2ND ANNUAL
TEACHING BLACK HISTORY
CONFERENCE

400 YEARS AND COUNTING
TEACHING SLAVERY AND ITS AFTERLIFE

July 26 & 27, 2019
Muriel W. Battle High School
Columbia, MO

Ebony Elizabeth Thomas
Associate Professor of Literacy, Culture, and International Education, University of Pennsylvania
TEACHING SLAVERY THROUGH CHILDREN’S LITERATURE

Hasan Kwame Jeffries
Associate Professor of History, Ohio State University
TEACHING HARD HISTORY DURING HARD TIMES

Carter Center for K-12 Black History Education
University of Missouri

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400 Years & Counting: Teaching Slavery and Its Afterlife

2nd Annual Carter Center Teaching Black History Conference

July 26 & 27, 2019
Muriel W. Battle High School
7575 E. St. Charles Road, Columbia, MO 65202

Friday July 26th, 2019

8:00 - 8:30 am Registration

8:30 - 8:50 am Conference Welcome

9:00 am - 4:00 pm Black History Mobile Museum by Khalid el-Hakim (July 26th-27th)

9:00 - 10:20 am

Session 1 (Elementary)

- Speaking Truth to Power: Teaching Black History in Black Power Children’s Books by Lina Richardson, The College of New Jersey, Brianne Pitts, University of Wisconsin Madison, and Daniel Tulino, Rowan University
- Teaching Slavery to Young Learners: Unpacking Hard History without Sugarcoating the Truth by Rachel Johnson, M.Ed. and Dawnavyn James, The Children’s School at Stephens College, Columbia, MO

Session 2 (Secondary)

- Teaching Slavery through American Literature: Lesson Plans for American Literature Teachers grades 6-12 by Jessica A. Piper, Maryville High School, Maryville, MO
- Teaching and learning about African American history and literature by Kiessence Bassett and Molly Pozel, Battle High School, Columbia, MO.
Session 3 (Secondary)

- African American Cultural Humanities (AC) Curriculum by Victoria Shields, Eastern Michigan University
- Black History is American History: How to teach it as such by Jania Hoover, Parish Episcopal School, Dallas, TX

Session 4 (General)

- The Political and Social Consciousness of Hip Hop by Franklin J. Gause, Richland County School District One, South Carolina
- "Histematics: The Merger of African-Centered Historiography and Mathematical Competencies by Akil Parker, City of Philadelphia Schools

10:30 - 11:50 am

Session 5 (Secondary)

- The New Jim Crow: Incarceration, Police & the African American Experience by Ariana Sanders, Lakota East Freshman, Liberty Township, OH
- Resistance 101: A Lesson on Social Justice Activists and Strategies by Deborah Menkart, Teaching for Change, Washington D.C.

Session 6 (Secondary)

- Teaching about Police Violence Using Young Adult Fiction for Middle & High School Students by Antonio J. Castro, Traci Wilson-Kleekamp, Jason Williamson, Sarah Reid, Greg Simmons, University of Missouri, Columbia, MO
- Unconscious Bias: Using the 13th to Teach the Truth of Slavery and Mass Incarceration by Nikia Chaney, California State University, San Bernardino

Session 7 (Secondary)

- A Digital Journey Through African-American History by Ben Gwynne, everfi
- Using the Digital Transatlantic Slave database to teach enslavement by Nafees M. Khan, Clemson University

Session 8 (General)

- “Linking Theory to Practice: Engaging Public History, Museum Education, and Historical Memory” by Lori M. West, University of Illinois at Urbana-Champaign
- Black History Across America by Tammy Gibson, Sankofa Travel Her Black History Traveler & Blogger, Chicago, IL
12:00 - 1:20 - Lunch and networking

1:30 - 2:50 pm

Session 9 (Elementary)

- White Teachers Exploring Racial Injustice at the Elementary Level through Culturally Sustaining Pedagogy by Genevieve Caffrey and Mary Adu-Gyamfi, University of Missouri, Columbia, MO
- Teaching about Black Women artists-activists through picture books for children and youth by Christina King, University of Missouri

Session 10 (Secondary)

- Defending Jefferson’s Legacy: White Supremacy, Presentism, and teaching about racism in predominantly white contexts by Ryan Oto, University of Minnesota and Anita Chikkatur, Carleton College
- Teaching the History of Conflicting Responses to Biblical Consideration of American Slavery by Dan Shepherd, Missouri Western State University

Session 11 (Secondary)

- Teaching about the intersections of Black male/female realities and identities using poetry by Asia Thomas, Georgia State University
- Black Women and Unapologetically Black by Toni Dringman, Olathe East High School and Tina Ellsworth, Olathe Public School

Session 12 (Secondary)

- Teaching the Slave Trade: Immersive Preparation for Teachers by Amy L. Masko, Grand Valley State University, Michigan
- Before U.S. Slavery: Dismantling the blackness-slavery linkage in the American mind by Kristin Kopp, University of Missouri
3:00 - 4:00 pm

**Session 13 (Elementary)**

- Teaching Slavery through Children’s Literature by Ebony Thomas
- This presentation will describe the recent case of the #SlaveryWithASmile children’s picturebooks, *A Fine Dessert* and *A Birthday Cake for George Washington*, which controversially depicted enslaved parents and children as being happy in their circumstances without context or nuance. These and other recent children’s books about slavery will be presented, and responses from reviewers, parents, community members, students, and the editor, author and illustrator will be analyzed. The presentation will conclude with the implications for literacy education, including advocacy for more research into readers’ responses to historical children’s literature during this current era of standardization and educational reform.

**Session 14 (Secondary)**

- "New engagements: Student and teacher experiences with African Diaspora content in a historic AP Capstone Seminar" by Nafees M. Khan, AP Seminar Development Team Member, Clemson University and Kassie Freeman, President and CEO, African Diaspora Consortium
- The purpose of this panel is based on the process of how the first ever Advanced Placement (AP) Capstone Seminar with African Diaspora content was born and offered. This course, among many aspects, broadens how teachers and students view local and world problems and changes their perceptions and views of the African continent. Further, it helps students ask a different set of questions that engages and synthesizes the shared and varied experiences across the Diaspora with resiliency, resistance, cultural practices, and imperialism. Students should leave the AP Seminar thinking and talking about the African Diaspora; have a sense of possibilities for broader global identity; be engaged in and stimulated by the historical and current role of the arts in communication, cultural engagement and community uplift; and recognize the relevancy of the African Diaspora in the digital age.

4:30 - 6:30 pm - Reception and networking
Saturday July 27th, 2019

9:00 - 10:00 am

Session 15 (General)

- “Teaching Hard History during Hard Times” by Hasan Jefferies
  This talk will explore how to teach the history of race and racism in American society accurately and effectively. It will focus on best practices for examining the centrality of slavery to the nation’s founding and slavery’s long-lasting impact on American society. This talk aims to make clear how and why taking an honest look at our nation’s past is not only the key to understanding the persistence of racial inequality today but is also essential to creating a more equitable and democratic tomorrow.

10:20 - 11:40 am

Session 16 (Elementary)

- Uplifting Enslaved Ancestors by Evelyn A. McDowel, Rider University
- Celebrating Black History by Dawnavyn James, The Children’s School at Stephens College, Columbia, MO, University of Missouri-Columbia

Session 17 (Secondary)

- Powerful Voices: The Rhetoric of Sojourner Truth, Maria W. Steward, and Zora Neale Hurston by Angela Green, Jefferson City High School, Jefferson City, MO
- Ralph Ellison’s Brave Words by Daniel P. Tulino, Rowan University, New Jersey

Session 18 (Secondary)

- Teaching about how Africans/African Americans who were enslaved resisted the institution of slavery by Adam Sanchez, Zinn Education Group, Washington D.C.
- Between Plessy and Brown: The Educational Journey of George W. Carver by Edward A. Williamson, Drury University

Session 19 (Secondary)
• Bringing Fire Without a Name – Critical race theory approaches to teaching 20th century Black History in the high school classroom by Duane Moore, Hamilton City Schools, Hamilton, Ohio
• The Intersection of Post Slavery Education in the US and the Development of Becoming a 21st Century Educator by Janice Dawson-Threat, Grade A Plus Incorporated, Columbia, MO

11:50 - 1:00 pm - Lunch and Networking

1:10 - 2:30 pm

Session 20 (Elementary)
• Black History Breakout! by Noreen Naseem Rodríguez, Iowa State University, Amanda E. Vickery, University of North Texas, and Katy Swalwell, Iowa State University
• Teaching about Racial Injustice with Children’s Fiction in Elementary Contexts by Antonio J. Castro, Genevieve Caffrey, Sarah Reid, Traci Wilson-Kleekamp, Mary Adu-Gyamfi, University of Missouri

Session 21 (Secondary)
• Using primary resources to promote engagement, reading literacy, visual literacy, and effective note-taking“ by Terrance Lewis, Aaron Cohn Middle School, Columbus, GA.
• Making Invisible Histories Visible: Using place-based history and geographic inquiry to connect students and teachers to their Community’s African American history by Barry Thomas, Omaha Public Schools and Emily Brush, Omaha Public Schools

Session 22 (Secondary)
• Unlearning Black-White and Montgomery-to-Memphis: Teaching Afro-Latinxs and the Long Civil Rights Movement by Eliana Castro, Michigan State University
• Freedom Schools by Deborah Menkart, Teaching for Change, Washington D.C.

Session 23 (General)
• Using Students’ Personal Genealogies to Increase Interest & Engagement in History by Kweku Demetrius Hobson, Liberate History
• Reflection of my first year teaching Black History by Page Dalton, Burke High School, Omaha Public Schools
2:40 - 4:00 pm

Session 24 (Elementary)

- Teaching Black History in the Afterlives of Slavery Through Children’s Literature by Oona Fontanella-Nothom, University of Missouri and Cynthia Martin, Beulah Ralph Elementary, Columbia, MO
- Children’s Literature in the Afterlife of Slavery: Critical Literacy and Black History Picture Books in K-8 Classrooms by: Brianne Pitts, University of Wisconsin Madison

Session 25 (Secondary)

- Re-envisioning “The Middle Passage” by Brian C. Morrison, The William J. Watkins, Sr. Educational Institute
- Glorifying the Lion, not the Hunter: Reclaiming the Narrative of Africa before the Transatlantic Slave Trade by Lois Hammond, St. John’s Preparatory School, Danvers, MA

Session 26 (Secondary)

- African Culture’s Influence on American Music: From Field Songs to Rap by Toni Dringman, Olathe East High School
- Social Dance: The History of Dance in Black Communities by Nikia Chaney, California State University, San Bernardino

Session 27 (General)

- Teaching #BlackLivesMatter in Historical Context by LaTaSha Levy, University of Washington – Seattle
- Teaching about Black Language through Black History by Mike Metz, University of Missouri

4:10 - 4:30 pm - Closing session
Featured Presenters

Hasan Kwame Jeffries

Dr. Jefferies was born in the Crown Heights section of Brooklyn, New York. After graduating from Midwood High School in 1990, he headed south, enrolling at Morehouse College in Atlanta, Georgia, the nation's leading institution for educating African American men. He then earned a MA in American history in 1997, and a PhD in American history with a specialization in African American history in 2002, both from Duke University. His current book project, entitled Stealing Home: Ebbets Field and Black Working Class Life in Post-Civil Rights New York, explores the struggle of working class African Americans to secure and enjoy their freedom rights. https://twitter.com/ProfJeffries

Ebony Elizabeth Thomas

Ebony Thomas is Associate Professor in the Literacy, Culture, and International Educational Division at the University of Pennsylvania’s Graduate School of Education. A former Detroit Public Schools teacher and National Academy of Education/Spencer Foundation Postdoctoral Fellow, she was a member of the NCTE Cultivating New Voices Among Scholars of Color’s 2008-2010 cohort, served on the NCTE Conference on English Education's Executive Committee from 2013 until 2017, and is the immediate past chair of the NCTE Standing Committee on Research. Currently, she serves as co-editor of Research of the Teaching of English, and her most recent book is The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games (NYU Press, 2019). She is an advisory board member and consultant on Teaching Tolerance's Teaching Hard History project. https://twitter.com/Ebonyteach
Presenters

Mary Adu-Gyamfi

Mary Adu-Gyamfi is a doctoral student specializing in social studies in the Department of Learning, Teaching, and Curriculum at the University of Missouri-Columbia. Before coming to Missouri, Mary taught for varying lengths of time at the second, fourth, fifth, and sixth grade levels and worked with children of all ages outside of the formal education setting. She looks forward to being more involved in teacher education.

Kiessence Bassett

Kiessence Bassett is a senior at Battle High School.

Rhonesha Blache

Rhonesha Blache is a doctoral student at Teachers College at Columbia University. She is also a graduate fellow for the Institute for Urban and Minority Education. [https://twitter.com/MsBlache](https://twitter.com/MsBlache)

Emily Brush

Emily Brush is a project coordinator for Omaha Public Schools.
Genevieve Caffrey

Genevieve Caffrey was an elementary teacher for 12 years and is now a first year PhD student in the Social Studies Education program at University of Missouri-Columbia. Her work examines how elementary teachers and students develop critical consciousness and a sense of empowerment (or disempowerment) to do justice-oriented activism. More specifically, she researches how elementary teachers explore contemporary political issues, particularly when the identities of their students are implicated in the controversies.

Tony Castro

Antonio J. Castro is an associate professor of social studies education in the Department of Learning, Teaching & Curriculum. His research interests center on the preparation of teachers for culturally diverse contexts and urban schools, with specific attention to the teaching of critical multicultural citizenship, democratic teacher education, and teaching practices that foster equity and social justice.

Eliana Castro

Eliana Castro is a third-year doctoral student in the Curriculum, Instruction, and Teacher Education program at Michigan State University. Formerly, she taught high school social studies in Lawrence, Massachusetts. She now teaches elementary social studies methods. Eliana’s current research focuses on integrating Afro-Latinxs into history/social studies curricula in the United States. Her academic interests center theories and practices that sustain Peoples of Color’s literacies, languages, histories, and ways of being or knowing. https://twitter.com/DominiPhD2b

Nikia Chaney

Nikia Chaney is a poet and educator of Humanities and Communications at California State University, San Bernardino. She teaches classes on critical race theory, media, and African American culture. Her interests include linguistic hierarchies, dance, music, and visual art created in African American communities. She is the author of a full-length book of poetry, Us Mouth (2018). She also has essays published in anthologies for urban literature, and social justice. Prior to teaching at University level, she taught high school for 4 years to underserved students. She also served at the Inlandia Literary Laureate from 2016-2018. She can reached at www.nikiachaney.com
Anita Chikkatur

Anita Chikkatur (she/her/hers) is an Associate Professor in the Department of Educational Studies at Carleton College, Northfield, Minnesota. Her research and teaching interests include student and teacher perspectives on race, gender and sexuality and issues of diversity and difference in educational institutions. [https://apps.carleton.edu/profiles/apchikka/](https://apps.carleton.edu/profiles/apchikka/)

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Page Dalton

Page Dalton is a Social Studies teacher at Burke High School in Omaha, Nebraska. As a fifth-year teacher, Page has taught courses in Geography, Economics, Advanced Placement Psychology and most recently, Black History.

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Janice Dawson-Threat

Janice Dawson-Threat is a seasoned leader in community-based education, having earned numerous community grants which have been focused on impacting the educational development of “at-risk” youth to succeed in and out of school. Currently, she serves as the Founder and Executive Director of Grade A Plus Incorporated a community based educational development program focused on creating equity for “at risk” youth by obtaining academic and enrichment support experiences to improve their success in and of school. The programs priority focus is increasing collaborative support between university college students and the community to strengthen students’ skills in STEM based activities and in the arts. She can be reached at GradeAPlusinc@gmail.com or www.gradeaplusinc.com
Toni Dringman

Toni Dringman is currently a teacher of American History and AVID at Olathe East High School in Olathe, KS. She is also piloting a Black American History class for the district this year. Toni holds a Master's of Science in Administration Education and a Master's of Science in Curriculum and Instruction as well as a Bachelor of Arts in Secondary Education from UMKC. When attending UMKC, Toni attended multiple African American studies courses. Her view of history was changed forever and it became her charge to change the way classrooms taught history - bringing in more ethnic and women's voices and different perspectives into the mostly Eurocentric curriculum. You can contact her at tmdringman@olatheschools.org.

Khalid el-Hakim

Khalid el-Hakim is the founder and curator of the Black History 101 Mobile Museum, a collection of over 7,000 original artifacts of Black memorabilia dating from the trans-Atlantic slave trade era to hip-hop culture. Khalid has been called the “Schomburg of the Hip-Hop generation.” He has received national and international attention for his innovative work of exhibiting Black history outside of traditional museum spaces. Black Enterprise named el-Hakim one of the 100 Men of Distinction for 2017. bhistory101@yahoo.com

Tina Ellsworth

Tina M. Ellsworth, Ph.D., currently serves students and teachers as the K12 Social Studies Coordinator for Olathe Public Schools in Olathe, KS. She taught middle school and high school social studies in Missouri while concurrently enrolled in a M.A. in History program where she studied Black American history and Women’s American history. In 2011, she entered her doctoral program at the University of Kansas where she studied Curriculum and Instruction with an emphasis in social studies education. Her research interests include pedagogical content knowledge for history education + culturally relevant pedagogy. She is committed to anti-racist education + racial and social justice. https://twitter.com/DrTinaEllsworth
Oona Fontanella-Nothom

Oona Fontanella-Nothom is an Assistant Professor of Early Childhood Education at California State University, Los Angeles.

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Kassie Freeman

Dr. Kassie Freeman is the President and CEO of the African Diaspora Consortium whose mission is to Engage in cutting-edge research that creates new narratives about the African Diaspora, its historical contributions to the human family, and its contemporary triumphs and challenges. Bring theory and scholarship to practice in ways that create educational success and outcomes for African descendent populations at all levels globally, while broadening all students’ and individuals’ knowledge, promoting and exchanging learning successes across countries. Utilize the Arts (Music, Performing Arts, and Visual Arts) as a vehicle to enhance understanding and connectedness as historical and cultural uplift. Participate as a thought-partner in national and global conversations and shape policies that impact the African Diaspora.

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Franklin Gause

Franklin J. Gause is a Secondary Curriculum Consultant in Richland One School District in Columbia, S.C. Mr. Gause’s areas of interest include the overrepresentation of African American males in Special Education classes and the underrepresentation of African American males in Gifted and Talented classes, the political and social consciousness of Hip Hop culture, and Culturally Relevant Pedagogy in 21st century classrooms.

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Tammy Gibson

Tammy Gibson is a Storyteller and Travel Historian. Tammy earned her B.A. in African American Studies from Chicago State University. She has traveled to Africa and throughout the United States to observe information about the invisible history of African Americans that are erased from history books. Tammy has visited historical landmarks, museums, markers, cemeteries, slave plantations, locating Underground Railroad routes and sleeping in slave cabins. Her mission is to educate the youth about the importance of African American history. https://twitter.com/SankofaTravelHr
Angela Green is an English teacher at Jefferson City High School in Jefferson City, Missouri. She received her BA in English at Lincoln University in Jefferson City, Missouri and her MEd in Educational Leadership and Policy Analysis at the University of Missouri in Columbia. Angela returned to her hometown high school in 2016 to find there was still no course offering the study of African-American literature. She proposed this course and wrote the curriculum for it in the 2017/2018 school year. In its first year, African-American Literature inspired sixty-two juniors and seniors to see themselves in the literature that was read. Students expressed excitement in a course that was “finally” teaching them about their history in this country. In addition to juniors and seniors taking African-American Literature, Angela teaches sophomores in her English II classes where she looks for every opportunity to include culturally diverse material into her curriculum.

Ben Gwynne

Ben Gwynne formerly taught middle school English, but now works as the Director of K-12 Programs for EVERFI, an education technology company which creates digital education resources for schools at no cost. He trains teachers, provides them with support throughout the year, and shares data with school, district and state leaders on the qualitative and quantitative impact of EVERFI’s resources.

Lois Hammond

Lois Hammond is a first-year Middle School Social Studies teacher at St. John’s Preparatory School in Danvers, MA. She holds an MAT in Secondary Education Social Studies from American University in Washington, DC and a BA in Political Science and International Relations from Methodist University in Fayetteville, NC. Lois is a proud daughter of Ghana and is passionate about young people becoming culturally competent and capable of engaging as global citizens, leaders, and agents for change to create a socially just world.
Kweku Demetrius Hobson, a former Principal, is the Founder of Liberate History. Liberate History is designed to provide high quality standards aligned instructional resources of African American History. Public, charter, private, faith based, and home schools that are seeking to teach a more inclusive history of the United States often fall short of facilitating quality units, lessons, and activities that are aligned to the new Common Core State Standards. Liberate History will curate the best resources developed by award winning educators and experts. Our team of content producers will generate interactive learning experiences for students preK-12th grade. We will provide a three-tier membership plan: district, organization, and individual.

Jania Hoover

Dr. Jania Hoover is a social studies teacher and department chair at Parish Episcopal School in Dallas, Texas. Dr. Hoover has redesigned the American history curriculum to focus on themes such as Power, Economic Issues, and Immigration in lieu of teaching history in a strictly chronological format. She’s made a point of incorporating Black History throughout the American history curriculum.

Dawnavyn James

Dawnavyn James graduated from Stephens College with her Bachelor’s of Science in Education. She is currently pursuing a Master of Education in Student Learning and Well Being. She has been teaching elementary students at The Children’s School at Stephens College for four years. She can be reached @missjamesiteach.
Rachel Johnson

Rachel L. Johnson teaches Kindergarten through 5th grade in a multiage classroom at The Children’s School at Stephens College in Columbia, MO. As a seventh-year teacher, she also mentors preservice teachers. She earned her M.Ed. in Curriculum and Instruction from Stephens College and is passionate about the teaching and learning of black history, anti-racist education, and tolerance. Additionally, she has developed Whiteness 101, a class she teaches on white identity, privilege, and supremacy to community groups and churches in Columbia.

Nafees Khan

Nafees M. Khan is an Assistant Professor of Social Foundations at Clemson University. His research interests incorporate the legacies of slavery as related to education and the experiences of African Diaspora communities. He serves on the Executive Committee for Voyages: The Trans-Atlantic Slave Trade Database (www.slavevoyages.org). In addition, he is on the planning and advisory committee of the African Diaspora Consortium (www.adcexchange.org), wherein he is one of the developers of a new Advanced Placement (AP) Seminar course on the African Diaspora with the College Board.

Christina King

Christina King is a doctoral student at the University of Missouri. https://twitter.com/MediaSpeCKing

Kristin Kopp

Kristin Kopp is an associate professor of German Studies and faculty affiliate in Black Studies at the University of Missouri. Together with the historian Jeff Bowersox (University College London), she developed an award-winning course on the history of the Black Diaspora in German-speaking Central Europe (which she teaches each spring at MU), along with the web-based resource blackcentraleurope.com. Jeff and Kristin are currently co-authoring a book on this history and the questions it raises about our understandings of “blackness” in a global context.
La TaSha Levy

Dr. La TaSha Levy is a Black Studies scholar who currently serves as an Assistant Professor in the Department of American Ethnic Studies at the University of Washington – Seattle. Prior to graduate study, TaSha taught Humanities at Maya Angelou Public Charter High School in Washington, D.C. In 2018, she founded a Black history enterprise called Black Star Rising (www.blackstarrising.com) to arm educators, parents, professionals, activists and life-long learners with the tools to sharpen cultural intelligence and debunk racial ignorance. She also serves on the board of directors for the American History Traveling Museum – one of the premier Black history exhibits in the Pacific Northwest. https://twitter.com/tashaspeaks

Terrance Lewis

Terrance Lewis is a social studies teacher at Aaron Cohn Middle School in Columbus, Georgia. Over the course of his career, he has taught government, geography, and Georgia Studies in both high school and in middle school classrooms. Terrance also serves as the student-government sponsor at his school and wrestling official within the community. His research interests include examining the impacts of African American students in Gifted Education and teaching with documentary film. He can be reached at lewis.terrance.j@muscogee.k12.ga.us.

Cynthia Martin

Cynthia Martin is a teacher at Columbia Public Schools.

Amy Masko

Amy L. Masko is a professor of English Education at Grand Valley State University in Grand Rapids, Michigan. She earned her Ph.D. from the University of Denver in Curriculum and Instruction with an emphasis in Urban Education, and her M.Ed. from Lesley University in Curriculum and Instruction with an emphasis in Literacy Education. Her research interests include the intersection of race, poverty, and schooling, Critical Race Theory, and comparative international education, particularly education in Ghana. https://twitter.com/amymasko
Janelle McDowell

Janelle McDowell is a graduate of George Washington University, was an English teacher in Seoul, South Korea. Even in Korea, Janelle was sure to spread her passion for her ancestors and educating others about African-American history. She conducted a series of lectures titled, “The History of Racism” at Sinbanpo Middle School in Seoul, where she taught Korean students about slavery, the myth of race, and the dangers of racism. https://janellemcdowell.com/

Deborah Menkart

Deborah Menkart is the Executive Director for Teaching for Change. https://twitter.com/dmenkart

Mike Metz

Mike Metz is an Assistant Professor of English Education in the Department of Learning, Teaching and Curriculum at the University of Missouri. Mike’s research examines culturally sustaining pedagogies for English classrooms, with a particular focus on the teaching of Critical Language Awareness. https://twitter.com/mikemetz73

Duane Moore

Duane Moore, M.Ed., is a veteran high school social studies teacher of 18 years at his alma mater, Hamilton High School, in Hamilton, OH. He is also an adjunct professor and current Ph.D. student in Educational Leadership at Miami University, Oxford, OH. Duane has spent his career nurturing and enriching an African American History program in his school as it is one of the few offered at a public high school in the state of Ohio. He initiated his school’s AP Psychology course and has taught US Government, US History, World History, Sociology and Economics during his career.
Brian Morrison

Dr. Brian C. Morrison is the Founder and President of the William J. Watkins, Sr. Educational Institute which focuses its work on improving educational outcomes for African American students. He earned a doctorate degree in History from Morgan State University. In his more than 30 years as a public-school educator Dr. Morrison has written African American History curriculum, created and facilitated professional development workshops on various topics in African American History and Culturally Responsive Pedagogy, and has been a classroom social studies teacher and school administrator.

Ryan Oto

Ryan Oto is a Ph.D. student in curriculum and instruction at the University of Minnesota and also a full-time high school social studies teacher at Brooklyn Center Community Schools. Having taught for 10 years, Ryan has experience teaching in suburban public, college-prep private, and urban public schools. He received his BA in history from Carleton College and MA in curriculum and instruction from the University of Minnesota. Ryan’s research focuses on the intersection of racialization, communities, and lived experiences through social studies classrooms. His current work investigates the role that youth play in re-imagining classrooms in emancipatory ways using youth participatory action research.

Brianne Pitts

Brianne R. Pitts, is a doctoral candidate in Curriculum and Instruction at the University of Wisconsin Madison. Brianne’s research interests are embedded within her K-5 Instructional Coaching position in a K-5 school. When not writing her dissertation, Brianne’s research broadly includes predominantly white teachers’ narratives of Black History, Black History picture books, and the intersections of Black History pedagogy and policy. Brianne is a member of the K-12 Black History Consortium through the Carter Center at the University of Missouri, and has presented at the Teaching Black History Conference and the National Association for Multicultural Educators. Brianne, her husband Keith, and their two children; August and Emma, live in Sun Prairie Wisconsin. You can reach Brianne at: bpitts2@wisc.edu
Noreen Naseem Rodríguez

Noreen Naseem Rodríguez is an assistant professor of elementary social studies in the School of Education at Iowa State University. She works with teachers, school districts, and community organizations to develop culturally relevant and culturally sustaining social studies curriculum and to critically engage with diverse children's literature. Her research focuses on Asian American and Latinx pre- and in-service teachers and preparing future elementary teachers to foster more inclusive renditions of U.S. history and citizenship. [https://twitter.com/NaseemRdz](https://twitter.com/NaseemRdz)

Akil Parker

Akil Parker is an adjunct professor in the education department at LaSalle University. He teaches courses in K-8 Math Methods and Algebra Skills while supervising student teachers as well. He recently retired as a math teacher from the School District of Philadelphia where he taught for three years after having taught in public charter schools for the ten years prior. While teaching at one of the charter schools he developed and taught a course entitled “African-Americans in Philadelphia” which was a localized history survey course. He owns and operates All This Math, LLC, a private math tutoring and math educational consulting business.

Jessica Piper

Jessica Piper is a full-time high school English teacher at Maryville High School in Maryville, Missouri. Having taught for 14 years, Jessica currently teaches American Literature to 11th grade Honors students. Jessica frequently studies with the National Endowment for the Humanities and has studied Slavery in the Colonial North with scholars in New York City and Slavery under the Constitution in with scholars local to Atlanta, GA and Charleston, SC. She has developed a Language Arts curriculum to incorporate the teaching of slavery into American Literature. You may contact her at [piper@maryviller2.com](mailto:piper@maryviller2.com).

Molly Pozel

Molly Pozel is an English Teacher at Battle High School in Columbia, MO. She teaches an African American Literature class. [https://twitter.com/MollyPuzzle](https://twitter.com/MollyPuzzle)
Lina Richardson

Lina Richardson is an Assistant Professor of Urban Education in the Department of Elementary and Early Childhood Education at The College of New Jersey (TCNJ) in Ewing, New Jersey. Dr. Richardson’s research and scholarship are driven by her passion for educational equity and access. Her interests include the teaching and learning of African American history, urban school reform, anti-racist education, and culturally responsive teaching practices. She can be reached at richarli@tcnj.edu.

Sara Reid

Sara Reid is a Doctoral student at the University of Missouri.

Adam Sanchez

Adam Sanchez (asanchez@zinnedproject.org) teaches at Harvest Collegiate High School in New York City. He is an editor of Rethinking Schools magazine and a Zinn Education Project teacher leader with a focus on the Teach Reconstruction campaign. In 2019, Rethinking Schools published his book, Teaching a People’s History of Abolition and the Civil War. https://twitter.com/ZinnEdProject

Ariana Sanders

Ariana Sanders is a high school social studies teacher from Cincinnati, OH. She is a proud buckeye fan and Ohio State graduate and also completed her Master’s in Education at Xavier University in 2016. She has taught AP European History, Government, Economics, and World Studies as the junior high level. She finished out the 2018-2019 school year taking a special assignment as an Innovation Specialist. She guided a 9th grade building through the deployment of 650 student chromebooks, as the school district went 1:1. Her innovation role also focused on teacher coaching in both digital tools and how to better personalize the learning experience for each student now that they have a school issued device. She is also a Google Certified Educator.
Dan Shepherd

Dan Shepherd, Ed.D., is an Associate Professor within the Department of Teacher Education at Missouri Western State University. The teacher preparation programs within this department currently serve approximately 500 graduate and undergraduate students. Prior to moving to the university, Dr. Shepherd served for 10 years as a public high school English teacher and for another 10 years as a public school administrator, both at the building and district levels. He can be reached at dshepherd@missouriwestern.edu.

Victoria Shields

Victoria Shields is a doctoral student in the Eastern Michigan University Urban Education Program focusing on curriculum development and programming. She conducts teacher trainings at state and national conferences focusing on assisting educators write lesson plans in Social Studies, Literature and Humanities courses. Her specialty is integrating music, dance, and literature along with pieces from the Detroit Institute of Art. She has developed a year-long Honors curriculum, “African American Cultural Humanities (AC)” with the vision of implementing it in districts looking to improve academic achievement and cultural awareness. She is also available for lively and informative storytelling for kids and adults.

Katy Swalwell

Katy Swalwell and I am an Associate Professor in the School of Education at Iowa State University. My work has appeared in Rethinking Schools, Teaching Tolerance, Curriculum Inquiry, Democratic Education, Education Policy, Journal of Social Studies Research, and several edited volumes. As a consultant, I have developed workshops for practicing teachers, facilitated professional development for school leaders, and conducted school equity audits. I also produce resources for teachers including the "Amazing Iowa" series of children’s books, traveling exhibits, and supplemental curriculum for teachers.

Asia Thomas

Asia Thomas currently teaches 8th grade English/Language Arts in Atlanta, Georgia and first year PhD student in Teaching and Teacher Education at Georgia State University. Her research interests, positioned in critical race theory, focus on the current and historical experiences/narratives of Black female teachers in K-12 education and teacher education. Asia also seeks to expand the scholarship on the
intersection of race, gender, and imposter syndrome/phenomenon. Her research expands to her teaching practices as an anti-racist humanities teacher and curriculum writer.

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**Barry Thomas**

Barry Thomas is the Director of Equity and Diversity for Omaha Public Schools in Nebraska. He has also served in prior roles as Supervisor of Social Studies and a teacher at both Omaha North High School and McMillan Magnet Center. Barry obtained his social science education degree from Wayne State College and two master’s degrees in Educational Leadership and Curriculum and Instruction from Doane College. [https://twitter.com/barryethomas](https://twitter.com/barryethomas)

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**Dan Tulino**

Dan Tulino is an Instructor, Professor-in-Residence, Clinical Supervisor, and social justice advocate. His research focuses on illuminating inequities in English Language Arts curricula, as well as seeking to improve K-12 Black History education. He works to eliminate symbolic violence against students of color in English Language Arts classrooms. [https://twitter.com/downbywords](https://twitter.com/downbywords)

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**Amanda Vickery**

Amanda E. Vickery is an Assistant Professor of Social Studies Education/Race in Education at the University of North Texas. She teaches undergraduate and graduate courses in elementary social studies methods. Her research focuses on how Black women teachers utilize experiential and community knowledge to reconceptualize the construct of citizenship. [https://twitter.com/DrMandaLizVick](https://twitter.com/DrMandaLizVick)

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**Lori West**

Lori M. West is a former high school teacher and TRIO Ronald E. McNair Scholars Program counselor. She currently advises undergraduate students in the College of Engineering at the University of Illinois at Urbana-Champaign. Pursuing a Ph.D. in Education Policy, Organization and Leadership, her research explores the history of African American museums, educators, and leaders, including African diasporic legacies in the Caribbean and Americas.
Edward Williamson
Edward A. Williamson is an Associate Professor of Education and Child Development at Drury University in Springfield, MO. He developed and currently teaches the Diversity and Social Justice in Education course at both the graduate and undergraduate levels. His research interests center on civil rights and diversity issues, especially as they pertain to pre-service and beginning teachers. He can be reached at ewilliamson@drury.edu

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