



Jewish Federation  
OF GREATER NAPLES

THE STRENGTH OF A PEOPLE.  
THE POWER OF COMMUNITY.

## COLLIER EDUCATOR GRANT "STAND UP FOR JUSTICE"

Sponsored by the Jewish Community Relations Council of the Jewish Federation of Greater Naples

A monetary grant will be made to the educator whose lesson(s) and/or activity(s) is selected as best meeting the criteria below. The purpose of this grant is to honor Collier County's elementary, middle, and high school educators who strive to counter the prevailing tendency within today's popular culture for students to deride or denigrate others based upon difference. The lesson(s) or activity(s) should have as its major objective the purpose of instilling the positive character trait of "respect for others" in students. All applicants must have created lessons and/or activities of their own design or have successfully made adaptations from other programs and show evidence of a positive nature as a result of implementation. All applicants will submit a copy of the lesson(s) or activity(s), a description of its implementation, and evidence of its effectiveness. Applicants may include Collier County elementary, middle, and high school teachers, guidance counselors, supervisors, school librarians, administrators, psychologists, and media specialists. Students, parents, colleagues, and community members are encouraged to nominate an educator. Self-nominations are also encouraged and accepted.

View previous winners and submissions here: <https://jewishnaples.org/outreach/educator-award>

Applicant's name: Cindy R. St. John  
Applicant's email: stjohnc1@collierschools.com  
Number of years teaching: 16 Grade or subject taught: 8<sup>th</sup> grade English Language Arts  
School: Oakridge Middle School  
School Address: 14995 Collier Blvd. Naples, Florida 34119  
Phone (daytime): 239-377-7924 Phone (evening): 239-273-7237  
Principal's name: Kimberly Hanson Principal's email address: khanson@collierschools.com Principal's Phone: (239) 377-4804

### Requirements due by February 15, 2019:

On a separate page(s) with the name of the applicant on each page, please briefly:

- ✓ Describe the precipitating events that motivated you to initiate these lessons or activities.
- ✓ Describe the lesson(s) or activity(s); and if adapted from another source please reference.
- ✓ Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.
- ✓ Explain how it helped them counter bigotry and bullying and prepared them to stand up for justice.
- ✓ Please provide evidence/proof of effectiveness such as but not limited to: a questionnaire, interviews, documented anecdotal conversations and/or observations, and etc.

Please complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_ Your email: \_\_\_\_\_  
Phone (daytime): \_\_\_\_\_ Phone (evening): \_\_\_\_\_  
Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format no later than February 15, 2019, to:  
Beth Povlow, Educator Grant Coordinator, C/o JCRC, Jewish Federation of Greater Naples  
2500 Vanderbilt Beach Road, Suite #2201, Naples, FL 34109

### Stand Up For Justice

I am an 8<sup>th</sup> grade English/Language Arts teacher and one of our reading collections contains "The Diary of Anne Frank". As a result, we not only read the play we also study the rise of Hitler, WWII and all components of the Holocaust. I am a former history teacher so I bring many components to the unit. I love teaching 8<sup>th</sup> grade because of our three historical collections and, as a Cambridge teacher, I also teach Global Perspectives. Teaching Global Perspectives allows me to examine the Holocaust in greater detail and even to teach about other genocides. I also bring a perspective to my classes that other teachers do not have and that is the Japanese perspective. My husband is half Japanese which makes my four daughters a quarter Japanese. My mother-in-law is Japanese and she was born and raised in Japan. She has told my daughters many stories about being a young girl during the war. She lost her father, one brother and one sister during the war. My daughters understand that if they had been alive during WWII that they would have been placed in an internment camp along with my husband. Therefore, I also teach my students about the internment of Japanese Americans during the war. This is yet another example of intolerance and injustice in the history of our country. As you can see, my students learn about all aspects of the war from here at home, to Europe, the Pacific and even Africa. My mother-in-law is currently battling a very rare form of leukemia that the doctors and scientists have traced back to Nagasaki and Hiroshima. We don't yet know what that could mean for my husband and my daughters. So, this unit in its' entirety is very close to my heart and one that I strive to make meaningful for my students.

My lessons for this unit are multi-faceted. I begin with a timeline that spans the years 1933-1945. Then I introduce *The Forget-Me-Not* lesson. This lesson focuses on the children who died during the Holocaust. Each student is given a picture of a child and they have to go to The Museum of Tolerance's webpage and search for their child. They will write a short bio on their child and discover whether or not their child survived the Holocaust. My students will then present their children to the



rest of the class so that these children are never forgotten. As we discuss the events on our timeline I will introduce some of the other components I discussed in my opening. We will read "The Diary of Anne Frank" and we will take a field trip to the Holocaust Museum of SW Florida. Oakridge Middle School will also host the Boxcar the first two weeks of February. In addition to the Museum and the Boxcar, I have also made arrangements for The Gulfshore Playhouse to perform the play "In Flight". I requested money from our PTO to pay for the performances. During the first week of March I will host Holocaust survivor Steen Metz in my classroom (I have hosted Mr. Metz in my classroom the past three years). I will invite the other Language Arts teachers to bring their students to my room to hear Mr. Metz's personal story of survival. Mr. Metz was interned at the concentration camp known as Terezin or Theresienstadt. Ninety percent of the children who were sent to Theresienstadt did not survive, which is another reason Steen's story is so powerful. I have purchased the book "If I Never See Another Butterfly" which contains artwork from the children that were sent to Theresienstadt. I have a lesson that I found from the Holocaust Museum of Houston based on the poem "If I Never See Another Butterfly" that I plan to do with my students this year. It is similar to The Forget-Me-Not lesson but I think it will be much more meaningful after we hear Steen's story. This will be my first year doing the butterfly lesson so I am excited to see how the students will react.

A unique activity I employ in my classroom to teach not only tolerance but respect, honesty, caring, fairness, imagination, citizenship, cooperation, confidence and responsibility are "What Do You Stand For?" buttons. I have explained the significance of each different button and when I see one of my students exhibiting these different attributes they are awarded a button. The buttons are all different colors and students take pride in earning a button from me. The students will wear their buttons on their lanyards for others to see. Students who are awarded a button will also receive tickets for my prize boxes. These buttons are not handed out lightly because I want my students to appreciate what they represent.

A culminating lesson I incorporate into my classroom is one that I do in conjunction with our history teacher. I divide my students into groups and each group is given a different genocide to research; not only the ones they study in history, but the ones occurring today even as we speak. My students will research the people affected, the perpetrators of the genocide, the organizations that have tried to help and then they will put all of their findings into a newscast that they will film and share with the rest of the class.

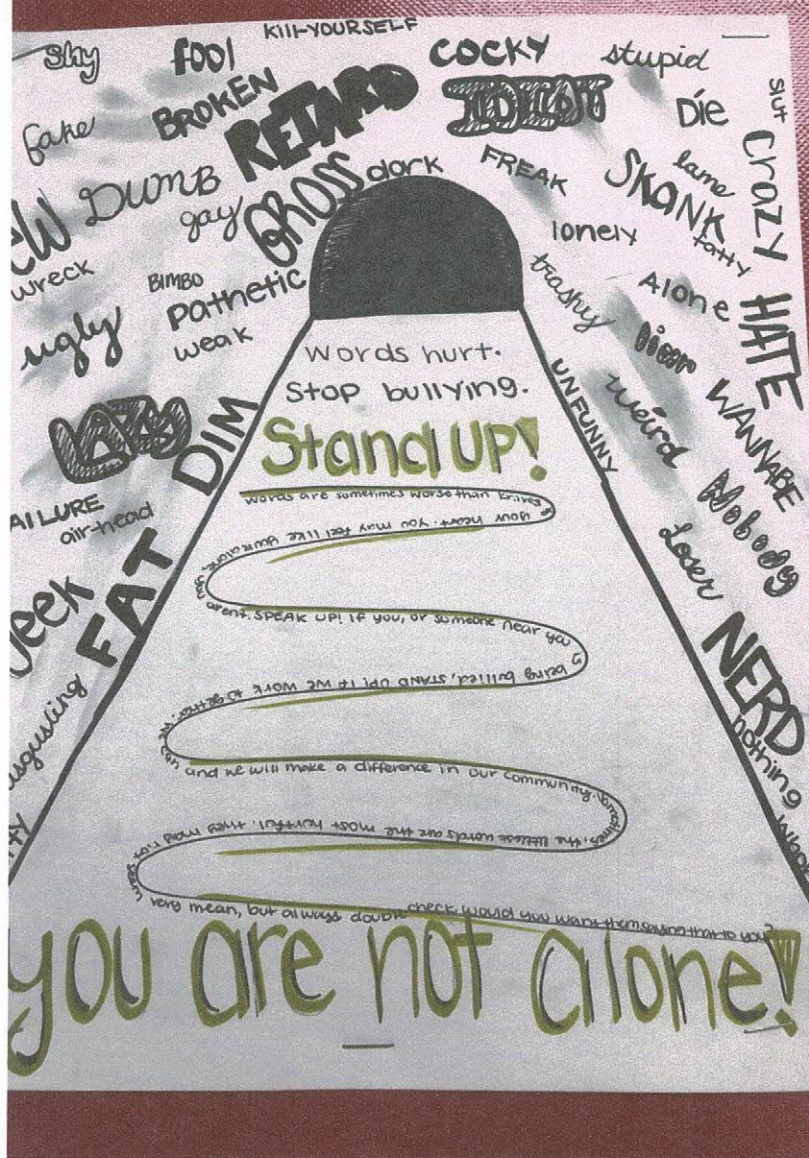
I want my students to understand that we are all one people. Just because we may be different races, practice different religions, or have different gender orientations or cultural differences, we are still one people. We must learn to respect those who are different from us and to remember that the only way to insure that history does not repeat itself is to learn from our mistakes and to never forget. This has been a six month conversation between myself and all of my students. I have established certain routines in my classroom that have led to many conversations dealing with standing up for what is right and doing the right thing. Monday is Motivational Monday and we begin class with a Goalcast and then students write a reflection about what they think and feel. We, then, share as a class. Wednesdays are Word Wednesdays and we begin class with a quote or a quick write and students respond in their spirals. Thursdays are TedTalk Thursdays and students complete various reflections and graphic organizers based on the information contained in the TedTalk. All of these activities have led to many heart felt conversations and opportunities for my students to show tolerance, responsibility, caring, fairness, honesty, citizenship, respect, imagination, cooperation, confidence and character. My students are ready for high school and they are ready to make a difference not only in the classroom, but in our community and the world.

I am including pictures of a couple of PSA's (Public Service Announcements) that my students completed. They were free to choose whatever topic for which they wanted to educate their classmates. As you can see, they demonstrated tolerance and they took a stand against bullying, they

emphasized that “no” means “no” and that you must be diligent on-line. I have also included a questionnaire that my students were given dealing with the effectiveness of my classroom activities, lessons and “What Do You Stand For?” buttons. They were free to elaborate on all the above-mentioned items and to express how they will **Stand Up For Justice!**

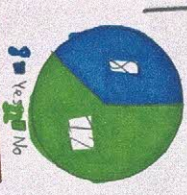
If I am chosen as a recipient of this grant, I will use any money awarded to implement my “What Do You Stand For?” buttons program school wide. It is my hope that this program will be used from 6<sup>th</sup> - 8<sup>th</sup> grade, in all classrooms, next year at Oakridge Middle School.



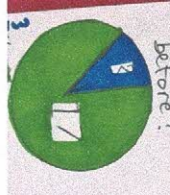


# This is what we found when we asked some people some questions about

Have you been bullied before?



Have you seen someone else being bullied before?



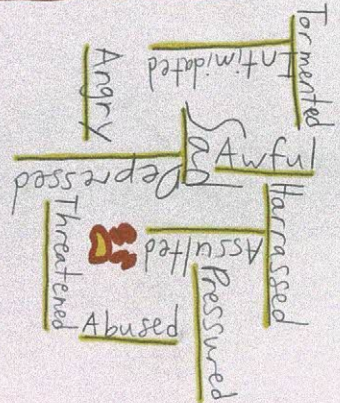
Do you consider yourself a bully some times?



Have you helped someone that was currently being bullied?



How did you feel when you were bullied?





# My Timeline Activity

## 2. Research Questions About the Holocaust

<p>When did Hitler come to power in Germany?</p> <p>What message did Hitler spread?</p> <p>When were the Olympic games held in Berlin?</p> <p>What hopes did Hitler have for the Olympics that year?</p> <p>What happened?</p>	<p>When did the Germans open the first concentration camp?</p> <p>What was it called? Where was it located?</p> <p>What was the Versailles Treaty?</p> <p>When did Hitler declare the end of the Versailles Treaty?</p>	<p>When were the Nuremberg Laws passed?</p> <p>What was the purpose of these laws? Give some examples.</p> <p>What was the topic of discussion at the international conference in Evian, France, in 1938?</p> <p>What was the outcome of the conference?</p>
<p>What happened on Kristallnacht ("Night of Broken Glass")?</p> <p>Why?</p> <p>When did the Nazis begin to deport Jews from Germany to Poland?</p> <p>How did they move the people?</p>	<p>When did World War II begin?</p> <p>What event triggered the war?</p> <p>When was Auschwitz concentration camp established?</p> <p>What was its purpose?</p>	<p>When were ghettos first established?</p> <p>Where were they, and what was their purpose?</p> <p>When did the Nazis begin their "euthanasia program"?</p> <p>What was this program?</p>
<p>What was the Warsaw ghetto uprising?</p> <p>When did it start?</p> <p>When did it end?</p>	<p>What happened to Jews at Babi Yar?</p> <p>When did this happen?</p>	<p>When was the first extermination camp opened?</p> <p>Where was it located?</p>
<p>When did the Wannsee Conference take place?</p> <p>What was planned there?</p> <p>When was V-E Day?</p> <p>What does it stand for?</p>	<p>When did the Nazis begin to deport Jews to extermination camps?</p> <p>Where did they go?</p> <p>What were the Nuremberg Trials?</p> <p>When did they take place?</p>	<p>When was D-Day?</p> <p>Where did it occur?</p> <p>What does it stand for?</p> <p>Find out when Germany invaded or conquered Denmark, Norway, Belgium, Luxembourg, Holland, France, Austria, the Soviet Union, Czechoslovakia, and North Africa.</p> <p>Identify these countries or regions on a map.</p>

Picture Attached



