

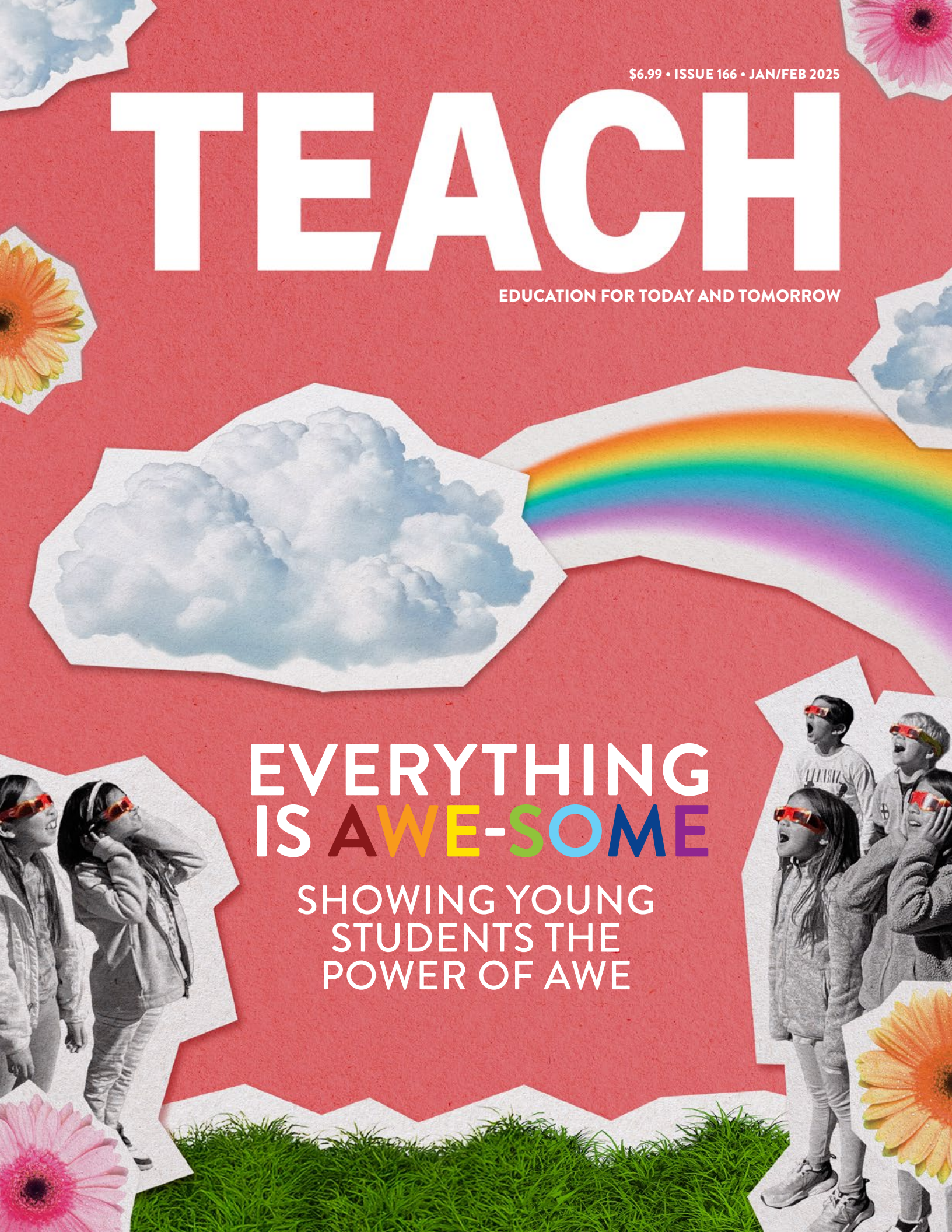
\$6.99 • ISSUE 166 • JAN/FEB 2025

# TEACH

EDUCATION FOR TODAY AND TOMORROW

EVERYTHING  
IS AWE-SOME

SHOWING YOUNG  
STUDENTS THE  
POWER OF AWE



# NOTES

Welcome to 2025! This new year is already proving to be a turbulent one, with significant political and educational changes on the horizon. Through it all, we must hold firm and continue to support students as best we can. That's why in this issue we're sharing a selection of inspiring projects and programs created by teachers across North America. These activities explore concepts of social justice, mindfulness, relationship-building, and more.

When elementary teachers Kelly Rossetti and Amber Venoutsos noticed an increase in aggressive behaviour and a decline in academic performance at their school in Enfield, CT, they decided to take action. Together, they came up with "PAWS Time," an enrichment program that sees students connecting with different teachers and members of staff for a 30-minute period each week. The program places an emphasis on reinforcing social skills and building connections, and has had an overwhelmingly positive impact on morale for both students and staff.

Meanwhile, in Hillsborough, CA, Carol Gutierrez was coming up with an "awesome" project for her own elementary students. Inspired by a book called *The Power of Awe*, Gutierrez wanted to share its lessons of mindfulness, while also helping her students connect with others and the world around them. Together, Gutierrez and her students held an "Awe Share Fair," where they showcased examples of things that made them feel awe—like rainbows and baby rabbits and sticky rice treats—and presented their topics to students in other classes and grades. The Awe project was a huge success, and received glowing feedback from students, staff, and parents.

Another impactful project featured in this issue was created by high school history/social studies teacher Kate Ehrlich. Wanting to give her students an opportunity to learn

more about Black history in their county of Frederick, MD, she came up with the idea for a research project called the Black History Exhibit Project. Students gathered information about the historical struggles and achievements of Frederick's

Black community and when they were finished, the resulting exhibit was displayed at the local library, before circulating among other middle and high schools in the district. It is still showcased by different entities in the community to this day! If you're looking for project ideas for February's Black History Month, be sure to give this story a read.

Expanding on the themes of history and social justice in Ehrlich's article, our Field Trips column offers a list of courthouse tours across Canada and the United States. The tours are designed to teach students about the ideals of justice and democracy, the histories of the courts, and the workings of the legal system. Most of all, they offer important learning opportunities to help your students become active, engaged, and informed citizens.

Being responsible, informed members of democratic society means learning about issues of importance that are affecting your county and the world. As such, this Curricula's lesson plan focuses on the crisis of missing and murdered Indigenous women and girls (MMIWG) in Canada. Geared towards students in Grades 11 and 12, it asks them to create a learning artifact that incites people to take action against the crisis.

Another issue that we can encourage students to act on is bullying. Based on a 2019 report from UNESCO, 1 in 3 students worldwide has been bullied within the past month. That's why we're sharing a list of books that can spark meaningful

conversations about bullying, while empowering students to stand up for themselves and others.

See you next time.

**KELSEY MCCALLUM**  
ASSOCIATE EDITOR



# CONTENTS

## COLUMNS

- 04** | **Bookstuff**  
7 Books That Tackle Bullying
- 06** | **Classroom Perspectives**  
Everything Is Awe-some:  
Showing Young Students the Power of Awe  
Carol Gutierrez
- 10** | **Field Trips**  
Courthouse Tours
- 14** | **Classroom Perspectives**  
The Importance of Taking a “PAWS”  
for Our Students  
Kelly Rossetti and Amber Venoutsos
- 19** | **Teacher’s Pet**
- 22** | **Classroom Perspectives**  
The Black History Exhibit:  
Creating an Authentic Learning Experience  
Kate Ehrlich

## CURRICULA

- 16** | **Indigenous Voices:**  
Violence Against Indigenous Women  
Melanie Mulcaster

## AD INDEX 27



## TEACHMEDIA

PUBLISHER AND EDITOR  
Wili Liberman

MANAGING EDITOR  
Lisa Tran

ASSOCIATE EDITORS  
Kelsey McCallum  
Raenu Sarathy

ASSISTANT EDITOR  
Nupur Bagoria

CONTRIBUTORS  
Kate Ehrlich  
Carol Gutierrez  
Melanie Mulcaster  
Kelly Rossetti  
Amber Venoutsos

ART DIRECTOR  
Pauline Lopez

EDITORIAL ADVISORY BOARD  
Bernice Slotnick  
*Teacher (Retired)*

John Myers  
*Curriculum Instructor,  
OISE (Retired)*

Rose Dotten  
*CEO and Head Librarian,  
Shelburne Public Library*

# 7 BOOKS THAT TACKLE BULLYING

A 2019 UNESCO [report](#) revealed that nearly 1 in 3 students worldwide has been bullied within the past month.

Bullying can take many forms, leaving children unsure of how to respond or where to seek help. To help address this issue, we've curated a list of impactful books that explore bullying from various perspectives. These stories can help kids see themselves in the characters, fostering empathy and understanding. Share these books with your students to spark meaningful conversations about bullying and empower them to stand up for themselves and others.



**1 BENJI ZEB IS A RAVENOUS WEREWOLF**  
BY DEKE MOULTON

*Tundra Books (July 2024)*

**Grade Level: 5-8**

Benji Zeb has a lot going on. He's busy studying for his bar mitzvah, while also sorting out conflicting feelings for his school bully, Caleb. To top it all off, he's trying to keep secret that he and his entire family are werewolves! When Caleb shows up at Benji's family kibbutz and wolf sanctuary one night, it turns out that he's a werewolf too, and he needs Benji's help to control his shifting. This hard-hitting middle-grade novel looks at different prejudices that often lead to instances of bullying, including homophobia, antisemitism, racism, xenophobia, and more.

**2 A KIDS BOOK ABOUT BULLYING** BY ELIZABETH TOM

*DK Children (July 2024)*

**Grade Level: K-3**

This book offers young readers a sensitive introduction to the topic of bullying, helping them to understand what it is, the impacts it has, and what they can do when they realize that it is taking place. Written by Elizabeth Tom when she was in high school, *A Kids Book About Bullying* takes an age-appropriate tone throughout, and serves as a reminder that it's always OK to ask for help.

**3 NOT NOT NORMAL** BY PETER E. FENTON

*James Lorimer & Company*

*(September 2024)*

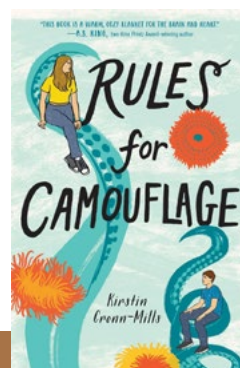
**Grade Level: 9-12**

An important read for teens, this queer YA novel explores the healing power of friendship and the courage it takes to stand up for yourself. Jordan has never been popular at school. He's a bit different than everyone else, and is often bullied because of it. All that starts to change when he meets Nathan, a transfer student who is Jordan's complete opposite. As the two start to grow closer, Nathan begins to break down Jordan's walls and provides the encouragement Jordan needs to build his self-confidence.

**4 THE ONE AND ONLY QUESTION** BY NORMA CHARLES AND ANDREA CHARLES, ILLUSTRATED BY KEN DALEY

*Groundwood Books (March 2025)*  
**Grade Level: K-3**

This poignant picture book addresses the issue of racism-based bullying, and the importance of a safe learning environment for all students. Zeke is expecting the first day at his new school to go poorly. He's waiting for students here to call him the N-word, just like his previous classmates did. Instead, he's met with a small act of kindness that's completely unexpected, and best of all, no one says that awful word to him all day. Backmatter includes an author's note that offers suggestions for ways to help educators, caregivers, and victims tackle racism-based bullying.



**6 RULES FOR CAMOUFLAGE** BY KIRSTIN CRONN-MILLS

*Little, Brown Books for Young Readers (June 2024)*  
**Grade Level: 9-12**

*Rules for Camouflage* tells the story of a neurodivergent teen as she navigates school, friendships, and first love. Evvie Chambers just has to make it through one more month of high school, then she'll be able to graduate and forget all about teachers like Ms. Dearborn, who refuse to accommodate her neurodiversity, or bullies like Vandal McDaniel, who spend their time picking on Evvie and her group of friends. But when a sudden act of violence throws Evvie's world into chaos, she will have to decide how to move forward, and what kind of place she wants to carve out for herself in the world.

**7 SWAN: THE GIRL WHO GREW** BY SIDURA LUDWIG

*Nimbus Publishing (September 2024)*  
**Grade Level: 3-7**

This middle-grade novel-in-verse is based on the real-life story of Anna Swan, "The Giantess of Nova Scotia" who lived during the late 1800s and grew to be nearly eight feet tall. Before she became famous for travelling in P. T. Barnum's circus, Anna was a young girl growing up in rural Nova Scotia. During her childhood, she faced all kinds of bullies, and dreamed of finding a way to stop growing. She wanted the rest of the world to see her as the gentle girl she knew herself to be, no matter her size. *Swan* is a story of family, courage, and the often-difficult path to self-love and acceptance.





# EVERYTHING IS AWE-SOME

SHOWING YOUNG  
STUDENTS THE  
POWER OF AWE

BY CAROL GUTIERREZ

A double rainbow, yes. The first time you see the Grand Canyon or Michelangelo's *David*, sure. An astonishing goal in the game's last 30 seconds, definitely. This is the stuff that leaves you awestruck. But a herniated disc? Sounds unlikely, but that's what did it for me.

I was recovering from a spinal injury last summer when I read *The Power of Awe* by Jake Eagle and Michael Amster, and it changed my mindset. The book blends scientific and sensory, talking about ways we can bring more awe into our lives using what the authors call the "A.W.E. Method":

- ★ **A (Attention):** Turn your undivided attention to things you appreciate, value, or find amazing
- ★ **W (Wait):** Slow down and pause
- ★ **E (Exhale and Expand):** Amplify the sensations you are experiencing

So, while I was resting at home during summer vacation, rather than relying on medication, I decided to use the lessons from *The Power of Awe* to help me reduce my pain. The book encouraged me to focus on all the awe I had before me: the view of the bay from my balcony, breakfast in bed, the movement of the leaves on the trees outside my window, visiting with family members, the extra time I had to read and learn.

### THE HYPOTHESIS

The topic of awe itself couldn't be more timely. After 35 years of teaching elementary school, I've never seen such an urgent need to address social-emotional issues in and out of the classroom as I do now, post-COVID. I began wondering whether the power of awe could help not just me, but my students as well.

My thesis was this: Even if we can't teach awe itself—since it can't be conjured or manufactured—perhaps we can teach the ability to recognize, tune into, and appreciate a sense of awe in ourselves and others. It could be worthwhile.

Research shows awe has both physical and mental benefits, from calming down our nervous systems and relieving anxiety, to encouraging the release of oxytocin—the "love hormone," which plays an important role in social interactions. I hoped all this might help children connect to others and their world in a way that the pandemic had squelched.

To test my hypothesis, I came up with a project that I could try out with my third-grade students. I called it the Awe Share Fair. I even decided to email Jake Eagle, one of the authors of *The Power of Awe*, about it. He was quick to encourage me and thought the fair was a "terrific idea!"

### THE EXPLORATORY PERIOD

I began by asking my class what gives them a sense of awe. The room fell silent, students' eyes unfocused and gazes far away as they sorted through memories. Their initial response made me realize that simply asking the question was perhaps as important as answering it, which kicked off a revelatory few months of exploration.

We decided to start by experiencing and identifying awe for ourselves. First, through a class discussion where we looked at awe-inspiring images—rainbows, ocean waves, whales, sunsets—and considered what emotions they evoked in us. Next, by exploring activities from Eagle and Amster's book that would help us focus on moments of awe, such as watching movement, elevating our gaze, and connecting with nature.

Then, it was time to head outside and practice finding awe for ourselves. We put on our "Awe Goggles" (pretend glasses we handmade out of paper) and looked around the school garden. There, students noticed dew on the leaves, buds on the trees, designs in the tree bark, insects, hanging fruit, and patterns in nature. They were astonished at all the awe around them.

We kept going, relishing exceptional moments—such as our field trip to the California Academy of Sciences, where we got to meet an albino alligator and have butterflies land on us—along with simple day-to-day wonders, like memories of a family weekend.

## THE INTERVIEW PROCESS

The challenge, then, was to articulate all this awe we felt. Some students were immediately opinionated and persuasive. Others stayed silent, not quite sure how to put their feelings into words.

So, we dug deeper: with interviews. For two weeks, students' homework was to interview four adults about times that they've experienced awe, asking open-ended questions, probing for details, and writing everything down. This was where students learned the value of asking others about the topic and really listening to their answers.

They presented their results from conversations with family members, friends, and neighbors. The topics were diverse, the audience was riveted. Normally quiet students now had big voices. One talked about how his grandfather listens to Bob Dylan when he's driving in the car. Another told the story of his family traveling to Texas to chase the solar eclipse earlier that year. He shared a photo of the tiny crescent-shaped shadows on his face and we felt his awe.

## THE AWE SHARE FAIR

Then it was time for students to extend themselves beyond their immediate circle and create our school's first Awe Share Fair. From a wide-ranging list of 72 examples of awe, which included things like baby rabbits and disco balls and walking in the snow and learning a new language, each student selected a topic that spoke to them. Their task was to create a visual display about their chosen topic and then showcase it to students in the other third-grade class. By presenting our topics to students outside of our own classroom, we hoped to further our understanding of awe's possibilities.

This part of our project began the week the students took their first state-wide tests. Turns out, the research is right; awe *is* a great antidote to stress! The awe project was an invaluable, joyful release valve for students during that time. Then, once the testing window closed, everyone happily turned their full attention back to the Awe Share Fair.

Suddenly, there were fragrant flowers adorning the desk that accompanied the "Nature Walks" display, cotton balls decorating the "Snow" laptop, and posters hung from the desk of "Imagination." In one corner of the classroom was a poster about "Patterns in Nature" and in another was a spider web made of yarn. Each student found their own way to communicate a sense of awe to their audience.

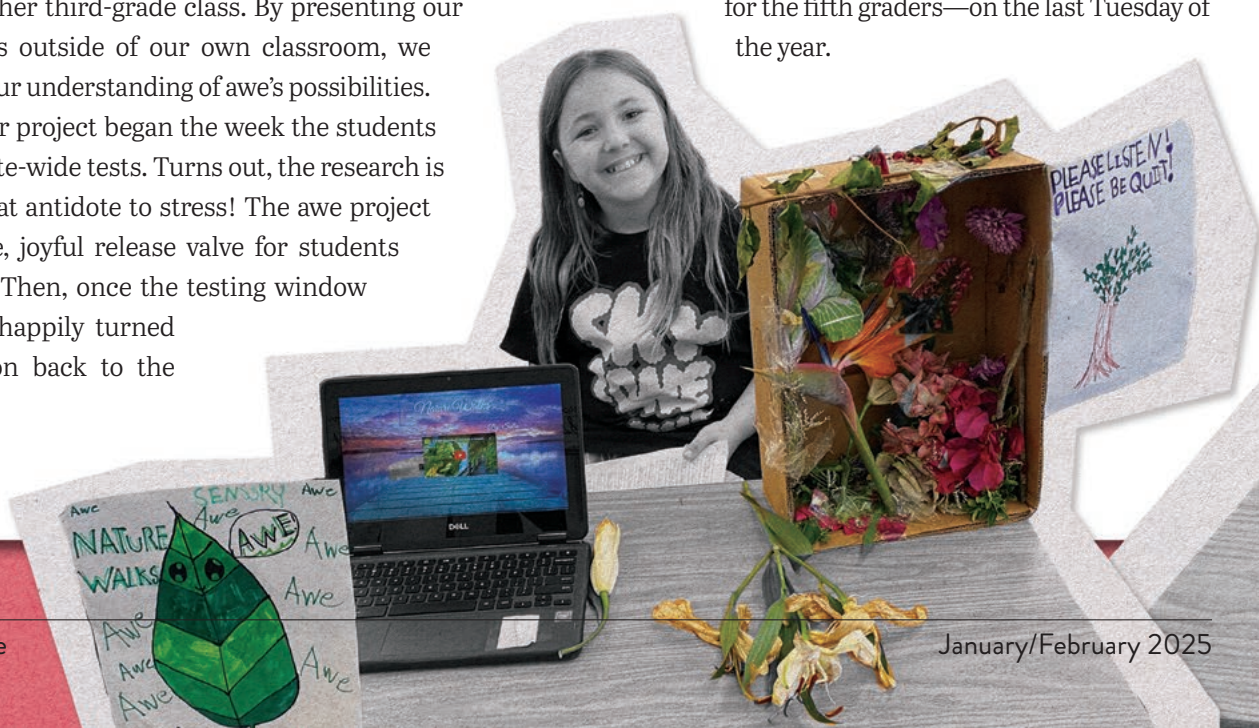
The day of the Share Fair, as other third graders walked around our classroom, my students introduced themselves to each and every one who stopped by their desk. They talked about their topics, shared research, played videos, encouraged questions, and asked for feedback (important social practice, especially for shy or anxious students).

## THE FINAL RESULT


Awe might seem easy to convey. Show someone a photo of the Matterhorn and they're wowed by the epic peak, right? But through this first Awe Share Fair, we learned that giving people a true sense of awe takes work—and thought! Foods that seem awe-some, like chocolate and *zongzi* (sticky rice treats), for instance, tend to derail conversation about them. It's hard to listen well when you're busy chewing.

So we tried again, removing distractions and improving the Share Fair's layout, placing some presentations on the terrace outside the classroom in order to reduce the noise. Then we invited more guests: fourth graders, parents, staff.

After Awe Share Fair 2.0, the students felt even more pride as we debriefed and discussed our progress. By now, it was almost the last week of school. Classwork was all but finished and still, the students voted to have one more fair—this time for the fifth graders—on the last Tuesday of the year.







We kept adjusting, adding additional decorations and some background music, making further improvements to our presentations, and ordering more “You are Awesome” business cards to pass out as souvenirs to attendees. The process was every bit as important as the result. Finally, with Awe Share Fair 3.0, we achieved the fair we really wanted.


Then came the reviews: all good! Past students wished they’d had their own Awe Share Fairs when they were younger. Siblings, parents, and students—some who’d never stopped to consider awe before—talked about the wonder of the project. Everyone said they hoped to be invited to another fair next year, because they had enjoyed the experience so much.

### THE POWER OF AWE

Of course, awe isn’t new. Next generation science standards even call for curriculum about it. But I can tell you, there was something different happening in my classroom that year. The Awe Share Fair was unlike any other end-of-the-year projects I’ve encouraged, for three main reasons.

First, it gave every student a chance to shine. Science fair participants, for example, showcase specific *skills*, but with our awe project everyone contributed their *voice*. They also had the comfort of being in (or just outside) their own classroom. The only essential ingredient for success at the Awe Share Fair was true enthusiasm for something.

Second, at a time when devices and AI are encroaching on childhood, our awe project focused intentionally on human interaction. Students demonstrated their best speaking and listening skills from the interview to the presentation stage. Both improved markedly.



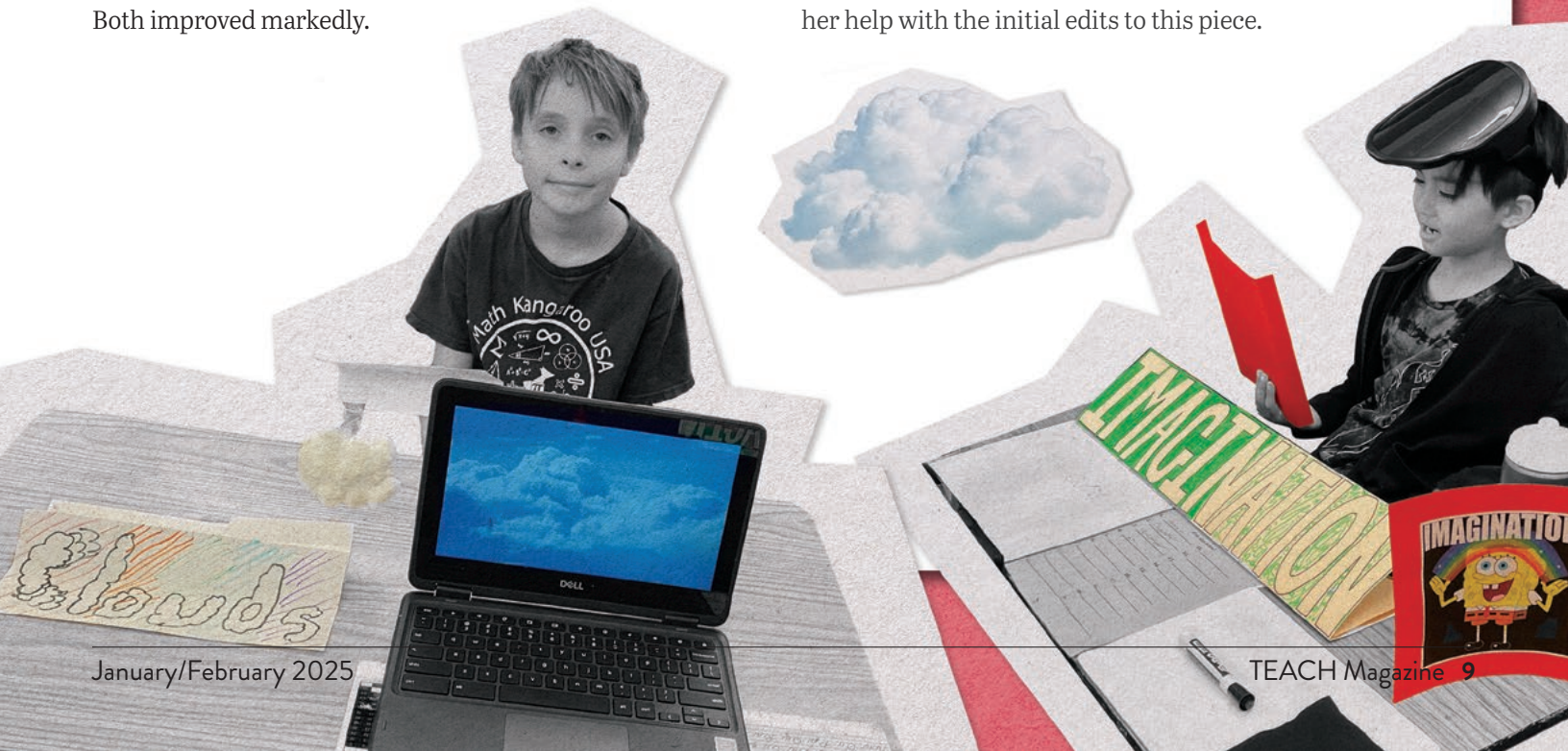
Third, undergirding the whole project was the mindfulness that can be derived from the “A.W.E. Method:” taking a few short moments to turn your undivided *Attention* to the things that give you awe, slowing down and *Waiting*, then *Exhaling* in order to *Expand* and amplify the sensations that you’re experiencing. This breathing practice helped everyone—from the student presenters to the Awe Fair attendees—get in touch with the feeling of awe.

When the project was done and the school year over, what impressed me most wasn’t just the diverse, deeply felt presentations by the students. It was the willingness of teachers, parents, and kids from other grades and classes to stop and really listen to my students describe the specific things that make them revel in the world around us.

You can’t plan to be awestruck, but you can practice being more open to wondrous moments. We can remind ourselves—and teach our young people—to embrace this mindset. Through the Awe Share Fair, my students and I explored the world, connected to science, reconnected with others, found new inspiration and purpose, eased anxiety, and most importantly, got young and old talking, speaking, and listening from the heart again. It was truly awesome.



**CAROL GUTIERREZ** is an elementary teacher in Hillsborough, CA, and a parent of three wonderful adults—Nik, Katie, and Joe—with her husband, Mike. Carol wishes to thank Holly Finn, class parent extraordinaire, for her help with the initial edits to this piece.



# COURTHOUSE TOURS

It is more important than ever to encourage today's youth to become active, informed, and engaged members of democratic society. This starts by helping them understand how the justice system works—and there's no better way to do so than by observing it in action! There are plenty of experiential learning opportunities out there that can give your students real-life exposure to court proceedings, judges, attorneys, and more. We've gathered a few of them here to be used as a starting point, or to inspire you to plan a class visit to a local courthouse in your area.



## CANADA'S COURT SYSTEM

### JUSTICE EDUCATION SOCIETY

Various locations, BC

Students and other community groups can choose from four in-person tours of courtrooms across British Columbia, as well as virtual education sessions for numerous other court locations—all offered by the Justice Education Society. In-person visits include an introduction to legal education, a court orientation, a chance to observe live court proceedings, and a debrief at the end. Some sessions also include a guest speaker. Be sure to check out the [teaching resources](#) provided by JES as well.

### ONTARIO JUSTICE EDUCATION NETWORK

Various locations, ON

Through OJEN's Classroom Visit program, students have the opportunity to observe real court proceedings and interact with professionals in the justice sector, such as judges, attorneys, lawyers, etc. OJEN facilitates visits to over 70 courts across Ontario, and also provides over 200 [digital resources](#) for use in classrooms and justice education programs.

### LAW COURTS

Winnipeg, MB

Free 45-minute tours of Winnipeg's Law Courts Complex are available at 9 a.m. and 1 p.m., Monday to Thursday. Students will get to visit several courtrooms and the Great Library, while learning about the general workings of each different level of court in Manitoba. Tours also include a review of the cases scheduled that day, so students can determine which court proceeding they'd like to observe once the tour ends. You can even request a speaking session with a judge from either of Manitoba's trial courts, who will discuss their typical duties, as well as the role of the courts in Canada's justice system. These speaking sessions include plenty of opportunities for students to ask questions, so make sure they come prepared!

### SUPREME COURT OF CANADA

Ottawa, ON

Free school tours of the Supreme Court of Canada are offered Monday to Friday, from 9 a.m. to 4 p.m. On this 45-minute tour, students will learn about the Canadian judicial system, the history of the Court, and some of the important legal issues it deals with. Tours may also include a short mock trial. Note that remote tours are available for classes who are unable to make it to the Court in-person, as are [educational kits](#) that can be downloaded from the Supreme Court's website.

## UNITED STATES COURTS

### **CIVICS LEARNING PROJECT**

Various locations, OR

The Civics Learning Project offers four in-person courthouse tours across Oregon, as well as [virtual tours](#) and other video resources. For in-person tours, students will be given a brief orientation, then will see the law come alive as they watch real arraignments, hearings, and trials. Before going on the tour, be sure to take advantage of the background information and instructional materials that are provided. Additional [classroom resources](#) are available on the Civics Learning Project website (filter by “Courthouse Experience.”) Note that self-guided tours are also offered at several of the courthouses.

### **JOHN JOSEPH MOAKLEY U.S. COURTHOUSE**

Boston, MA

Facilitated through the organization Discovering Justice, these interactive field trips take students on guided tours of the Moakley Courthouse, a notable Boston landmark. Students will learn more about the ideals of justice and democracy by exploring key features of the building, including an actual courtroom. Field trips are customizable, and each include one additional educational opportunity, such as visiting with a judge, observing a court proceeding, etc. Free virtual tours are also available.

### **U.S. DISTRICT COURT, DISTRICT OF MAINE**


Various locations, ME

The District of Maine has two federal courthouses, located in Portland and Bangor. School trips are available for either location, and include an orientation to provide the students with an overview of the federal courts and the history of the District of Maine, along with the observance of a court proceeding and a meeting with court staff or a judge.

### **U.S. DISTRICT COURT, MIDDLE DISTRICT OF FLORIDA**

Various locations, FL

Visit any of the Middle District of Florida’s five courthouses to help students learn more about the civil rights and responsibilities of citizens. Programs can be tailored to the needs of your classroom, and can include interactive historical exhibits, courtroom tours, a Q&A with a judge, and more! Additional resources are available on the District’s website, including sample discussion questions and sample mock trial scripts.



Here are some great [resources](#) to inform, inspire, and educate your students about the United States Courts.

# BRING NEW LIFE INTO OLD CLASSROOM RESOURCES WITH THE NAC RESOURCE LIBRARY

Inspiring students is at the heart of what educators do, but finding the time to refresh lesson plans can be overwhelming. The challenge is that outdated resources risk losing student engagement and may fall short of today's standards for inclusivity. That's why Canada's National Arts Centre (NAC) has launched the new Resource Library—a trove of refreshed, accessible resources designed to make teaching easier and learning more meaningful for K-12 classrooms.

## YOUR GO-TO HUB FOR MODERN TEACHING TOOLS

The NAC Resource Library is packed with ready-to-use lesson plans, video-on-demand series, printables, and comprehensive materials from the NAC Orchestra, Dance, and English, French, and Indigenous Theatres. These resources have been thoughtfully updated to prioritize accessibility and interactivity, with a focal point on modernizing them for today's classrooms. Beloved print programs like *Let's Go Mozart and Amalkay: Bringing Mi'kmaq Music and Dance into the Classroom* for example, have been revitalized for the digital age. From cultural richness to technical ease, these tools are designed to empower educators like you to create engaging, inclusive learning experiences.

## IS YOUR CLASSROOM READY FOR TODAY'S STUDENTS?

The NAC is committed to empowering educators with modern, inclusive resources that elevate teaching. Here's how their approach stands out, and how you can apply these tactics in your classroom:

- **Representation that resonates:** Ensure your students see themselves reflected in your resources. By prioritizing diverse voices, fresh perspectives, and culturally relevant examples, you can ignite curiosity and engagement within your students.
- **Student-centered experiences:** Technology should support learning—not hinder it. Delivering user-friendly, functionally seamless, and distraction-free materials to your classroom can help your students succeed. The NAC ensures educators have access to reliable, stress-free resources to support them on this journey.
- **Connecting people and information:** Education thrives on communication and collaboration. The NAC promotes meaningful connections between students, ideas, and communities by ensuring their resources align with contemporary curriculum standards and adapt to varied learning styles.

## VISIT THE NAC RESOURCE LIBRARY TODAY

The NAC is just getting started! With new resources and updates planned throughout the year, there's never been a better time to dive into the Resource Library.

Ready to refresh your classroom? Visit the NAC Resource Library and bring timeless lessons into the modern age.



NATIONAL ARTS CENTRE  
CENTRE NATIONAL DES ARTS  
Canada is our stage. Le Canada en scène.



## IGNITE YOUR STUDENTS' CURIOSITY!

Find exciting resources to nurture their love for the performing arts. Spark their creativity by visiting the NAC's Resource Library.

ARTS  
ALIVE



# THE IMPORTANCE OF TAKING A “PAWS” FOR OUR STUDENTS

BY KELLY ROSSETTI  
AND AMBER VENOUTSOS



Some of the most remarkable experiences of being an educator include watching students grow as individuals, helping them open their eyes to new ideas, and witnessing their excitement around learning. But as elementary teachers at Hazardville Memorial School in Enfield, CT, we are also all too familiar with the difficult, sometimes heartbreaking moments experienced by our students, especially following the COVID-19 pandemic.

The many pressures of academic demands and school expectations can be an overwhelming experience for many students, not to mention the struggles they may be dealing with *outside* of the classroom. Often, the first indicator that something is off is a decline in academic performance. With disinterest in schoolwork and aggressive behavior on the rise at our school, we decided to get creative and take action.

## THE WHAT AND WHY

Research shows that the more positive relationships kids have with adults, especially at a younger age, the stronger a foundation there is for them to become more effective learners. That’s the “why” behind a program called “PAWS Time” that we came up with five years ago. A wink to our school’s husky mascot, PAWS Time is a highly engaging, weekly enrichment program that allows our students to “pause”: **P**actice kindness, **A**lways be safe, make **W**ise choices, and **S**how respect.

Initially conceived as a six-week pilot program for our second graders, this “passion project” has evolved into one of the

entire school’s proudest and most impactful achievements. The schoolwide model of the program has successfully facilitated a new sense of excitement, a willingness to learn, and a true sense of community for Hazardville Memorial.

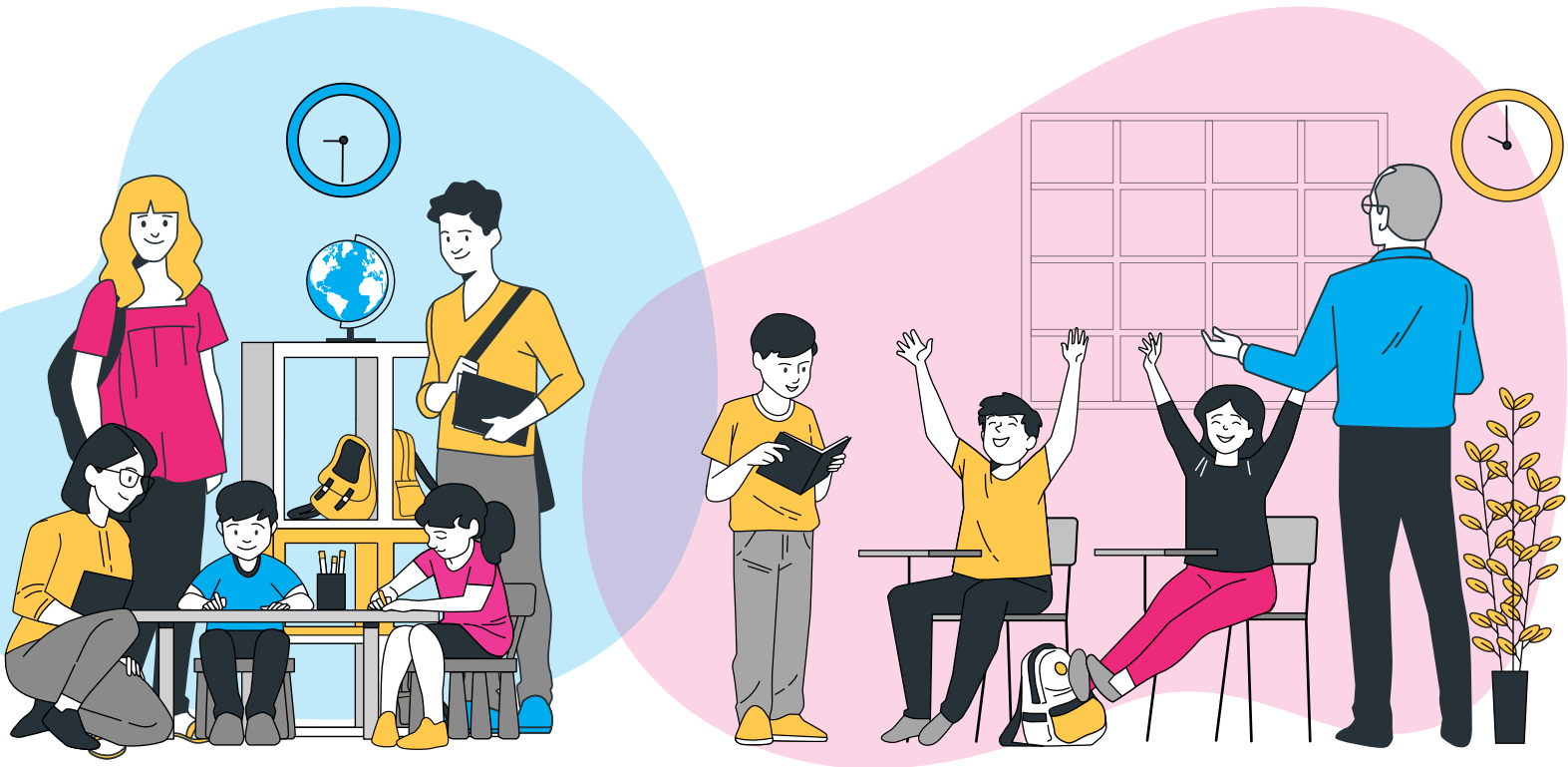
Here’s how it works: every student participates in PAWS Time together during a 30-minute block each week. They listen to a purposefully selected story, take part in rich class discussions, and complete fun, hands-on, collaborative activities with their peers. It’s a time of the week that boosts curriculum content areas through rich literature, higher-order thinking, and STEM challenges, while also reinforcing social skills like empathy, perseverance, and cooperation.

All of that engagement comes with new adult faces every week. One of the pillars of the program is that different teachers “take over” homeroom classes during PAWS Time. Students get to spend those 30 minutes connecting with past teachers, future teachers, and other adults that they would otherwise not interact with. As a result, PAWS Time has enabled each of our 340 students to get to know every teacher in the building!

## THE POSITIVES

It’s been so inspiring to see how this program has instilled confidence in our students and positively impacted their day-to-day interactions with other members of our Hazardville Memorial School community. There’s even data to prove it.

When comparing metrics from pre- and post-PAWS Time implementation, the data reported behavior issues and anxiety



amongst our students are down across the board. Monthly reports of Office Discipline Referrals (ODRs) were cut in half, and 100 percent of surveyed staff members either agree or strongly agree that the PAWS Time program has supported positive relationship building throughout the school. What's more, 99 percent of surveyed students expressed that PAWS Time makes them feel happy, excited, creative, special, or other such positive emotions.

It's not just a feel-good program, though. PAWS Time has assisted us with hitting many of our learning goals and benchmarks, with demonstrated efficacy in helping us reach targets for College and Career Readiness Standards, English as a second language (ESL) development, and the cultivation of speaking and listening skills.

While the PAWS Time program has been a much-needed boon to student morale and learning practices, we would be remiss not to mention its impact on the staff as well. Staff who are typically isolated across departments get to interact with their colleagues and students they wouldn't otherwise see throughout the day. This not only serves as a welcome jolt of social interaction, but it's also a much-needed reminder as to why we, as educators, are here in the first place.

Even at the administrative level, PAWS Time has demonstrated immense utility in helping to craft future classroom placements. Now we can pair students with teachers they have met before and have already developed clear and strong relationships with, which helps to alleviate anxiety over grade transitions.

The tremendous impact the PAWS Time program has had on students and staff can be felt the moment you walk through the doors of Hazardville Memorial. Making an intentional commitment to prioritizing positive relationships and making school fun for kids has affected every aspect of our students' growth. While we recognize that this application may not be feasible in every school in the same way, we hope our story can inspire the adoption of similar methods throughout our district, state, and the country. Our students deserve it.

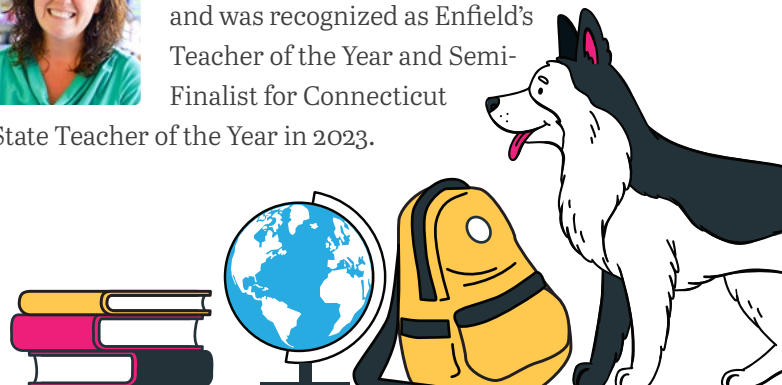


**KELLY ROSSETTI** has been a second-grade teacher at Hazardville Memorial School in Enfield, CT, for 11 years and was selected as a Curriculum Associates Extraordinary Educator, Class of 2024.



**AMBER VENOUTSOS** has taught first and second grade in Enfield, CT, for 17 years and was recognized as Enfield's Teacher of the Year and Semi-Finalist for Connecticut

State Teacher of the Year in 2023.



## INDIGENOUS VOICES:

# Violence Against Indigenous Women

By Melanie Mulcaster

**GRADE LEVEL:**  
SECONDARY (11-12)

**THEME:**  
INDIGENOUS VOICES

**SUB-THEMES:**  
VIOLENCE AGAINST  
INDIGENOUS WOMEN, FAMILIES,  
IDENTITY/SELF-ESTEEM/  
CONFIDENCE, HERITAGE AND  
CULTURE, SOCIAL JUSTICE,  
HUMAN RIGHTS

### FEATURED BOOKS



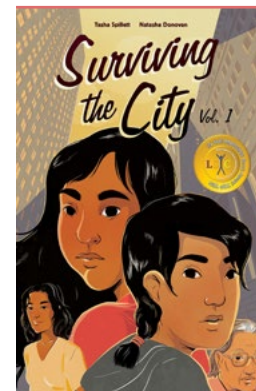
*If I Go Missing* by Brianna Jonnie and Nahanni Shingoose, illustrated by Neal Shannacappo (James Lorimer and Company, 2019)



*Missing Nimama* by Melanie Florence, illustrated by François Thisdale (Clockwise Press, 2015)



*Will I See?* by David A. Robertson, illustrated by GMB Chomichuk (HighWater Press, 2016)



*Surviving the City* by Tasha Spillett, illustrated by Natasha Donovan (HighWater Press, 2018)



### LEARNING FOCUS

In this learning experience students will:

- Gain knowledge reading texts from diverse cultures
- Learn how to understand texts by connecting the ideas in them to our own knowledge, experience, insights, other familiar texts, and to the world around us
- Explore how to generate calls to action for specific purposes and audiences through the creation of multi-modal media texts



 **LEARNING EXPERIENCE****MINDS ON PROVOCATION**

Choose two photos to display to the class from the REDress Project [collection](#).

Ask students to choose the photo that resonates the most with them. If they were to caption this photo for a news story or artistic display, what might the caption be?

Have students explore the Red Dress [choice grid](#) to help build knowledge.

**READ, PLAN, AND PRACTICE****Before Reading:**

- Before reading the main text, ask students to watch this [video](#). Is Canada living up to this promise or ideal? Are our Indigenous peoples treated equally?
- Have students fill out an anticipation guide to direct their thinking. An example of an anticipation guide that could be used and/or modified is linked [here](#). (Statements retrieved from the Native Women's Association of Canada [Violence Against Aboriginal Women](#) fact sheet.)

**During Reading:**

- As the text is being shared or read out loud, have students sketch, take voice notes, or jot down points that resonate with them.
- Pose the question: How does the use of colour impact the message being sent?
- The text *Will I See?* by David A. Robertson is a companion text that could be used for further inquiry and provocation.

**After Reading:**

- Have students re-visit their anticipation guides. Has their thinking changed?
- Is Canada living up to its promise or ideal? Are our Indigenous peoples treated equally?
- What is the call to action that needs to be made?

**MAKE, TINKER, AND MODIFY**

Using the [work](#) of Angela Stockman (slide 30) as a guide, how might we encourage learners to create/build a learning artifact that reveals:

- The need for readers to take action
- The purpose for calling readers to action
- A strategy for calling readers to action

Options could include: sketchnote or infographic sculpture, painting or drawing, photo essay, poem or dramatic presentation, audio podcast/song or recording, loose parts creation or virtual loose parts creation ([example](#)). For their loose parts creations, encourage students to use white, black, and red materials to correspond with colours of the text. Here are some [Creative Tools for Making and Sharing](#).





## REFLECT AND CONNECT

- What resonated with you in this learning?
- What questions or connections might you still have?
- What is the strongest or most compelling aspect of your learning artifact that you want people to notice or know?
- Who else needs to hear this message? Where and how might this call to action be amplified and shared next?



## ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THIS SUB-THEME

- [Missing and Murdered Indigenous Women, Girls, and Two-Spirit \(MMIWG2S\)](#) (UBC Library)



## ADAPTATIONS FOR THIS LESSON

This learning experience could be adapted for use in online learning environments. Use virtual collaborative tools to curate and collate thinking (i.e. Jamboard, Google Docs, and Slides). The choice grid was created using Google Slides. For more information on how to create choice grids, please see the linked YouTube [playlist](#) (credit: Tina Zita, Teacher Librarian, Aylesbury Public School).



## MORE RESOURCES

- [The United Nations Declaration on the Rights of Indigenous Peoples](#)
- Their Voices Will Guide Us [educational kit](#) (School District 57, Prince George)
- [Indigenous Perspectives Education Guide](#) (Historica Canada)
- [Fact Sheet: Violence Against Aboriginal Women](#) (Native Women's Association of Canada)
- Moose Hide Campaign [resources](#)
- [Truth and Reconciliation of Canada: Calls to Action](#) (Truth and Reconciliation Commission of Canada)
- Brianna Jonnie [news story](#) (APTN National News)



## MEET THE LATEST TEACHER'S PET!

If you'd like your furry or feathered friend to be featured, visit our website and check the [submission guidelines](#).



**Davy Crickett** | 1y | Bearded Dragon  
Location: Texas, USA  
Parent: Candy J.  
*Alert, Spoiled Rotten, A Survivor*



*Davy dresses up for everything! Halloween, Christmas, and plenty of other occasions too.*



When I started teaching 4th grade science and social studies, I decided I wanted to have a class pet. 'A lizard would be a good choice,' I thought. 'You could never get too attached.' Then I saw Davy at Petco and realized I'd been kidding myself. He was the most beautiful orange colour, and was bigger than all the other lizards there. I knew immediately that he was the one.

He quickly became a hit with all the students; every day they grew closer to him. I did too.

I used him in my lessons right from the beginning. The class examined his skin when he shed, studying it under the microscope. We researched his role in the food chain, his adaptations, and how he compares to other lizards in Texas. Davy even has his own Meal Worm Saloon, where we are able to raise, study, and witness metamorphosis take place under a microscope.

Leading up to the Christmas holidays, Davy began eating less and less. I took him to the vet, but after a prescribed regime of hand-feeding, medication, and injections of sterilized water, he wasn't improving much. Eventually, I had to take him to an expert in the Dallas area. The kids made a video, asking for this specialized vet to "please save our friend, Davy!"

After another month of shots and a special diet, Davy began to recover. Now he's back to his regular self and eats about 30 crickets a day!



## Discovering Canadian Books for Canadian Kids

By Stephanie Wells

At the Canadian Children's Book Centre (CCBC), we are dedicated to helping librarians, teachers, caregivers—and everyone—discover great Canadian books for kids and teens.

Whether you are looking for picture books, YA, middle grade, non-fiction, graphic novels, or something else, the CCBC can help!

### **5 ways the CCBC can help you discover great Canadian books (in no particular order):**

#### ***Canadian Children's Book News and Best Books for Kids & Teens***

Our publications have been serving teachers and librarians for nearly 50 years! They are filled with reviews of fantastic books by Canadian authors and illustrators, perfect for students from Kindergarten to Grade 12.

#### **Canadian Children's Book Week**

Each year the CCBC hosts a week-long tour of book creators in communities across Canada! Our touring authors and illustrators speak to audiences from Kindergarten to Grade 12 about the joy of reading, and offer an inside look into their work.

#### **CCBC YouTube: Bibliovideo**

Our YouTube channel gives educators a convenient place to explore the world of Canadian children's books with their students. Find storytime videos, book trailers, author interviews, illustrator demonstrations, book reviews, and more. Explore over 400 videos!

#### **The Accessible Books Bank**

With close to 1,000 titles, the Accessible Books Bank allows you to search and browse accessible books for young readers, including titles that are available as ebooks, audiobooks, braille, and more.

#### **Monthly Newsletter**

Our monthly newsletter is where we engage with the kid's book community. We share creator interviews, reading lists, book news, recommendations, contests, and more!

Visit us online at [bookcentre.ca](http://bookcentre.ca) to take advantage of all the resources we are creating just for you—and we hope you discover great Canadian books that connect with the students in your classroom. Together, let's build a new generation of curious, engaged, and empathetic readers!

# GROWING LITERACY

## with read-alouds

FREE RESOURCES, including

- Videos by literacy experts
- Tip sheets to download and print
- A recorded webinar on how to make learning to read productive and fun for emerging readers; ideas to encourage home-school connections; and how we can use read-alouds to support all children within busy, diverse classrooms



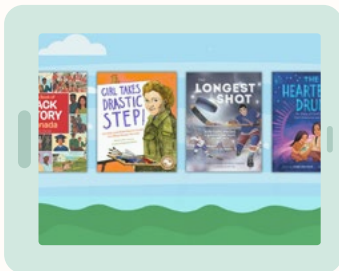
### INDIGENOUS DUAL-LANGUAGE BOOKS

- The benefits of dual-language picture books
- How to select books
- Help with pronunciation
- The importance of sharing the book creators' backgrounds
- Student response
- And more ...



### WORDLESS BOOKS

- Why it is important to read aloud
- Using wordless picture books for read-alouds
- How to select books
- Student response
- Beginning and advanced readers
- Using Canadian Books
- And more ...



### NON-FICTION

- The unique ways to use non-fiction
- Reading a book over multiple days
- How to select books
- Student response
- Using Canadian Books
- Cross-curricular opportunities
- And more ...

VISIT [BOOKCENTRE.CA/GROWING-LITERACY](http://BOOKCENTRE.CA/GROWING-LITERACY)

BROUGHT TO YOU BY



Canada Post  
**Community  
Foundation**

**Fondation  
communautaire**  
de Postes Canada

# THE BLACK HISTORY EXHIBIT

## CREATING AN AUTHENTIC LEARNING EXPERIENCE

---

BY KATE EHRLICH

I am a history/social studies teacher in Frederick County Public Schools, MD, and will soon be wrapping up my 19th year in the classroom. I've always believed in the importance of history and that the past has many crucial lessons to teach us. I also care deeply about ensuring that the curricula I teach reflects the diversity of our school and gives each student insights into the experiences of others. During the 2023-2024 school year, I worked with a group of talented student volunteers on a project that reflected these goals.

It all started with an educator learning tour that I took with the **Institute for Common Power** in the spring of 2023. Over the course of that trip, I was able to visit the **Legacy Museum** and the **National Memorial for Peace and Justice**, both in Montgomery, AL. The museum and memorial each highlight key moments in America's Black history, including the impact of racial terror lynchings.

During our debrief, several educators described feeling a sense of betrayal because they had never learned about these significant events when they were students. One young educator, who had grown up in the district where I teach, was in tears because she was learning for the first time that three lynchings were carried out in our county. I realized that my colleagues and I needed to do more to

ensure our history classes were telling a comprehensive and inclusive story.

Inspired by that experience, I gathered a small group of students to attend a **soil collection ceremony** happening in our town a few months later. On a rainy Saturday, we piled into a school bus and headed to the site of two lynchings that had taken place in Frederick County. The students listened intently to speakers who shared details about this painful history. Afterwards, one of the students who had attended became motivated to conduct further research about the lynchings. This gave me an idea.

I wanted students, staff, and members of the community to have an opportunity to learn more about our county's Black history. To do so, I needed to find a way to help educators expose students to local examples of the major historical movements and events that were covered in American history courses. I also wanted students to be able to engage in historical research that was meaningful to them, while developing their writing and public speaking skills as well.

I thought long and hard about how to achieve these objectives, and eventually came up with an idea for a research project, one that I ended up calling the **Black History Exhibit Project**.



## INTRODUCTION

**WE BELIEVE BLACK HISTORY IS EVERYONE'S HISTORY, REGARDLESS OF AN INDIVIDUAL'S RACIAL IDENTITY.**

The purpose of the Black History Exhibit Project is to teach viewers about the historical struggles and achievements of Frederick's Black community. While school curricula covers key moments in Black history, it often does not dive into the specific, local stories included in this exhibit. For many viewers, even life-long residents of Frederick, this information may be new and, in some cases, difficult to learn. The exhibit's creators believe it is important for everyone to examine these stories in order to better understand the systemic factors that shaped our community over time. We believe Black history is everyone's history, regardless of an individual's racial identity.

The exhibit is composed of four sections: I. Slavery, II. Churches, III. Racialized Violence, and IV. Segregation. To fully understand the exhibit, viewers should begin by reading the informational banner that opens each section before exploring the individual subtopics. We encourage viewers to take their time while reviewing the information and to share what they learn with others. By sharing these stories, the impact of the exhibit will expand exponentially throughout the community.

The Black History Exhibit Project was researched and written by a team of volunteers from Oakdale High School:

- |                      |                       |
|----------------------|-----------------------|
| Rhaja Allen          | Gloria Mokashi        |
| Eli Corridon-Crum    | Noelle Olson          |
| Kessia Donfack Djoko | Oluwafisayomi Oyolola |
| Natalie Johnson      | Mikayla Sando         |
| Ocoee-Rose McCaskill | Jordin White          |
| Liliana Meertens     | Kate Ehrlich, Teacher |



The project was made possible, in part, by an Education to Action Grant awarded by the Institute for Common Power.

The creators of this exhibit would like to express their gratitude to the staff of the Maryland Room in C. Burr Artz Library, Rose Hill Manor, the African American Resources Cultural and Heritage Society (AARCH), and Heritage Frederick for their assistance during the research process.

Follow us on social media.  
Facebook.com/BlackHistoryExhibitProject

## I. SLAVERY

Starting in the 1600s, the use of slave labor began to dramatically increase in Maryland, while the number of Africans arriving in the state between 1619 and 1687 was equal to less than 1,000 people. By the late 1600s, the number of enslaved persons had grown to 100,000. Slavery began to replace indentured servitude as the main source of labor. Enslaved persons were forced to grow tobacco and other agricultural products, like the small grains more common in Frederick County. By the 1700s, at pig-iron manufacturing sites, enslaved persons harvested trees to be used as coal and wood for iron ore.

With the exception of the Emmitsburg area, slavery was mostly found in the southern and eastern parts of Frederick County. These areas were dominated by English and Scottish planters, who were more likely to use slave labor than their German counterparts. In addition to the Germans, Quakers did not own slaves because it violated their religious beliefs.

In 1790, Maryland's legislature permitted slaveholders to free their slaves by will or deed, and the number of manumissions, or releases from slavery, began to increase. An act in 1801, known as the Act of 1801, increased the number of free Blacks living within the state also increased. In 1790, there were 3,641 slaves in Frederick County and 219 free Blacks. Two of these free Blacks had holdings worth more than \$2,000 each, a considerable sum. By 1800, the number of enslaved persons in Frederick County had increased to 5,871, but the number of free Blacks had grown considerably faster, reaching 2,777.

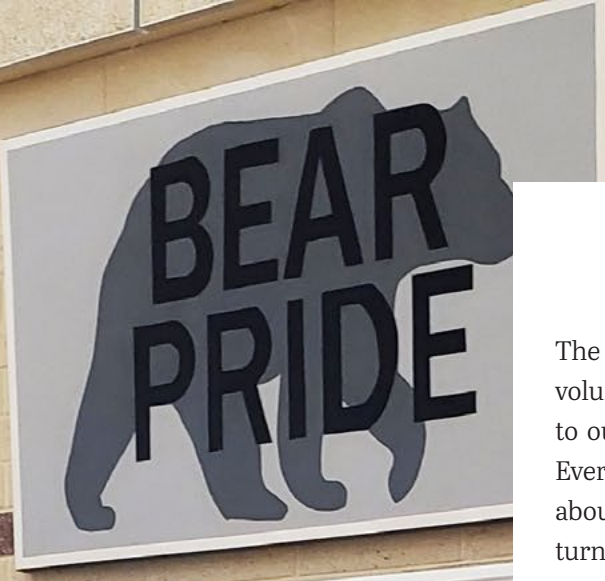
Between 1830 and 1860, Maryland slave owners sold approximately 20,000 enslaved persons to cotton planters in the South. The price and demand for slaves in the South was rising. Frederick's slave owners saw an opportunity to enrich themselves; as the profitability of tobacco farming decreased in Maryland. A significant slave auctioning site was located in Ciderville, present-day Tuscarora. At a local tavern, there, enslaved persons, often separated from their families, were sold at high prices to Southern buyers. During this period, the number of slaves in Frederick fell from 6,370 in 1830 to 3,913 in 1860. As a result, by 1860, the number of free Blacks in the county, 3,760, was almost equal to the number of enslaved persons.

### BETWEEN 1830 AND 1860, MARYLAND SLAVE OWNERS SOLD APPROXIMATELY 20,000 ENSLAVED PERSONS TO COTTON PLANTERS IN THE SOUTH.

Many enslaved persons from Maryland, Washington D.C., and Virginia, who were trying to escape to freedom, traveled through Frederick County in an effort to cross the Mason-Dixon line and enter into Pennsylvania, a free state. Another route was to travel through the mountains of Pennsylvania, a route which served as a key hub for escapees, or in a northeastern direction through small towns, such as Urbana, New Market, Unionville, and Johnsville. William Still, chairman of the Philadelphia Vigilance Committee, kept records of sixteen Frederick County slaves who successfully escaped to freedom in the 1850s.

During the Civil War, Lincoln's Emancipation Proclamation did not apply to Maryland. As a result, enslaved persons sought their freedom in other ways, including by serving in the Union army. More than 8,700 Blacks from Maryland enlisted. For those who had been enslaved, their former masters received \$300 in compensation and in return signed manumission papers. In 1864, Maryland ratified a new constitution, which ended slavery in the state.

In this section of the exhibit, viewers will learn more about the lives of enslaved persons in Frederick County and the ways in which they resisted their bondage.



## GETTING STARTED

The basis of the project was simple. I would find student volunteers who would each identify a person or place related to our county's Black history that they wanted to research. Every student would compose a banner of informative text about their chosen topic, and together the banners would be turned into an exhibit for our community.

Before the fall semester began, I broached the idea of the project with students at our Back-to-School Night. Then, once classes started, I created an advertisement to be read out on our morning announcements and also asked my department members to share the opportunity with their classes. Interested students even spread the word amongst their peers. When all was said and done, eleven students across grades 9-12 ended up volunteering for the project.

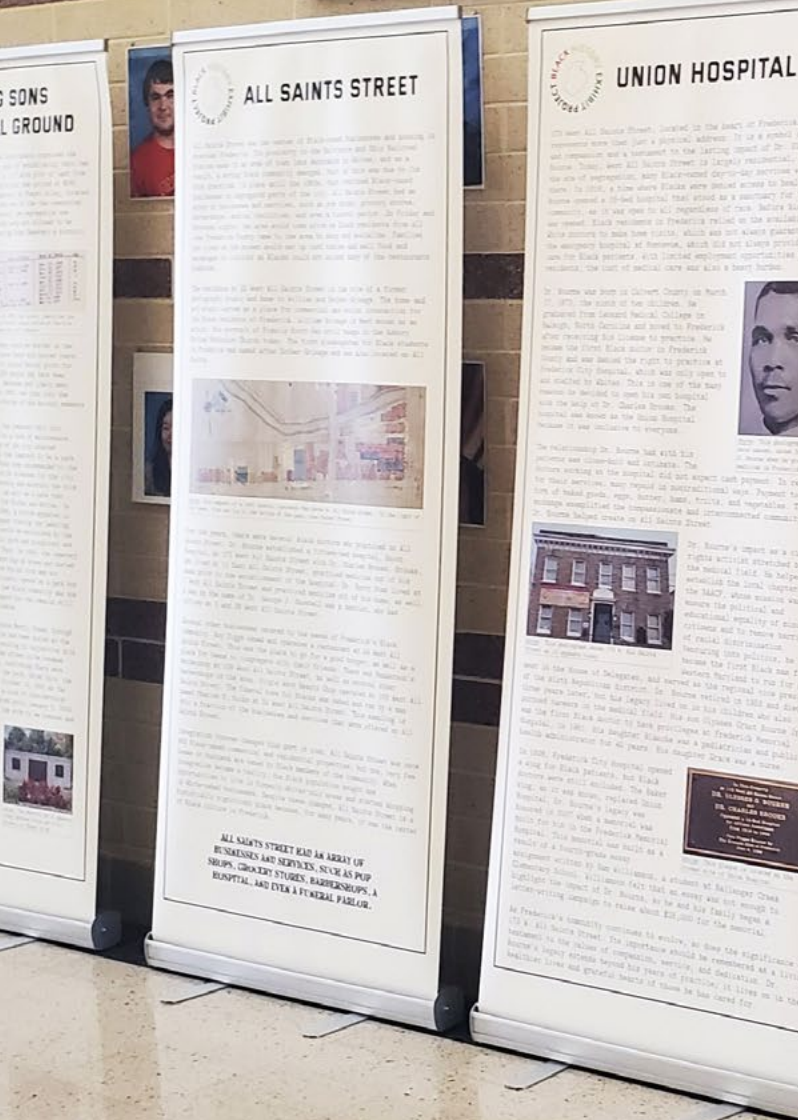
To get things started and help students come up with some topics, I reached out to the local African American history organization: AARCH. Two of its leaders led us on a historical walking tour of downtown Frederick, focusing specifically on people and places related to All Saints Street, which was the heart of Frederick's Black community during segregation.

The tour proved to be an excellent jumping-off point, and it didn't take long after that for students to decide on their research topics. Some of these included a local plantation, a nearby African Methodist Episcopal church, Frederick's only high school for Black students, and the stories of three Black individuals who were lynched in Frederick County in the 1800s.

I gave each student an organizer that would help them plan out what they wanted to learn about their topic and who they could try reaching out to for information. Then the research process began.

## RELATIONSHIP-BUILDING

One of the advantages of this type of project is that it helps students and staff build relationships with members of the community. While conducting their research, students spent time engaging with librarians at our local library as they



A different portion of the exhibit on display at Oakdale High School



browsed through its historical research collections. The manager of a well-known historic site even came to our school to work one-on-one with a student and to share primary source material.

Although it was somewhat intimidating for students—who conduct so much of their day-to-day communication via devices—to engage with members of the community over the phone or in person, they were determined to pursue these angles of their research. On several occasions they asked for my help, and I would assist them with planning out how to start such conversations in a professional way.

Over the next few months, students composed rough drafts of their banner descriptions. After that, their work went through a rigorous editing process, which was facilitated by other educators in the building who volunteered to help review student work and transcribe historical documents as necessary. I also provided guidance and check-ins throughout the semester.

## THE FINAL PRODUCT

The initial plan was for the project to include ten banners, each focused on a different topic. By the time it was completed, however, it had ballooned to twenty, based on student interest and research findings. The final exhibit was divided into four sections: slavery, Black churches, racialized violence, and segregation.

It was displayed at the local library for a month, and the students held an opening event to share details about their research with members of the community. This part took a lot of preparation, particularly for students who were nervous at the prospect of standing up in front of a room full of adults to share their work, but they all wanted to have their voices heard, and felt empowered to do so. During the event, it was clear that the students felt a lot of pride in what they had created, and several audience members praised them on the quality of their work.

Following its time at the library, the exhibit began to circulate among the different middle and high schools throughout our district—and still does to this day! It has also been requested by other entities in the community, including a local church and our Board of Education.

## NEW FINDINGS

I was gratified to see the impact this project had on my students. It went far beyond developing their research and writing skills, although one young lady was especially excited to discover the amazing world of microfilm. The students understood their work mattered and took pride in telling our county's stories as accurately as possible. In fact, they were actually able to share new historical findings with the community.

This project could be easily adapted to fit other classroom settings. While my students focused on Black history, the history of other groups of Americans (or of a specific time period in general) could easily be done in other communities. When planning the project, teachers should consider which topics will resonate with their own students and motivate them to undertake quality research.

The final product could also be adapted and does not need to be a traveling exhibit. Perhaps students could create a documentary, participate in a history fair, or even submit their work for National History Day. The cost of our project was supplemented by a grant from the Institute for Common Power, but there are plenty of inexpensive ways for students to share their work as well.

Almost immediately after we had finished the project, students began asking me what we would be doing the following year. Now, for the 2024-2025 school year, instead of creating an exhibit, the volunteers and I are researching the history of Cambridge, MD. We're looking at slavery in the city as well as its significant role in the Civil Rights Movement. Students will be researching these events over the next few months and hosting a full-day walking tour of Cambridge at the end of March.

One surprise came when research at the Maryland State Archives in Annapolis revealed new details about two separate cases that took place in 1820, involving three enslaved persons (Teney, Kitty, and Peter). Aspects of their trials, told incorrectly in our county's local histories, were accurately detailed in the exhibit. Local newspaper articles also helped one of our volunteers piece together the story of Charles Robinson, a teenager convicted and put to death in 1920. Student researchers and the exhibit's viewers connected strongly with these stories of young people.

Two of the student volunteers and I were able to present these findings at a local conference for docents in the area, an experience that helped those two volunteers further sharpen their public speaking skills and allowed them to engage with professional historians and educators.

## MAKING HISTORY MEANINGFUL

When students see how national trends and events impact their own communities, it makes history more relatable. During the research process, we discovered a lengthy documentary that featured testimony by local residents about life during segregation. Students were shocked to learn about a Black man who was ticketed for walking through our main public park and others who were denied access to the library and movie theaters in town. This information was memorable for students and helped them understand the real-life impact of segregation policies.

Teachers can be hesitant to challenge their classes with a long-term project of this size, but I have found that when students see value in what they are doing and can personally connect to the content, it drives them to create quality work. If we want students to care about history, we have to make it meaningful for them. Connecting what we learn in class to our own communities and creating authentic learning experiences is one way to do just that.

**250 Dollars Reward.**  
Abandoned on Saturday night the 30th June, the following named negro slaves, the property of the subscriber, viz:  
Negro JIM, who calls himself JIM GRASS—He is of the ordinary shade of black about 20 years of age, capable of reading and probably of writing, and for some time past in the habit of educating as preacher to the congregation of blacks of the African Bethel Church in Frederick. He was my confidential servant, and heretofore of irreproachable deportment. When not actually at work he was generally dressed in black, in which suit he has probably gone off. He is about 5 feet high, erect and stately in his walk.  
Negro JOHN, about 27 years of age, and rather under the ordinary size, of a dusky black complexion, and slow and slovenly in his gait.  
Negro CHARLES, about 22 years old, a dark mulatto, of pleasing features, and rather under the ordinary stature. Slow and slovenly in dress and gait.  
Negro EDWARD, about 21 or 22 years old, a glossy black, well built and strong, and about 5 feet 9 inches high, nose flat and wide.  
I am unable to give a more particular description of these negroes, and as they have probably changed their clothing I have not attempted to describe that of the boys. They disappeared on the same night with Mr. Robb's servant, described below, and they are all no doubt still in company.  
On the evening of their departure I lost two valuable horses—the one a well formed small black gelding, with a white spot to one eye occasioned by a blow, and generally a good deal rubbed; the other a bay mare, with one ear cropped. They have no doubt sold the horses or turned them loose, but a discovery of the horses will disclose their course.  
For the apprehension and delivery of the abovementioned slaves to me in Frederick, or for securing them in any jail in Maryland so that I get them again, I will give the sum of two hundred dollars; or fifty dollars for each and every one that may be so secured or delivered.  
They have probably gone to Harrisburg in Pennsylvania, as very many of their acquaintances are now lurking in that neighborhood.  
JOHN GRAHAM.  
Frederick, July 7

**BLACK HISTORY EXHIBIT PROJECT**

**An exhibit about the historical struggles and achievements of Frederick's Black community, created by a group of volunteers from Oakdale High School.**

On view at the C. Burr Artz Library during normal business hours from February 1st - 29th. A special opening event will be held at 2:00 pm on Saturday, February 3rd.

For more information, visit:  
[Facebook.com/BlackHistoryExhibitProject](https://www.facebook.com/BlackHistoryExhibitProject)

**KATE EHRLICH** has been teaching social studies and history for 19 years in Maryland public schools. She was named the Maryland Social Studies Teacher of the Year in 2024.

A flyer advertising our opening event at C. Burr Artz Library

# Start a Mighty Kind Movement



DOWNLOAD YOUR FREE TEACHER TOOLKITS at [ORGAMITES.CA](http://ORGAMITES.CA)

## AD INDEX

National Arts Centre	12-13
Canadian Children's Book Centre	20-21
Canadian Blood Services	27
Riding Through History: The RCMP from Then to Now	28





# RIDING THROUGH HISTORY

## THE RCMP FROM THEN TO NOW

The RCMP has played a significant role in Canadian history for over 150 years, and has contributed to shaping our country into what it is today.

Our new digital resource offers a deeper look into the organization’s past, while encouraging students to consider what it could look like in the future. This resource can also serve as a great starting point for introducing students to the RCMP’s impact on cultures and communities across Canada.



ACCESS IT FOR  
FREE TODAY!

