

## Spencer Museum of Art, University of Kansas

*Native American and African American Education in Kansas, 1830–1960*

### Sunday, June 18 and July 9—Welcome and Introduction

**Description:** Teachers will register for the workshop, meet one another and core faculty, learn about the Spencer Museum of Art, and begin exploring overarching themes of the workshops.

**Questions:** What was the racial landscape of Kansas at the turn of the 20<sup>th</sup> century, and how did it impact the education of African American and Native Americans? How can multiculturalism and respect for diversity be fostered in classrooms?

**Core Faculty:** Dr. Cassandra Mesick (SMA Curator of Global and Indigenous Art and project Co-Director), Dr. Celka Straughn (SMA Director of Academic Programs and project Co-Director), Dr. Connor Warner (University of Missouri-Kansas City [UMKC] Assistant Professor of Education in Teacher Education & Curriculum Studies and project Master Teacher)

**Guest Faculty:** Saralyn Reece Hardy (Marilyn Stokstad Director of the Spencer Museum of Art), Dr. Kim Warren (KU Associate Professor of History)

### **Advance Readings:**

Child, Brenda. 1998. *Boarding School Seasons: American Indian Families, 1900–1940*. Lincoln: University of Nebraska Press.

Taylor, Quintard. 2007. “Native Americans and African Americans: Four Intersections across Time and Space in the West.” In *The First and the Forced: Essays on the Native American and African American Experience*, edited by James N. Leiker, Kim Warren, and Barbara Watkins, pp. 90–104. Lawrence, KS: University of Kansas, Hall Center for the Humanities.

Warren, Kim Cary. 2010. *The Quest for Citizenship: African American and Native American Education in Kansas, 1880–1935*. Chapel Hill, NC: University of North Carolina Press.

-----, 2007. “Introduction.” In *The First and the Forced: Essays on the Native American and African American Experience*, edited by James N. Leiker, Kim Warren, and Barbara Watkins, pp. 1–9. Lawrence, KS: University of Kansas, Hall Center for the Humanities.

## Sunday Itinerary

- 12:00      ***Registration and light refreshments*** (Spencer Museum of Art Auditorium Lobby), Core Faculty
- 1:00      ***Welcome Remarks and Introduction to the Workshops*** (Spencer Museum of Art, Room 211), Saralyn Reece Hardy, Core Faculty  
Saralyn Reece Hardy will open the workshop by introducing participants to the Spencer Museum of Art, the University of Kansas, Lawrence, and the workshop's Co-Directors Cassandra Mesick Braun and Celka Straughn. They will provide an overview of the coming week's events and introduce Master Teacher Dr. Connor Warner.
- 1:30      ***Interactive Presentation: Multiculturalism in Contemporary Education*** (Spencer Museum of Art, Room 211), Dr. Connor Warner  
This presentation will examine how teachers foster respect for diversity by including multiple voices and perspectives in their teaching. Master Teacher Connor Warner will share the latest scholarship about multiculturalism and indicate how educators can apply a multicultural approach in alignment with state and federal standards.
- 3:00      ***Guided Tour: Spencer Museum of Art***, Dr. Cassandra Mesick Braun  
Dr. Braun will lead teachers on a tour of the SMA's galleries, including a special exhibition curated specifically for the workshops. The exhibition will feature works of art pertaining to Native American boarding schools, African Americans in post-Reconstruction Kansas, the Civil Rights Movement, and more. This tour will orient and familiarize teachers with the SMA's art collection as well as resources it will continue to offer when teachers return to their classrooms.
- 4:30      ***Keynote Lecture: Comparative Perspectives on Race in Kansas*** (Spencer Museum of Art, Room 211), Dr. Kim Warren  
KU Associate Professor Kim Warren, a leading historian of African American and Native American education in Kansas, will provide a keynote lecture that summarizes the workshop topic in a comparative framework. Her lecture will raise overarching questions that will be addressed throughout the week: How did racial diversity and multiculturalism in Kansas impact educational policies in the decades surrounding the turn of the 20<sup>th</sup> century? How and why were educational strategies formulated, and by whom? What challenges did Native Americans and African Americans share during this time, and how were their experiences different?
- 6:30      ***Welcome Dinner*** (Genovese, 941 Massachusetts Street, Lawrence, KS 66044)  
Educators, core faculty, and keynote lecturer will enjoy a welcome dinner in downtown Lawrence. Teachers will have the opportunity to get to know each other and project faculty in an informal setting.

## Monday, June 19 and July 10—Forced Assimilation, Acculturation and Early Educational Systems

**Description:** Summer Scholars will first learn about the visual storytelling project they will create based on workshop content and activities. The remainder of the day centers upon the earliest educational systems developed for Native American children, including missionary-run schools and the establishment of secular boarding schools. Educators will visit two historic sites, Shawnee Indian Mission and Haskell Indian Nations University, and hear from a respected legal scholar about the federal policies that influenced the creation of schools such as Shawnee Indian Mission and Haskell. The day will conclude with a film screening.

**Questions:** What policies led to the establishment of Native American residential schools, and what was life like for students who attended them? In what ways did mission schools differ from boarding schools? Why did Native Americans attend, or send their children to, residential schools?

**Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, Dr. Connor Warner

**Guest Faculty:** Elizabeth Kronk Warner (KU Professor of Law and Director of the Tribal Law and Government Center), Jancita Warrington (Coordinator of the Haskell Cultural Center and Museum)

**Landmark Sites:** Shawnee Indian Mission State Historic Site (Fairway, KS), Haskell Indian Nations University (Lawrence, KS)

### **Assigned Readings:**

Adams, David Wallace. 1995. "Institution." In *Education for Extinction: American Indians and the Boarding School Experience*, pp. 97–135. Lawrence, KS: University Press of Kansas.

Fear-Segal, Jacqueline. 2002. "Use the Club of White Man's Wisdom in Defence [sic] of Our Customs?: White Schools and Native Agendas." *American Studies International* 40 (3): pp. 6–32.

Trafzer, Clifford E., Jean A. Keller, and Lorene Sisquoc. 2006. "Origin and Development of the American Indian Boarding School System." In *Boarding School Blues: Revisiting American Indian Educational Experiences*, edited by Clifford E. Trafzer, Jean A. Keller, and Lorene Sisquoc, pp. 1–33. Lincoln, NE: University of Nebraska Press.

## Monday Itinerary

- 8:00            ***Daily Announcements*** (TBD), Core Faculty
- 8:30            ***Interactive Presentation: Introduction to Teacher Projects*** (TBD), Dr. Celka Straughn and Dr. Connor Warner  
Dr. Celka Straughn and Dr. Connor Warner will explain the visual storytelling project that teachers will produce by the end of the workshop. They will detail the goals of the project and encourage teachers to think about how they will use it when they return to their classrooms.
- 11:00           ***Site Visit: Shawnee Indian Mission State Historic Site*** (3403 West 53<sup>rd</sup> St., Fairway, KS)  
Teachers will visit Shawnee Indian Mission, a National Historic Landmark that served as a manual training school for Native American children from 1839–1862. A docent will provide a private tour of the buildings and grounds and share information about the early history of Native American education in Kansas.
- 1:00            ***Lunch: Box Lunch*** on bus
- 2:30            ***Lecture: Federal Law and its Impacts on Indian Country*** (Parker Lecture Hall, Haskell Indian Nations University), Elizabeth Kronk Warner  
Elizabeth Kronk Warner, Director of the Tribal Law and Government Center and Professor of Law at the University of Kansas, will provide a lecture that introduces federal laws and policies that have, historically, defined Native Americans living in the United States.
- 3:30            ***Guided Tour: Haskell Cultural Center and Museum*** (2400 Barker Ave., Lawrence, KS), Jancita Warrington  
Teachers will receive a guided tour of the exhibitions at the Haskell Cultural Center and Museum from its director, Jancita Warrington. This tour will focus on the history of Haskell and the rich collection of material culture and archival documents associated with its evolution from a boarding school to a four-year tribal university.
- 7:00            ***Film Screening: Our Spirits Don't Speak English: Indian Boarding School*** (TBD)  
Teachers will gather for a free screening of *Our Spirits Don't Speak English: Indian Boarding School* (2008), an 80-minute film that chronicles the history of U.S. government policy towards Native American education in the late 1800s and early 1900s. Produced by Rich-Heape Films, the documentary seeks to provide a voice to the innumerable Native American children forced to attend boarding schools.

**Tuesday, June 20 and July 11: Stories of Survival, Strength, and Sacrifice: Comparative Perspectives on Agency, Resistance, and Change**

- Description:** Summer Scholars will embark upon a comparative exploration of African American and Native American experiences in Kansas classrooms through the 1930s. The day will begin at Haskell Indian Nations University, where teachers will take a walking tour of the grounds and learn more about its early history as Haskell Institute. They will then hear a lecture about experiences of students at Haskell and how Native communities coped with forced assimilation. In the afternoon, teachers will attend a lecture on the Exoduster phenomenon and an interactive presentation on the Nicodemus National Historic Site. The day will conclude with a curricular strategy session on art- and object-based learning.
- Questions:** How do the experiences of Kansas’s first African Americans differ from those of Native communities? How did Native Americans and African Americans resist systematic oppression in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries? How can art and object-based learning contribute to educational curricula?
- Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, and Dr. Connor Warner
- Guest Faculty:** Dr. Eric Anderson (Professor of American Indian Studies, Haskell Indian Nations University), Dr. Brenda J. Child (University of Minnesota, Professor of American Studies), Dr. David Trowbridge (Marshall University Assistant Professor of History and Director of African and African American Studies), Angela Bates (Executive Director of the Nicodemus Historical Society)
- Landmark Sites:** Haskell Indian Nations University (Lawrence, KS)

**Assigned Readings:**

- Milk, Theresa. 2007. “Stories of Student Survival.” In *Haskell Institute: 19<sup>th</sup> Century Stories of Sacrifice and Survival*, pp.61–113. Lawrence, KS: Mammoth Publications.
- Hinger, Charlotte. 2016. Excerpts TBD. *Nicodemus: Post-Reconstruction Politics and Racial Justice in Western Kansas*. Race and Culture in the American West Volume 11, Series edited by Quintard Taylor. Norman: University of Oklahoma Press.
- Painter, Nell Irvin. 1986. “Reconstruction’s Aftermath: Schools and Politics.” In *Exodusters: Black Migration to Kansas after Reconstruction*, pp. 44–53. Lawrence, KS: University Press of Kansas.

## Tuesday Itinerary

- 8:00            ***Daily Announcements (Bus), Core Faculty***
- 9:00            ***Guided Tour: Haskell Indian Nations University (155 East Indian Avenue Lawrence, KS), Dr. Eric Anderson***  
Dr. Eric Anderson will lead a walking tour of Haskell Indian Nations University, providing a glimpse of what it was like as Haskell Institute.
- 10:30           ***Lecture: Stories of Student Sacrifice and Survival at Haskell Institute (Parker Lecture Hall, Haskell Indian Nations University), Dr. Eric Anderson (June workshop) or Dr. Brenda J. Child (July workshop)***  
Summer Scholars will hear from one of two renowned Native American historians, Dr. Eric Anderson (Citizen Band Potawatomi, June) or Dr. Brenda Child (Red Lake Band of Chippewa, July), both of whom have conducted extensive research on the experiences of Native American students and families at residential schools, including Haskell Institute.
- 12:00           ***Lunch: The Market or Impromptu Café (KU Memorial Unions, 1301 Jayhawk Blvd., Lawrence, KS)***
- 1:00            ***Lecture: The Exodusters and Early Racial Segregation in Kansas (Fraser Hall, Room 119), Dr. David Trowbridge***  
Dr. David Trowbridge, Associate Professor of History and Director of African and American Studies at Marshall University, will provide an informative lecture about the “Exoduster” phenomenon that brought newly emancipated slaves to Kansas in large numbers during and after the Reconstruction Era.
- 2:00            ***Interactive Presentation: Nicodemus Historic Site and Distance Learning Opportunities (Fraser Hall, Room 119), Angela Bates***  
Historian Angela Bates will provide an illustrated presentation about Nicodemus, the oldest all-African American settlement west of the Mississippi River. Bates will share archival documents and photographs and present the distance learning programs that the Nicodemus National Historic Site offers educators across the country.
- 3:30            ***Curricular Strategy Seminar: Art- and Object-Based Teaching and Learning (Fraser Hall, Room 119), Dr. Celka Straughn***  
Using visual sources from Nicodemus and the SMA collection, Dr. Straughn will model how art and objects can be used in the classroom. Teachers will use reproductions of these materials—in the form of postcards featuring images of works of art from the SMA collection and photocopies of archival documents—to begin their visual storytelling projects with guidance from core faculty.

**Wednesday, June 21 and July 12—Documenting the Racial Landscape in Early 20<sup>th</sup> Century  
Kansas: Primary Sources, Firsthand Accounts**

**Description:** Summer Scholars will travel to the Black Archives of Mid-America, where they will learn about the wide range of primary source materials available there. They will then hear a lecture about the early Civil Rights Movement in the greater Kansas City area. Upon returning to KU, teachers will spend the afternoon at the University of Kansas' Kenneth Spencer Research Library studying historical documents pertaining to African American education in Kansas. Later that evening, project staff will arrange a free screening of a film related to the next day's site visit and activities.

**Questions:** What was the racial climate in Kansas in the early 20<sup>th</sup> century? How did African American educational experiences in the first half of the 20<sup>th</sup> century differ from those of Euro-American students?

**Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, Dr. Connor Warner

**Guest Faculty:** Dr. David Trowbridge (Marshall University Assistant Professor of History and Director of African and African American Studies), Deborah Dandridge (Kenneth Spencer Research Library Archivist of the African American Experiences Collection)

**Other sites:** Black Archives of Mid-America (Kansas City, MO); Kenneth Spencer Research Library (Lawrence, KS)

**Assigned Readings:**

Douglas, Davison M. 2005. "Introduction." In *Jim Crow Moves North: The Battle over Northern School Segregation, 1865–1954*, pp. 1–11. New York, NY: Cambridge University Press.

Schirmer, Sherry Lamb. 2002. "Setting Boundaries: The Emergence of Jim Crow, 1900–1920." In *A City Divided: The Racial Landscape of Kansas City, 1900–1960*, pp. 26–57. Columbia, MO: University of Missouri Press.

## Wednesday Itinerary

- 8:00            ***Daily Announcements (Bus), Core Faculty***
- 9:30            ***Curricular Strategy Seminar: Primary Sources and Curricular Development (Black Archives of Mid-America, 1722 East 17<sup>th</sup> Terrace, Kansas City, MO), Core Faculty and Black Archive staff***  
Teachers will tour the Black Archives of Mid-America, learning about how this unique organization evolved and viewing its amazing collections of primary source materials detailing the history and culture of black communities in the Midwest.
- 11:00           ***Lecture: Early Civil Rights Activism in Kansas City (Black Archives of Mid-America Classroom), Dr. David Trowbridge***  
Dr. David Trowbridge will lecture on the early decades of the Civil Rights movement in Kansas using documents at the Black Archives. Dr. Trowbridge's talk will contextualize local attitudes toward race in the first half of the 20<sup>th</sup> century.
- 12:30           ***Lunch: Box Lunch on bus***
- 2:00            ***Curricular Strategy Seminar: Documenting African American Experiences in Kansas (Johnson Reading Room, Kenneth Spencer Research Library, Lawrence, KS), Deborah Dandridge***  
Deborah Dandridge, Archivist for the African American Experience Collection at KU's Kenneth Spencer Research Library, will showcase archival resources documenting African American schools in Kansas, including Western University, the Lincoln School, the Monroe School, the Kansas Vocational School, and Washington School, as well as materials pertaining to the *Brown v. Board* case and the Kansas Congress of Colored Parents and Teachers. As an alumna of Washington School, Ms. Dandridge will impart both personal and scholarly information about early- to mid-20<sup>th</sup>-century education in the state.  
  
Educators will then enjoy structured free time with Ms. Dandridge and Core Faculty, who will be available to answer questions. Teachers will be able to peruse the materials Ms. Dandridge compiled for use in their visual storytelling projects.
- 7:00            ***Film Screening: Sumner High School: The Best Kept Secret (TBD)***  
This film, released in 2014 by Dignified Digital, documents Sumner High School, a Kansas City, Kansas, high school attended exclusively by African American students from 1905–1978. The movie highlights Sumner's rich history, including stories of beloved teachers, successful students, and celebrated athletes, as well as the shooting that initially prompted its segregation in 1905.



**Thursday, June 22 and July 13—The Past in the Present: Intergenerational Memory and the Relevance of History Today**

**Description:** Educators will learn more about Sumner High School and the legalities of school segregation in Kansas in the first half of the 20<sup>th</sup> century. At Sumner, teachers will hear from a panel of Sumner alumni and participants in the local Civil Rights Movement. In the afternoon, educators will return to the Spencer Museum, where they will hear from Gina Adams about how her grandfather's experiences at a Native American boarding school influence her identity and artistic practice. An interactive presentation on Clio will demonstrate how new technologies can make history and historic sites speak to younger generations of learners.

**Questions:** What was the rationale for creating Sumner High School, and how does its establishment challenge perceptions of a monolithic African American perspective on segregation? How do individual and communal historical experiences continue to influence and impact people today? How can technology and new media connect students with American history?

**Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, Dr. Connor Warner

**Guest Faculty:** Deborah Dandridge (Kenneth Spencer Research Library Archivist of the African American Experiences Collection), Chester Owens, Jr. (Sumner High School Alumnus), Gina Adams (Assistant Professor of Art, Naropa University), Dr. David Trowbridge (Marshall University Assistant Professor of History and Director of African and African American Studies), Dr. Kim Warren (KU Associate Professor of History)

**Landmark Sites:** Sumner High School Alumni Room (Kansas City, KS)

**Assigned Readings:**

Coulter, Charles E. 2006. "Chapter Five: School, Church, and Health: Institutions of Salvation." In *Take up the Black Man's Burden": Kansas City's African American Communities, 1865–1939*, pp. 177–216. Columbia, MO: University of Missouri Press.

Peavler, David J. 2005. "Drawing the Color Line in Kansas City: The Creation of Sumner High School." *Kansas History: A Journal of the Central Plains* 27, pp. 188–201.

## Thursday Itinerary

- 8:00            ***Daily Announcements (Bus), Core Faculty***
- 9:30            ***Site Visit: Sumner High School Alumni Room (Sumner Academy, 1610 North 8<sup>th</sup> Street, Kansas City, KS 66101), Chester Owens, Jr.***  
Teachers will visit the Alumni Room at Sumner High School, which documents the school's history, the achievements of its students, and the acclaim of its teachers and staff. The primary sources at Sumner High School range from official records (e.g., newspaper articles, yearbooks) to personal mementos of its alumni. Chester Owens, Jr., the historian and Sumner High alumnus after whom the Alumni Room is named, will lead the tour.
- 10:30           ***Panel Discussion: Sumner High School Alumni (Sumner Academy classroom), Deborah Dandridge, Chester Owens, Jr.***  
Deborah Dandridge, Archivist for the African American Experience Collections at the Kenneth Spencer Research Library, will facilitate a conversation with notable Sumner High School alumni, including Chester Owens, Jr., Granville O'Neal, Dr. Delores Pinkard, and Elmer C. Jackson. The panel will provide teachers the opportunity to hear firsthand experiences and understand the contemporary ramifications of school segregation.
- 12:00           ***Lunch: Box Lunch on bus***
- 1:30            ***Lecture: Artist Talk (Separate and Not Equal: A History of Race and Education in America, Gallery 408, Spencer Museum of Art), Gina Adams***  
Lakota and Ojibwe visual artist Gina Adams will explore how her grandfather's experience at Carlisle Indian Industrial School affected her family's cultural identity and her own sense of self. Adams will show selections of her finished artwork, including those in the Spencer's permanent collection, demonstrating how this family connection to boarding schools influences her artistic practice.
- 2:30            ***Interactive Presentation: Integrating Historic Sites into the Classroom through Technology: An Introduction to Clio (Fraser Hall, Room 119), Dr. David Trowbridge***  
Teachers will learn about Clio, a website and mobile app that encourages users to engage with historic sites and cultural landmarks. David Trowbridge, Clio's creator, will explain this innovative program and suggest ways it can be incorporated into classroom teaching at all levels.
- 3:30            ***Curricular Strategy Seminar: Project Development (Fraser Hall, Room 119), Dr. Connor Warner, Dr. Cassandra Mesick, Dr. Celka Straughn***  
Teachers will use this time to continue developing their projects and will be encouraged to discuss their work amongst each other. Core Faculty will be on hand to assist and offer guidance if needed.

**Friday, June 23 and July 14—Educational Echoes: The Legacy of *Brown v. Board of Education***

**Description:** Teachers will visit the *Brown v. Board of Education* National Historic Site. They will be encouraged to share their knowledge of this historical moment, including existing lesson plans if applicable. Participants will reflect on the week’s content and discuss the comparative aspects of the experiences of Native Americans and African Americans.

**Questions:** How did the *Brown v. Board of Education* case come about, and how did the ruling change the face of education in the United States? In what ways does racial discrimination continue to arise in American education? How can historic landmarks enrich teaching and learning about key moments in American history?

**Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, Dr. Connor Warner

**Guest Faculty:** Deborah Dandridge (Kenneth Spencer Research Library Archivist of the African American Experiences Collection), Dr. Kim Warren (KU Associate Professor of History)

**Landmark Sites:** *Brown v. Board of Education* National Historic Site (Topeka, KS)

**Assigned Readings:**

Dagbovie, Pero Gaglo. 2007. “Strategies for Teaching African American History: Musings from the Past, Ruminations for the Future.” *The Journal of Negro Education* 75 (4), pp. 635–648.

Dougherty, Jack. 2004. “Redefining the Local Meaning of *Brown v. Board*” and “Conclusion: Rethinking History and Policy in the Post-*Brown* Era,” in *More than One Struggle: The Evolution of Black School Reform in Milwaukee*, pp. 34–50 and 194–202. Chapel Hill, NC: University of North Carolina Press.

Harvey, William B. and Adia M. Harvey. 2005. “Bi-generational Narratives on the *Brown v. Board* Decision.” *Negro Educational Review* 56 (1), pp.43–49.

## Friday Itinerary

- 8:00            ***Daily Announcements (Bus), Core Faculty***
- 9:30            ***Site Visit: Brown v. Board of Education National Historic Site (1515 SE Monroe St., Topeka, KS), Deborah Dandridge, Dr. Kim Warren***  
Teachers will visit the National Historic Site dedicated to the *Brown v. Board of Education* case, where they will be given ample time to explore on their own. Deborah Dandridge and Kim Warren will also be on hand to provide background on the ruling and facilitate discussion about the effects this case has had on education (and race relations more generally). Teachers will be encouraged to share existing lesson plans on the topic so that the site visit extends what they already know.
- 11:30           ***Discussion Session: Reflections on Workshop Content (Brown v. Board of Education National Historic Site classroom), Dr. Kim Warren***  
Educators will participate in a group discussion intended to prompt critical reflection about the ideas and content they have learned through the workshops. Dr. Kim Warren will moderate.
- 12:30           ***Lunch: Box Lunch on bus***
- 2:00            ***Interactive Presentation: The Legacy of Racial Discrimination in American Education (TBD), Dr. Connor Warner***  
This lecture will connect workshop content with the present climate of America's educational systems, especially as related to race. Dr. Warner will specifically address how national- and state-mandated curricula do (and do not) account for multicultural approaches to teaching and understanding history.
- 3:00            ***Curricular Strategy Seminar: Project Completion (TBD), Core Faculty***  
Teachers will use remaining time to complete their individual projects and give special attention to developing the accompanying lesson plan. Core Faculty will supervise and assist as needed.

## Saturday, June 24 and July 15—Presentations and Critical Reflections

- Description:** Teachers will present their visual storytelling projects and participate in a reflective discussion session about what they have learned and how they will use it in their classrooms.
- Questions:** Have educators' perceptions of the history of race and education in American shifted, and if so, in what ways? How will the content explored this week be applied in teachers' individual subject areas and classrooms? Do you plan to use landmarks, works of art, and other primary sources more in your teaching, and if so, how?
- Core Faculty:** Dr. Cassandra Mesick, Dr. Celka Straughn, Dr. Connor Warner

### Saturday Itinerary

- 8:00 ***Daily Announcements*** (Wescoe Hall, Room 4008), Core Faculty
- 8:30 ***Interactive Presentation: Visual Storytelling Curriculum Project Presentations*** (Wescoe Hall, Room 4008)  
Each group of educators will present their visual storytelling projects to their peers and core faculty. These brief presentations should describe the development of projects from origin to completion and highlight challenges encountered and insights gained.
- 12:30 ***Farewell Lunch: The Oread Hotel*** (1200 Oread Avenue, Lawrence, KS 66044), Summer Scholars and Core Faculty
- 2:00 ***Discussion Session: Reflecting on Pedagogical Strategies*** (Wescoe Hall, Room 4008), Dr. Connor Warner  
Dr. Connor Warner will facilitate a panel with educators and project staff that will allow for informal sharing, conversation, and reflection about the content and methodologies learned during the week. Educators will be encouraged to comment on each other's projects; elicit feedback from peers, project staff, and scholars; impart their future plans and expectations; and solidify their professional relationships.