Navajo as a code language because it was almost impossible for a non-Navajo to learn and had no written form. It was the only code the Japanese never managed to crack. The code talkers themselves were forbidden from telling anyone about it - not their fellow Marines, not their families - until it was declassified in 1968.

Nez and his fellow code talkers found themselves in the very thick of the battlefield, transmitting and receiving messages about troop movements, enemy artillery locations, and calls for food, equipment or medical supplies as bullets whizzed past their ears and

shrapnel sliced into the earth near their foxholes. Nez served during some of the most brutal engagements in the South Pacific, including Guadalcanal, Guam, Peleliu and Bougainville. They worked in teams of two, one relaying and receiving messages while the other cranked the portable radio and listened for errors in transmission. In the heat of battle, they might be at work for 24 nonstop hours, cramped into small holes dug in the earth.

“When bombs dropped, generally we code talkers couldn’t just curl up in a shelter,” Nez wrote in his book. “We were almost always needed to transmit information, to ask for supplies and ammunition, and to communicate strategies. And after each transmission, to avoid Japanese fire, we had to move.”

Now 90 years old, Nez is the only one of the original 29 Code Talkers still living, and his recently published autobiography, “[Code Talker](#),” written with Judith Schiess Avila, is the first and only written in a Code Talker’s own words.

**CNN: Why was it important for you to tell your own story instead of someone writing it for you?**

**Nez:** I told my story at length to Judith Avila, and she recorded it and then wrote it down. It was important that the story come from me, since I want this memoir to accurately depict my Navajo people and the contributions made by the code talkers. Judith and I reviewed the book “Code Talker” together many times to ensure this accuracy.

**CNN: What do you think is the central lesson of this book?**

**Nez:** My wartime experiences developing a code that utilized the Navajo language taught how important our Navajo culture is to our country. For me that is the central lesson: that diverse cultures can make a country richer and stronger.

**CNN: How did becoming a code talker change your life?**

**Nez:** Our Navajo code was one of the most important military secrets of World War II. The fact that the Marines did not tell us Navajo men how to develop that code indicated their trust in us and in our abilities. The feeling that I could make it in both the white world and the Navajo world began there, and it has stayed with me all of my life. For that I am grateful.

STUDENTS HAVE TO BE IN SCHOOL AND ENGAGED  
**NEBRASKA MINORITY STUDENTS ARE AT RISK**  
 BECAUSE OF EXCESSIVE ABSENTISM



The Nebraska Department of Education has released 2010-2011 data summaries for student absenteeism. American Indian, Black, Hispanic, Native Hawaiian and Two or More Races all reported OVER the state average of 6.33%

[http://www.education.ne.gov/documents/2010-2011\\_Student\\_Absences\\_Counts\\_Statewide.pdf](http://www.education.ne.gov/documents/2010-2011_Student_Absences_Counts_Statewide.pdf)

Ethnicity	Membership	Absent					
		More than 10 days		More than 15 days		More than 20 days	
American Indian	4,170	2,241	53.74%	1,406	33.75%	933	22.37%
Asian	5,742	1,028	17.90%	475	8.27%	246	4.28%
Black/African American	18,811	7,092	37.70%	4,197	22.31%	2,604	13.84%
Hispanic	45,096	14,418	31.97%	7,353	16.31%	3,967	8.80%
Native Hawaiian	321	124	38.63%	67	20.87%	40	12.46%
Two or More Races	8,335	2,882	34.58%	1,542	18.50%	860	10.32%
White	203,362	47,051	23.14%	20,081	9.87%	9,450	4.65%
Total	285,837	74,836	26.18%	35,121	12.29%	18,100	6.33%

**Poverty Affects Attendance in Nebraska**

Minority students in the poverty categories averaged 15% with 20 or more days of absenteeism.

American Indian	24.72%
Asian	5.57%
Black/African American	15.39%
Hispanic	8.09%
Native Hawaiian	15.82%
Two or More Races	13.25%
White	

**Parents ONLY**

It's important for them to be there. Be part of the solution, not the problem.

1. Tell your student the important of attending school.
2. INVEST in their education by being interested.
3. Discuss programs with teachers
4. Is the illness/reason justified?
5. Attempt to make appointments after the school hours.
6. FATIGUE—How many activities are they in? How many hours do they work!

**Top Reasons Why They Miss School**

According to the Federal Citizen Information Center the most common is illness-COLDS

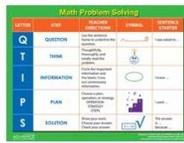
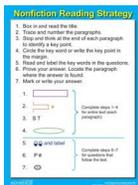
- Bullying
- Childcare (lack of or being the child care provider)
- Work/financial
- Lack of transportation to school
- Family vacation
- FATIGUE



**FREE BOOKS**

We have available to teachers hardback copies of *Rhinos & Raspberries: Tolerance Tales for the Early Grades*, a literature-based teaching kit. Also available are classroom sets of *A Place at the Table: Struggles for Equality in America*, a book of brief, kid-friendly stories about efforts to overcome discrimination in U.S. history (1 box of 30 copies).

<http://www.tolerance.org/activity/activity-ideas-use-crocodile-and-ghost-bat-have-hullabaloo>



From **aha!** Process, Inc.

Four high-impact learning strategies posters. Give your students a colorful visual reminder to use these powerful strategies that help raise achievement. Get results fast!

Nonfiction Reading Strategy: Adding this one strategy helped raise a ninth-grade reading test pass rate 20 percentage points in just six weeks!

Fiction Reading Strategy: Using this sorting model helps students interpret and organize their thinking about the story.

Q TIPS Math Problem Solving Strategy: A powerful mental model for math problem solving.

Writing Multiple-Choice Questions: Using this model improves analytical thinking skills and helps interpret test questions too.

Get all four for the great price of \$24.97--comes prepackaged in a shipping tube. Ideal for your classroom or for your whole grade level team. Recommended as part of Advance School Improvement.

**D**edicated to spotlighting Native American women who have defied odds, broken the mold of stereotypes and brought the powerful traditional role of the Native American woman into the twenty-first century. This curriculum was written by teachers. Teachers who know that engaging students is just as important as complying with state standards. This curriculum was written for teachers. Content rich, standards aligned, engaging lessons are just a click away. And don't fear, so is all the background knowledge you will need to teach your students about these Native Daughters.

<http://www.education.ne.gov/mce>  
Available **FREE** online

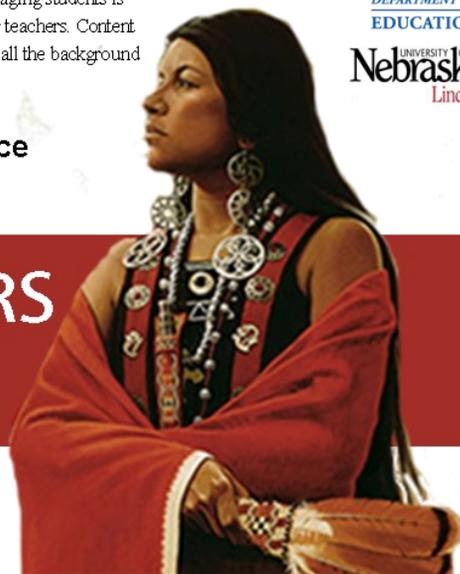


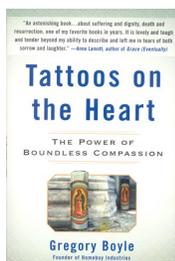
**NATIVE DAUGHTERS**

past. present. future.

<http://cojmc.unl.edu/native daughters>

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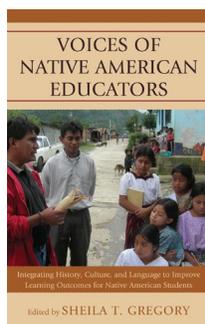


Reclaiming Youth Bookstore is pleased to offer "**Tattoos on the Heart: The Power of Boundless Compassion**" by Gregory Boyle, founder of

Homeboy Industries in Los Angeles. This book came highly recommended to us by a number of people. Following are two of those recommendations: First, from Dr. Martin Brokenleg, RYI Co-Founder & Co-Author of "Reclaiming Youth at Risk":

Sometimes I find someone who embodies the hope I have. Father Greg Boyle writes about his work with poor youth in an inner city in Tattoos on the Heart. One of his goals is fostering, "a compassion that can stand in awe at what the poor have to carry rather than stand in judgment at how they carry it" (p.67). This compassion is a quality found in our hearts. Reading this book will open and touch your heart.

<http://www.reclaiming.com/content/node/220>



**New book for teachers working with Native American**

**Students features chapter by Carol Rempp.**

**Voices of Native American Indian Educators: Integrating History, Culture, and Language to Improve Learning Outcomes for Native American Indian Students**, edited by Sheila T. Gregory, is a comprehensive resource that provides a vivid portrait of best practices for Native American students, as experienced by Native American educators. This book is based primarily on research studies, both quantitative and qualitative, that offer new, practical strategies for teachers to improve the academic performance of Native American students. All of the contributors in this book are Native American Indian educators who have experienced success in their teaching practices by using a variety of multidisciplinary approaches in their practice of teaching. In this collection, "culture" is considered to



be constantly evolving and is described as something that can both be learned and unlearned. Furthermore, people who share the same culture do not always behave in the same ways. The complexity of culture, then, is a tremendous challenge for many researchers who strive to quantitatively define the characteristics of a population, rather than contextualize through culturally relevant pedagogy. *Voices of Native American Indian Educators* seeks to fill this enormous gap in the literature by providing both a variety of scholarly research on best practices and a generous list of references and other resources available to teachers on Native American Indian students.

#### Editorial Reviews

"This is an incredible resource that allows the reader to become immersed in the history, pedagogy, models, and strategies of Native education. Critical attention is given to our resilience against the forces that conspire to undermine educational aspirations among Native students and the wisdom of our ancestors." —**ChiXapkaid (Michael) Pavel**, University of Oregon (Pavel, ChiXapkaid (Michael) )



**The School Principal as Leader: Guiding Schools to Better Teaching and Learning**  
The Wallace Foundation

recently released the first in a series of publications looking at school leadership and how it is best developed and supported. In this edition of Wallace Perspective, the organization culls all of its lessons to describe what it is that effective principals do and breaks it into five key functions. Download the report <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx>

"The age old question of how to effectively educate native children has been solved. The unveiling of this mystery was actually quite simple... they finally got around to asking Native American educators! This book by Dr. Sheila Gregory and her Native American contributors answers that profound question masterfully, like no other, and it provides educators the critical guidance and information they need to present information to native children in a most meaningful and effective way, the native way." —

**Forrest S. Cuch**, CEO of Ute Tribe Enterprises, LLC (Cuch, Forrest S. )

"This text offers a long-awaited opportunity for enhanced professional practice that values our history and traditions as an integral part of the learning process. A must-read for pre-service and in-service teachers alike. Voices explores a broad range of topics that could inform pedagogical practice and take teachers to a greater understanding of the history, values, and traditions that have shaped our communities and our people." — **Corinne Mount Pleasant-Jetté**, President, Mount Pleasant Educational Services, Inc.



**The HistoryMakers' 2nd Annual  
NEH Summer Institute for Teachers:  
African American Political History  
From Reconstruction to the Present**

2ND ANNUAL SUNDAY, JULY 8, 2012—FRIDAY, AUGUST 3, 2012

This ground-breaking Institute on African American Political History instructs Summer Scholars in oral history methodology and exposes them to some of the nation's leading scholars of African American politics and culture and the rich resources of *The HistoryMakers'* digital archive ([idvl.org/thehistorymakers](http://idvl.org/thehistorymakers)) and website ([www.thehistorymakers.com](http://www.thehistorymakers.com)).

**JOIN US**

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June 7-8, 2012  
Lexington Middle School

**The National At Risk Education Network**

9th Annual Conference  
Panama City Beach, FL

**February 21-23, 2012**

[www.atriskeducation.net](http://www.atriskeducation.net)

**John Neihardt's Spring 2012 Conference**

**April 28, 2012**

“The World During Neihardt’s most Productive Years: 1900-1950”

Featured speakers, Thomas Thiessen, David Landis, Sam DeLoria, Robert Schneiders

<http://www.neihardtcenter.org/Events.html#Spring>

**Being Heard -  
A Creative Healing Program**

Using the Arts in Dealing with the Grief of At-Risk Youth

**February 11, 2012** Omaha NE

Sponsored by the Omaha Home For Boys

This year Creative Healing is taking an exciting new turn – focusing on the needs of a specific age group. Unresolved grief is a major component in the lives of at-risk youth – including losses due to peer/family death, incarceration, relocation, substance abuse, financial/social status, educational opportunities and more. Using the arts to deal with that grief offers these troubled young people valuable tools for expression, growth and healing. Counselors, social workers, teachers, members of the clergy and others who work with this explosive population will be given the means to help the youngsters explore and communicate their buried pain and become empowered by their discoveries about themselves, their losses and their connections to others <http://www.creativehealingworkshops.com/>



5 reasons physical education is important  
[\(http://blog.coursecracker.com/2011/05/5-reasons-why-physical-education-is-important/\)](http://blog.coursecracker.com/2011/05/5-reasons-why-physical-education-is-important/)

1. Teaches students to be healthy and fit which building healthier eating habits
2. Improves concentration and helps mind development
3. Decreases anxiety and stress, students tend to behave better
4. Creates friendships, self discipline and good judgment
5. Improves self-esteem and self confidence



## Multiple Studies Prove Positive Relationship Between Physical Activity and Academic Performance

January 3, 2012, CourseCrack <http://blog.coursecracker.com/>

A report by the Pediatrics & Adolescent Medicine states Kids who regularly participate in physical activity are more likely to succeed academically. This group analyzed 14 different independent studies that examined the relationship between school performance and physical education between ages 6 and 18. Some studies were as high as 12,000 participants.

One study that regular physical exercise has a “positive effect on student’s reading and language skills.” It furthers states, “...physical activity increases the amount of blood and oxygen that travels to the brain, causing an increase level of endorphins, which re known to reduce stress and improve a person’s mood.



### Exercise increase brain power!

September 2010

<http://ms-pe.ism-online.org/>

- exercise acts is like fertilizer for the brain
- adds new brain cells to the hippocampus (memory control area)
- makes you more focus to learn
- Students that raise their heart rates for a minimum of 25 minutes resulted in higher test scores, better reading ability and overall higher grades (Ratey 2008)
- Watch the interactive videos at <http://www.brainrules.net/exercise>

### Oh NO! Bright lights and the brain

Do you have Seasonal Affective disorder aka at times “winter depression?” All ages can suffer from this blue disorder. We are more fatigued, more apt to cry and irritable, trouble concentrating, poor sleep, and decreased activity.

This disorder seems to develop from lack of proper birth light. Certain light has a chemical reaction in the brain.

Open the blinds, get some sun, enjoy the rays.

**All Media Makers**

Native American Public Television announces 2012 Open Call for proposals. Award support to video projects with significant Native involvement that particularly profile Native American leaders, activists and artists.

Award range from \$5,000 to \$20,000  
<http://www.nativetelecom.org>



**Susan Thomas Buffett Foundation Scholarship**

Nebraska high school graduate entering as Nebraska higher education institution as a freshman or high school student taking college credit classes.

Deadline: approaching  
Forms: <http://buffettscholarships.org/eligibility.shtml>

**The Goodrich Scholarship Program**

Merit-and-need based for students who will attend the University of Nebraska-Omaha.

Forms: <http://goodrich.unomaha.edu>

**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, 2012  
Forms: [http://www.pwirtr.org/annual\\_donation\\_prog.html](http://www.pwirtr.org/annual_donation_prog.html)



**Letter from a poor black kid continue from page 2**

four articles! Please don't stop with poor black kids! What about children trapped in sex trafficking? How about undocumented migrant workers? And of course, there's women. Have you ever wondered why there aren't more women CEOs? [I'm sure you have](#). You've thought about everything and figured everything out. You are a great man. Thanks again for teaching me about technology.

**Decoding history: A World War II Navajo Code in his own words continue from page 3****CNN: What Navajo word best describes your life, and why?**

**Nez:** Hozoji - that is a word with religious implications meaning kindness and good will. It is part of the Right Way of life – something I have tried to live by. [The “Right Way” is a tenet of traditional Navajo spiritual belief that says a person must find balance between individuals, self, and one’s world, and live in harmony with nature.]

**CNN: Do any of your grandchildren or great-grandchildren speak Navajo?**

**Nez:** My own children do not speak Navajo, although my daughter-in-law, Rita Nez, speaks

it well. We enjoy talking Navajo to each other. My great-grandson, Emery, took a class in Navajo in summer school. I liked that.

**CNN: Do you think the contributions of Native Americans get enough recognition in this country?**

**Nez:** Yes, I think our country is doing much better at recognizing the contributions of all cultures. The recognition of the code talkers came late, but it has been good for my Navajo people. I hope that this type of recognition continues across cultures.

**CNN: Is there anything you’d like readers to know that I haven’t asked about?**

**Nez:** In developing our code, we were careful to use everyday Navajo words, so that we could memorize and retain the words easily. I think that made our job easier, and I think it helped us to be successful in the heat of battle. Still, I worried every day that I might make an error that cost American lives. But our code was the only code in modern warfare that was never broken. The Japanese tried, but they couldn’t decipher it. Not even another Navajo could decipher it if he wasn’t a code talker.

**Did you notice?** The Drum did a minor overhaul. Design is cleaner and more sleek. We have more room to give YOU the readers more complete information.

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