

REQUEST FOR WORKSHOP PROPOSALS

For the 8th Annual Northwest Conference on Teaching for Social Justice

“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 17, 2015

Chief Sealth High School, 2600 SW Thistle St, Seattle, WA 98126

Hosted by: Portland Area Rethinking Schools, Puget Sound Rethinking Schools,
Seattle Area Social Equality Educators, Portland Area Social Equality Educators,
Oregon Writing Project at Lewis & Clark College, and
Rethinking Schools magazine

For more information about the conference, visit www.nwtsj.org

We are looking for teachers, teacher educators, and community activists to present curriculum, information, and resources at our 2015 conference. The workshops will last 1½ hours. Successful workshops will:

- **Express a social justice perspective**
- **Be hands on and practical**
- **Give participants a chance to talk to one another**



We are looking for workshops that balance content and process, where participants can learn something new and have a chance to discuss and reflect upon their own experiences and practices.

These areas have been under-represented at the conference in past years. We welcome and encourage proposals that cover any of the following:

- Special Education
- English Language Learners
- Elementary
- Science
- Adult Education
- Early Childhood

Some workshops offered at previous conferences were:

Chinese Laborers in the Pacific Northwest; Gentrification: Teaching About Race and Dispossession; Hidden Agender; More Than a Score; Indigenous Peoples Confront the Climate Crisis; My Baby Rides the Short Bus; The Other Internment; Queering Elementary Education; Race, Place and Food; Slam Poetry: An Avenue for Cross-cultural Collaboration; Surviving School Reform; Talking About Skin Color with Children; Where Did All the Buffalo Go?

Please submit your proposal online by Wednesday, July 1, 2015

Please visit nwtsj.org/workshop-proposal-applications/ to submit your proposal. Once you click through to the form, simply enter the required information and upload your workshop overview.

Email questions to: rfp@nwtsj.org

Workshop Overview

Presenter(s):

Presentation title (as you wish it to appear in the program):

Description (brief description to be used in the program, no more than 75 words):

Workshop Overview: Please describe **in detail** your 90-minute lesson plan, including **timeline and activities**. Please look at our sample as a model.

Sample Workshop Overview

Presentation title (as you wish it to appear in the program):

Testimony for Tuskegee Syphilis Study

Description (brief description to be used in the program, no more than 75 words):

Testimony for the Tuskegee Syphilis Study is a lesson plan that explores an often-ignored piece of medical history. Designed as an introductory lesson in a cell, epidemiology, or bioethics unit, this lesson is also an example of how to incorporate social justice and writing into science.

Workshop Overview:

Participants will walk through an introductory lesson on the Tuskegee Syphilis Study, a forty-year study performed on African American men without informed consent. The purpose was to observe how untreated syphilis affected the body, and it continued long after penicillin was widely available. This study is one of the grossest violations of human rights in the US during the twentieth century, and yet it is often ignored in both science and social studies curricula. Participants will take part in a tea party designed to gain key information about the study, read short articles about the study and the disease, and write a testimony from the perspective of a character from the tea party.

Section	Description	Time (min.)
Warm-up	Have warm-up written on board. Participants will write in journals for 3-5 minutes; have a few volunteers offer their responses: <i>Who controls your health? Your healthcare? List the ways in which you control your health and healthcare, and list the ways in which someone else controls your healthcare. Identify who is in control when you are not.</i> Example: <u>Ways I am in control of my health</u> Went jogging yesterday <u>Ways I am not in control</u> Air quality, water pollution	3-5
Tea Party	Hand out character descriptions. Instruct participants to mingle and find people who can answer the questions on the Tea Party Questionnaire	20
Article	Read New York Times article "All in the Name of Science" from <i>The New York Times</i> (July 30, 1972) by Jane E. Brody and CDC fact sheet on Syphilis. Participants take notes in margins as we read.	15-20
Timeline	Have participants each take a sticky note/half sheet of paper, and write an entry for the Tuskegee Syphilis Study timeline. Share with partner before putting on board.	10
Testimony Writing	<ul style="list-style-type: none"> ○ Have participants pick a character to write the testimony from- participants can write the testimony from the point of view of their character or one that struck them during the tea party (have extra copies of character descriptions). ○ Pass out criteria sheet and information organizer. Give participants 10 minutes or so to fill in the organizer with their partner. ○ When done with organizer, write the testimony. ○ Highlight criteria from sheet ○ Pair-share and/or read around of best example of meeting a criteria point. 	35

