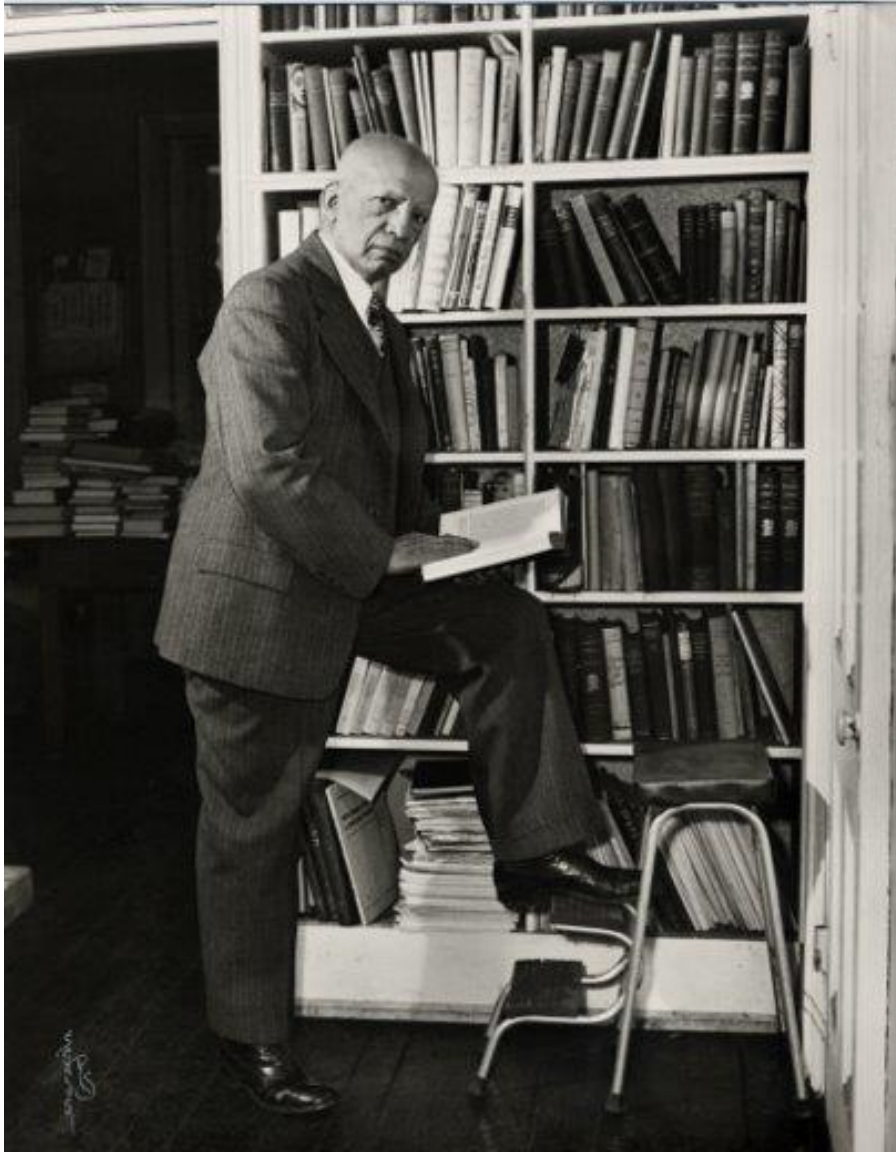


The Dr. Carter G. Woodson Lyceum at Marshall University

Welcome



Dr. Carter G. Woodson in His Washington Library, Circa 1940s

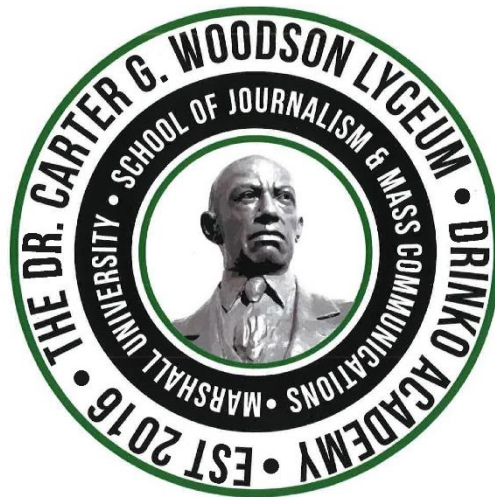
Permission Granted by Scurlock Collection, Archives Center, National Museum of American History, Smithsonian Institution.

**2020 Teachers Institute on Black History Instruction
(Virtual, via Microsoft Teams)**

Syllabus & Schedule

June 15-19, 2020

A Program of The Dr. Carter G. Woodson Lyceum
W. Page Pitt School of Journalism and Mass Communications
College of Arts and Media
Marshall University
www.marshall.edu/woodsonlyceum
Twitter: @woodsonlyceum



This project is presented with financial assistance from the West Virginia Humanities Council, a state-affiliate of the National Endowment for the Humanities. Any views, findings, conclusions or recommendations do not necessarily represent those of the West Virginia Humanities Council or the National Endowment for the Humanities.



About the Woodson Lyceum / Black History Month

Dr. Carter G. Woodson (Dec. 19, 1875-April 3, 1950), the Father of Black History, said the turning point in his career was his West Virginia years, a period that included graduation from Huntington's Douglass School, service as its principal and work as a coal miner. Dr. Woodson created the first "Negro History Week" Feb. 6-12, 1926, and his followers expanded it to a month 50 years later. Dr. Woodson advocated the study of black history throughout the year, but disrespect for people of African descent was rampant, and only a week was possible during his day. In 2016, Burnis Morris and the late Alan Gould cofounded The Dr. Carter G. Woodson Lyceum at Marshall University, with the blessings of President Jerome Gilbert and (former) Provost Gayle Ormiston, cementing Dr. Woodson's ties to West Virginia and the region. Aristotle's first school was called lyceum, but the name also is closely associated with justice and freedom for African Americans and the press. For instance, during a speech at a lyceum in Springfield, Illinois, Abraham Lincoln attacked the murder of abolitionist editor Elijah Lovejoy, and crusading journalist Ida B. Wells brought attention to injustice at a Memphis lyceum and through that lyceum's newspaper. The Woodson Lyceum, a collaboration between Drinko Academy and the W. Page Pitt School of Journalism and Mass Communications, is a Woodson-inspired forum on black history and education and provides support for a free press. The 2020 Teachers Institute is The Lyceum's third in support of teacher education and black history instruction (after programs in 2017 and 2019).

Institutional supporters of The Dr. Carter G. Woodson Lyceum:

Marshall University's Academic Affairs, Student Affairs, College of Arts and Media, College of Education and Professional Development, Intercultural Affairs, School of Journalism and Mass Communications, Drinko Academy, Dow Jones News Fund, Friends of Marshall Libraries, Marshall Health, Mountain Health Network and State of West Virginia Office of the Governor (Herbert Henderson Office of Minority Affairs)

2020 Institute Selection Committee:

Professor Janet Dooley, Marshall University; Professor Dan Hollis, Marshall University; Dr. Dolores Johnson, retired professor, Marshall University, and former schoolteacher; Dr. Kelli

Johnson, Marshall University; Dr. Montserrat Miller, Marshall University; Professor Burnis Morris, Marshall University; Mr. Stephen Riner, teacher, Huntington Middle School

Program Notes about Using Microsoft Teams

1. Unless you are presenting, participating in exercises or asking questions, please turn off your camera and microphone.
2. Please also be aware that all *sessions will be recorded*.
3. Each major presentation will be evaluated beginning June 15 after lunch. The overall program will be evaluated separately on the final day. Teachers will be given links with a *password* to complete the questionnaires.
4. Teachers and presenters are encouraged to tweet using @woodsonlyceum.

Key Dates

- Microsoft Teams training: May 1 (presenters); May 14 (presenters & teachers); May 22 (presenters & teachers); June 2 (presenters & teachers)
- 2020 Teachers Institute on Black History Instruction, June 15-20: Attendance is required.
- Deadlines for evaluation of the various sessions, June 15-19: immediately following each presentation, daily.
- Deadlines for one-paragraph summaries (or more) about institute learning experiences and/or various other ideas, June 16-20. The documents are due within 24 hours of the close of each day's session. For example, teachers should submit their statements about the June 15 session by 5 p.m. June 16, and so on. They have until 5 p.m., June 19, to submit their summaries of the June 19 session. Teachers should not wait until June 20 and write them as one package. *(Woodson employed his Negro History Bulletin as a teaching tool in this way. The publication was designed to be used by educators and students as a lesson about important historical subjects, and he would ask questions in one edition and provide answers in the next. Readers were supposed to write one-paragraph answers.*
Teachers at this institute have access to the Negro History Bulletin and Woodson's Journal of Negro History this summer through Marshall University Libraries because of their enrollment in the institute/course.)
- Deadline for lesson plans, by September 1, 2020

Syllabus

HUMN 563-431

2020 Teachers Institute on Black History Instruction /
3 Graduate Professional Development Credits

Course Title/Number	HUMN 563-431 2020 Institute on Black History Instruction
Semester/Year	Summer 2020
Days/Time	Online / Microsoft Teams, June 15-19, 2020, 9 a.m.-5 p.m.
Location	Microsoft Teams
Instructor	Burnis R. Morris, MPA, BA Journalism; Carter G. Woodson Professor
Office	122-B, Communications Building
Phone	304-696-4635, office; 304-638-3322, cell
E-Mail	morrisb@marshall.edu
Office/Hours	By appointment
University Policies	By enrolling in this course, you agree to Institute on Black History Instruction and University Policies. Please read the full text of each University policy by going to www.marshall.edu/academic-affairs/policies/ . Institute policies and requirements are listed below.
School of Journalism and Mass Communications Statement on Diversity	(Adopted 12/02/2010, Revised August 18, 2014, Fall 2018) <u>Diversity Statement</u> This statement reaffirms the W. Page Pitt School of Journalism and Mass Communications' commitment to an environment of teaching and learning, which recognizes and welcomes diversity of race, color, culture, sex, sexual orientation, gender, gender identity, age, religion, national origin, marital status and economic, political and ethnic backgrounds. Consistent with Marshall University's dedication to this principle, the School of Journalism and Mass Communications is committed to developing the potential of all students by creating and maintaining an environment that promotes and fosters

	<p>understanding in a multicultural, global community. A diverse faculty, staff and student population are encouraged and valued because an understanding and appreciation of their differences and similarities support the mission of the organization.</p>
<p>Specific Policies & Requirements for This Institute/Class</p>	<ol style="list-style-type: none"> 1. Teachers agree to participate in daily discussions involving institute topics June 15-19. They are encouraged to interact with speakers and collaborate with fellow teachers on Microsoft Teams. 2. Each day, June 16-21, teachers should send Professor Morris at least one paragraph involving the previous day's experience, what they learned and how they will use ideas in their classes. 3. On or before September 1, teachers should submit required lesson plans developed during the summer. 4. Teachers will receive the first half of their \$500 stipends after they satisfactorily complete #2. 5. Teachers will receive the second half of their stipends after they submit acceptable lesson plans. 6. Three graduate professional development credits will be awarded teachers who complete #2 satisfactorily and submit acceptable lesson plans. Credits should be available for transcripts during the fall term. The institute is considered a summer course, but grades will not be available until the fall term because the deadline for lesson plans is within the fall term. <p>Lesson plans and paragraphs describing daily experiences will be shared with other teachers and the public on The Lyceum's website, www.marshall.edu/woodsonlyceum.</p> <p>Grading is Credit / No Credit</p>

Course Description HUMN: From Catalog

560-63 Staff Development. 1-4 hrs. S/U. Courses and activities designed to meet specific needs of public school personnel. Credit may be used for certificate renewal and salary upgrading if approved but not in degree programs.

Assessment

The table below shows the following relationships: How each learning outcome will be practiced and assessed in the course.

Course learning outcomes	How teachers will practice each outcome in this course	How teacher achievement of each outcome will be assessed in this course
<p>1. Teachers will examine contributions of blacks in history and impact of black culture on the history and culture of the United States.</p> <p>2. Teachers will develop a plan to integrate the contributions of African Americans on the history and culture of the United States into the classes they teach.</p> <p>3. Upon successful completion of this course, teachers will earn professional development credits.</p>	<p>Instruction emphasizes inquiry, discovery and collaboration. Teachers, therefore, will examine primary sources; attend lectures, read articles, chapters and various handouts; study Woodson’s life and historic sites, African and African American History, music, drumming and literature; and collaborate among themselves and presenters.</p> <p>To further deepen their knowledge and understanding of the contributions of African Americans to the history and culture of the United States, teachers will engage in discussions using Microsoft Teams.</p>	<p>Assessment will be made on each outcome as follows: The first outcome will be evaluated using daily reflections on material discussed and its impact on each teacher’s growth in understanding and appreciation for the importance and impact of black culture and history on the collective culture of the United States.</p> <p>2. The second outcome will be evaluated through the lesson plan teachers develop (due no later than September 1, 2020).</p> <p>3. The third outcome will be evaluated on the basis of the completion of number 1 and 2, which will indicate whether teachers improved knowledge/skills sufficiently to receive three professional development credits, on a credit/no credit basis</p> <p>4. Teachers will evaluate material presented in class using an online Qualtrics questionnaire based on questions from a West Virginia Humanities Council form.</p>

Schedule

Virtual Teachers Institute

June 15-19, 2020

Day 1, Monday, June 15, 2020

9 a.m.

Opening Remarks

Burnis Morris, Carter G. Woodson Professor; director, The Dr. Carter G. Woodson Lyceum;
director, 2020 Institute on Black History Instruction

Welcome

Dr. **Jerome Gilbert**, president, Marshall University

Special Greetings

Governor **Jim Justice**, State of West Virginia

Dr. **Eric Waggoner**, executive director, West Virginia Humanities Council

Dr. **Wendell Dobbs**, dean, College of Arts & Media

Professor **Janet Dooley**, director, School of Journalism & Mass Communications

Dr. **Teresa Eagle**, dean, College of Education and Professional Development

Superintendent **Ryan Saxe**, Cabell County Schools

Ms. **Jill Upson**, executive director, Herbert Henderson Office of Minority Affairs,
State of West Virginia

10 a.m.

Why Are We Here – Introduction to the Institute

Professor Burnis Morris, director, The Woodson Lyceum & Institute

Write down 10 things you know about Carter G. Woodson before you began preparing for this institute. Don't include what you've learned by doing your readings. Just what you knew before.

On the final day, we'll discuss whether your list should be expanded.

Lesson Plans

Ms. Lenora Richardson, retired, director, Curriculum & Assessment, Cabell County Schools

Mr. Stephen Riner, teacher, Huntington Middle School

Day 1, Monday, June 15, 2020 Continued

10:30 a.m.

Discussions from Various Perspectives

- Why Do We Study History?

Dr. Montserrat Miller, executive director, Drinko Academy

- Why Do We Study Art and Create Posters?

Professor Sandra Reed, School of Art & Design;
chair, The Woodson Lyceum's Annual Black History Poster Competition

- Why Do We Study Music?

Dr. Wendell Dobbs, professor music and dean, College of Arts and Media

Discussion and questions are Invited. (Extra credit for first two questions)

Please turn on your camera and microphone to be heard.

11:30 a.m.

Break for Lunch

Evaluation, Day 1

Dr. Carl Mummert, associate professor of mathematics, has created an instrument for teachers to evaluate each session immediately following the presentation, beginning with this afternoon's program. Presenters are requested to remind the teachers to evaluate.

12:30-1:15 p.m.

History of the Oldest Scholarly Black History Journal

Dr. Pero Dagbovie, associate dean, the Graduate School, University Distinguished Professor,
Michigan State University; editor, Woodson's Journal of African American History

Day 1, Monday, June 15, 2020 Continued

1:30 p.m.-2:45 p.m.

African and African American Studies, Part 1

Dr. Joseph Tucker Edmonds, assistant professor, IUPUI

In preparation for this presentation, please study the professor's Black History lecture on the Emancipation Proclamation, from his February 16, 2017 visit to Marshall University:

<https://www.youtube.com/watch?v=vnwJoTJQWpk>

Presentation Description & Note from Dr. Joseph Tucker Edmonds

Religion has been and continues to be a critical aspect of African American culture and history. From the hush harbors that formed the early worship spaces of enslaved Africans to the Moral Monday Movements of 21st century civil rights leaders in North Carolina and around the United States, the ability to read, contextualize, and interrogate the religious history of African Americans is essential to understanding African American history more broadly. This introduction to African American Studies (pt. 1 & 2) will introduce the participants to a number of methods in African and African American Studies and highlight the ways that understanding religion and religious history are necessary for a comprehensive engagement of African American contributions to the United States. On my second day of teaching, I will introduce key texts from different historical periods that highlight the relationship between African American history, religion, and sacred texts. We will specifically engage David Walker's "Appeal to the Colored Citizens of the World," *The Emancipation Proclamation*, Frederick Douglass' "The Meaning of the Fourth of July for the Negro," Malcolm X's "The Ballot or the Bullet," and Barack Obama's 2008 Father's Day Speech at The Apostolic Church of God in Chicago. All of these speeches will be used to provide context to a particular historical period, highlight the different academic methods that can be used to assess the speech, and finally engage the speeches as a part of the rich and diverse history of African Americans.

Day 1, Monday, June 15, 2020 Continued

3 p.m.-4 p.m.

The Woodson Century, Part 1

Professor Burnis Morris

Presentation Description and Note from Professor Burnis Morris

The presentation is based on my chapter in a forthcoming book (*Radical Roots: Public History and Social Justice Activism*, Amherst University Press, 2021), involving more than 20 public historians from various universities and perspectives. My chapter examines Woodson's contributions and influences over the past century.

4 p.m.

Teachers Talk 1

This timeslot encourages teachers to use Microsoft Teams to discuss various topics among themselves, such as what they learned each day and/or questions about other issues that can be used in their lesson plans. The institute encourages collaboration. This discussion may be the foundation for the teachers' summaries of their first-day experience at the institute, which is due tomorrow for Day 1. If several teachers want to create a channel limited to a small group with like-minded concerns, they may request Professor Morris to create such a channel. For instance, several teachers registered for the institute are from Huntington Middle School and may have unique issues on which to ponder and collaborate. Other teachers may collaborate in other groupings based on ideas, geography, and so forth. They may also use the timeslot to discuss the daily paragraphs due the next day, or to contact a speaker (or Professor Morris) for further elaboration involving presentations.

Day 2, Tuesday, June 16, 2020

Evaluation, Day 2

Reminder: Dr. Carl Mummert, associate professor of mathematics, has created an instrument for teachers to evaluate each session immediately following the presentation. Presenters are encouraged to remind teachers to evaluate.

9 a.m.

Feedback from Teachers Talk

9:15 a.m.-10:15 a.m.

Black Barboursville

Ms. Jeanette Rowsey, accredited public relations counselor; trustee, Cabell County Public Library; board officer, Carter G. Woodson Memorial Foundation

Presentation Description and Note from Jeanette Rowsey

Jeanette's presentation will include her discoveries of Barboursville, West Virginia's African American history, which she incorporated into a bicentennial history book, *The Lost Village of Barboursville: Unsung and Vanishing History of the Best Little Village in West Virginia (1813-2013)*. Time will be allotted for questions, as well as discussion of recommended resources and inspirations for those who may wish to research and present their own local history projects.

(She may also mention the Woodson Foundation and Memphis Tennessee Garrison house.)

Break

Day 2, Tuesday, June 16, 2020 Continued

10:15 a.m.-11:30 a.m.

Black Literature: Telling History in Story, Part 1

Dr. Dolores Johnson, professor emerita, Marshall University

Presentation Description and Note from Dr. Johnson

“Telling History in Story” is a literature-based presentation and discussion of the ways narrative storytelling has been a carrier of social history down through time. From the caveman's crude drawings of battles on the hunting grounds with animals of his time until today's battles with viruses and pandemics of our time, stories carry a weight, beyond the statistics, facts and movements, to reveal untold human dramas. For many years, the drama of African American peoples was not a part of the scholar-based textbooks of students. African American stories were passed down, as Alex Haley tells his story, *Roots*, from generation to generation informally through oral storytelling within families. It wasn't until African American History was formalized in the 20th century by historians such as Carter G. Woodson and sociologists such as W.E. B. Dubois that African American History became a part of the canon of the US. Informally, however, through the literatures of songs, sermons, family tales, and personal narratives, the broader social histories continue to be told and today, shared.

Assignment: Please locate Dr. Johnson's assigned readings (in the Teams files and read the following before her sessions: “Ole Sis Goose”. AA folktale; “The Man Who Was Almost Man” by Richard Wright; “Recitatif” by Toni Morrison

11:30 a.m.

Break for Lunch

12:30 p.m.-1:45 p.m.

African and African American History 101, Part 2

Dr. Joseph Tucker Edmonds, professor, IUPUI (*See notes from Part 1*)

Day 2, Tuesday, June 16, 2020 Continued

1:45-2:45 p.m.

Satellite Story and Alternative Reflection

Ms. Mitzi Sinnott, performance artist, activist.

Presentation Description and Note from Ms. Mitzi Sinnott

In this hour, Carmen Mitzi Sinnott will speak about her journey within a journey: the search for her father, and her unwavering desire to produce this important work, raising the money herself because telling the whole truth was a matter of having a healthy future. Mitzi will show scenes from her international award-winning PBS broadcast solo play "SNAPSHOT: a true story of love interrupted by invasion." A true story of a daughter's journey through a landscape of years, memories, and realities, initiated by the question "What do I know about war?" The answers lying in an album of faded photos of her absent father who left for Vietnam before she was born.

3 p.m.-4 p.m.

Virginia Manumission and Slavery- The Impact of Manumission

Ms. Carrie Eldridge, historical geographer and retired educator

Presentation Description and Note from Carrie Eldridge

Manumission is a subject of black history that is often overlooked and misunderstood. Before the Civil War, the only way for an enslaved person to be legally freed was by manumission. This legal document was given only rarely, but it had an impact on the persons who received the document as well as generations not yet born. This class session will discuss how manumission was achieved, what it meant to both the white and black individuals and explore the results that came about because of manumission. (Please study Ms. Eldridge's posts before class.)

Day 2, Tuesday, June 16, 2020 Continued

4 p.m.

Podcast

Journalists Michaela Crittenden, Blake Newhouse)

Presentation Description

The presenters will the value of podcasts and demonstrate how today's sessions lend themselves to podcasts by interviewing available faculty and teachers.

4:30 p.m., or when convenient (optional)

Teachers Talk

Day 3, Wednesday, June 17, 2020

Evaluation

Reminder: Teachers, please evaluate each session immediately following presentations.

Presenters are encouraged to remind teachers to evaluate.

9 a.m.-9:30 a.m.

Discussion of Teachers Talk, Lesson Plans and Other Issues

Professor Morris, Mr. Stephen Riner, Huntington Middle School teacher

9:30 a.m.-10:45

Library Resources & Methods

Dr. Kelli Johnson, associate university librarian, head of Access Services and Outreach, MU Libraries and Online Learning; director, MU Center for Appalachian Prosperity

Presentation Description and Note from Dr. Kelli Johnson

This session has the following goals: Identify online resources for teaching black history; Understand the If I Apply source evaluation method. The instructor has prepared a research guide with links to free online resources that teachers can use in their planning and in the classroom. In addition, the instructor will review the two oral history projects she has been involved in. Finally, the instructor will review a source evaluation tool designed to encourage critical thinking. (Also, review her posted files.)

Session outline

1. Introduction
2. Materials
 - A. Online, free
 - B. Library
 - C. Oral histories and journal articles
3. Evaluation

Day 3, Wednesday, June 17, 2020 Continued

10:45 a.m.-Noon

Clio: Guide to History and Culture That Surrounds You

Dr. David Trowbridge, associate professor of history;
director of African and African American Studies at Marshall University

Presentation Description and Note from Dr. David Trowbridge

Dr. Trowbridge will discuss how teachers have used Clio to connect their students to African American history in West Virginia and throughout the United States.

Noon

Lunch Break

1 p.m.-2 p.m.

Visiting West Virginia Archives

Mr. Joe Geiger, director, West Virginia Archives and History

Mr. Aaron Parsons, West Virginia Archives and History

Presentation Description and Note from Presenters

Mr. Geiger and Mr. Parsons will briefly summarize the work of Archives and History and review the holdings of the State Archives, but the primary focus of the presentation will be on the integration of schools in West Virginia. Prior to The Lyceum, teachers will read materials on school integration in West Virginia and answer questions. During the presentation, educators will use primary documents from the State Archives to learn more about the process of school integration in West Virginia, particularly at the county level.

2:15 p.m.-2:55 p.m.

Black Sports in West Virginia

Dr. Bob Barnett, retired Marshall University professor and author

Presentation Description and Note from Dr. Bob Barnett

Dr. Barnett is coauthor of *The Black Athlete in West Virginia: High School and College Sports from 1900 Through the End of Segregation* (McFarland, 2020). He will discuss the five most interesting/important things he learned from writing the book and how teachers can use the book as a resource.

Day 3, Wednesday, June 17, 2020 Continued

3 p.m.-4 p.m.

Black Literature: Telling History in Story, Part 2

Dr. Dolores Johnson, professor emerita

(See Part 1 description on Tuesday.)

4:15 p.m.-5 p.m.

Podcast

Michaela Crittenden, Blake Newhouse and available participants

At 5 p.m., or Teachers' Convenience

Teachers Talk

Day 4, Thursday, June 18, 2020

Evaluation, Day 4

Reminder: Teachers, please evaluate each session immediately following presentations.

Presenters are encouraged to remind teachers to evaluate.

9 a.m.

Discussion: Teachers Talk

Professor Morris

9:15 a.m.-Noon

Slavery in West Charleston: Glenwood Estate

Dr. Billy Joe Peyton, professor of history, West Virginia State University

Dr. Luke Eric Lassiter, professor of Humanities and Anthropology; director of the Marshall

University Graduate Humanities Program

Ms. Marla Griffith, Glenwood archivist

Presentation Description and Note from Presenters

These experts will explore the history of Glenwood and its significance in promoting scholarship in the humanities. Visit: <https://www.Marshall.edu/GlenwoodCenter>.

(Please read the handouts before this session begins.)

Day 4, Thursday, June 18, 2020 Continued

Lunch Break

1 p.m.-2 p.m.

Woodson of Fayette County

Tijah Bumgarner, assistant professor,

School of Journalism & Mass Communications, Marshall University

Presentation Description and Note from Professor Tijah Bumgarner

This short documentary explores the spaces that hold the history of Carter G. Woodson's time in Fayette County, West Virginia. As a coal miner and educator, Woodson spent his early years being heavily shaped by this part of the region as he would then go on to majorly impact African American history. This visual tour will highlight Woodson's history and his impact on these spaces of Fayette County.

2 p.m.-3 p.m.

Why (Now)?

Teachers Talk (Led by Professor Morris)

Form groups of four or five (or larger) of your choosing and discuss answers to this question, in Teams: Why (now) must we study black history so long after Brown v Board of Education and the first black president? Address your responses to the following four publics: 1) your principal, 2) students, 3) parents and 4) peers. You may be provocative and creative with your responses. You will discuss your responses during tomorrow's session.

3 p.m.

Teachers' Personal Time. On your own the rest of the day.

4 p.m.-5 p.m.

Podcast with Tijah Bumgarner, Michaela Crittenden, Blake Newhouse

Day 5, Friday, June 19

9 a.m.-9:45 a.m.

The Woodson Century, Part 2

Professor Burnis Morris

Presentation Description and Note from Professor Burnis Morris

The presentation is based on my chapter in a forthcoming book (*Radical Roots: Public History and Social Justice Activism*, Amherst University Press, 2021), involving more than 20 public historians from various universities and perspectives. My chapter examines Woodson's contributions and influences over the past century.

9:45 a.m.-10:45 a.m.

**Just Names: How School Names Shape the Learning Process
and Inform Social identity in teachers and students.**

Dr. Gregg Suzanne Ferguson, executive director, Mothers of Diversity America
CEO, Urbalachian

Presentation Description and Note from Dr. Gregg Suzanne Ferguson

The presentation is based on a study conducted at Marshall University Graduate College on the effects of schools named after prominent blacks or white supremacists on black educators and their students, and describes steps for change. I would invite the teachers to peruse the entire Fall, 2019 Teaching Tolerance publication "Black Minds Matter" (provided) and comment on any of the articles which enlightened or became a revelation for them, including mine: *Black educators, Black students, Stonewall Jackson School: one of these things does not belong.*

Day 5, Friday, June 19 Continued

10:45 a.m.-11:30 a.m.

Macedonia Church — Revisiting the Ohio Mother Church and Her Future

Mr. Lacy Ward Jr., ombudsman/civic engagement coordinator, Marshall University

Presentation Description and Note from Mr. Lacy Ward Jr.

This presentation will provide a brief history of the Macedonia Church and its influence on the Black church in the Tri-State. The presentation will also discuss the federal system for recognizing and planning for historic sites. In closing, we will discuss the four (4) options for preservation and interpretation currently being considered for Macedonia Church.

For review prior to class:

Macedonia Church NRHP documents (2 uploaded), and the following links:

<https://parkplanning.nps.gov/SpecialResourceDocuments.cfm>,

<https://www.nps.gov/subjects/nationalregister/guidance.htm> (*not to be read in depth, but skimmed for familiarity*).

11:30 a.m. — Noon

Teachers Talk – Teachers may use this time to discuss issues and afternoon report.

Lunch Break

Noon – 1 p.m.

1 p.m.-2 p.m.

White Woodsons

Dr. Craig Woodson, ethnomusicologist

Presentation Description and Note from Dr. Craig Woodson

Craig Woodson is a white descendent of Jamestown resident Dr. John Woodson who enslaved Africans beginning in 1620. This was never discussed growing up in Craig’s family despite its mention in their genealogy book (1915). After decades as a music teacher and professional drummer, including three years in Ghana, West Africa, he faced his family’s story through a chance meeting with Dr. Edgar Woodson, a relative of Dr. Carter G. Woodson. Their meeting in

1988 and subsequent ‘Sankofa--apology ceremony’ led to Craig’s participation in both ASALH, Dr. C.G. Woodson’s Association for the Study of African American Life and History (1915), and a national conversation about racism called CTTT (Coming To The Table). Through Craig’s non-profit, www.DrumsofHumanity.org, he has developed and is offering protocols to help begin conversations about the holocaust of enslavement within a family, specifically between American descendants of families who were enslaved and those who were enslavers. This session will provide details about his white Woodson story and why this approach is needed in today’s world.

2 p.m.-3:15 p.m.

African Drumming

Dr. Craig Woodson, ethnomusicologist

Presentation Description and Note from Dr. Craig Woodson

The drum in Africa is central to most musical cultures on the continent. With over 40 years of experience studying, teaching and performing several types of African drumming--including three years of instrument technology research and development at a Ghanaian university--Dr. Craig Woodson will guide both music and non-music teachers through the beginning steps of understanding and playing one common type of ensemble in Ghana called *Adowa*. Using a simple box notation, teachers will quickly be able to play and teach several parts in this common type of drumming. By accessing Dr. Woodson’s online chapter called *Dondo* at his website www.RootsofRhythm.net, attendees will see how the parts represent a family of rhythms, a very different way of organizing a musical performance. During the session, participants will learn how to make simple versions of *Adowa* instruments for classroom use, including details on how to make the ‘talking drum’ *Dondo*. His presentation will cater to the varied disciplines of teachers as much as possible.

Day 5, Friday, June 19 Continued

3:30 p.m.-4:15 p.m.

Teachers Talk 4 Reports, Professor Morris

Lesson Plans: Final Notes

Mr. Stephen Riner

The End

Institute Evaluation

4:15 p.m.

Podcast

Dr. Craig Woodson

Several teachers

Michaela Crittenden

Blake Newhouse

Dedication of The Woodson Statue,

Huntington

1996

