

**PROGRAM**  
**2008 EDUCATING FOR CHANGE CURRICULUM FAIR**  
**DEFINING DEMOCRACY**  
**SEPTEMBER 27, 2008**

**DAY AT A GLANCE**

**8 am**                    **Set-up**

**9 am**                    **Fair Opens**  
**Mothers Day for Peace Bake Sale**  
**Table Displays Open**

**9:30-11:00**            **WORKSHOP SESSIONS I**  
**TABLE DISPLAYS**

<b>11:15-12:00</b>	<b>General Session/Auditorium</b>
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**Welcome**  
**DR. KEVIN KUMASHIRO**  
**"The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools"**

**12:00-12:30**            **LUNCH**  
Screening and discussion of the new film  
**"Defend Public Education!"**

**12:30 – 1:00**            **TABLE DISPLAYS**

**1:00-2:30**            **WORKSHOP SESSIONS II**  
**TABLE DISPLAYS**

<b>2:30-3:00</b>	<b>COURAGEOUS EDUCATOR AWARD</b> <b>General Session/Auditorium</b>
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September 27, 2008

Dear Educators, Parents, Community Leaders, Students, and Citizens:

We are excited to welcome you to the *Fourth Annual Educating for Change Curriculum Fair!* This year our theme is *Defining Democracy*. We have planned a day full of opportunities for you to learn and share about this important and timely topic, including a keynote address by Dr. Kevin Kumashiro of Chicago's Center for Anti-Oppressive Education. We sincerely hope you find your time here to be both informational and inspirational!

The idea for our theme, *Defining Democracy*, emerged as we followed the issues surrounding charter schools, a trend toward privatized education and state takeovers of school districts. We watched events like Jena 6 and Military Opt-Out and we studied the ways that teachers can use their voices in their workplaces to speak for justice, peace, and civil rights. Many of the arguments on all sides of these issues are based in questions about the value of democratic voice, responsibility and decision-making. What is democracy? What does democracy look like? What does it mean to live in a democratic society? Particularly in this election year, the traditions of American democratic voice are in our minds and our teaching. As educators of all kinds, we look to connect our teaching and activism in and out of classrooms with the world in hope of creating a more democratic, participatory and just society.

As in past years, we are holding this year's Curriculum Fair during National Literacy Month. We recognize that literacy is not simply the act of reading and writing the printed word but the comprehension of print and power, words and actions, people and justice; and that a healthy democracy requires access to literacy for all. The sponsors of this event - the Literacy for Social Justice Teacher Research Group, The Dean's Committee on Social Justice at in the College of Education at UMSL, The Literacy Roundtable, and Missouri-Parent and Information Resource Center (PIRC)- are proud to work together to bring you this exciting Curriculum Fair. As four unique organizations, we have each contributed to the vision and content of this year's fair as collaborators in a common adventure. We hope you will take with you new ideas about democracy and democratic education and that we will all work together to ensure a more just, equitable and peaceful world.

In Solidarity,

The Planning Committee - 2008 - Educating for Change Curriculum Fair



## **WORKSHOPS**

**9:30-11:00**

**The Problem with Sam: Academic Disengagement in a 4<sup>th</sup> Grade classroom**  
**Virginia Walker**  
**SCC 111**

The purpose of this workshop is to explore the issue of academic disengagement in African American males in the classroom and the society. We will discuss the current research in this area and how teachers and students can create a culturally sensitive (differentiated) curriculum. When this happens, students and teachers alike are actively engaged in learning and growing. An informed and actively engaged citizenry are necessary for this great democracy to continue.

**Social Transformation: Using the Ella Baker Model for Learning, Teaching and Organizing**  
**Justice Institute**  
**Jamala Rogers**  
**SCC 201**

This workshop will focus on the organizing methodology of Ella Baker. One of the founders of the Student Non Violent Coordination Committee (SNCC), Baker's emphasis on personal relationships and group-centered, grassroots leadership made her the consummate teacher and organizer of her time. Her model of organizing engaged youth activists in the classroom and everyday people in the struggle for social change. Her philosophy of "educator for freedom" and a "teacher of liberation and feminist ideology" inspired millions to become agents for social change.

The workshop will be convened by the Justice Institute and will engage participants in scenarios that address complex issues of race, gender, class, and sexual orientation that exist in society including in the social justice movements. We will explore how we can apply her ideals to move us closer toward the vision for social and political transformation.

**Life in Occupied Palestine: Eyewitness Stories and Photos**  
**Anna Baltzer**  
**SCC 103**

Anna Baltzer, a Jewish-American Columbia graduate, Fulbright scholar, and the granddaughter of Holocaust refugees, will present her discoveries as a volunteer with the International Women's Peace Service in the West Bank, documenting human rights abuses and supporting nonviolent resistance to the Occupation.

Baltzer's presentation provides those interested in the Israel/ Palestine conflict with critical information and documentation that can be difficult to obtain through mainstream Western media sources, and encourages dialogue towards taking action on the issue. The situation in Palestine reflects grave offenses against democracy, as well as the extraordinary resilience and cooperation of Palestinians and Israelis determined to work towards democratic coexistence. Topics discussed will include checkpoints, settlements, education, Israeli activism, Zionism, 1948 War & refugees, US involvement, censorship, and the Wall.

### **Oppressive Headlines: An Interactive Theatre Performance**

**InterAct**

**Learning Studio – Technology and Learning Center**

Educators who integrate social justice issues into their curricula can face multiple forms of resistance. InterAct, a student interactive theatre troupe at UMSL, presents a brief dramatic performance to illustrate the challenges that emerge when an educator and her students confront heterosexism and homophobia in their school. The performance is an example of Forum Theatre, in which the audience is invited to dialogue and join with the characters to try more adaptive solutions to the challenges presented.

Audience members will learn practical strategies for recognizing and addressing the resistance to social justice in education. They will also learn about the use of interactive theatre techniques to promote constructive dialogue around difficult issues.

### **The Commercialization of K-12 Schools and Schools of Education: A**

**Workshop to Inform and Resist Neoliberalism**

**Brad Porfilio**

**SCC 202**

This workshop will illuminate the larger forces responsible for the many corporate policies and practices impacting K-12 schools and schools of education in North America. It will also detail how teaching and learning in K-12 classrooms and schools of education have become altered by commercial imperatives. Finally, the presenter will examine several pedagogical initiatives and suggest policy considerations designed to assist us in the struggle against the corporatization of schooling and social life.



## **WORKSHOPS**

**1:00-2:30**

### **SIP: A Strategic Process for Democratic Action**

**Bill Fletcher**

**SCC 201**

How can people in a specific city or other political area analyze the barriers to democracy and come together to advance democracy? The Strategic Investigation Process (SIP) is a variant on strategic planning focused on determining the actual conditions on the ground and elaborating a plan in order to move forward politically. After an assessment of the actual situation, this process then evolves into a discussion of the progressive strategies to be followed toward the achievement of political power and form(s) of organization necessary in order to unite and mobilize a progressive bloc.

### **Life Over Debt: Understanding Institutionalized Poverty**

**Lori Reed**

**SCC 111**

Many do not realize that for every dollar the continent of Africa receives in aid, it pays \$2.30 in debt service. The Life over Debt workshop is an interactive one that uses role playing to explore the origins and impact of the crushing debt burden carried by the world's poorest countries. As Nelson Mandela says, "poverty is man made and can be undone by human hands." To that end, attendees will also learn how they can support passage of The Jubilee Act, legislation calling for complete debt cancellation for 67 of the world's poorest countries without harmful conditions. Much of the debt can be legally defined as "odious," meaning that it was incurred with neither the consent of nor for the benefit of the people. This is, at its heart, the antithesis of democracy.

Role playing allows participants to gain a better understanding of the issues and pressures facing leaders and international financial institution officials by placing them in those roles and having them interact with one another. The hope is for participants to gain an understanding of how the poverty of the Global South has become institutionalized and to perhaps become a voice in calling for more democratic policies in the Global economy.

## **Ritual, Culture and Transformation: An Interactive Workshop for Teachers and Activists**

**Alice Bloch**

**Learning Studio, Technology and Learning Center**

How can rituals help us better communicate with each other and find healing and wholeness in times of crisis? Today the media bombards us with images of violence and war. But all cultures have rituals that help us make transitions into new stages of life, and through which conflicts can be resolved without violence. In this interactive workshop, we will create imaginary cultures to explore how to transform images of violence into experiences of compassion and peace. Using cultural tools including movement and dance from the West, African, Native American, and Hindu cultures, participants will create rituals for healing personal and cultural rifts. This material is ideal for using with youth groups.

## **Democracy in Education in the Middle East**

**Judith Cochran**

**SCC 111**

The United States is in conflict in Afghanistan and Iraq. One of the objectives is to assist in the implementation of democracy in the Middle East. This workshop will focus upon how democracy is being encouraged in education in the seven most influential countries in the Middle East. This original research is conducted for publication in a book, due in 2009. The countries described will be: Lebanon, Syria, Iraq, Iran, Egypt, Saudi Arabia, Afghanistan and Israel/Palestine.



## TABLE DISPLAYS

(AVAILABLE THROUGHOUT THE DAY)

### **Active Citizenship Education: Using simulation to develop an in-depth understanding of the American political process**

Scott Jones

In American government class, a semester-long moot Supreme Court simulation forces two permanent teams of students to confront controversial constitutional issues (i.e. the death penalty). Students experience the process of how the constitution is defined in a high-pressure simulated setting. Likewise, in my Foreign Policy class, which uses a semester-long National Security Council focus, students not only develop opinions about issues facing the country, but also reach decisions in a high-stakes environment that includes simulated representation of all parts of the foreign policy decision-making process. The table display will exhibit student created work from both simulations and give in-depth explanation of how the simulations are set up. Some students may be present to give their opinions of the experience.

### **Picketing for Peace and Action**

Sara Tehan & Linda McCaleb

Throughout the school year, my second grade class has what I refer to as “Courageous Conversations” about important social issues. After reading various examples of children’s literature about peace and action, second grade students in my classroom made their own picket signs and peace poems. These picket signs will be shared, displaying all of the social issues that children care about in their hopes to make our world a better place. I will share examples of lesson plans, students’ peace poems, and lists of children’s literature as well as photographs from my classroom showing the bulletin board display of picket signs. Preparing students to become aware of global, societal and community injustices and teaching them to be vocal citizens, defines democracy.

### **Environmental Rights: The right to live in healthful environments**

Questions here...

Questions here....

### **Life in Occupied Palestine: Eyewitness Stories & Photos**

Anna Baltzer

The situation in Palestine reflects grave offenses against democracy, as well as the extraordinary resilience and cooperation of Palestinians and Israelis determined to work towards democratic coexistence. This table display will share critical information and documentation that can be difficult to obtain through mainstream Western media sources, and encourages dialogue towards taking action on the issue. Copies of my book & DVD, as well as a Palestinian embroidery, a music CD benefit for a girls' empowerment group in the West Bank, will be available for sale. Free handouts and postcards will also be available.

### **AFT Peace and Justice Caucus of Missouri**

The AFT Peace and Justice Caucus is an issue caucus with the mission to promote peaceful solutions to world conflict and economic and social justice at home and abroad. The DVD "The Fight to Defend Public Education in the USA" will be shown. This DVD is based on a panel workshop at the recent Chicago AFT Convention at the Fair.

### **Dark Skin, Light Skin, Straight or Nappy: *It's All Good*: Exploring Skin Color Conflict among African-American Students**

Robin Moore-Chambers & Jan Osler

This table display will demonstrate how skin color challenges among African-American children continues to create issues of conflict and disparity among them that ultimately affects their self-image, self-esteem, and breeds internalized oppression. A visual diagram will highlight historical origins of these skin color conflicts tracing back to the institution of slavery in America.

Samples of initial classroom set-up, experiential lessons, and grade related strategies are offered that can be utilized by teachers to challenge students' various perceptions of skin color and negative images of self as well as lesson plans that integrate historical implications of the skin color dilemma among African-American people. A self-published coloring book by the instructor (as author and illustrator) will be used to offer lesson plan suggestions addressing a variety of classroom population dynamics.

### **Education and Revolution in Venezuela**

Rebecca Rogers & Michael Mancini

What would it look like if a national government put the interests and needs of its poorest citizens before those of markets? In Venezuela, dramatic social changes taking place as a result of the Bolivarian Revolution have provided a snapshot of what is possible. Though both revered and despised, President Hugo Chavez has undoubtedly been able to catalyze a revolution that has led to the development and expansion of social and economic programs focused on food availability, healthcare, literacy, education, agriculture and manufacturing. For the first time in decades the underprivileged in Latin America have a voice and



an opportunity to participate in the political process. What does 21<sup>st</sup> century socialism look like? What possibilities exist? This table display will provide a first-hand look at the social and economic changes taking place in Venezuela.

### **One Laptop Per Child Project**

John Kintree

Hundreds of thousands of \$188 XO laptop computers, designed by the One Laptop Per Child project, have been distributed to children in developing countries such as Peru and Uruguay. The project is working to bring the price of the XO down to \$100 apiece, and to design a second generation device that will cost even less. How is this project changing education and the world?

### **Instead of War**

Nikhil Kothehal

This table display incorporates diverse forms of peace education that usually do not make their way into the classroom, media, or any part of mainstream culture. As a coalition of peace groups in St. Louis, we unite and reach thousands of people through their various member organizations and provide a space for dissenting voices not usually heard.

Information about future anti-war mobilizations that will attempt to end the Iraq/ Afghanistan Wars and prevent any attack on Iran will be available. Materials necessary to educate about the actual costs and damage this war and a future war would cost will also be offered. Our table display will emphasize the role of organizations and organized individuals who call for true democratic representation and accountability of politicians.

### **A Warrior's Story**

Lisa Reinhold

Leonard Peltier is an American Indian activist and member of the American Indian Movement. In 1977 he was convicted and sentenced to two consecutive terms of life imprisonment for the murder of two FBI Agents who died during a 1975 shoot-out on the Pine Ridge Indian Reservation. There has been considerable debate over Peltier's guilt and the fairness of his trial. Some supporters and organizations consider him to be a political prisoner.

This table will bring awareness to Peltier's case (and upcoming parole hearing) and present information on the past and present injustices of the case. The table will also present activist work that he is accomplishing behind bars. The display will incorporate the use of reading materials such as, *Prison Writings* by Leonard Peltier, *In the Spirit Of Crazy Horse* by Peter Mathiessen, *Dances with Wolves* by Michael Blake and a DVD documentary called *Incident at Oglala* narrated by Robert Redford.

## **Literacy for Social Justice Teacher Research Group**

The Literacy for Social Justice Teacher Research Group is a grassroots, teacher-led professional development group located in St. Louis, MO committed to literacy education and advocacy as it relates to social justice in classrooms and communities. LSJTRG is committed to sustaining a group that includes a diversity of ideas, peoples and perspectives. We encourage you to come to our next meeting and participate in our group. Visit us at our website:

<http://www.umsl.edu/~lsjtrg/>

## **The Handbook for Social Justice Teaching in Higher Education 2008**

Carolyn Brown & Virigina Navarro

The Handbook for Social Justice Teaching in Higher Education is both a classroom resource guide and a tool for scaffolding your own independent learning. Materials include sections on social justice theory, and applications of the theory. This Handbook serves as an initial step in facilitating the knowledge and skills needed to productively and conscientiously engage in conversations about gender, race, ethnicity, sexual orientation, disability, and religious beliefs, particularly in higher education settings.

## **Geo-technology and American Democracy**

Sarah Coppersmith

From the time when the first American census records were initiated in 1790, data from demographic information has been used as an “instrument of democracy,” set forth in the U.S. Constitution. With the advent of technology, geographic information tools provide open-access to knowledge of the geographic relationships of voter demographic data. This enhanced spatial awareness of the democratic process will be featured with resources such as the geographic representation of U.S. presidential elections since 1789, challenges of the use of geographic technology by television news in the upcoming election, 2008 election projection map tools, and a discussion of the ethics of using geo-demographic information by governments and industry for marketing and decision-making.

## **Having a Voice: Responding to Stereotypes in Popular Culture Imagery**

Karen Cummins

Through the process of critical inquiry of contemporary texts and images, teachers can assist students in understanding the meanings associated in popular imagery and develop tolerance for beliefs unlike their own thus avoiding the formation of prejudice and discrimination. Students are also empowered to take action toward the social representations inherent in contemporary imagery.

At this table, participants will encounter a lesson that engaged secondary students in the critical analysis of popular culture imagery—more specifically, the discussion & analysis of stereotypes portrayed in magazine advertisements.

Through this process, students questioned their own attitudes toward others. They prepared visual illustrations of their findings and used these portrayals as a way to educate their peers in becoming tolerant of others. I will share the questioning strategies, group activity, and discussion/analysis session used. Participants will learn strategies for investigating stereotypes in the media.

### **To DIBEL or not to DIBEL, that is the question**

Aleshea Ingram

This table will provide educators with more information about the Dibels Literacy Assessment Measure. Table visitors will learn more about each subtest, how to administer the assessment and what it proposes to assess. Participants will be able to view actual testing materials and a power point of actual test administration. Information will be provided to educators as to why the Dibels is not the most authentic literacy assessment. Table visitors will be introduced to other forms of literacy assessment.

### **Wellred Books**

Nikhil Kothegal, David May & Josh Lucker

Wellred Books is actively involved in the fight for greater democracy in education, both through greater access and progressive political engagement. We have several books and pamphlets at our table presenting progressive and revolutionary history, e.g. labor, civil rights, progressive US history. We are also the publishers of Socialist Appeal magazine, which has consistently called for greater access to education. Access to our materials, voice and perspective extending democracy from the economic realm into the classroom will greatly benefit participants. We will add a strong pro-student, pro-worker, anti-war voice to the Fair

### **Exploring the Literacy Practices of Families and Communities to Inform Literacy Teaching in K-12 Settings**

Melissa Mosley

At this table display, we will think about how community literacy projects can support democratic literacy teaching in K-12 settings. The work that a group of elementary education university students did to explore the literacies of a primarily Latino community in Austin, Texas will be displayed. The students, in a course entitled *Community Literacy*, learned about the model of popular education and about literacy campaigns around the world, in which communities crossed boundaries to build capacity for democracy. They completed four community literacy projects, from exploring bumper stickers, wall art, and graffiti as a literacy practice to the history and artifacts of gentrification in the community.

The students also built curriculum for the adults learning English in the community evening program and found interesting ways to learn about the adults' funds of knowledge for supporting their families and communities in

literacy learning. Participants will leave with resources to use with their own students or groups to create learning environments inclusive and responsive to community literacy practices.

### **Plowsharing**

Pam Klekner

Plowsharing Crafts is a not-for-profit, fair trade organization which assists impoverished artisans in developing countries of Asia, Africa and Latin America by selling their products in St. Louis. Artisans receive a fair wage and, as a result, are able to afford adequate food, shelter, education and medical care.

### **Immigrant Rights are Workers Rights**

Jim Hamilton

This table shares information about the struggle for immigrant rights. Information will be shared about AL Rojas, a man who was a union organizer for many years with Cesar Chavez of farm workers in California. He is a leader of the Frente de Mexicanos en El Exterior and is promoting the idea of "EL DERECHO DE NO EMIGRAR." That is, people in countries ruined by NAFTA should have the right to a decent economy in their own countries so they don't have to emigrate. He is a leader of the immigrant rights movement in Sacramento, California. He will speak on Wednesday October 1<sup>st</sup> at 7 pm at the Black and Green Forum at the Legacy Bookstore on Delmar in St. Louis.

### **The Untold Story of Charter Schools**

Erin Bradshaw

The charter school movement is sweeping the nation, including St. Louis. The media and business community continue to support and encourage charter schools, even though their academic achievement is less than their traditional public school counterparts and they continue to drain funds from public schools. Further, many voices in the charter school movement have been left out -- voices of parents, students and, particularly teachers. At this table display, teachers from charter schools share their experiences of working for a charter school. A resource booklet is available that includes more information about charter schools and organizing for quality education for all children.

### **Advocacy, Reading, and Persuasive Writing: Using the Genocide in Darfur to Engage World Geography Students in the Democratic Process**

Blake Decker

This table is an artifact of the unit lesson I completed with a Freshman World Geography class. The unit focused on the genocide occurring in the Darfur region of Sudan. By using current and, perhaps, controversial topics, I was able to engage students who were considered by many as incapable of engagement as it pertained to critical reading and writing. The table includes the lesson plan, student examples, and rationale, as well as teacher and student reflections on the

unit. Letters that several of my students received back from Congressmen and Congresswomen as well as the United States Representative to the UN Security Council are included.

### **Teaching About Global Warming in An ESOL Classroom**

Angy Folkes & Students SLPS AEL / International Institute

Global warming is a pressing social issue that impacts all of us. How can we teach about global warming? This table display shares ideas and resources (including slides from a PowerPoint presentation) about global warming. It also has examples of students' work. Students from the International Institute are staffing the table along with their teacher to talk about how global warming has affected their native country or their lives in general. Handouts and sample lessons are available.

### **ABC's of Literacy: Exploring Democracy in the Adult Education Classroom**

ABC's of Literacy Committee

This table display presents activities from the past year of the ABC's of Literacy Committee, a joint project of the Literacy Roundtable and LIFT-MO. Focus of the display is on using the Literacy President Petition in adult education classrooms in the St. Louis Metro Area to promote discussion around the process of advocacy and voter/civics education. The display also provides information about the participation of adult education students at the 2008 COABE Conference this past spring and efforts to promote student leadership in adult education classrooms.

### **Animal Rights in the K-5 Classroom**

Rachel Hogbin

In this table display, I share teaching and learning around the theme of animal rights and environmental awareness. This theme will focus on getting children involved in the process of creating an environment safe for all including animals and protecting animals from the harms they face daily. A critical literacy text set will be shared which includes children's literature at a range of different reading levels and genres including Viewpoints Rights for Animals, Awesome Ways Kids Can Help Animals, and Who Cares about Animal Rights. Lesson plans, student work samples, and book lists are available.

### **The Watch**

Susan Turk

The St. Louis Schools Watch was founded on the premises that parental and community involvement are needed for good schools to flourish, and that public participation is a cornerstone of democracy. The Watch offers information and

analysis that we hope contributes to a public debate over what changes are necessary to improve St. Louis public schools, and what works.

### **The Greater Saint Louis English Teachers Association**

Lucille Van Alstine

This display offers literature that promotes the participation of people of color in English leadership in the Greater Saint Louis Area. We are providing handouts from the National Council of Teachers of English (NCTE) on poetry, short story and literature that promote the integration of all ethnicities in the reading/writing curriculum of high school, university, and adult readers. Handouts are free and come with recommendations from the NCTE Council on Literature. Membership to the Greater Saint Louis English Teachers Association is free. Conferences throughout the year are \$25.00 per person.

### **Literacy Roundtable**

The Literacy Roundtable is a consortium of literacy providers throughout the St. Louis-Metro East area. Our mission is to support literacy efforts in the Missouri and Illinois bi-state region. Collectively, the Literacy Roundtable advocates for literacy, builds awareness of literacy issues in the community and provides resources and supports learners. We are celebrating ten years of cooperatively working to UNLOCK THE POWER OF LITERACY! Visit us at our website: [www.literacyroundtable.org/](http://www.literacyroundtable.org/)

### **Close the SOA! November 21-23, 2008 and Inter-Cambio: Latinos and Anglos Sharing Language**

Marilyn Lorenz & Elizabeth Driscoll

Converge on Fort Benning: The School of the Americas/WHINSEC has trained Latin American military personnel since 1946. Many have turned out to be dictators of their countries or special forces responsible for massacres and assassinations. Democracy is learned through community education and action, not the force of torture and armed force. Learn about the buses going to the rally and vigil the weekend before Thanksgiving.

Intercambio: This language exchange program links Latino and Anglo persons in a forum or one-on-one setting. An opportunity to practice Spanish and English in an informal venue. Learn about culture, daily life, and the reality of immigrants in the St. Louis area.

### **Safe Zone: LGBT Allies for a University Campus**

Jamie Linsin

Safe Zone is a program to identify, train, and support persons in the role of LGBT allies on a college/university campus. This table display contains handouts, a training outline, and other materials used by the Safe Zone program at UM-St.

Louis. Presenters will be available to answer questions about Safe Zone and how it is implemented, and can provide suggestions for starting up an ally program on your campus or school.

**Democracy in Education: "Literacy as a Social Construct in Public Education"**  
Rennell Parker & Chakita Jackson

When we increase student literacy capacity, we prepare them to become productive citizens in our global society. This table display demonstrates how literacy intervention methods are used in the ninth grade. Examples of student short stories as well as teacher-made instructional strategies are presented including: a sample lesson plan and reflection model using vocabulary, writing with meaning, and using technology for comprehension. Learn how PowerPoint can make your classroom more student-centered. Lesson plan examples will be available to take.

This program was made possible through the NEA Foundation Grant and the "Gregory Snyder Endowment." Rennell Parker is the author of the new book "Speak Up, Speak Out---Shout If You Have To."

**CODEPINK St. Louis-Women for Peace**  
Laurie Meier

CODEPINK is a women-initiated, grassroots, peace and social justice movement working to end the war in Iraq, stop new wars, and redirect our resources into healthcare, education, and other life-affirming activities. This table provides examples of how CODEPINK uses joy and humor to educate the community about very real issues affecting our world. Educators understand the responsibility we have to act for peace but also the importance of remaining non-violent... and fun, if we want to be effective in bringing, being, and envisioning a future of peace for our world. Also, it is important in this patriarchal world to support a feminine balance ... encouraging our women leaders to rise is also a big part of what we do.

**Teaching Against Genocide**  
Greg Kuo

Teach Against Genocide (TAG) at the fair. TAG is working to change the way the world responds to mass atrocities by making sure that every student learns about human rights abuses and genocide, and what they can do to stop them. We work at the state level in a variety of ways, but primarily through passing state legislation to make human rights and genocide education a permanent part of school curricula and to get state funding for teacher materials and trainings. Curricular materials will be shared to help educators teach about genocide.

## **Women and Health from the Congo to St. Louis**

Lea Wawina

Health care is a concern for women across the world. This table display will share information and photos about the status of women in the Congo and the Rwandaian genocide. I will also share information for women in St. Louis on the issues of well women preventative care, diabetes, asthma, smoking cessation and hypertension self-management goals.

## **Science and Politics: What it Means for Today's Teens in the 2008 Presidential Election**

Cathy Farrar

This table will display posters made by students to educate fellow students on the views of Presidential Candidates regarding science. The presenter will also provide a list of internet resources where students and teachers can get more information regarding science and politics.



## ACKNOWLEDGEMENTS

(DRAFT)

We would like to thank the following people, groups and organizations for their support in making the 4th Annual Educating for Change Curriculum Fair a reality. Over 20 dedicated volunteers assisted, in one way or another, with the planning and implementation of the event. Thank you all for making this year's fair a success!

For their financial support of the 2008 Fair, we would like to sincerely thank:

- Sisters of St. Joseph Carondelet
- School Sisters of Notre Dame
- The Literacy Roundtable
- Literacy for Social Justice Teacher Research Group
- Missouri-PIRC
- Dean's Committee on Social Justice, UMSL

In addition, we greatly appreciate the in-kind and other direct support from:

- Technology and Learning Center, UMSL
- Deans Committee on Social Justice, UMSL
- Music Department, UMSL

## INFORMATION ON SPONSORS OF THE EVENT

### **The Literacy Roundtable**

The Literacy Roundtable is a consortium of literacy providers throughout the St. Louis-Metro East area. Our mission is to support literacy efforts in the Missouri and Illinois bi-state region. Collectively, the Literacy Roundtable advocates for literacy at the local, state, and federal levels; provides resources and supports learners; coordinates services to ensure quality; recruits and trains volunteer tutors; administers the "Vickie Newton Literacy Fund," providing grants for literacy learners of all ages and publishes the Connect II newsletter.

[www.literacyroundtable.org](http://www.literacyroundtable.org)

### **Literacy for Social Justice Teacher Research Group**

Literacy for Social Justice Teacher Research Group is a group of adult education instructors, elementary and secondary teachers, and university faculty and students committed to the relationship between literacy and social justice in classrooms, schools, and communities. We are based in St. Louis, Missouri and have collaborated with local and national groups that share common goals and interests. LSJTRG meets twice monthly to share information, discuss literacy research in education, workshop current projects, and plan community organizing and activism.

[www.umsl.edu/~lsjtrg](http://www.umsl.edu/~lsjtrg)

### **Missouri-PIRC**

**Dean's Committee on Social Justice, College of Education, UMSL**

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**The Missouri Reader**

**Literacy for Social Justice Teacher Research Group**  
**Information Page and Advertisement of our Fall meetings**