



Jewish Federation
OF GREATER NAPLES

THE STRENGTH OF A PEOPLE.
THE POWER OF COMMUNITY.

“STAND UP FOR JUSTICE”

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

Monetary grants will be awarded to successful applicants.

FUNDING AVAILABLE to COLLIER COUNTY EDUCATORS

Do you:

*teach and respect diverse religious, racial, and cultural identities?

*counter bigotry and bullying?

*prepare to stand up for justice: see something, say something and do something?

The application is open to teachers, school counselors, school librarians, media specialists, school psychologists, and administrators.

Application deadline: February 3, 2025

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



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Application deadline: February 3, 2025

Applicant's name: Michael P. Daniels

Applicant's email: Daniem4@collierschools.com **Phone:** (442)777-3610; (239)377-2305

Number of years in education: 20 **Grade and subject taught:** Civics and Career & Technical Education (CTE)

School Name: East Naples Middle School **School Address:** 4100 Estey Avenue, Naples, FL 34104

Principal's name: Mrs. Maryann Gallegos **Principal's email address:** GallegMa@collierschools.com

How many individuals are impacted with this project? 200

Grant Application Submission: Collier County Educator Award - "Stand Up for Justice"

Question 1: Describe the precipitating events that motivated you to initiate these lessons or activities.

The lessons were motivated by a recognized need to enhance students' understanding of civic responsibilities, respect for diversity, and the historical contributions of marginalized groups. The rise in bullying, bigotry, and intolerance in schools and communities highlighted the urgency to foster empathy, resilience, and civic engagement among students. Additionally, gaps in traditional civics education underscored the need to incorporate diverse historical narratives, such as those of the [Nisei soldiers](#), to demonstrate how individuals can overcome adversity and contribute meaningfully to society. The opportunity to integrate these stories aligns with Florida's CTE and civics education standards, making the content both impactful and relevant.

Question 2: Describe the lessons or activities. If adapted from another source, please reference.

The lessons will use [Journey of Heroes by Stacey Hayashi](#), a manga that vividly portrays the Nisei soldiers' experiences. Activities include:

- **Structured Readings and Discussions:** Students will engage in guided readings of the manga, followed by discussions connecting the soldiers' experiences to broader themes of civic responsibility and justice.
- **Reflective Assignments:** Students will write essays or create digital stories reflecting on how the Nisei soldiers' legacy applies to their lives.
- **Interactive Sessions:** Two virtual conferences with Stacey Hayashi and the creators of [Go for Broke: An Origin Story](#) will provide students with firsthand insights into storytelling and its impact on preserving history.

- **Career Integration:** Students will explore how historical narratives intersect careers in media, history, and civic engagement, tying these lessons into the CTE curriculum.

These activities, inspired by Hayashi's manga and film, ensure historical accuracy while engaging students with compelling, age-appropriate content.

Question 3: Explain how the lessons and/or activities teach students to counter bigotry and bullying, respect others, and stand up for justice.

The project teaches students to counter bigotry and bullying by examining the Nisei soldiers' resilience in the face of discrimination during WWII. By analyzing how these soldiers overcame systemic prejudice and poverty, students learn the importance of respecting others, regardless of cultural, racial, or religious differences. The lessons emphasize:

- The enduring relevance of civil rights, even during political challenges.
- The importance of empathy by connecting students' personal experiences to historical injustices.
- Empowering students to stand against injustice by drawing parallels between historical and modern examples of discrimination and activism.

Through these lessons, students not only learn about history but are also equipped with the tools and moral frameworks to advocate for equity and justice in their communities.

Question 4: Provide evidence/proof of effectiveness.

Goal: To enhance 7th-grade students' civic education, foster historical empathy, and inspire civic engagement by integrating the legacy of Nisei soldiers into the curriculum. Evidence of effectiveness will include:

- **Questionnaires:** Pre- and post-lesson surveys to assess changes in students' understanding of civic responsibilities and respect for diversity.
- **Student Writings:** Essays and digital projects reflecting students' insights and personal connections to the Nisei legacy.
- **Recorded Discussions:** Documented student reflections during class discussions and virtual sessions with the manga's creator.
- **Interviews:** Anecdotal evidence collected from students and parents about the impact of the lessons.
- **Visual Documentation:** Photographs and videos of classroom activities and projects to showcase engagement and understanding.

By combining these diverse methods, the project will demonstrate measurable improvements in students' civic knowledge, empathy, and commitment to respecting others.

Submit the completed form in writing, by email, or video format to:

Via email to: Renee at rbialek@jewishnaples.org.