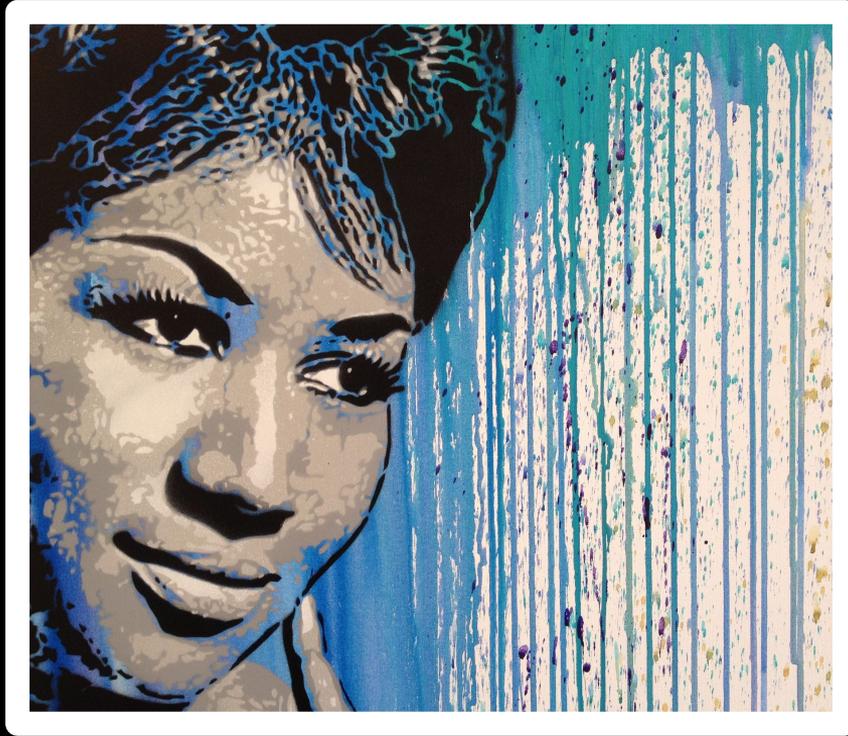


WALK UP SONG



RESPECT

AHS Staff Meeting

♥ Your School ♥ Yourself **LOVE WEEK** ♥ Your Peers ♥ Your Staff

AUBURN SENIOR HIGH SCHOOL

***February 9
2022***

- ***Good Things***
- ***Staff Shout Outs!***
- ***Native American Land Acknowledgement***
- ***College & Career Readiness Share out***
- ***Equity Touch on Black History Month***
- ***WICOR 5 + FOCUSED NOTES PD (combined)***
- ***LAUNCH***
- ***Optional QMLATIV Q & A***

GOOD THINGS & THANK YOUs

HOW

Gratitude

AFFECTS THE HUMAN BODY

Cultivating an attitude of gratitude can do more than make you a happier person. It can make you healthier, too. Studies point to a wide variety of medical benefits to maintaining a positive outlook on life.



Ms. Michelle Dodge



Ms. Elisabeth Ronley

Recognizing the Ancestral Lands of the Muckleshoot People

From: Robin Pratt, Native American Education Coordinator



Ms. Joanne Harrison
Quileute

AHS Resource Teacher



*The Auburn School District exists on Indigenous land. Just as our schools and offices exist along the Green and White Rivers, so too did the Smalkamish, St'kamish, and Skopamish, and other Indigenous people, who lived in places like the large village of Ilaqo, Soos Creek, and Burns Creek. We acknowledge the ancestral homelands of the descendants of those who became the Muckleshoot Indian Tribe, who were original caretakers of this land, keeping balance and beauty for thousands and thousands of years. We are grateful to respectfully live and work as guests on these lands with the descendants and members of the Muckleshoot Indian Tribe, who have called this land home **since time immemorial and forever more.***

This land acknowledgement is one small act in recognizing the importance of continuing to care for the land and acknowledge our important relationship with the Muckleshoot Indian Tribe.

COLLEGE & CAREER READINESS UPDATE



Anna Marshall

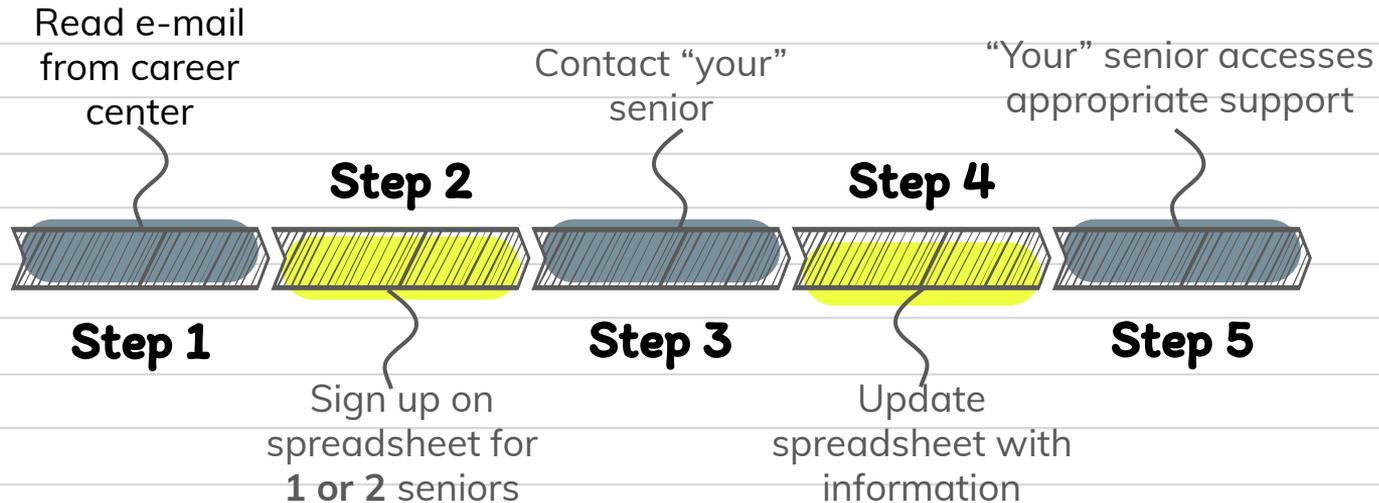
What we know:

Adopt-a-Senior

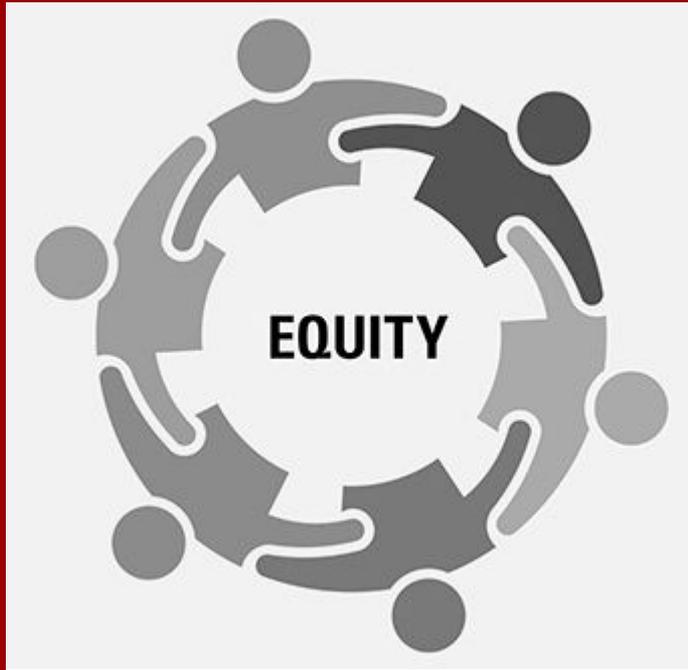
- Everyone is tired of surveys
- Graduation is fast approaching for our seniors: June 18!
- Students have multiple post-secondary options
- 52% of seniors are eligible for College Bound Scholarship if they choose to attend college AND complete a financial aid application

What we can do:

- Check in on 1 or 2 seniors to give them extra encouragement



EQUITY TOUCH



Ms. Jennifer Bennett

“

We need **Joy** as we need air.
We need **Love** as we need water.
We need **each other** as we need
the earth we share.

– *Maya Angelou*

AZ QUOTES



**BLACK
HISTORY
IS NOW**

Dr. Carter Woodson
1875-1950



28:9:4
(Negro in Amer
since the war)

THE NEGRO HISTORY BULLETIN

Published Monthly

Vol. I. No. 1.

WASHINGTON, D. C.

October, 1937

The Thrilling Escape of William and Ellen Craft



ELLEN CRAFT

WILLIAM CRAFT, a smart, polite, courageous young man, and Ellen, a gentle, beautiful young woman, were slaves on the same Georgia plantation. Their master knew they loved each other, so he gave them permission to marry.

One day, William said to his wife, "Ellen, our master has allowed us to marry. But in slavery we can never really be man and wife. We do not belong to each other. We belong to our master. We are his property. He can sell us whenever he wishes. We are happy now, but tomorrow, you may be sold away from me, or I may be sold away from you. Our happiness may end at any moment. There is only one way to avoid this. In some way we must become free."

"I understand you perfectly, William," said Ellen, "but there is no way for us to be free. Why worry about things which you cannot change? You cannot destroy slavery. Those slaves who have tried to strike down their owners have failed. Uprisings which they have planned have been checked at the start. A few slaves have worked hard for years and with their savings have purchased their freedom. Occasionally others have been freed by kind masters whom they have rendered faithful service. A number of fugi-

tives, following the north star and assisted by friends, have reached the land of freedom, but tears come to my eyes when I see that all these ways seem closed to us."
"I have the idea," said William. "It came to me last evening when I was asleep. We shall run away."
"How shall we do it?" asked Ellen.
"I have solved the problem of our freedom," said William. "Here is how we'll do it. You will dress up like our young master in one of his suits. You will have your hair cut like that of a young man. You are fair enough to be taken for white. Ellen, dear, you will look like a young planter elegantly dressed in a cloak and high-heeled boots."

"Freedom is dear," said Ellen, "and we should do everything possible to obtain it; but how can a woman stand such a long and hard journey from Macon, Georgia, to some northern point in New York, Massachusetts or Canada? How can I continue pretending that I am a man when I am questioned at close range or when I am approached as if I were a man?"
"That will be easy," said William. "Muffle your face as if you were suf-

fering from a toothache. This will prevent people from finding out who you are. This will also keep persons from knowing that you haven't a beard."
"That sounds all right for the traveling from place to place," said Ellen. "But what about stopping here and there for food and shelter? There are well-to-do free Negroes in Charleston, Richmond, and Baltimore, but a 'young white master' could not safely stop with them. He would be taken for one of them. Many free colored people are almost white. We shall have to stop with white people or at hotels. How can I register at one when I can neither read nor write?"
"I have thought of that, too," said William. "You will put your right arm in a sling, limp a little with a cane in your left hand, act as if you were injured on the way, pretend that you are a little hard of hearing, keep these green spectacles over your eyes, and show that you must depend upon me, your servant, for everything you want. The clerk will sign the hotel book for you, and will let me stand by to give you close attention."



WILLIAM CRAFT

Ellen agreed to make the dash for freedom. The clothes were brought, the carriage was prepared, and they decided to leave on the following Saturday. This would give the run-aways forty-eight hours to travel before their escape would be known. There was to be a holiday from Saturday evening until Monday when they would be missed for the first time.

Ellen was ready at the appointed time. She looked like the young master. William, full of pluck and natural ability, was a fine, strong man. He was very attentive to his "young master." He was eyes, ears, hands and feet for "him." Ellen had little to say or to do except to attend to the "ailments" which she was supposed to have and to act like a master. She would not accept acquaintance with those attracted to her and would pretend to be deaf while William, the "servant," explained the illness of the "young master." Many instances of the kind occurred, but William was always ready to make an explanation which prevented closer approach with his "master."

"We are now approaching a city," said William. "This is Charleston. I know a little about this place. My master once brought me here as his servant."

(Continued on page 5)



ON THE WAY TO FREEDOM

ASALH: Association for the Study of African American Life and History, still publishes a bulletin today!



Do's for Black History

- **Incorporate black history year-round**, not just in February. Use February to dig deeper into history and make connections with the past.
- **Continue Learning.** Explore how to provide an in-depth and thorough understanding of black history. What textbooks include is limited, so use the textbook as one of many resources, but be sure to explore multiple resources and allow for opportunities to learn along with your students.
- **Reinforce that “black” history is American history.** Make black history relevant to all students. We do ourselves and the next generation a disservice when we do not treat them as both.
- **Connect issues in the past to current issues to make history relevant to students' lives.** Making the subject matter relevant to student's lives drives the point of a lesson home.

Don'ts Black History

- **Stop your “regular” curriculum,** to do a separate lesson on Rosa Parks, on the Civil Rights Act or on Martin Luther King Jr. This trivializes and marginalizes anything you are teaching, making these leaders a token of their culture and ethnicity. Students will get the message that the diversion it is not as important as the “regular” curriculum.
- **Focus on superficial cultural traits based on stereotypes.** It's okay to celebrate black music, but teachers should also explore the political and social contexts that give rise to musical forms like hip hop.
- **Talk about black history in solely “feel-good” language,** or as a thing of the past. This fails to help students examine how racism manifests itself today. Be sure to draw connections between how events or people's actions in the past affect society today.
- **Limit the presentation to lectures or reading.** Be sure to allow students an opportunity for discussion and reflection.

More Don'ts

- **Shy away from controversial, ambiguous, or unresolved issues.** Share the real-life experiences about racial realities in developmentally appropriate ways.
- **Think that you can't talk about black history because you're a white educator.** You do not need to be a person of color to talk about race. But you do need to be comfortable in your own skin, build your knowledge about the topic and be in alliance with educators of color for support and feedback.
- **Don't simply focus on the famous people.** Use Black History Month as an opportunity to highlight the often-unacknowledged contributions that people of color make every day.

Equity Sessions co-facilitated by Tremaine and Jennifer

- Meet every other Thursday
- What happens in equity, stays in equity
- Share resources
- Growth-minded
- Opportunity to build deeper relationships with colleagues
- Opportunity to discuss important topics, dive deeper into school climate
- Clock hours available!
- Thursday's topic: Black Joy and Afrofuturism



READING

Deep Reading Strategies
Note-taking
Graphic Organizers
Summarizing
Vocabulary Building

WRITING

Note-taking
Learning Logs
Quickwrites and Reflections
Writing Process
Peer Evaluation

INQUIRY

Questioning
Levels of Thinking
Cats and Fish
Investigations
Research

THE

WICOR

ORGANIZATION

Binders / Organization Tools
Planners and Agendas
Graphic Organizers
Note-taking System
Project Planning and Goals

COLLABORATION

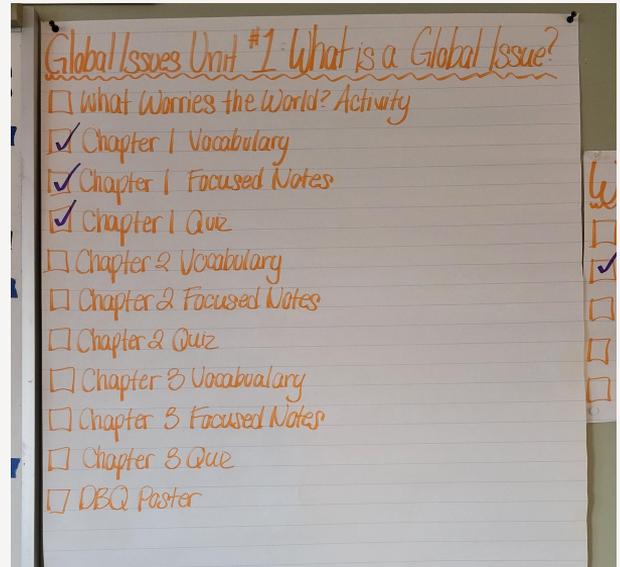
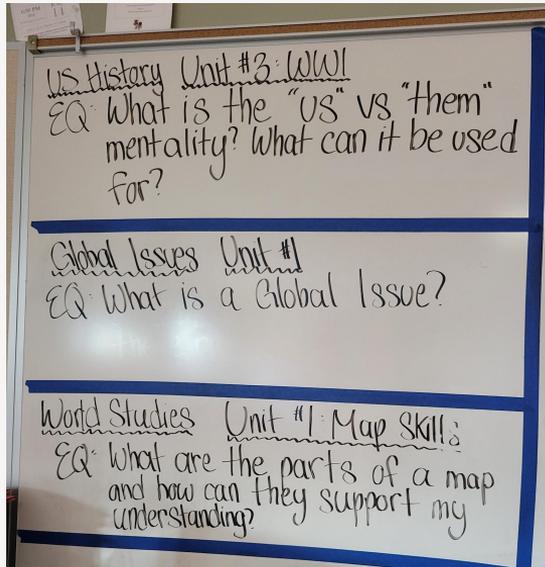
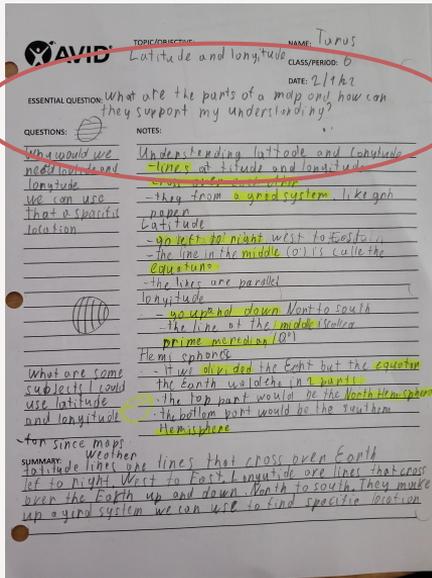
Cats and Fish
Group Activities and Partners
Tutorials
Peer Editing
Class Discussions

5

WICOR Strategy Share

Making and Utilizing Essential Questions

- Can be used for a do now or an exit ticket
- Holding students accountable for their learning
- Supports planning and LT /SC creation
 - Example here

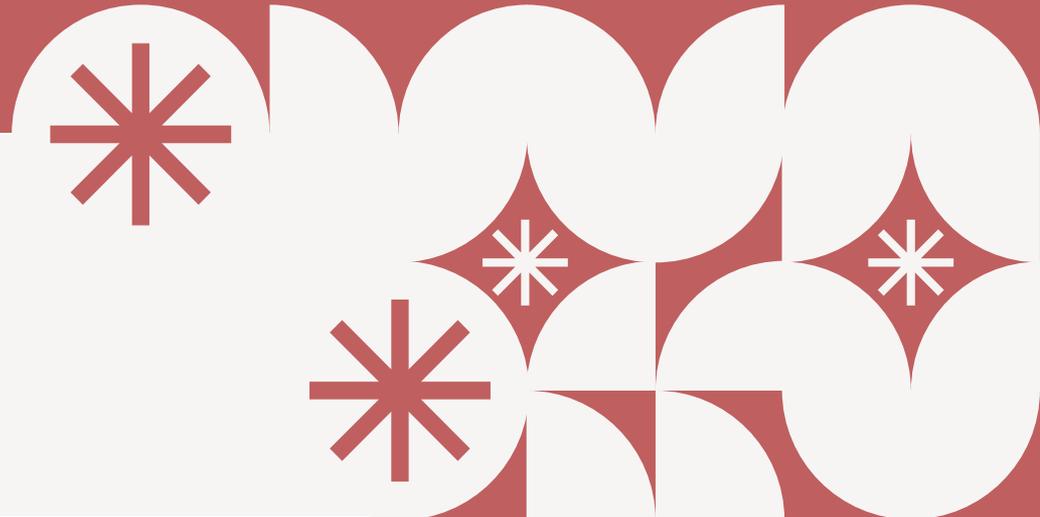




SIP WICOR Booster #4

Using Focused Notes to Encourage Student Talk

Auburn High School Staff Meeting
February 9th, 2022



EQ: How can I utilize focused notes to encourage my students to verbally engage with one another?



Strategy #1: Identifying Key Vocabulary Words

1. **Practice**- the expected procedure or way of doing something; to perform regularly in order to improve or maintain one's proficiency

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2. **Notes**- a record of facts or thoughts which support one's own learning

Strategy #1: Identifying Key Vocabulary Words

1. **Practice**- the expected procedure or way of doing something; to perform regularly in order to improve or maintain one's proficiency
2. **Notes**- a record of facts or thoughts which support one's own learning
3. **Clarify**- to make something easier to understand

Strategy #2: Annotation Key

As you read:

- highlight key words
- underline key phrases and passages
- circle words you're unsure about or would like to know more about



Strategy #3: Give Two, Get Two

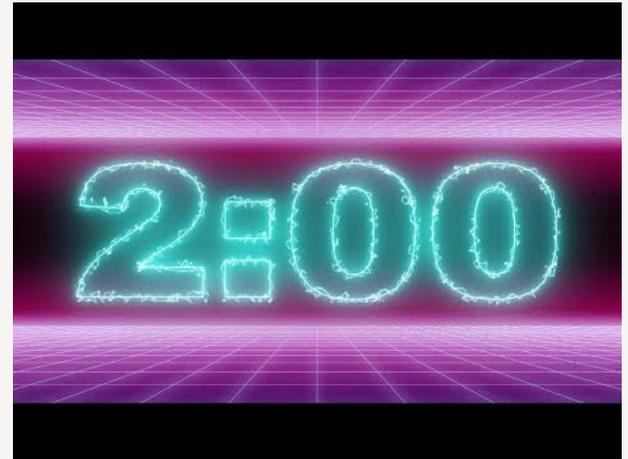
1. Write your name on one side of the each of your index cards
2. Write a reflection, quotation, paraphrase, or insight on each card (a different response for each card)



Strategy #3: Give Two, Get Two

3. Walk around the room. For this round, choose **someone who isn't from your department.**

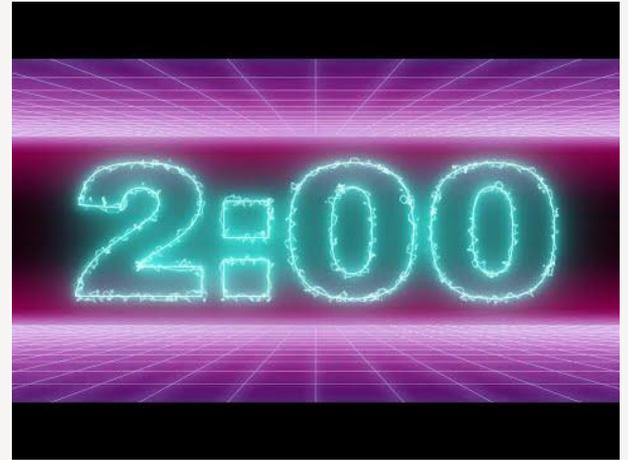
4. One at a time, read your two note cards. Your partner will choose one they want to keep.



Strategy #3: Give Two, Get Two

5. Walk around the room. For this round, choose **someone who you haven't had a chance to talk with recently.**

6. One at a time, read your two note cards. Your partner will choose one they want to keep.



Strategy #4: TPS

1. Write your name on the two new cards you have.
2. Choose 1 to share with your elbow partner. Why did you choose this card for yourself? What did you find interesting about it?
3. Then, switch.
4. Write down their reflections in your notes.



Strategy #5: Table Sort and Share

1. For this activity, you will use everyone's note cards at the table.
2. Take a couple minutes for everyone to read them all.

Strategy #5: Table Sort and Share

3. Your task is to organize these cards in a logical way.

Questions to consider:

- What do these have in common?
- Is there a theme which unites them?
- A common question or wonder?



EQ: How can I utilize focused notes to encourage my students to verbally engage with one another?

1. Key vocabulary Words
2. Annotation Key
3. Give Five, Get Five
4. Think Pair Share
5. Table Sort and Share
6. Reflection Quickwrite





**THANK YOU, SCHOOL
COUNSELORS,
FOR HELPING ALL
STUDENTS SUCCEED**

NATIONAL 
SCHOOL FEBRUARY
7-11, 2022
COUNSELING
WEEK SCHOOL COUNSELING:
BETTER TOGETHER



Boone Borden



Ashley Cho



Michaela Herrera



Jackie Krezelak



Judy Lutton

***AHS NOMINEE for 2022
ASD TEACHER of the YEAR***



MR. JASON CAPPS