



2024 D.C. Area Black Lives Matter at School Curriculum Fair

December 18, 2023

[REGISTER](#) | [FEATURED SPEAKERS](#) | [WORKSHOPS](#)



On Saturday, January 20, 2024, D.C. Area Educators for Social Justice will host a virtual curriculum fair featuring [keynote speaker Enid Lee](#) and workshops set to uplift the [national demands based in the Black Lives Matter guiding principles](#) that focus on improving the school experience for Black students.

Educators around the country are invited to virtually connect, collaborate, and prepare for the 2024 [National Black Lives Matter at School Week of Action](#)



Stay tuned for more updates! Read about the [2022](#) and [2023](#) curriculum fairs.

REGISTER TODAY!

2024 D.C. Area Black Lives Matter at School Curriculum Fair

Add promo code

General Admission
\$10.00

0

No thanks, I'd just like to donate

 Powered by Givebutter

FEATURED SPEAKERS

KEYNOTE — DR. ENID LEE



anti-racist professional development specialist, writer, and community builder. She consults internationally on equitable education with particular emphasis on race, language and culture and their roles in education. She began her joyful journey as a teacher on the Caribbean Island of Antigua five decades ago.



Over the years, Lee has consulted and collaborated with practitioners, policy-makers, and parent activists in educational, cultural, arts, and community organizations across Canada and the United States. Some of these have included the former North York Board of Education where she served as the first Supervisor of Race and Ethnic Relations in Toronto, Canada, California State University, Long Beach, as researcher at the Center of Language Minority Education and Research; Visiting Scholar at the New Teacher Center, Santa Cruz, California, school districts and county offices of education from Nova Scotia to New York; from Winnipeg, Manitoba to Washington, D.C., and cultural organizations such as



American History and Culture.

Enid is the author, co/author, or editor of numerous publications. Among those are *Letters Marcia: A Teachers' Guide to Anti-Racist Education*; *Beyond Heroes and Holiday: A Practical Guide to K-12, Anti-Racist, Multicultural Education and Staff Development*; *Opening Up! Our Access Plan for Linguistic, Cultural and Racial Diversity*; "Anti-Racist Teaching" in the *Encyclopedia of Diversity in Education*; and *Checking and Changing My Systems for Equity*.

She holds an Interdisciplinary Master of Arts in Sociolinguistics and Caribbean Literature from York University. She has been the recipient of several awards including an Honorary Doctor of Law from Queen's University, Canada for her path-breaking work in anti-racist education and community building among Black communities and immigrant parents.

Enid is a Virtual Scholar with [Teaching for Change](#) in Washington, DC and in real time, lives in Santa Cruz, California and Toronto, Canada. In spare moments, she enjoys sitting outdoors and reading books for children of all ages.



BLACK LIVES MATTER AT SCHOOL — SAM CARWYN

Sam has focused on youth, families, reproductive justice, and supporting survivors of violence. As an educator, she guides participants in recognizing default thinking, notions of normal, and our roles in coercive systems. She's passionate about inclusive, comprehensive sexual health education and racial equity in schools. She earned a Bachelor's in Child, Youth, and Family Studies, has an MA in Teaching, and, in May, completed coursework for an MDiv with a concentration in Social Transformation. As an advocate, she works within systems to reform our society, highlighting overlapping injustices and identifying those disproportionately impacted. Sam's activism involves supporting others to cultivate personal growth, creating art to show inequities, storytelling to do transformative resistance work, and bringing forward others' voices. She is devoted to collaboratively creating accessible, inclusive, and uplifting environments. She ultimately wants a





gets us closer to an equitable future.

WORKSHOPS

- **Black Women’s History in Five Minutes or Less: Celebrating Hidden Stories You May Not Know**
- **From Inspiration to Action: Making a Plan for Monday**
- ***I Saw Death Coming:* Reconstruction and the War on Black Freedom**
- **Leveraging the Photo Essay for Abolitionist Literacy Instruction**
- **Listen to Black Women: DMV Area Black Women Educators Planning and Dreaming for Liberation**
- **The Lives & Labor of Black Women During Reconstruction**
- **Mary Church Terrell’s “Lift As We Climb”: Black Activism in the Nation’s Capital**



HIDDEN STORIES YOU MAY NOT KNOW

Principles: Queer Affirming; Trans Affirming; Intergenerational; Unapologetically Black; Black Women

This session will introduce educators to the Smithsonian American Women's History Initiative's digital series, "Women Changemakers You May Not Know" and additional resources celebrating Black intersectional histories. Session participants will learn about women in 19th and 20th century history who organized their communities to make change. Participants will gain strategies for incorporating these dynamic stories into their classroom. **Recommended for upper elementary, middle school, and high school. Subjects: English Language Arts; History; Arts Education**

PRESENTER BIO

Ashleigh D. Coren (she/her/hers) is the Head of Education for the American Women's History Initiative, Smithsonian American Women's History Museum. She was a collaborator on the "Women Changemakers You May Not Know" animation series, which was recognized with a Bronze Muse Award from the American Alliance of Museums.



FROM INSPIRATION TO ACTION: MAKING A PLAN FOR MONDAY

Principles: Restorative Justice, Empathy, Loving Engagement, Diversity, Collective Value

How do we take all of these incredible, inspiring ideas and turn them into a week of action at our school? What's the first step in planning and what can I do on Monday? This session is geared towards school-based educators and leaders who have some ideas (or tons of ideas!) and want to learn more about how to put their vision into practice during the Week of Action and all year long. Julia and Azureé will share their own experiences organizing, collaborating, and coordinating with teachers and school leaders in their elementary school — including tips, tricks, and mistakes you can learn from. Participants will connect, collaborate, and engage in the first steps of a planning process to bring the Black Lives Matter Week of Action and Year of Purpose to their school in a collaborative, cross-disciplinary way. Join us, in community, to make your plan to grow as a BLM changemaker at your school! **Recommended for early**



PRESENTER BIO

Julia Tomasko (she/her/hers) is an educator and school leader with 15 years of experience in progressive public charter, traditional public, and independent schools. She currently teaches Fourth Grade at Georgetown Day School, where she also serves as a co-lead of A.W.A.R.E. (Alliance of White Anti-Racist Educators) and the Community Engagement & Experiential Learning Liaison for PreK, 3rd, and 4th grades. Previously, Julia has taught 1st-5th grades at Two Rivers Public Charter School (Washington, D.C.) and The Ethical Community Charter School (Jersey City, NJ), as well as serving as a principal intern at Mather Elementary (Boston, MA). She has a BA from Middlebury College, where she studied psychology and elementary education, and an EdM from the Harvard Graduate School of Education, where she studied School Leadership. Julia has been a member of the DCAESJ elementary working group since Fall 2022.



ON BLACK FREEDOM

Principles: Queer Affirming, Collective Value, Intergenerational, Black Families, Black Villages, Unapologetically Black, Black Women

As quiet as it's kept, the transition from slavery to freedom was costly for African Americans We learn a lot about the accomplishments of African Americans after emancipation through their testimonies. We also learn that their achievements and gains were not met with the promise of life, liberty, and the pursuit of happiness. This lesson, particularly the jigsaw activity, seeks to help students attempt to tally the incalculable costs of the war on Black freedom. By closely reading, studying, and discussing the testimonies of African Americans who appeared before the U.S. Congress during the Klan trials, students learn about the violence and terror inflicted upon African American people across gender, age, and ability; how they survived; and how the nation missed an opportunity to build a new identity as a multiracial democracy for all its citizens.

Recommended for middle school and high school. *Subjects: English Language Arts; History*

PRESENTER BIO



American Studies at the University of Maryland, College Park where she is studying Black radicalisms and Black liberatory and self-determination rhetoric. Rucker was a 2023 summer Tenant Organizing Fellow with DC Jobs with Justice and a 2022-2023 Prentiss Charney Fellow. Prior to Rucker's graduate work, she was a high school teacher at EL Haynes (Petworth, NW D.C.), teaching courses centering African American history and culture. Jessica was the MC for the 2023 D.C. Teach Truth Day of Action; co-MC for the D.C. 2022 Teach Truth Day of Action; has hosted several Zinn Education Project Teach the Black Freedom Struggle online classes on SNCC, the history of Juneteenth, and the Civil Rights Movement before the Civil War; and was a participant in the 2018 National Endowment for the Humanities Summer Teacher Institute at Duke University where she learned the "bottom-up history" of the Civil Rights Movement by a team of movement veterans, community leaders, and scholars. Rucker has also served as a volunteer docent at both the National Museum of African American History and Culture and the National Museum of American History. She holds a B.A. in Sociology, with a concentration in Social



University, and still resides in her home city, the U.S. colony of Washington, D.C., with her partner.

LEVERAGING THE PHOTO ESSAY FOR ABOLITIONIST LITERACY INSTRUCTION

Principles: Restorative Justice, Collective Value, Intergenerational, Unapologetically Black

How can visual art be used for social change? Using both Gholdy Muhammad's Cultivating Genius literacy framework and Alex Venet's Trauma-Informed Equity-Centered Education as frames, explore arts integration with a dive deep into photography by seminal Black artists, including LaToya Ruby Frazier, Carrie Mae Weems, Devin Allen, and Gordon Parks. Participants will discuss and interpret works of art and draft mini lessons that align with literacy standards.

Recommended for middle school and high school. *Subjects: English Language Arts; History; Arts Education*

PRESENTER BIO



equitable practices premised on restorative justice and student wholeness. He works alongside students, teachers, and school leadership to foster authentic education, redress the inequities of traditional schooling, and cultivate a learning community grounded in equity, justice, curiosity, and joy. He transforms schoolwide climate and instruction through innovative, systemic, and data-driven interventions. He has taught High School ELA in Baltimore City Public Schools and now works as an Equity and Student Wholeness Coach at Roland Park Elementary Middle School.

LISTEN TO BLACK WOMEN: DMV AREA BLACK WOMEN EDUCATORS PLANNING AND DREAMING FOR LIBERATION

Featured Principle and Demand: Black Women; Hire and Retain Black Teachers

Uplift the Black Women guiding principle with us in this part-panel/part dreaming style workshop! We'll learn with and from four Black women educators who serve elementary through high school students as classroom teachers, curriculum



outstanding work for Black Lives Matter at School that has been profiled on a national scale in *NPR* and *In These Times*. Participants will also have time to dream with them and draft lessons and activities for this year's Week of Action and beyond! **Recommended for all ages. Subjects: All**

PRESENTER BIO

Dr. Tamyka Morant Ph.D. (she/her) has over 22 years of experience as a PK-8 educator serving as a teacher, researcher, instructional coach, instructional leadership coach, assistant principal, and adjunct professor in Washington, D.C., and Baltimore. She grounds her teaching and learning in Black feminism, Black feminist pedagogy, and justice praxis/ liberatory education. She is particularly interested in the identity and agency development of Black and Latinx/e students and the activism of educators, students, families, and community members organizing for educational equity and justice. She currently serves as the assistant principal of Bruce-Monroe at Park View, a public dual language elementary school in Washington, D.C.



writer currently living in Washington, D.C. A graduate of Howard University, she majored in History and Africana Studies with a professional minor in Urban Secondary Education. She has a passion for history education, as well as the holistic development of young people, which has led her to work with youth in various cities. Her deep-rooted belief in service to the people, culturally sustaining teaching, and passion for justice has translated into a life and career dedicated to engaging the African Diaspora through education. Alford believes that education should be a tool for liberation and is an active member of D.C. Area Educators for Social Justice, a project of Teaching for Change. She is also a lifetime member of the National Council of Negro Women and an initiated member of the Sankofa Emma African Women's Society. She has participated in National Endowment for the Humanities cohorts, curriculum for the National Women's History Museum, and developed content for the Smithsonian National Museum of African American History and Culture.

Vanessa Williams (she/her) is a student and practitioner of all things critical pedagogy, with a special appreciation for



from Davidson College, as well as her M.S. Ed in Education, Culture, and Society from the University of Pennsylvania Graduate School of Education. Williams taught secondary ELA and social studies for six years before joining the Teaching for Change team, where she now enjoys teaching and learning with a community of educators in the DMV. She serves on the D.C. History Conference planning committee and has been featured on panels for the Mid-Atlantic Equity Consortium. She's also been a guest on the EmpowerEd *Educator Wellness Revolution* and *Anti-Racist Table* podcasts, and her writing is published in *Rethinking Schools* and *Education Post*.

THE LIVES & LABOR OF BLACK WOMEN DURING RECONSTRUCTION

Featured Principle: Black Women

As the ZEP report on Reconstruction demonstrates, false and racist narratives of Reconstruction that obscure the agency of freed people abound. Even historiographic works that center freed people's effort to seize freedom, such as those written by W.E. B. Du Bois and Eric



engage with secondary sources to experience how to teach historiography to unmask the power and political agendas embedded in dominant narratives and how the scholarship of Black women such as Drs. Hunter and Williams work to undo the silencing of freed women and bring attention to the ways they asserted agency during Reconstruction. **Recommended for middle school, high school, and adult education. Subjects: History**

PRESENTER BIO

Tif Ani is a secondary social studies educator and curriculum developer who is currently a doctoral student at Penn's Graduate School of Education. They served as a co-facilitator of the D.C. Area Educators for Social Justice secondary work group for the 2021-2022 school year. Their research interests center on teaching students the honest and inclusive histories they need to work towards collective liberation.

MARY CHURCH TERRELL'S "LIFT AS WE CLIMB": BLACK ACTIVISM IN THE NATION'S CAPITAL



Women; Mandate Black history and ethnic studies

During this workshop, participants will delve into the life and legacy of Mary Church Terrell, a trailblazing American activist whose tireless effort shaped the fight for racial equality and women's rights. Born to former slaves in Memphis Tennessee, Terrell dedicated her life to racial uplift. As a prominent activist in the DMV area, Terrell's profound words "lifting as we climb" resonated deeply with many Black people and became the guiding motto of the National Association of Colored Women (NACW). In this engaging session, participants will embark on a journey to uncover some of Terrell's remarkable life and the profound significance of her activist rhetoric. During the workshop, we will complete an interactive analysis of one of Terrell's influential speeches about D.C., offering participants an opportunity to explore her rhetoric and use of literary devices. Concluding this enlightening exploration, we will unveil a rich array of archives, books, videos, and resources available on Mary Church Terrell. This curated collection aims to equip students, educators, and activists with valuable materials to integrate



legacy to their students. **Recommended for high school. Subjects: English Language Arts, History, Other**

PRESENTER BIO

Alisa Hardy (she/her/hers) is a 3rd year PhD candidate in the Department of Communication at the University of Maryland. Her research works at the intersections of racial rhetorical criticism, digital media, and cultural studies with a focus on African American rhetoric. She works simultaneously with archival material, digitized artifacts, and born-digital social media data.



NEXT

4th Graders Challenge Book Bans and Scholastic



Stay in Touch



Copyright 2021 [Teaching for Change](#). All rights reserved. [Privacy Notice](#). [Site Search](#).

