

A Welcome On Behalf of the International Institute

September 30, 2006

Dear educators, community members and leaders,

On behalf of the International Institute of St. Louis, it is my privilege to welcome you to the 2nd Annual Educating for Change Curriculum Fair! As an agency that is committed to a vision of St. Louis as “a thriving community with an ethnically diverse and engaged citizenry”, the International Institute is honored to be the host facility for 2006.

As was evident at last year’s Fair, the annual Educating for Change Curriculum Fair is an event that is impressive both in terms of its target audience (instructors and students from educational settings ranging from pre-K to Adult) and in terms of the breadth of its speakers and presentations. Designed to stimulate and further develop educators who are committed to educating for social change, the Curriculum Fair is a place where educators can share their work and expertise, as well as attend insightful presentations on a wide variety of topics. It is a venue that show-cases student-centered instructional activities—such as the educational “print walks” in a local environment, storytelling, interactive theater and PowerPoint student projects that were shared in 2005—activities that aim to develop students’ voices and their unique perspectives in a way that encourages them to “own” their learning as much as possible. It is an event where practitioners can learn about strategies that promote the understanding of other people who may be very different because of ethnicity, race, social class, gender, religious beliefs, sexual orientation, mental or physical disabilities. The Fair is also an event with information about non-violent approaches that can effectively address conflict in schools and communities.

Many thanks to the planners this year who have dedicated time and energy to ensure that this year’s Curriculum Fair is even bigger and better than the first. Thanks also to each of you for choosing to come to this year. We trust that your participation here today will be both affirming and thought-provoking for you. May your work continue to promote the knowledge and skills needed by each of us to be socially conscious community members who are guided by a sense of equity and social justice~

Very best wishes,

Anita Barker,
VP & Director of Education
International Institute of St. Louis

A Welcome on Behalf of the Planning Committee

Dear educators, community leaders, and St. Louis citizens,

Welcome to the 2nd Annual Educating for Change Curriculum Fair! The *Literacy for Social Justice Teacher Research Group*, *The Literacy Roundtable* and *The International Institute* are the sponsors of this event. Although each sponsoring organization has its own unique mission, we come together in supporting this event out of our shared belief that education has a powerful role in creating an equitable and just society. Hopefully, we have learned and modeled through this process the essential steps involved in finding common ground.

The theme of this year's fair is "Immigrant and Refugee Rights in the Context of Racial Justice". St. Louis, similar to many urban areas around the nation, faces the challenges and opportunities of finding common ground between immigrant and refugee groups and historically marginalized groups. In the face of unjust immigration policies, the gradual erosion of civil rights legislation and the weakening of public school systems, the need for communities to come together has never been greater. We recognize that the struggle to find common ground takes place within a framework of historic economic inequality and institutionalized racism that needs to be acknowledged and fought against. Educators, activists, community leaders and citizens of St. Louis must play a part in building alliances between groups of people – recognizing differences and shared interests to create mutually beneficial solutions. We hope the dialogue and actions associated with our 2nd Annual Educating for Change curriculum fair will help to build such alliances.

The purpose of this curriculum fair is to bring together courageous educators who are designing multicultural, anti-racist and socially just learning spaces for learners across the lifespan, in both formal and informal settings. Often times, educators who are committed to social justice are isolated in their communities. The fair is a place for educators to network, to use their voices, and to realize the power in numbers. We want to stress that we have organized this day as a "fair" rather than as a traditional conference to emphasize dialogue and action. This year, we have over forty table displays and ten workshops. Suzanne LeLaurin from the International Institute will open the day and welcome us with a talk called "Immigrant Rights & Social Justice: Implications in an Age of Terrorism". Jesus Macarena-Avila, Chicago based artist and activist, will share a presentation with us called "Art Education as Agency: Immigrant Rights and Bookmaking". Finally, we will close the day with a panel discussion featuring several prominent community leaders. Our panelist will address the topic of "Immigrant and Refugee Rights in the Context of Racial Justice." An open forum will follow the panel discussion.

This fair represents an action step in our organizing as educators and it is our hope that this fair can be a conduit for building networks of justice in the communities in which we work and live. We are delighted that you have come today, and we ask that you would take whatever you learn back to your schools and to your communities. We also invite you to join the dialogues and actions of the *Literacy for Social Justice Teacher Group*. LSJTRG is dedicated to supporting and empowering students, teachers and the community through focused dialogues and actions towards immigrant and refugee rights in the context of racial justice in St. Louis. We know that the more diverse we are, the stronger our knowledge will become of the many needs in our communities and the many ways we can work together to forge a more socially just St. Louis.

Thank you for coming and being a part of the struggle.
In Solidarity,

The Planning Committee
2nd Annual Educating for Change Curriculum Fair

**Curriculum Fair 2006
September 30, 2006
9 am – 3 pm**

DAY AT A GLANCE

8 am

Participants may set up their table displays

9:00-9:30 am

Fair opens, Register, Coffee, View tables in Hall of Nations I, II & III
Breakfast items available at the *Mother's Day for Peace* Bake Sale Table

9:30-10:15

General Session (AG Edwards Rooms)

Suzanne LeLaurin, International Institute

“Immigrant Rights and Social Justice: Implications in an Age of Terrorism”

Announcement of the 2006 *Courageous Educator Award*

Announcement of the Student Leadership Awards

10:30-11:30

Break out Session I

Choose between workshop sessions and table displays

11:45-12:15

General Session (AG Edwards Rooms)

Jesus Macarena-Avila, Artist and Immigrant Rights Advocate

“Art Education as Agency: Immigrant Rights and Bookmaking”

12:15-12:30

Lunch items are provided in the lobby

12:30-1:30

Break out Session II

Choose between workshop sessions and table displays

1:40-3:00

Panel Discussion and Open Forum (AG Edwards Rooms)

“Immigrant and Refugee Rights in the Context of Racial Justice”

SCHEDULE

9:00-9:30 Coffee, Register, (View Table Displays in Hall of Nations I, II, & III)

TABLE DISPLAYS

The tables will be on display all day in Hall of Nations I, II & III

A Recipe for Failure

Marilyn Ayres-Salamon

ABC's of Student Leadership: Sharing the Front of the Classroom

Maggie Dyer, ABC's of Literacy Planning Committee & The Literacy Roundtable

Alternatives to Military Network

Cris Mann, Chuc Smith

Bake Sale Table: "It will be a great day when our schools have all the money they need and the air force has to hold a bake sale to buy a bomber."

Mother's Day for Peace Project

Banned Books?

St. Louis Public Libraries Carlotta Algee-Stancil

Center for Character and Citizenship

Marvin Berkowitz, Mindy Bier, Virginia Navarro & Missy Taylor, UMSL

Center for Human Origin and Cultural Diversity, UMSL

Dr. Jackie Lewis-Harris & Joni Hoscher

Closing the School of the Americas

John Slosar, Associate Professor Emeritus, Saint Louis University

Comparing Rights of Individuals

Lois Wade & students from Rockwood AEL/ESL

Courageous Literacy, Courageous Youth

June Cara Christian

Creating Student Books

Carrie Warren & students from the International Institute

FOCUS St. Louis "*New Americans: Building the Future of the St. Louis Region*"

Nikki Weinstein

Immigrant Rights and Bookmaking

Jesus Macarena-Avila

Information about Buddhism

Piriya Phuycharoen

International Institute of St. Louis

International Literacy Campaigns

Annie Moss

International Studies Resource Center

Subi Lakshmanan, International Studies, UMSL

“Jones don't think it is acceptable:” Attitudes of College Educated Professionals and Students
Toward the Usage of Proper Grammatical Constructs

Danita Little, UMSL

Junior Achievement: Providing an A+ Education in Financial Literacy

Lorri Batsie

Literacy for Social Justice Teacher Research Group

Literacy for Social Justice: A Themed Book Selection Workshop

Melissa Mosley, Stacy DeZutter, Bethany Kjellesvik, Meredith Labadie, Holly Messenbrink,
& David Schwartz

PlowSharing Crafts: Fair Trade

Rethinking Schools

Save Michael Taylor: The Death Penalty in MO

John William Simon

Socialist Organizer

Jim Hamilton

St. Louis Schools Watch

Nicholas Clement

Teaching about Worker Rights

Joan Suarez, Jobs with Justice

The Bi-dialectal Elementary Classroom: Vernacular and Standard English at Play in
Language Arts

Inda Schaenen, Gundlach Elementary, St. Louis Public Schools

The Change Agent

The Literacy Roundtable

University of Missouri St. Louis College of Education

Diane Goodwin, UMSL

Venezuela's Literacy Campaign

Rebecca Rogers, UMSL

Veterans for Peace

Chuck Smith

We Can Make A Change: Adult Refugee and Immigrant Students Tell Their Stories

Angy Folkes, Lea Wawina, Bokhodir Choriev, Sawaad Shiek, Maryan Mohamed,
Solongosaikhan Tuvshinjargal, & Binti Mohamed

What is Reading First?

Mickie Drake, UMSL & St. Louis Public Schools

WILD (Women In Leadership Development)

Etta Key & Members of WILD, St. Louis Public School Adult Education & Literacy

WORKSHOPS AND GENERAL SESSIONS

9:30-10:15 GENERAL SESSION (AG Edwards Rooms)

Suzanne LeLaurin, International Institute

Immigrant Rights & Social Justice: Implications in an Age of Terrorism

Courageous Educator Award Announcement

ABC's of Literacy Student-led Project Awards

10:30-11:30 BREAK OUT SESSION I

View Table Displays in Hall of Nations (I, II & III) and/or attend workshops in the following break out rooms:

Teaching about Worker Rights

Joan Suarez, Jobs with Justice

Incarnate Word

Increasing numbers of New Americans now enrolled in ESL and GED Programs have no information about their rights as workers. This presentation is intended to give conference participants information about the state of worker rights in the U.S. today. It will connect immigrant rights to basic worker rights. The presentation will include a power point presentation, which may be useful as a teaching device in the classroom, a video and reading list as well as exercises to use with program students.

A Recipe for Failure

Marilyn Ayres-Salamon, Author of *A Recipe for Failure: A Year of Reform and Chaos in the St. Louis Public Schools*

AG Edwards I

An open and wide-ranging discussion of selected topics from my book, *A Recipe For Failure: A year of reform and chaos in the St. Louis Public Schools*, will be the basis for a conversation for those who are concerned with social justice in their classrooms. The experiment of turning the St. Louis Public Schools over to a business turnaround team, with no experience in education, did not bring the anticipated results. We will analyze the effects of the tenure of Alvarez and Marsal, discuss administrative decisions that might truly benefit our students, and develop an action plan for change, to combat the apartheid that Jonathan Kozol has identified in urban school districts.

An Authentic Ethic of Care: A Case for Culture-Based Curriculum

Rosalind Reed and Cindy Posten

Webster University

Southside Bank

Through our work with African American children in the Saint Louis area public schools, we have come to believe in an educational philosophy rooted in a community-wide Authentic Ethic of Care educational model (Reed, 2005). Using a curriculum that is culture-based and rooted in ethical philosophy, we hope to develop an enrichment course for intermediate students in Saint Louis Public Schools using a book club format.

In this session, we will present a case for a community-wide Authentic Ethic of Care educational model (Reed, 2005). Second, we will ask for input from the participants regarding questions we have regarding this book club: What obstacles do the participants see for us? How can we overcome them? What suggestions do participants have for us in terms of carrying out these goals? What stories and other reading materials do participants suggest we might use in these book clubs? It is our hope that, through a collaborative effort between ourselves and knowledgeable and interested participants, we might develop a well-thought-out model for use with African American students in the near future.

Closing the School of the Americas

John Slosar, Associate Professor Emeritus, Saint Louis University

Ralston Purina

The School of the Americas (SOA), a US training institution, has trained over 60,000 Latin American soldiers, many of whom have used their skills to wage a war against their own people. Thousands of Latin Americans have been tortured, raped, assassinated, “disappeared,” massacred, and forced into refugee status by those trained at this school. Come learn what is being done and what you can do to close this “School of Assassins”!

Diversity and Education: How it Affects Home/School Relationships

Ida Casey

AG Edwards II

We look at diversity as acceptance of other races, genders and religions, however, as educators we do not look at economics of our students, community culture and family cultures as part of the diversity issue. We are accepting (because it is politically correct?) of ethnic cultures, races and religions, but we have not moved forward in totally accepting and raising our expectations of the economically deprived.

This workshop identifies 1) how economic depravity affects how we respond to students and our low expectations of family involvement; 2) we will identify and examine those unspoken, sometimes unconscious ways we respond to low income students and their families; 3) develop personal plans of action to eradicate any prejudicial practices that affect students and families.

11:45-12:15 GENERAL SESSION
Jesus Macarena-Avila, Chicago based educator and activist
AG Edwards Rooms

**ART EDUCATION AS AGENCY: IMMIGRANT RIGHTS AND
BOOMAKING**

Chicago based educator, Jesus Macarena-Avila will present a lecture on recent community art workshops done with CAAAELII, Coalition of African, Arab, Asian, European, and Latino Immigrants of Illinois, a community based organization focused on immigrant issues. Macarena-Avila centered the workshops on bookmaking and used themes relevant to today's immigrant rights movement. He will also discuss the March 10th immigrant march event, which is now historic for Chicago.

Jesus Macarena-Avila has MFA degree from the Vermont College of Norwich University. In Chicago, Illinois, Macarena-Avila works as a community based arts educator with many social service organizations. He serves as a faculty member with the Art Education Department at the School of the Art Institute of Chicago; the Liberal Education Departments at Columbia College Chicago and is the co-founder of POLVO, an alternative cultural space promoting contemporary art in Chicago. Macarena-Avila's upcoming curatorial project, "Accumulated Material" will be exhibited at Gallery Visio with the University of Missouri - St. Louis, St. Louis Missouri for November 2006. He has exhibited his work in the United States and internationally including Australia, France, Mexico, South Africa, Senegal, Spain and Zambia.

12:15-1:00 LUNCH

Lunch items will available in the lobby from 12:15-1:00 for participants to take into their sessions.

12:30-1:30 BREAK OUT SESSIONS II

View Table Displays in Hall of Nations (I, II & III) and/or attend workshops in the following break out rooms:

Popularity 101- Girls, Relationships and Power Dynamics

Lovely Snowden and Julie Assata

Child Day Care Association

Incarnate Word

This workshop will outline basic information about how girls come together in the United States, including roles and status, and the particular impact on girls from other countries and cultures. Information included is based on material developed by the Girl Scouts of America with descriptions of roles (Queen Bee, etc.) and statistics about girls, bullying and aggression. Presenters will share strategies for increasing social skills and cultural competency. A handout will be available with a bibliography and other resources. The workshop will be a combination of mini-lecture, discussion and activities. If we have enough time, we will provide participants opportunities to examine their own history/herstory- experiences and ‘baggage- as well as brainstorm and discuss strategies.

"I didn't know that!": Dispelling Myths About Race and Biological Differences

Dr. Jackie Lewis-Harris & Joni Hoscher

Center for Human Origin and Cultural Diversity, UMSL

Ralston Purina

The purpose of our session is to address concepts of race through science based curriculum focusing on anthropology and the research of The Center for Human Origin and Cultural Diversity. We will illustrate mechanisms for creating social change and maintaining social justice by challenging common biological myths and misconceptions that are often used to support concepts of race. Once elements of this argument are scientifically defined, an effective dialogue can begin that addresses the reality of “race”, how such concepts originated, the purpose for maintaining said concepts and essentially, the implications of those concepts on our daily lives.

Self Liberation Through Self identification

Jaime Mendoza, MFA, Northeastern Illinois University

AG Edwards II

Presentation: "El Profé" (The Professor) 15 minute video

“El Profé” takes on the question of multi-culturalism through the pronunciation of a name. This video examines the racists attitudes that exist in correctly pronouncing non-American names; specifically in classrooms across America. Children with names such as, Pedro become Peter or Francisco to Frank this process of name changing creates an identity issue within the individual leaving him/her to deal with two names and two personalities.

Closing the Achievement Gap: Re-searching Issues of Race, Gender, Economics and Culture

Gateway Writing Project Fellows/Teacher Consultants, University of Missouri-St. Louis
AG Edwards I

What efforts are we putting into looking at the many diversity polarization issues such as race, gender culture, and economics that may significantly and directly affect students in the achievement gap? What common agreement can we come to about whom the students are that make-up this “gap” of expected achievement? How do we define “achievement?” What does it look like as it relates to this minority group of diverse students of concern? What kinds of successful programs are being implemented to make sure that **all** of these diverse students of concern are acquiring literacy skills that will help close the “achievement gap?” Participants will reflect on and act on changing beliefs and practices as well as promote strategies that work best and provide ongoing support to close the achievement gap in their classrooms.

1:40-3:00 PANEL DISCUSSION and OPEN FORUM **Immigrant and Refugee Rights and Racial Justice: Educating for Change** **AG Edwards Rooms**

Bill Olbrich, Government Information Librarian, St. Louis Public Library
Joan Suarez, Jobs with Justice
Nikki Weinstein, Focus St. Louis
Abraham Habtu, ESOL Social Worker, St. Louis Public Schools
Jim Hamilton, ESOL Middle School Teacher, Labor Rights Activist
Jon Weber, ESOL Facilitator, Francis Howell School District
Sarah Beaman-Jones, Moderator

Open Forum

2:50 – Closings

Acknowledgements

We would like to thank the following people, groups and organizations for their support in making the 2nd Annual Educating for Change Curriculum Fair a reality. Over 30 dedicated volunteers assisted, in one way or another, with the planning and implementation of the event. Thank you all for making this event a success! The Literacy Roundtable, The Cohn Foundation and the Sisters of St. Joseph of Carondelet provided financial support for 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/

Literacy for Social Justice Teacher Research Group

Literacy for Social Justice Action 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.

<http://www.artsci.wustl.edu/~mrmosley/ljtrg/index.htm>

International Institute

Since 1919, The International Institute, a 501 c (3) agency and member of the United Way, helps refugees and immigrants to independence by teaching English, finding jobs, and providing adjustment services to overcome language and cultural barriers. We build a healthier community by helping newcomers become productive citizens and by promoting public awareness of the important contribution ethnic diversity makes to the St. Louis area's economy and quality of life. Annually, more than 8,000 new Americans receive services at the Institute, and nearly 30,000 area residents benefit from the agency's outreach efforts, including its highly touted ethnic event - Festival of Nations.

www.iistl.org

The Sisters of St. Joseph of Carondelet

The Sisters of St. Joseph of Carondelet (CSJ) have been engaged in education in the St. Louis area since 1836. The CSJ's started the St. Joseph Institute for the Deaf, now in Chesterfield, staffed many Catholic elementary schools throughout the area, as well as secondary schools such as Rosati-Kain High School, St. Louis, and St. Joseph Academy, Frontenac. The Sisters also started and continue to be on staff at Fontbonne University in Clayton. About 15 years ago about 10 sisters took the tutor training with the Literacy Council to become active in adult basic education. Presently, Sister Joan Filla and Sister Marianne Dwyer coordinate the Carondelet Family Literacy Program in the Carondelet neighborhood as members of the Literacy Roundtable.

