

16TH ANNUAL NORTHWEST TEACHING FOR SOCIAL JUSTICE CONFERENCE

REQUEST FOR PROPOSALS

SATURDAY, OCTOBER 21, 2023

AT PARKROSE HIGH SCHOOL, PORTLAND, OR

“Rethinking Our Classrooms, Organizing for Better Schools”

For the 2023 in-person conference **we seek proposals for 90-minute interactive workshops** that explore a social justice issue or lesson through hands on, participatory activities.

What curriculum and strategies have you developed to engage students to build their content skills and their social justice lens? What policies and structures are you and your colleagues working to overturn? What new policies and structures are you advocating for? What questions of practice are you and your colleagues grappling with?



This year's conference schedule:

9:00am	Opening keynote: Charles E. “Charlie” Cobb Jr.
10:30am	Workshop session 1
12:00pm	Lunch
1:00pm	Workshop session 2
2:45pm	Closing keynote: Renée Watson
3:30pm	Affinity group debrief (optional)

We encourage social justice educators, especially BIPOC, Queer, and other marginalized educators to submit. If you have an idea for a session that aligns with NWTSSJ's goals and aren't sure if it fits into the 90-minute workshop format, please contact us at rfp@nwtsj.org.

To submit a workshop proposal, please fill out the workshop overview (see two examples below) and then submit it using the workshop submission form. The proposal deadline is July 1, 2023. Questions? See nwtsj.org or email rfp@nwtsj.org.

Guiding Questions

As you write up your workshop overview, please consider the following questions:

- Is the workshop explicit about connections between ideas/theory and specific practices/classroom activities?
- Are the title and workshop description as clear and accurate as possible?
- Is the majority of the time used for participants to work with, experience, and discuss the content?
- Who is the intended audience? How will you adapt the content for preservice teachers, various grade levels, etc.?

Workshop Selection Criteria

Workshops are reviewed by NWT SJ organizing committee members twice, with final program decisions made at a meeting in late July. We work to balance the program across categories/areas and teaching settings. We discuss and evaluate each proposal using the following criteria:

- **Expresses social and racial justice perspective.** NWT SJ workshops align with NWT SJ core values and demonstrate strategies and content that promote equity and racial justice in the classroom, school, community, and world.
- **Participatory, engaging.** NWT SJ workshops offer the opportunity for participants to talk to one another and build social justice networks to share knowledge and resources.
- **Practical, hands-on.** Grassroots efforts are encouraged in schools and communities to enhance the learning and well-being of our children, and to build broad democratic movements for social and environmental justice.

Sample Workshop Overview

Big ideas explicit in title.

Title: The Tulsa Race Massacre: Raising Voices Excluded by History

Clear, succinct description gives overview of big idea, specific

Description (no more than 75 words):

To understand contemporary patterns of wealth and poverty, privilege and marginalization, as well as current protests over police brutality, students need to examine the past. In this workshop, participants will examine a historical event through eyewitness accounts to revisit the history of the 1921 Tulsa Race Massacre. Christensen will demonstrate how she breaks apart “exclusions” in history while also constructing literacy practices including persuasive essays and building a framework for critical literacy that helps students navigate an increasingly unequal world.

Primary facilitator and email: Linda Christensen xxx@mail.edu

Names strategies.

Brief facilitator bio (1 sentence):

Linda Christensen is the director of the Oregon Writing Project at Lewis & Clark College, an editor of *Rethinking Schools*, and author of *Reading, Writing, Rising Up* and *Teaching for Joy and Justice*.

Are any facilitators practicing K-12 classroom teachers in a public school? (Yes/No)

No, though frequently teach lessons on K-12 classrooms

Detailed timeline and description of activities (includes time, activity, detailed description):

Time	Content
5 minutes	Opening: Agreements; Brief overview of why students' need a antiracist, social justice curriculum, placing history and literature in an antiracist landscape
5 minutes	Connect previous overview of an antiracist lens during the first 5 minutes to a quick overview of a curriculum I developed around the Tulsa Massacre. I will share an outline, demonstrating how one unit can link to students' lives, examine a historical pattern through a specific event, including statistics, first-person testimony, archival photographs, to show what happened to Black lives and Black wealth.

5 minutes	<p>During this 5 minutes I explain both the function of a mixer and how to participate in the Tulsa Massacre mixer. A mixer is an activity to help students build background knowledge about a historical event, a novel, a scientific discovery, etc.</p> <ul style="list-style-type: none"> • Read your role • Underline key pieces of information that help you understand the importance of language in this person’s life. • Write key facts on the back of the sheet. • Inform others about your person. Include: where they are from, how the Tulsa Massacre affected them. • Hold the person’s life with care and compassion • Do not use an accent. <p>Mixer: I begin by modeling how to participate. Then participants have 15 minutes to meet at least 5 of the other characters in the mixer.</p>
16 minutes	<p>Mixer: I tell participants that they will have 15 minutes to find other people who experienced the Tulsa Massacre. Through their stories, they should begin to construct the story of the night of the massacre.</p>
4 minutes	<p>After participants return to their seats, I ask them to write what they learned about the Tulsa Massacre and what questions they still have questions about that night. (See quick write for specifics.)</p>
10 minutes	<p>Small groups their reponses to the quick write above. Each group will assign a notetaker for the group and a reporter who will share out.</p>
5 minutes	<p>Participants share some learnings and questions in the large group.</p>
15 minutes	<p>The mixer provides background and anticipation for learning more about that night. At this point, I will share a video and ask participants to take notes on names, quotes from people, etc. What questions are answered? What new ones arise?</p> <p>Watch “From the Archives: Tulsa Burning” https://www.youtube.com/watch?v=EgUrsmzFAd4</p>
5 minutes	<p>Debrief learning: Participants discuss what they learned and what else they want to know.</p>
5 minutes	<p>To complete the lesson, I share a culminating writing activity that moves from knowledge into action about potential reparations. See link for fuller description</p>

10 minutes	Participants write a first paragraph towards their proposal and partner share after 7 minutes
5 minutes	Large group: Final questions and evaluation.