

Scholar Panel: Perspectives on the Possibility of a Shared National Narrative

Tuesday, March 1
7:00-8:30pm ET

Edna Greene Medford,
Samuel Goldman,
Madeline Hsu

Three scholars from varying disciplines will present ideas on the concept of a shared narrative, barriers to consensus, and how we can move forward as a pluralistic, diverse society. This session will include opportunities to discuss the ideas put forth by each school with colleagues from schools across the country.

What Binds Us Together: Tools and Resources for Teaching the American Story

Wednesday, March 2
7:00-8:30pm ET

Rachel Humphries
Bill of Rights Institute

What are the values, virtues and principles that can weave together the American people? Is "Out of Many, One" a realistic concept? Explore strategies and resources that you can use in your classroom to help students explore what it means to be an American. You'll learn about the Educating for American Democracy (EAD) Roadmap inquiry-based approach to teaching civics and history, and leave with new and easy-to-use resources from the Bill of Rights Institute.

The Text & Context of the Declaration of Independence: What Can We Learn From Jefferson's Rough Draft?

Thursday, March 3
7:00-8:30pm ET

Adam Seagrave
Arizona State
University

The Declaration of Independence stated foundational political principles that have provided a creedal momentum to American political development throughout our history. But what do these political principles, such as "all men are created equal," actually mean? And how do they relate to apparently contradictory policies and practices--such as African American enslavement--with which they have coexisted for much of American history? In this session we will explore these questions with the aid of an often overlooked supporting text: Thomas Jefferson's Rough Draft of the Declaration of Independence.

Frederick Douglass: American Critic or Patriot?

Sunday, March 6
7:00-8:30pm ET

Lucas Morel
Washington and Lee
University

Frederick Douglass's 1852 speech, "What to the Slave is the Fourth of July?" is among the greatest speeches in American history for its powerful analysis of the enormity of slavery in light of the founding principles of America. It marked a shift in Douglass's thinking about the American founders and the Constitution. This webinar will examine his 1852 speech and discuss what it can teach us today about how to understand America's past.

Learning from Sacred Stories: Faith Leaders on the Quest for a Shared Narrative

Monday, March 7
7:00-8:30pm ET

Rabbi Yehuda Sarna
Dr. Heather Ohaneson

Within every community of faith there are shared stories that weave together the beliefs, values, and purposes of a people. What can we learn from how different faith traditions derive meaning from their core stories? What can we apply to the American context, and the pursuit of a shared story? In this session you'll learn from two faith leaders and engage with religious texts that can illuminate the potential of a shared American narrative.

Art as Classroom Catalyst: Fostering Complex Conversations about U.S. History with Creativity

Tuesday, March 8
7:00-8:30pm ET

Elizabeth Diament
Julie Carmean
National Gallery of Art

How can integrating works of art into the classroom provide opportunities to explore and grapple with multiple perspectives on American history? Join National Gallery of Art museum educators Liz Diament and Julie Carmean to look closely and discuss two powerful artworks that focus on the Native American experience historically and today. Using thinking routines from Arts as Civic Commons by Project Zero, we will model teaching tools to facilitate complex conversations in the classroom.

Phillis Wheatley: The Audacity of Poetry

Wednesday, March 9
7:00-8:30pm ET

April Langley
University of Missouri

This seminar will consider the eighteenth-century poet's works as part of a national narrative of hope that is inaugurated during an era of colonization and enslavement as beckoning of full freedom and liberty for all its citizens. While history tells a less hopeful tale of the plight of the enslaved, the poet's audaciousness is part of an American narrative that refuses to concede anything less than full liberty and citizenship for African Americans, echoing sacred and secular hopes of a better world.

Understanding News Media Bias: Empowering Students with Essential Skills

Thursday, March 10
7:00-8:30pm ET

Peter Adams
News Literacy Project

People frequently perceive and allege bias in news coverage, but what does this really mean? What makes a piece of news biased, and who decides? What role do our own biases play in our perceptions of bias? In this session we'll help you teach this vital, controversial, complex topic in ways that empower students to meaningfully evaluate the fairness and impartiality of news coverage.

Reframing Divisive Topics through Dialogue: Structures for Deeper, Nuanced, and More Personal Conversations

Sunday, March 13
4:00-5:30pm ET

Scott Silk
Essential Partners

At the heart of this workshop is an experience of Reflective Structured Dialogue - an approach to difficult conversations that has been used around the world in classrooms and communities for 30 years. This dialogue will lead you through questions about your own understanding of the American story. After the dialogue you will discuss the impact of certain conversational structures and how you might use them in your classroom to reframe how you teach and discuss divisive topics.

Community of Practice: Integrating our Learning

Sunday, March 13
7:00-8:30pm ET

Tiphonie Shoemaker
Civic Spirit

So, how might we teach the story of America? Join fellow symposium participants to process, synthesize and connect about your collective experience. In this collaborative session, we will reflect on our learning, make plans for putting new content and pedagogy into practice, further relationships with new educators and learn ways to stay connected to Civic Spirit.

Presenters



Peter Adams

Peter Adams is the News Literacy Project's senior vice president of education. He began his career as a classroom teacher in the New York City schools through Teach For America. He has also taught in the Chicago public schools, at Roosevelt University and at Chicago City Colleges' Wilbur Wright campus. In addition, he has worked with the NYC Teaching Fellows program, with After School Matters and as an independent education consultant. Since joining NLP in 2009, he has coordinated classroom and after-school programs, served as Chicago program manager, worked on organizational strategy and developed NLP's digital program. He has also provided news literacy training and workshops to educators and others throughout the area. He was promoted to his current position in January 2014 and oversees NLP's education team, which develops resources and training for teachers. He and the other team members are based in Chicago. Peter is a graduate of Indiana University, where he majored in English and African American studies and co-founded an independent monthly student newspaper. He has a master's degree in the humanities from the University of Chicago.



Elizabeth H. Diament

Liz Diament has been enjoying her work at the National Gallery of Art for over nineteen years. She is a senior educator developing and implementing education for docents, managing school and general public tours and working with teachers. She received a degree in Art History from Manchester University, England and a Masters in Museum Education from Bank Street College of Education, New York. During her tenure at the National Gallery Liz became interested in how objects tell multiple stories and can be understood through many lenses. Liz is passionate about working with teachers through a MOOC (Massive On-line Open Course) called Teaching Critical Thinking through Art inspired by Harvard's Project Zero.



Julie A. Carmean

Julie Carmean serves as the Manager of National Teacher Programs for the National Gallery of Art in Washington, DC. She oversees professional development programs for educators, nationally and internationally, onsite and online. She and her team produced the Massive Open Online Course, Teaching Critical Thinking through Art, on the edX platform, serving over 25,000 participants since its launch in 2019. She facilitates the Summer Institute for Educators, an annual convening around ideas of integrating art into pedagogy. She is currently exploring the role of art in supporting Social-Emotional Learning. She consults and presents regularly about critical thinking through art, teaching practices, and online learning. Previously, Julie worked on the Around the Corner partnership programs with DC Public Schools. She also taught in schools before venturing into museum education. She became aware of Project Zero research and pedagogies during her time as an Arts in Education student at the Harvard Graduate School of Education and has enjoyed exploring applications of these in both the classroom and museum.



Rachel Humphries

Rachel Davison Humphries is the Director of Outreach at the Bill of Rights Institute. She leads the team that leads outreach initiatives, develops new programs and products, fosters close relationships with BRI's network of 50,000 teachers, and designs the marketing campaigns. Prior to joining BRI in 2016, Rachel worked for almost a decade as an educator, mentor and trainer in middle, high school, and university environments, and continues to consult on a variety of educational projects. Rachel earned her B.A. in Liberal Arts from the Great Books program at St. Johns College, in Annapolis, Maryland, a teaching certificate in Adolescent Education from the Association Montessori Internationale, and M.A. in Learning, Design, & Technology at Georgetown University.



Heather C. Ohanesson

Heather C. Ohanesson currently serves as the bridge pastor for Armenian Martyrs' Congregational Church in Havertown, Pennsylvania. Before that, she was an associate professor of philosophy and religious studies at George Fox University in Newberg, Oregon. Dr. Ohanesson holds a Ph.D. in the philosophy of religion from Columbia University, where she was an award-winning faculty fellow in the Core Curriculum. Having developed an abiding commitment to civic engagement from working at Project Pericles, she is proud to have started the Liberation Scholars humanities program at George Fox University for Latina and Latino high school students from rural Oregon, through a Knowledge for Freedom grant from the Teagle Foundation. Active in the Armenian community, she served on the board of the Armenian Missionary Association of America from 2016 to 2021. Bringing her passions together, Dr. Ohanesson convenes intellectually curious clergy for seminar discussions of passages from classic texts in Great Books with Clergy.



Adam Seagrave

Adam Seagrave (Ph.D., University of Notre Dame) is Associate Director and Associate Professor in the School of Civic and Economic Thought and Leadership, as well as Associate Director of the Center for Political Thought and Leadership, at Arizona State University. He was a member of the Executive and Steering Committees, and co-chaired the Political Science and Civics Task Force, for the Educating for American Democracy project from 2019 - 2021. He is currently Senior Fellow for Education with the Foundation Against Intolerance and Racism (FAIR), where he is leading the development of a K-12 curriculum blending American civics and diversity education. He is also co-founder and co-director of the Race and the American Story project. His research focuses on the central ideas of the American political tradition, both in the American context itself as well as its antecedents in the history of political thought. His first book, *The Foundations of Natural Morality: On the Compatibility of Natural Rights and the Natural Law*, was published by the University of Chicago Press in 2014. He has also published *Liberty and Equality: The American Conversation* (University Press of Kansas, 2015) and *The Accessible Federalist* (Hackett Publishing Co., 2017).



April Langley

Dr. April Langley is the Chair of Black Studies and Assistant Professor of English at the University of Missouri. She received her PhD in English from the University of Notre Dame in 2001. Langley specializes in eighteenth- and nineteenth-century African American and American Literature and Theory. Her interdisciplinary research integrates African Diaspora literature, African, American and African American Studies, and Black Feminist/Womanist theory and criticism. Her first book, *The Black Aesthetic Unbound: Theorizing the Dilemma of Self and Identity in Eighteenth-Century African American Literature* (Ohio State University Press 2007), explores the culturally specific African origins of the eighteenth-century Afro-British American literary and cultural self through a conceptualization of the dilemma posed by competing African, American, and British cultural identities. She is currently researching and writing #earlyBlackChristianWomensLivesMatter: Spirituality and Social Justice Movements in Eighteenth- and Nineteenth Century America. She is also an affiliate in the departments of Religious Studies and Women and Gender Studies as well as a proud first-generation college graduate and United States Army veteran. Her interdisciplinary research integrates African Diaspora literature, African, American and African American Studies, and Black Feminist/Womanist theory and criticism.



Rabbi Yehuda Sarna

Rabbi Yehuda Sarna is the Chief Rabbi of the Jewish Council of the Emirates, a position to which he was appointed in 2019. In this role, he leads the community in religious and spiritual matters, and represents them to government and organizational officials. Rabbi Sarna serves as the University Chaplain and Executive Director at the Bronfman Center for Jewish Student Life at New York University (NYU). He is a senior fellow at the Of Many Institute for Multifaith Leadership at NYU, where he designs educational experiences and curricula to train the next generation in interfaith action. Rabbi Sarna was one of the principal subjects of Chelsea Clinton's 2014 documentary, *Of Many*, which premiered at the Tribeca Film Festival and aired nationally on ABC in 2017. The Of Many Institute designed an award-winning training module, *Faith Zone*, to train university students, staff, and administrators in religious literacy. Rabbi Sarna was appointed to the Muslim-Jewish Advisory Council, a project of the American Jewish Committee and the Islamic Society of North America, to lobby for more vigilant legislation of hate crimes. Rabbi Sarna is married to Dr. Michelle Waldman Sarna, a psychologist, and they have six children.



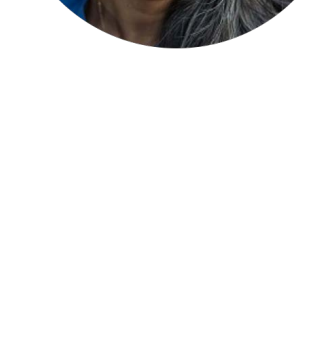
Lucas Morel

Lucas Morel is the John K. Boardman, Jr. Professor of Politics and Head of the Politics Department at Washington and Lee University. He holds a Ph.D. in political science from Claremont Graduate University. Prof. Morel also teaches in the Master's Program in American History and Government at Ashland University in Ohio; high school teacher workshops sponsored by the Gilder-Lehrman Institute, the John M. Ashbrook Center, the Jack Miller Center, and the Liberty Fund; and summer programs for the Claremont Institute for the Study of Statesmanship and Political Philosophy. Prof. Morel is the author or editor of the following books: *Ralph Ellison and the Raft of Hope: A Political Companion to "Invisible Man"*, *The New Territory: Ralph Ellison and the Twenty-First Century*, *Lincoln and Liberty: Wisdom for the Ages*, and *Lincoln's Sacred Effort: Defining Religion's Role in American Self-Government*. In June 2020, he published *Lincoln and the American Founding* for the Concise Lincoln Library Series of Southern Illinois University Press. He is a trustee of the Supreme Court Historical Society, former president of the Abraham Lincoln Institute, a consultant on the Library of Congress exhibits on Lincoln and the Civil War, was a member of the scholarly board of advisors for the Abraham Lincoln Bicentennial Commission, and a member of the U.S. Semiquincentennial Commission, which will plan activities to commemorate the founding of the United States of America.



Madeline Y. Hsu

Madeline Y. Hsu is Professor of History at the University of Texas at Austin and served as Director of the Center for Asian American Studies eight years (2006-2014). She was president of the Immigration and Ethnic History Society and is presently representative-at-large for the International Society for the Study of Chinese Overseas. She was born in Columbia, Missouri but grew up in Taiwan and Hong Kong between visits with her grandparents at their store in Altheimer, Arkansas. She received her undergraduate degrees in History from Pomona College and PhD from Yale University. Her first book was *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration between the United States and South China, 1882-1943* (Stanford University Press, 2000). Her most recent monograph, *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton University Press, 2015), received awards from the Society for Historians of American Foreign Relations, the Immigration and Ethnic History Society, the Asian Pacific American Librarians Association, and the Association for Asian American Studies. Her third book, *Asian American History: A Very Short Introduction* was published by Oxford University Press in 2016 and the co-edited anthology, *A Nation of Immigrants Reconsidered: U.S. Society in an Age of Restriction, 1924-1965* was published in 2019 by the University of Illinois Press.



Samuel Goldman

Samuel Goldman is executive director of the John L. Loeb, Jr. Institute for Religious Freedom and director of the Politics & Values Program. His first book *God's Country: Christian Zionism in America* was published by the University of Pennsylvania Press in 2018. His second book, *After Nationalism*, was published by the University of Pennsylvania Press in 2021. In addition to his academic research, Goldman is literary editor of *Modern Age: A Conservative Quarterly* and a contributing editor at *The American Conservative*. His writing has appeared in *The New York Times*, *The Wall Street Journal*, and many other publications.



Scott Silk

Scott Silk is an educator, facilitator, mediator, and lawyer, as well as an Associate for Essential Partners. He especially enjoys working with educators to assist in their efforts to build understanding, trust, and empathy in their communities through the use of dialogue. Scott holds a B.A. in Political Science from the University of Michigan, a J.D. from Denver University, and an M.Ed. from DePaul University. In 2014, Scott founded *Hands of Peace California*, a non-profit organization that empowers American, Israeli and Palestinian youth to become agents of change, and he has since served as the local Site Director and a Board member. In his work as a teacher at Pacific Ridge School, Scott chairs the History Department. In his work as a teacher at Pacific Ridge School, Scott chairs the History Department. In his work as a teacher at Pacific Ridge School, Scott chairs the History Department. In his work as a teacher at Pacific Ridge School, Scott chairs the History Department. In his work as a teacher at Pacific Ridge School, Scott chairs the History Department.



Edna Greene Medford

Edna Greene Medford is a Professor in the Department of History in the College of Arts and Sciences at Howard University. She is also a former chair of the Department of History. She also served for several years as director of the Department of History's graduate and undergraduate programs. Specializing in nineteenth-century African-American history, she teaches courses in the Jacksonian Era, Civil War and Reconstruction, and African-American History to 1877. Dr. Medford was educated at Hampton Institute (now Hampton University) in Virginia, the University of Illinois (Urbana), and the University of Maryland (College Park), where she received her Ph.D. in United States history. Dr. Medford has served as the Director for History of New York's African Burial Ground Project and edited the volume *Historical Perspectives of the African Burial Ground: New York Blacks and the Diaspora*. Her books include *Lincoln and Emancipation* (2015) as well as co-authored books *The Emancipation Proclamation: Three Views*. She compiled and wrote the introductions to the edited two-volume work *The Price of Freedom: Slavery and the Civil War - Volume I*, and *The Price of Freedom: Slavery and the Civil War - Volume II*. She serves on the board of the Lincoln Bicentennial Foundation, the Ulysses S. Grant Association, the Lincoln Studies Center at Knox College (Galesburg, Illinois), and the Abraham Lincoln Institute. Dr. Medford is the 2009 special bicentennial recipient of the Order of Lincoln, an award given by the state of Illinois, for her scholarship on the president. Currently, Dr. Medford is a Distinguished Lecturer of the Organization of American Historians Distinguished Lectureship Program.



Tiphonie Shoemaker

Tiphonie Shoemaker is the Director of Education at Civic Spirit. Prior to joining Civic Spirit in Fall 2019, Tiphonie Shoemaker spent 10 years at Luria Academy of Brooklyn. In her most recent role there, she was the Director of Learning and Learning for Grades 4-8 and the High School Admissions Coordinator. She has a B.S. in Early Childhood Education with a Concentration in Literature and an M.S. in English Literature for grades 5-9. Tiphonie completed the Montessori Lower Elementary training through the North American Montessori Center. She is a graduate of ELAI (Educational Leadership Advancement Initiative) and is a trained mentor through JNTP (Jewish New Teacher Project). Tiphonie enjoys combining her two passions -best educational practices and giving students a sense of belonging and purpose. Tiphonie's interests include reading, visiting baseball stadiums and science-fiction. She lives with her husband, son, and puppy in Brooklyn.