

OFFICE OF INSTRUCTION NEWSLETTER

Dennis-Yarmouth Regional School District
June 2022

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Important Dates

June 11	DYH Graduation
June 12	Loving Day
June 14	Flag Day
June 19	Juneteenth Father's Day
June 20	No School - Juneteenth Observed
June 21	Summer Begins @ 5:13am
June 23	Last Day of School!!!
June 25	Pride Day

June (11 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Ending the School Year with Style



[“Teaching Secrets: Ending the Year on a High Note”](#)

by Cossondra George in Education Week, May 14, 2022

In this *Education Week* article, Michigan teacher Cossondra George suggests activities for positive closure as this difficult year comes to a close:

- *Letters to next year's students* – These might include an overview of what the class is like, descriptions of especially enjoyable projects and activities, tips on how to navigate the teacher's quirks, and suggested strategies for success. George gives these letters to nervous students on the first day of the next school year, and when they read about the class from other students' perspectives, they “laugh, relax, and get an inside view of what to expect during the upcoming year.”
- *Remembering the beginning* – If students started the year filling out questionnaires about themselves, they might be amused looking at them on the last day and seeing how much they changed.
- *A class scrapbook or memory book* – This is a collection of photos and memorabilia collected during the year, either a paper version copied for each student or an electronic version shared online. Older students can contribute photos, younger students might make cartoon-book-style graphics of class highlights with short blurbs describing each scene. When they're older, students love to look back on class scrapbooks.
- *Class evaluations* – Students anonymously share their thoughts (via Survey Monkey or Google Docs) on what they learned during the year, the workload, rules and fairness, and their own contributions and effort. George recommends including at least one open-ended question, perhaps: *What was your favorite thing we did all year? Describe this class in one word. What is one thing you would change about how this class is taught?*
- *An awards assembly* – Classroom-based ceremonies are different from schoolwide events, focusing more on the community the teacher has built and celebrating each student with an award or prize or funny story based on something special they contributed. George recommends doing this on the last day of school, transforming the classroom with tablecloths, decorations, and beverages, and closing with a reading of an inspirational book like *Oh, the Places You'll Go* or a poem the teacher has written about hopes for students going forward.
- *An auction* – Students get advance notice and earn tickets for on-task behavior, completed assignments, or positive attitudes. The teacher collects an assortment of oddball items – stuff from craft or dollar stores, garage sales or thrift shops, fast food toys, toiletries from hotel stays, classroom posters and decorations, CDs, paperbacks, items that parents and local businesses are willing to donate, perhaps a mystery bag. “Make sure you have a variety of items,” says George, “and that everyone has earned at least a few tickets to spend. Save big items for the end of the auction to keep interest.”

“And however you decide to end the year with your students,” she concludes, “make sure to express to them how important your time together has been. Send them into the summer months feeling good about lessons learned and confident that they will continue to grow and succeed.”

Teaching Juneteenth

The history of Juneteenth acknowledges hard history while also empowering students to be advocates for change.

[Coshandra Dillard](#)

Links to resources and lessons for teaching about Juneteenth

[17 Ways to Celebrate Juneteenth With Kids](#)

[Teaching About Juneteenth](#)

[10 Resources for Teaching Kids About Juneteenth](#)



Editor's note: Since the publication of this article, Juneteenth was declared a federal national holiday in 2021.

Each year around June 19, Black communities across the country unite for a family reunion of sorts. [Juneteenth](#) activities feature the sights and sounds of Blackness: People enjoying art, music and food that connect them to a shared ancestry and history. They celebrate being their authentic selves. They celebrate freedom in both solemn and festive ceremonies.

This celebration marks a day in 1865 when enslaved Texans learned they'd be free—two months after Robert E. Lee surrendered and ended the Civil War and two and a half years after President Abraham Lincoln issued the [Emancipation Proclamation](#). Initially a uniquely Texan observance, Juneteenth has now been recognized in some form in every corner of the country.

There are many ways to teach students about this celebration. Lessons about Juneteenth need to recognize the challenges those who fight injustice have always faced, but they shouldn't be marked only by the tragedy of enslavement. Students, particularly Black students, can find empowerment in the jubilant celebrations of culture, activism and the humanity of a people.

Teaching Juneteenth: Culture as Resistance

Although the truth had been hidden from them—and they continued to face threats of continued oppression, violence and death—a year after they learned of their freedom, formerly enslaved people resiliently rallied around that date and made the celebration an annual ritual. Early Juneteenth observances included [a search for lost family members](#) and an opportunity to uplift each other as they moved through hostile environments.

With this knowledge, students can also identify ways the descendants of the enslaved recapture and honor the cultures, customs and practices lost through slavery.

Early celebrations involved readings of the Emancipation Proclamation, religious ceremonies, singing, games and enjoying foods that enslaved people ate. Today, it doesn't look that much different. People retell histories, have family reunions, eat foods reminiscent of early Juneteenth celebrations such as barbeque, attend religious services or choir performances and have elaborate displays such as fancy dress and parades.

Teaching Juneteenth: Understanding Emancipation

That's why Juneteenth is more than an observance of freedom. It's also a time to share the experiences of those who fought—[literally](#) and figuratively—to seek true freedom for future generations. It's important that we don't whitewash this history.

A common mistake among those who [teach the history of American slavery](#) is to center the U.S. government's [role in granting freedom](#) while also placing the onus to navigate through a racist society solely on the formerly enslaved.

Teaching Juneteenth (Cont.)

Perhaps many center Lincoln in this history because we tend to think of the Emancipation Proclamation, instead of the 13th Amendment, as ending slavery. Our 2018 [Teaching Hard History](#) report found that 59 percent of high school students couldn't correctly identify the latter as the legal end to slavery in the United States.

But it's important for students to know that enslaved people didn't willfully accept enslavement or wait for others to free them. They resisted often and consistently. While rare, violent rebellions did occur. Some people successfully escaped enslavement. And everyday acts of resistance, such as breaking tools or pretending to be ill were other ways enslaved people asserted their humanity.

While it certainly encouraged enslaved people to liberate themselves (letting them know they wouldn't be re-enslaved if they escaped behind Union lines), the Emancipation Proclamation didn't end U.S. slavery because it didn't apply to Union states. January 31, 1865 marks the day the 13th Amendment—which officially abolished slavery in the United States—was passed in Congress. Students need to know that there were people [enslaved in Delaware](#) until December 6, 1865, the day the 13th Amendment was finally ratified.

Juneteenth offers an opportunity to talk to students about this complex history. When you do, you can also talk about the progress and opposing forces that [continue](#) to threaten all of these milestones, even though they're protected by the Constitution of the United States.

Teaching Juneteenth: Backlash to Freedom

American history has often been reduced to a simple story of continuous progress. In this context, the Emancipation Proclamation represents an important turning point—the country coming to its senses and setting the course for concrete steps toward true equality.

But it's important for students to know that the announcement—and the celebration afterward—was short-lived and riddled with setbacks, including violence. [For example](#), some enslavers intentionally waited until the harvest before they announced that the enslaved were freed.

And some people taking advantage of their freedom were met with terror or even death. Newly freed people didn't have protection until September 1865 with the creation of the Freedmen's Bureau, [and even those efforts were often thwarted during Reconstruction](#).

As former TT Associate Editor [Julia Delacroix points out](#), "Students tend to think of the fight for civil rights as though there has always been a set list of hurdles to be overcome—slavery, then racial terror, then segregation, then disenfranchisement, then mass incarceration."

But we know that "racism takes the shape of whatever will hold it." Barriers to freedom weren't predestined, but they do confirm that there has always been a force to maintain racial hierarchy by pushing back against change.

In other words, with each attempt to bring justice and equality to all people, there is often a quick and fierce response. With each victory, there is yet another dueling force to conquer. The announcement of emancipation was no exception, and Juneteenth is a perfect opening to invite students to think about the "story of America" they often hear.

Teaching Juneteenth: American Ideals

It's not too challenging to ask students to consider what Juneteenth tells us about our ideas about the United States. After all, another holiday—July Fourth—is in the shadow of Juneteenth. It's a time when Americans are encouraged to rejoice in the nation's independence...and freedom.

Teaching Juneteenth (Cont.)

Students might recognize a paradox with July Fourth celebrations. They might question how a country could have touted the idea of freedom and liberty for all while also oppressing and treating an entire group of people as property. Those celebrations of independence went on for 89 years before the United States abolished slavery.

Abolitionist Frederick Douglass acknowledged this as “inhuman mockery and sacrilegious irony” during his July 5, 1852 speech in Rochester, New York.

“What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour...” [Read more of this speech](#)

The irony hasn’t been lost on African Americans, who saw that true freedom included navigating society with social, political and economic power. Yet other Americans—those with and without power—fought actively to deny them those rights. For years this paradox dampened the enthusiasm to celebrate, and Juneteenth was not observed for several decades between WWII and the end of the civil rights movement.

The holiday wasn’t revived until the end of Martin Luther King’s Poor People’s campaign, which fell short of its ambitions after King was assassinated. Campaign organizers and protesters made their way to the National Mall in Washington, D.C., where, for more than a month, they visited federal offices to demand economic justice. The campaign came to an end by late June, but not before recognizing June 19 as Solidarity Day.

William Wiggins Jr., professor emeritus of folklore at Indiana University and author of *Jubilation: African-American Celebrations in the Southeast*, [told Smithsonian Magazine](#): “It was late June and there were people from all different states in that village for that summer, so they had a group from Texas and someone said, ‘Why don’t we have a Juneteenth celebration,’ which again is a way to address poverty and freedom and harkening back to our past.”

The organizers understood the significance of that date and would bring Juneteenth back to their respective communities in the following years. This, too, is an important part of the history of the holiday for students to understand.

Proponents of Juneteenth [argue](#) that it should be an officially recognized national holiday, not only as a way for the United States to acknowledge this vital history, but also to celebrate the values it lauds on paper. Texas officially declared June 19 an official holiday in 1980. And today, 40 other states and Washington, D.C., have adopted the holiday. Yet it’s amazing that this milestone in history isn’t officially recognized on a national level.

Knowledge about these dates and the celebration of them give students the steps to advocate for narratives and experiences that have been erased or forgotten. It also empowers them to connect with their own communities and to become advocates in a diverse democracy.

Dillard is a senior writer for Learning for Justice.

Six End of the Year Tips to Empower Your Students and Start the Next Year Feeling Confident



As you get ready to close out the school year, there are some simple steps that you can do that will make the beginning of the next school year run more smoothly and leave you feeling calm and confident. Below are some simple tips for you that will help you send your students off feeling empowered and help you begin the school year with confidence.

End of the Year Tips For Teachers

Teacher Tip #1: Reflection

This is the perfect time to reflect on how the year went. I usually like to do a self-reflection at the end of every quarter and then again at the end of the school year. This is the time to write down what went well, what didn't go as planned, and what would you do differently. If you used a strategy towards the end of the school year that was beneficial, would it be more valuable to start it at the beginning of the school year? Would you keep the order you taught your topics or rearrange them? Would you keep the same activities or try a new strategy?

If you have a planner or calendar, this would be the perfect location to add your reflection notes. I always look at my previous year's calendar when planning my new year and having the notes right there is very helpful.

Teacher Tip #2: Organize

Now is the time to organize all of your supplies for the next school year. Have your students help you with this task. If you use paper and have backline copies of your handouts, put them in folders by topic or quarter. If you do lab stations, get the materials for the stations organized and grouped using boxes, ziplock bags, envelopes, or folders. If you have student supply boxes check them to make sure the markers still work, the glue bottles have enough glue and are still working, note what supplies need to be replaced. If you put things away in cupboards and drawers you will want to mark them or create a map so you can easily locate everything next year. Doing the organizing now will save you lots of time at the beginning of the year so you can focus on other things.

Teacher Tip #3: Ask Students for Feedback

We all know the value of providing feedback to our students. It helps them understand if they are doing well and meeting the goal or if they are struggling and need extra support. Feedback is also important for teachers. I'm not talking about teacher evaluations that are done by someone who is rarely in your classroom and only gets a glimpse at what you actually do. I'm talking about getting feedback from people who are with you day in and day out, who know you, you are the best qualified to actually let you know how you are doing. I'm talking about asking your own students for feedback.

Asking your students to give their honest opinion on what is working for them, what is not working for them, what they enjoy about your class, and what they would modify is a great way to empower your students and make them feel like they matter, but it is also a great way for you to see how effective the strategies you are using are. When asking for feedback it is important that the students feel that it is anonymous and that they won't get penalized for being truthful. Ask them what they like and don't like but also why?

Six End of the Year Tips to Empower Your Students and Start the Next Year Feeling Confident (Cont.)

When looking over the results you will want to look for patterns. What are the majority of your students saying about the activities and strategies you use. You will of course have those students that don't like anything you do and say that you are a horrible teacher. There is always one. When I read those, in my mind I say, thank you for your opinion and then move on. Now, if many students say you speak too fast, that would be a pattern to pay attention to and perhaps work on speaking slower. That has been a comment I have received in the past and I'm working on it. Now there will be things that they don't like but you need to do anyway. Students are not fans of writing CER explanations and yet those are not going away. So my job is to help them see the importance and to make them perhaps a little less painful when learning how to write a CER in the beginning. Below is a student feedback survey that you can modify and use in your own classroom. [Editable Student Feedback Survey Google Form](#)

End of the Year Tips for Students

Student Tips #1: Reflection

Just like you need to reflect on the school year, so do the students. Have them reflect on their journey not only as a student but as a person. How have they changed throughout the year? Who were they when they started and who are they now? What are some lessons they have learned? What can they do now that they couldn't do at the beginning? It is often difficult for students to see the massive leaps they have made. Providing time for them to reflect on things helps them see the changes in themselves.

Student Tips #2: Visualization and Goal Setting

Take your students on a visualization exercise that puts them in the future. If they are in middle school or high school, have them visualize themselves one year out of high school or five years if they are seniors. If they are in elementary school have them visualize their first year in high school. What type of person are they? What are they doing? What type of life are they living? How do they want others to see them and treat them?

Then have them set goals for themselves to get there. What would they need to do to make that visualization a reality? What action steps will they need to take in the next few months, or years, to become that person and live that life?

Having them first visualize the life they want to have will help them see the gap between what they want to be and where they are now. For some, that realization is enough for them to start making some major changes in their lives.

Student Tip #3: Processing Time

At the end of the year, students are filled with many emotions. This is especially true if they will be moving on to another school or moving out of school entirely. They need a safe place to process their emotions and feelings. Providing space for them to share how they are feeling about the school year ending and where they will be in the following school year is important. Many might be nervous, anxious, and afraid of what the next year will look like while others might be excited. All feelings should be recognized as being normal. You could have them write on a piece of paper, write on a pear deck, share with a partner or small group, or any other way that you feel would be a safe way for them to process and share their thoughts and feelings.

Books on Social Justice and Tips for Making Them Accessible to ELs



“Making Critical Discussions Accessible” by Annmarie Jackson in *Literacy Today*, April/May/June 2022 (Vol. 39, #4, pp. 58-59); Jackson is at annmarie.jackson@ung.edu

In this article in *Literacy Today*, Annmarie Jackson (University of North Georgia) highlights five children's books with social justice themes and suggests ways they can be used to engage English learners in literature-based talks:

- *Tight Times* by Barbara Shook Hazen, illustrated by Trina Schart Hyman, about a financially struggling family. EL tip: draw students' attention to the book's visuals while reading it aloud, as well as highlighting unfamiliar words and the names of people, places, and things.
- *Fly Away Home* by Eve Bunting, illustrated by Ronald Himler – a realistic account of a single father and his son who are homeless in an airport. EL tip for Spanish speakers: use cognates like *aeropuerto* and *noticia*.
- *Something Happened in Our Town: A Child's Story about Racial Injustice* by Marianne Celano, Marietta Collins, and Ann Hazzard, illustrated by Jennifer Zivoin – a story about teasing based on Asian names and newcomers' language, and police brutality. EL tip: have students draw pictures about what it means to be fair and unfair.
- *For the Right to Learn: Malala Yousafzai's Story* by Rebecca Langston-George, illustrated by Janna Rose Bock – the dramatic fight for the education of young women in Pakistan. EL tip: chunk the text, reading a few pages at a time, pausing to talk about the events, and use the think-aloud strategy to model how to infer meaning.
- *Dreamers* by Yuyi Morales – an immigrant's experience not knowing the language and culture of the U.S. EL tip: practice syntax or sentence formation by having students sequence cards with individual words from the story.



STEM Week Challenge: The One8 Foundation and its program, Mass STEM Hub, together with PBLWorks, will run a Massachusetts STEM Week challenge in the fall asking middle and high school students to grapple with the question, “How can we prepare and inspire people in Massachusetts to pursue STEM careers that have the greatest potential for impact?” Through a 10-hour applied learning experience, students will research an in-demand STEM career and reach out to professionals in those fields. Materials for the challenge are available for free to all middle and high school teachers in Massachusetts. The materials include teacher lesson plans, student-facing materials, and professional learning. Learn more at STEMWeekChallenge.org and sign up by **Tuesday, June 7.**



Computer Science Connections

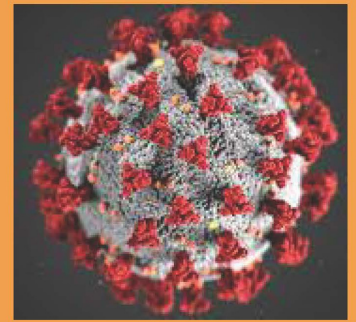
Our newest curriculum makes the connections between learning computer science and other subjects like math, language arts, science, and social studies. Through CS Connections, K-12 classrooms explore their usual subjects in exciting new ways!



Tufts University Center for Science Education in partnership with the Dennis-Yarmouth Regional School District proudly presents an exciting teacher professional development experience!

Exploring Evolution: From Darwin's Finches to Antibiotic Resistant Bacteria

Why are honey bees disappearing? What is causing the decrease in biodiversity in the ocean? How did a virus that originated in bats evolve to cause a human pandemic?

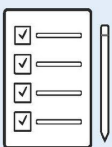


Let's go on a journey of evolution that will take us from these questions to understanding the urgent threat posed by antibiotic resistant bacteria. We will explore solutions in the context of One Health—an approach that recognizes that the health of people is closely connected to the health of animals and our shared environment.

Join us this summer for an innovative course on evolution that includes:

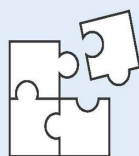
NGSS/STE-aligned K-12 content

- Natural selection
- Adaptation
- Inheritance of traits



Inquiry-based problem solving

- Games
- Case studies
- Assessments



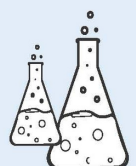
Conversations with experts

- Physicians
- Veterinarians
- Epidemiologists



Hands-on lab experience

- Think like a scientist!
- Fun lab techniques
- Teamwork



Course features

Connect content with
hands-on learning experiences

Practice Claim
Evidence Reasoning

Hybrid format

30 PDPs (\$250) or
1 graduate credit (\$500)

Self-paced
online coursework

Opportunities for differentiated content
experiences for K-12 grade levels

Hybrid course structure



Six asynchronous online lessons (1 hour/lesson)

- Content
- Activities
- Discussion boards

*Coursework to be completed
between **June 27 to August 21**
per your flexibility*

Summer 2022!



Three in-person sessions

- Content review
- Hands-on activities
- Reflections

July 12

August 9

August 16

8:30am-11:30am

Dennis Yarmouth High School

QUESTIONS?

To learn more about this course, click [HERE](#) to register for a virtual informational session to be held on Tuesday, May 24th at 6:30pm.

CAN'T MAKE IT?

If you cannot attend this meeting, please email Revati Masilamani at revati.masilamani@tufts.edu with any questions you may have.

READY TO REGISTER?

You will receive a link to register by the end of May!



We also offer *The Great Diseases*, a suite of health- and disease-focused high school curricular materials, and other professional development opportunities.

Click [HERE](#) to check them out!

Connect with us on social media!