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Wisconsin workshops

What we're reading

(Re)inventing Reading in the Secondary Classroom

Jan. 29, 2015

3:45 p.m. CST

Webinar
with
Sara Kajder

Sara Kajder to host WCTE webinar

What it means to read; how we access, select and hold onto texts; and the strategies we use for constructing and sharing our meaning making have been dramatically impacted and enabled by newer literacies and technologies. Some of these shifts have quickly and immediately moved into our classrooms, and others require more examination and questioning, asking us to continually reexamine both our pedagogies and our practices as readers of texts that can be produced and consumed in an instant.

During the webinar, we will discuss ways of rethinking and “connecting” our readers’ workshops, cultivating digital libraries, leveraging e-readers and mobile tools, annotating and sharing print and digital texts, and evaluating multimodal tools that are changing how we teach and work alongside student readers. Emphasis will not be on tools but on the literacy practices that they open.

All examples and tools come from Kajder’s work with her own students:

- the use of digital tools for textual annotation
- methods for building readers communities within GoodReads and



other online spaces

- scaffolds for student creation of multimodal book trailers linked to QR codes and auras placed on book spines
- using multimodal tools for feedback and reflection
- rethinking readers notebooks with Evernote
- use of voicethread and other apps to support interactive readers’ portfolios.

Registration on p. 2



REGISTER NOW



SARA KAJDER is Clinical Assistant Professor of English Education in the Department of Language and Literacy Education at the University of Georgia and is chair of NCTE's Middle Section. A former middle and high school English teacher, she received the first National Technology Leadership Fellowship in English/Language Arts. She is a graduate of the University of Pittsburgh and received her Ph.D. from the University of Virginia. Her areas of specialty are teaching with technology, middle and high school English, content area literacy and engaging reluctant readers.

Registration Form

Sara Kajder webinar, "(Re)inventing Reading in the Secondary Classroom," Jan. 29, 2015, 3:45 p.m. CST

Please send this registration form and a check for **\$50** payable to Wisconsin Council of Teachers of English to

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Please note that we cannot accept credit cards for this webinar. If we did, we'd have to charge additional processing fees.

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Literacy is my passion, so I take my expertise and my students' drive into the community, where we take what's inside the academy to a broader public.
 ~ WCTE President John Pruitt

PRESIDENT'S MESSAGE >> from John Pruitt

Get your students' hands filthy!

In the University of Wisconsin Colleges, one expectation for tenure and promotion lies in our service responsibilities, from sitting on committees and task forces encompassing the entire UW System, down to getting our hands dirty at the community level.

Frankly, I've never stood in my classroom and thought, "I'd rather be in a meeting." Come to think of it, I've never thought that outside of my classroom, either.

However, I do enjoy getting my hands dirty, and as the adviser of the Gamma Delta chapter of Sigma Kappa Delta English Honor Society, I want to applaud my students for taking on the projects that I assign to them. I also want to encourage you to dirty your students' hands as well.

That said, like all English teachers (I hope), literacy is my passion, so I take my expertise and my students' drive into the community, where we take what's inside the academy to a broader public. We're leading discussion groups for adult English language learners through the Janesville Literacy Connection. We're helping both the incarcerated and sheltered adolescents at the Rock County Youth Services Center create a book of their creative writing. We're providing the teen parents at Rock River Charter School with books for their infants and toddlers. We participate in multicultural programming by collaborating with Hedberg Public Library. We read and design art activities for the children who attend Head Start.

We hear quite a bit about the need to spend extra time, money, and other resources on our developmental students, and I completely agree. At the same time, I fear that we too often ignore the needs of our honors and gifted students, those who need little academic assistance but who crave greater challenges both inside and outside the classroom. Whether by organizing your own community service initiatives or chartering a chapter of the National English Honor Society for high schools (<http://www.nehs.us>), I encourage you take advantage of what your more talented students have to offer.

I propose that many students see an unfathomable gap between the curriculum and their everyday lives. Learning through community service can provide the critical missing link for many students, an opportunity to apply academic learning to actual human needs and to make the knowledge acquired usable in thinking beyond the situation and environment in which the learning occurred.

Besides, participating in the community can help us work off the stress that our many meetings generate. Go break a sweat!

John Pruitt

President, Wisconsin Council of Teachers of English

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WCTE CONVENTION REVIEW

Plan B, Plan C, Plan D and more: When your lesson plan doesn't work

What to do? When keynote speaker Sara Kajder got stranded by foul weather at LaGuardia airport and couldn't get to Wisconsin for the WCTE workshop and convention in October, Arrowhead High School teacher Kathy Nelson stepped up to the podium and took over class.

Nelson took her planned breakout session on what to do when something goes wrong with a lesson and pulled the proverbial rabbit out of her hat, using the material to keynote this session for everyone. She shared nearly a dozen ideas of what to do in class when things fail: Kelly Gallagher's Read Aloud, Crossword Puzzles (with partners and devices) and a homonym chart drawing exercise. She recommended several websites: idiomsite.com for an idiom challenge and these sites for watching or listening to poetry: <http://goo.gl/SXk5ZU> and <http://goo.gl/s3zWmU> (Poetry Out Loud videos).

Teachers at each set of tables tried the review with drawing exercise (see directions and samples on the next page) and telling a story wrap around.

And Sara Kajder? She ended up spending days and nights at airports, trying a variety of ways to get here but never made it. She'll be with us virtually on Jan. 29 for her webinar, "(Re)inventing Reading in the Secondary Classroom." Register now for a great experience that won't be sidelined by bad weather.



Kathy Nelson observes teachers sharing their six-word memoirs.



Attendees get involved with Nelson's activities at their tables.



Pre-service teachers like Shannon Venegas attend the convention also.

Photos by Linda Barrington

FEATURED ACTIVITY

Review strategy for unit, reading, author, etc.

This is a review activity that I created and presented at NCTE in San Francisco more than a decade ago. When I attended a Kelly Gallagher workshop two summers ago, he demonstrated it. COOL! Huh?

To begin, teachers pick a key word or phrase: the name of the current unit, title of reading, author, or subject studied and write it in all caps with generous space between letters horizontally across the board.

Next ask students to copy it as written onto their papers and to generate enough words/phrases essential to understanding of the original subject so that they can write each within a shared letter within the original word. Allow time for most students to complete.

Then call upon a random student to write one of his words/phrases, incorporating any one of the letters with the topic word written horizontally across their pages and on the board.

Before returning to his or her seat, the student must justify the connection to the class and only returns to his or her seat with teacher's approval.

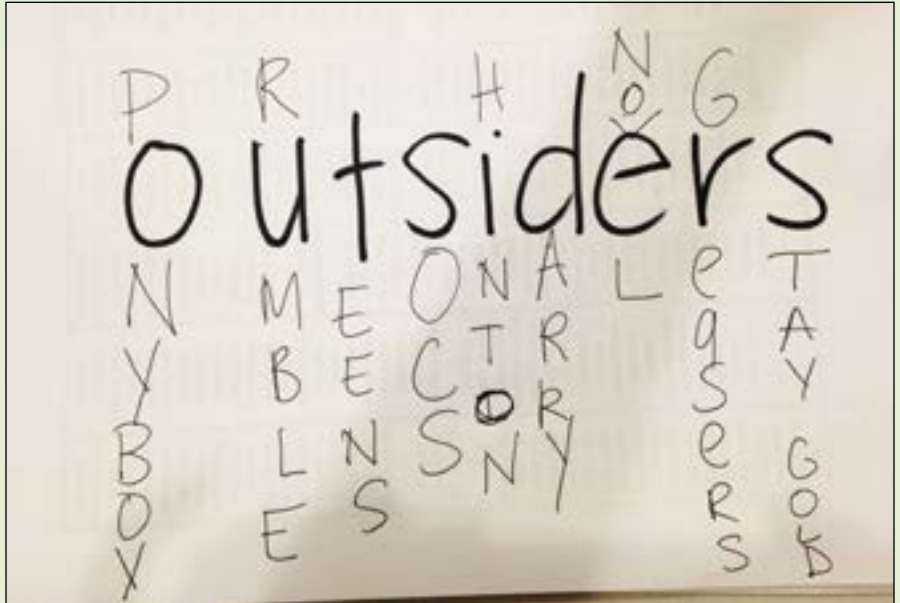
On his way to his or her seat, he or she should pass the chalk/marker onto another student to do the same for any remaining letters in the original, overarching word/phrase.

The process continues until all letters of the original topic are used. I never allow a student to pass. Students need to be engaged in case the concept they were going to use has already been taken and they must find another letter or term to use.

ARGUMENTATION



OUTSIDERS



FEATURED PRESENTATION

Not Your Mother's English Class

Kimberly Guy hit a home run with her presentation on student engagement at the WCTE convention in October.

The focus of her session was showing tools to make learning engaging. Her Top 10 activity provides opportunities for analysis, review or activating prior knowledge. The Cold Case Files is a good background-building activity. Both of these are among Guy's favorite strategies because, she said, "they promote critical thinking and encourage student discussion."

She also gave examples of Journal Writing continued with Night Writes, using the Six-Word Memoir and online tools like Schoology, an app for course management which has online discussion boards that can be used in the classroom for online collaborative discussions.

Her PowerPoint presentation summarizes the strategies she demonstrated. Download it for yourself at <http://bit.ly/1s51Gtr>. If you have a question about how to use any of these tools, you can contact Guy at ieduc8kds@yahoo.com.

Guy emphasizes the importance of student engagement, and the strategies she suggests provide even more more opportunities than just for engagement.

"I firmly believe that teachers should use meaningful and purposeful methods for getting to know their students — beyond the classroom," Guy said. "How many siblings do they have? What sports do they play? What are their favorite music genres, movies, or literary genres (outside of classroom assignments)? Who are their best friends? What are their hobbies? These are just some of the questions I have asked myself before making an attempt to 'engage' my students. I have to know get to know them. This takes time, but it's worth the effort."

Guy concluded her presentation by recommending that teachers apply to the National Endowment for the Humanities, <http://neh.gov>, for opportunities to participate in summer programs ranging from one-week workshops to 2-6 week seminars, both in the U.S. and abroad.



ABOUT KIMBERLY GUY

Kimberly Guy currently works for WestEd, a non-profit agency that aims to improve education through research, development and service at the national, state and local level. Since its inception in 1966, WestEd has worked with educational entities and other communities to promote excellence, achieve equity, and improve learning for children, youth and adults. Guy's role as a School and District Improvement Facilitator is to provide support and training for ELA Common Core Implementation.

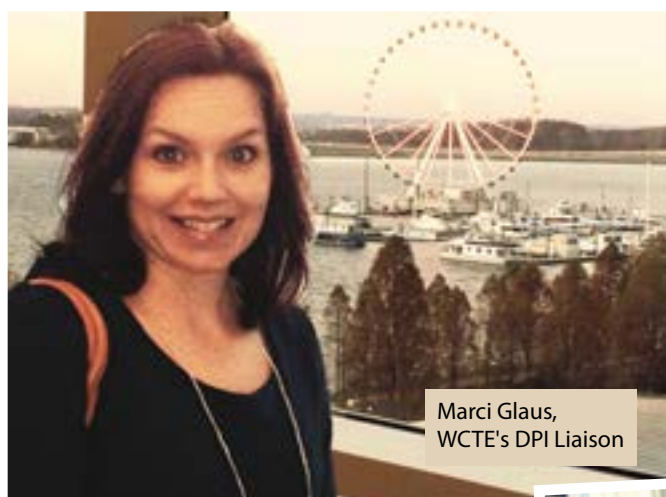
NCTE CONVENTION REVIEW >> Photos from Kathy Nelson, Lynn Aprill



NCTE President Ernest Morrell



Region 4 leaders gather at Affiliate Breakfast. Wisconsin leaders at top left: Lynn Aprill and Kathy Nelson



Marci Glaus,
WCTE's DPI Liaison



Kathy Nelson at a photo opp provided at NCTE Central during convention



Past President and editor Carol Jago (front right) discusses strategies for her AP English textbook.

CEL CONVENTION REVIEW >> Photos from Kathy Nelson, Lynn Aprill



CEL Associate Chair Heather Rocco



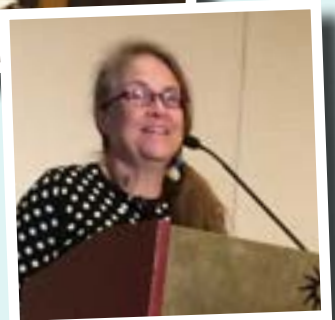
One of the best benefits of CEL is getting to mingle with the Who's Who in our field: Nancy Frey, WCTE's CEL Liaison Kathy Nelson, Sara Anne Wessling, Doug Frey.



Valerie Mattessich and Oona Abrams (not shown) present "Pivoting and Persevering in Writing Instruction."



Matt Marone skypes his students into his session for them to share their Newsroom Project.



Poet Naomi Shihab Nye



Author Jim Burke and Kathy Nelson



Kylene Beers and Bob Probst present final 2014 CEL session.



Doug Frey receives CEL's Exemplary Leader Award from Becky Sipe.

Call for submissions for Wisconsin English Journal

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As the written forum in which Wisconsin English teachers share their ideas, the Wisconsin English Journal, published twice per year since 1959 by the Wisconsin Council of Teachers of English, welcomes all types of materials related to the teaching of English. We provide readers with thoughtful and timely articles on a variety of topics related to the improvement of instruction in all the English language arts at all grade levels, elementary through college, and welcome the submission of articles of interest to literacy educators in Wisconsin, including:

- Reports of language and literacy research
- Critical reflections on teaching
- Descriptions of effective teaching methods and instructional tools
- Profiles of and interviews with outstanding English teachers, researchers, teacher educators, policy makers, or others involved in the field of English language arts who do interesting work
- Lesson studies
- Outstanding lesson plans and original assignments
- Vignettes from the classroom
- Reviews of books, media, software, web sites, workshops, conferences, institutes, or learning communities
- Annotated bibliographies and literature reviews
- Policy statements
- Conference proceedings
- Information about new state or national legislation relevant to the profession
- Columns related to literacy, diversity, technology, and scholarship

To submit articles to the Wisconsin English Journal, log on to the website at <http://journals.library.wisc.edu/index.php/wej> and follow the prompts. The deadline for submissions for the spring issue is Feb. 1, 2015.

Feature articles (typically 2,500-4,500 words) will report a completed research investigation or offer a critical review of a number of investigations that share a

common theme or topic. We welcome research that addresses making literacy learning a more motivating, intriguing, and

successful venture for students at all grade levels.

Shorter articles (about 400-1000 words) might describe a research project in progress, raise issues arising from such work, or discuss general issues related to methodologies, ethics, collaboration, etc. Shorter pieces also could detail a new teaching practice that is effective, how students responded to this, and how it increased achievement in a course.

To encourage broader participation from readership, we also offer a Reader's Forum, designed as a "letters to the editor" section focusing on ideas related to articles published in the journal, featured themes, reader responses, or ideas in the field of English language arts teaching in general. These opinion pieces must be author signed, free of libel, and in good taste. Such material may be edited for length at the discretion of the editors.

When you're ready to share your work with your colleagues across the state, consult the submission guidelines. Submissions must be original, previously unpublished work. If you have questions or suggestions for the editor, please contact John Pruitt at john.pruitt@uwc.edu

Forgotten Wisconsin Authors and the Need to Revive Them

I've lived in Wisconsin for only 10 years, and I still know little about its literary history beyond a few nationally recognized names such as Laura Ingalls Wilder and Frank Lloyd Wright. Still, I've learned quite a bit during that decade. In the UW-Colleges, we have the August Derleth creative writing award for students. I live a short drive from Fort Atkinson, where I've attended the Lorine Niedecker Wisconsin Poetry Festival. I'm the new grant writer for the Edgerton Sterling North Book and Film Festival. I also had my picture taken with Michael Perry at the WCTE convention a few years ago, so my scope is extending and expanding.

So when Megan Kloeckner, director of the Eager Free Public Library in Evansville, invited me to deliver a public presentation on any topic, I decided to look more deeply into those that I hadn't heard of and that native Wisconsinites may have ignored, overlooked or simply forgotten.

As a fan of late-19th- and early-20th-century fiction, I chose that venue. In fact, out of curiosity, I found in my bookshelves, anthologies, and memory 18 American prosaists to whom we generally defer in the academy, but none with a close Wisconsin connection from what I can tell.

As I compiled my Wisconsin-centric list, I turned to three important volumes: James Roberts' Famous Wisconsin Authors (Badger Books, 2002); Orrilla Thompson Blackshare's Wisconsin Authors and Their Books, 1836-1975 (Wisconsin Department of Public Instruction, 1976); and Richard Boudreau's two-volume The Literary Heritage of Wisconsin (Juniper Press, 1986). While perusing through their selections of poets, dramatists, novelists, and memoirists, I discovered the difficulty of defining a Wisconsin author, for it seems that few were born in, lived in, died in, and wrote about their state. For my hour-long presentation, then, I turned to three who met these criteria as closely as possible.

Glenway Wescott (1901-1987)

I knew of Wescott through a separate interest in American expatriates in 1920s Paris, the "Lost Generation" who congregated around Gertrude Stein at the Stein Salon, 27 Rue de Fleurus — Ernest Hemingway, F. Scott Fitzgerald, Thornton Wilder, Ezra Pound, Sinclair Lewis and so on. Before making his way overseas, Wescott was raised on a pig farm in Washington County. As an avid reader and writer, he abandoned the farm to attend the University of Chicago, where he joined Carl Sandburg, Edgar Lee Masters and others in the Poetry Club. It was also here that Wescott met Monroe Wheeler, who became his life partner.

After living in New York, where Wescott wrote his first novel, "The Apple of the Eye" (1924), he and Wheeler moved to Paris, thus beginning a career of vilifying his Midwestern roots. He began with the Harper Prize-winning "The Grandmothers" (1927), told from the perspective of young Alwyn Tower who leaves his family farm to live in Europe but remains haunted by his long-dead family members whose lives were shattered by the Civil War. Wescott followed with "Good-bye, Wisconsin" (1928), a collection of short stories about a simple and idyllic yet isolating and morally repressive Midwest.

In 1934, Wescott and Wheeler left Paris to maintain an apartment in Manhattan with photographer George Platt Lynes. When his brother Lloyd moved to a dairy farm in Union Township, New Jersey, in 1936, Wescott, along with Wheeler and Lynes, took over one of the farmhand houses and called it Stone-Blossom. Here he wrote "The Pilgrim Hawk: A Love Story" (1940), a short novel describing the events of a single afternoon in the life of Alwyn Tower, an American expatriate and occasional novelist living just outside Paris. He followed with "Apartment in Athens" (1945), the story of a Greek couple in Nazi-occupied Athens who must share their living quarters with a German officer.

Continued on next page



Wisconsin author Michael Perry and John Pruitt

John's initial List

Sherwood Anderson	Edith Wharton
Zora Neale Hurston	Stephen Crane
Willa Cather	Jack London
Kate Chopin	William Faulkner
Ernest Hemingway	Mark Twain
F. Scott Fitzgerald	Theodore Dreiser
Henry James	Sinclair Lewis
Nella Larsen	Mary Wilkins Freeman
Frank Norris	Charlotte Perkins Gilman



Glenway Wescott

Wescott abandoned fiction to devote the rest of his life to writing essays and helping others succeed as authors. He was elected to the American Academy Institute of Arts and Letters in 1947 and served as president from 1957 to 1961. He also became involved in UNESCO and served on the board of the New York Museum of Modern Art. In 1959, when Lloyd acquired a farm near the village of Rosemont, New Jersey, Wescott and Wheeler moved into a stone house on the property, dubbed Haymeadows, where they lived until Wescott died of a stroke in 1987.

Zona Gale (1874-1938)

Gale was a great discovery. She was born and raised in Portage and earned degrees at the University of Wisconsin. After a short career writing for the Milwaukee Evening Wisconsin, like many aspiring authors she moved to New York, where she wrote for the Evening Journal and became heavily involved in the women's movement.

When she returned to Portage in 1904 to concentrate on writing fiction, she began with a series of short stories in "Friendship Village" (1908) and "Friendship Village Love Stories" (1909). However, social causes increasingly began creeping into her fiction, such as the unpublished short story "The Reception Surprise," which argues for equal rights for African Americans. She also changed her view about idyllic village life, possibly stemming from her political views and work with the progressive La Follette family.

This new strain of writing began with the novel "Birth" (1918), the story of Jeffrey Pitt, abandoned by his parents to grow up with a foster family. After Birth came Gale's greatest successes, "Miss Lulu Bett" (1920) and "Faint Perfume" (1923), satirical depictions of oppressive domesticity and female independence. As a political activist and supporter of the La Follettes, she also joined the National Women's Party, lobbied for the Wisconsin Equal Rights Law, and became a member of the executive committee of the Lucy Stone League. In 1923, she was appointed to the University of Wisconsin Board of Regents, where she served until her death from pneumonia in 1938.

At the same time, she was a great influence on this next author.

Margery Latimer (1899-1932)

When Gale saw a short story by the 18-year-old Margery Latimer in the local Portage newspaper, she invited her to her home. Gale made such a strong impact that Latimer left the University of Wisconsin to follow her friend and mentor to New York, but she stayed only one year and returned to the university. There she associated with a number of writers, most notably the bohemian Kenneth Fearing, with whom she returned to New York.

When Latimer ended the relationship and moved back to Portage in 1928, she discovered that Gale was engaged to marry William Breese just the night before the wedding. Deeply insulted, Latimer wrote a scathing depiction of Gale in her first novel, "We Are Incredible" (1928), which addresses two competing paradigms of womanhood available in the early years of the 20th century: the domestic wife-and-mother and the sexually pure intellectual-artist. Here she caricatures Gale in Hester Linden, a beautiful older woman who seduces her young admirers with an antiseptic spirituality and urges them away from their sexualities. She followed "We Are Incredible" with "Nellie Bloom and Other Stories" (1929), which received nearly universal praise, and the less well-received experimental novel "This Is My Body" (1930), a blend of fiction and memoir about a young woman who wrenches away from the small town of her upbringing, attends college, and settles in New York, where she faces poverty and sexism while struggling to become a writer and form an egalitarian relationship.

In 1931, Latimer married Jean Toomer, a pivotal figure of the Harlem Renaissance and author of "Cane," a prose-poem about Southern Negro life that made his reputation overnight. After the wedding, they moved to New Mexico and then to the Carmel art colony in San Francisco. While there, Toomer granted an interview to a local reporter, but a yellow journalist saw the interview and wrote a scathing article accusing the Toomers of "mongrelizing the white race." Now pregnant and humiliated, Latimer relocated to Chicago with Toomer in 1932, where she died during childbirth.

The works of each of these authors is available through WISCAT, so take advantage of your school and public libraries. My next step is considering how to include these authors in my own courses. I'm going to suggest that you [send your own ideas to the editor, Linda Barrington](#), for publication in the next issue of Update. Unearth these authors and start the conversation!



Zona Gale



Margery Latimer and Jean Toomer



What You Need to Know

People really enjoy reading about the things they *want* to know about. Just like our students, we're not as motivated to dig into those articles that tell us what we *need* to know, even when they cover information that we *should* know.

That's where we English teachers in Wisconsin are in luck. Our DPI liaison in Madison is right at the epicenter of education initiatives, education legislation and education policy. Even better, she lets us know how this affects us in our classrooms and our professional lives.

To bring her information to you, we are marking features in the WCTE Update: "What You Need to Know." Just look for the purple icon with the "i" for "information" that is important for you as a Wisconsin teacher. *- from the editor*



Marci Glaus, DPI

Common Core State Standards

- Visit <http://bit.ly/WIDPIELA>, the Google+ DPI English Language Arts PLC. It just started in November. Join the community to share questions and talking points on how purpose and audience change when writing a range of print and digital texts that vary in length and format.
- Teachingbooks.net: We were happy to see and use the addition of the reader and task portion of the text complexity triangle to the online rubric. We have used it as a talking point for two young adult books already. Another feature that may be of interest is the ability to create and share your own book lists and to locate others specific to your needs.

Achievement Gap Task Force

In fall Dr. Tony Evers, State Superintendent, released the report and resources from the Achievement Gap Task Force. See <http://statesupt.dpi.wi.gov/eccforall>. This task force recommends instructional strategies, resources and policy changes to help close the achievement gap. Areas highlighted: effective instruction, student-teacher relationships, family and community engagement, and school and instructional leadership. The website offers information on these strategies along with audio from Wisconsin educators from districts having success in closing their achievement gaps.

State Assessment

- District and school report cards came out in September. Access <http://reportcards.dpi.wi.gov/> for information regarding what the report cards measure and how to interpret them.
- The ACT Aspire test results are scheduled to get back to districts in early December.
- See <http://oea.dpi.wi.gov/assessment/Smarter/calendar> for the SMARTER Balanced assessment calendar.

Teacher Education, PD, Licensing

Educator licensing online (ELO) is in full operation. See <http://tepd1.dpi.wi.gov/> for information regarding initial application for an educator license or license renewal.



Educator Effectiveness

- Resources from the Educator Effectiveness Team include a Student Learning Objective (SLO) toolkit, <http://bit.ly/170d4sU>, and an SLO repository, which includes examples of SLOs for different grade levels and content areas, <http://bit.ly/1dmJ0us>. Recently, Teachscape announced that they found the bug causing problems for educators attempting to upload items. If problems persist, contact educator.effectiveness@dpi.wi.gov.
- Find general information and resources at <http://ee.dpi.wi.gov/>.

TOP THINGS TO REMEMBER ABOUT EDUCATOR EFFECTIVENESS

Wisconsin's teacher evaluation system can seem overwhelming, but with some little bits of information, you can easily navigate the program.

WHAT YOU NEED TO KNOW	WHAT YOU SHOULD/CAN DO
Wisconsin's new comprehensive evaluation system has two forms, the CESA 6 (or Stronge) model and the DPI (or Danielson) model.	Learn about the researchers whose names are on the documents and their philosophies of education.
Both models are based on extensive research into what makes the most effective educator.	Again, learn about that research. Knowing the intent of the program will help you.
The system is new for administrators, too, and, when done properly, is an incredible amount of work for them.	The more you know, the more helpful you can be to others creating a more favorable evaluation environment.
There is some paperwork involved.	Make a folder on both your computer and your desk to keep electronic and hard documents handy for when you work on your evaluation.
Remember to set your goals in the SMART format to be more successful in tracking and achieving them.	S=Specific, M=Measurable, A=Achievable, R=Relevant, T=Time-based
All of Wisconsin's educators will be going through this evaluation system.	Work together. Set up after school sessions to upload documents and write reflections together.
The system relies greatly on documentation.	Don't create anything new. The system simply gives you credit for what you already do.
A substantial amount of the evaluation system is based on written self-reflection.	You're an English teacher, so you're probably good at this, but know the length of reflection required (generally a short paragraph) so you don't end up writing a novel.
There are many specific deadlines contained within the system.	Mark the deadlines in your calendar so you can complete the system in small, manageable pieces and by the required dates.
The educator effectiveness system is a new way of being evaluated, but it also has potential. The basic system was created with participation from teachers in Wisconsin,	Learn about it and try to approach it positively. Use it as a tool to be the best teacher you can be.



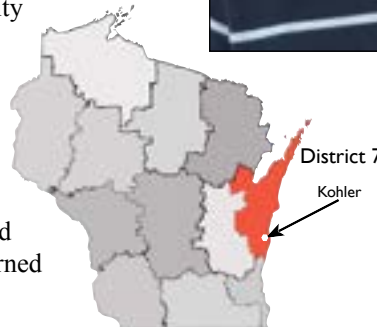
Meet John Schad, District 7 director

Without a doubt, I am extremely proud to represent District 7 as a second term board member for WCTE. Our district is full of dedicated educators who work hard every day to improve the educational environments of their students. District 7 includes an array of different school districts with unique strengths and challenges; I am proud to be elected into a board that helps teachers conquer these challenges. This was just one of the many reasons I decided to join the WCTE board last winter. In addition to helping other English teachers achieve their own goals, I wanted to be a part of an educational community where I could learn how to improve myself, too. Since joining this organization, I have found that this state is very fortunate to have the kind of educators we do — such great minds with the kind of dedication that is unheard of in many other career fields.

I grew up in New Holstein, Wisconsin, and had the pleasure of having some unbelievable teachers such as Grace Flora, the late Jim Flora and Eric Pendowski who inspired me to choose this calling. I then attended the University of Wisconsin – Milwaukee where my professors pushed me to become a little more effective each day – a challenge that I am still proud to embrace in my career. Donna Pasternak and Tom Scott, my professors at UWM, inspired me to treat each student like a real person and work hard to make each student, no matter what level, better. Later, I continued my studies through National-Louis University and earned my Masters in Curriculum and Instruction.

I was hired by Kohler School District in 2005 – I consider this one of the best moments of my career because the district took a chance to replace a legendary teacher, Richard Packer, with a wide-eyed kid fresh out of college. My colleagues not only work very hard to continue a high level of rigor, but support each other every day. In my time here, I have taught everything from 6th grade English to 12th grade AP English. The variety of experiences has allowed me to see a bigger picture for my students and change my teaching accordingly to prepare them for what is to come. I have also had the pleasure of coaching middle school and high school forensics, track and field, and soccer. I have had the opportunity to be a mentor for new teachers, a cooperating teacher for student teachers, and I also have been involved with many other committees during my time at Kohler School District.

My educational philosophy is unique in a sense – I try to be forgetful. Though seemingly counterintuitive, I believe that if all teachers could follow my philosophy, educators would be able to enjoy their jobs even more.



Contact Info

John Schad
Kohler Middle School
Kohler
jschad@kohler.k12.wi.us

When I leave each day, I clear my mind as much as possible. This not only allows me to forgive, but also gives me a renewed sense of energy each day. I love my job, and I believe that it is directly related to my ability to forget. I also believe that humor is important in a classroom. My jokes may not be great, but a pity laugh can be a moral victory in a middle school classroom.

I feel so fortunate to have found a career that I love so deeply. I love seeing the excitement of students when they walk in the doors — they will never admit that they're excited, but they are. I love how I am never bored and always challenged to get better. I love working with other educators who get it. I love that I get the opportunity to get paid while making the world better — that's amazing to me!

I feel lucky to be in this profession and I feel lucky to represent my district and the WCTE. We are fighting a good fight, and I, for one, plan to go out swinging.

WRITING PROJECTS IN WISCONSIN

UW-Milwaukee Writing Project

Contact: Donna Pasternak at dlp2@uwm.edu
Karen Kelley Rigoni at kskelley@uwm.edu
Phone: 414-229-4592 / 414-229-5665
Website: <http://uwm.edu/education/community/professional-development/uwmwp/>

The University of Wisconsin-Milwaukee Writing Project, an affiliate of the National Writing Project (NWP) since 2008, strives to build a network of teachers across the southeastern Wisconsin area all dedicated to improving the teaching of writing in all grade levels PK-16 and in all content areas. Building on the NWP belief that the best teachers of teachers are other teachers, UWMWP facilitates a variety of professional learning opportunities to bring together teachers to elevate their knowledge about their teaching practice and to provide opportunities for them to share their knowledge with others.

UWMWP hosts an Invitational Summer Institute each summer that provides teachers an opportunity to research effective literacy practices to improve classroom practice. UWMWP also hosts an annual Conference on the Teaching of Writing that showcases the efforts of UWMWP teacher leaders. Several schools and school districts partner with UWMWP in order to provide intensive professional development at the school site. These activities and many others have allowed the UWMWP network to grow to over 150 teachers.

National Writing Project at Carroll University Waukesha, Wisconsin

Contact: Elise Riepenhoff at eriepenh@carrollu.edu
Phone: 414-640-0549
Website: <http://www.carrollu.edu/gradprograms/education/professional-development.asp>

The Carroll University graduate program in education is host to the National Writing Project. Summer 2015 offerings:

Using Technology to Enhance the Writing Process – (2 credits) This is the technology strand of the Summer Institute.

Writing Across the Curriculum, Leadership Summer Institute – (0-3 credits) The NWP-CU Summer Institute is the cornerstone of all NWP programs. It is appropriate for all content area teachers K-12.

The Zen of Collegial Studies – (0-1 credit) If you would like to become more involved in the NWP in a leadership role, the National Writing Project at Carroll University invites you to register for this teacher leadership workshop.

Enhancing Literacy through Art – (1-3 credits) Integrating writing and graphic representation into any curriculum, participants learn writing strategies to implement in the classroom and how to support reluctant writers and readers through visualization.



Photo by Linda Barrington
Mary Ann Feutz (Sennett Middle School, Madison) explains the Greater Writing Madison Project at the WCTE convention.

Greater Madison Writing Project University of Wisconsin

Contact: Mark Dziedzic at mdziedzic@wisc.edu
Beth Torrison at btorrisongmwp@gmail.com
Phone: 608-449-1094
Website: <http://gmwp.wisc.edu>

The Greater Madison Writing Project, an affiliate of the National Writing Project, is a community of Madison area educators, fostering the growth and development of teachers and students through writing. Our aim with this site is to provide useful resources for teachers interested in classroom-tested writing strategies and techniques, to connect teachers interested in writing across the curriculum, and to promote the craft of writing in our Wisconsin communities.

We will be offering a four-week Summer Institute, July 6-30, at Olbrich Botanical Gardens. Check the website for further information and application materials.

Fox Valley Writing Project UW- Oshkosh

Contact: Pat Scanlan at scanlan@uwosh.edu
Phone: 920-424-3325
Website: <http://www.uwosh.edu/deptblogs/fvwp/>

The Fox Valley Writing Project will hold an Invitational Summer Institute on campus at UW-Oshkosh June 15-July 2, 2015. These professional development opportunities will be available in the coming year:

- Teaching ELA with Information and Argument in Mind – July 27-July 31 – on campus at UW-Oshkosh.
- UW Washington County Open Institute – August 3-7 – Embracing Infotext: Writing and Reading with Rigor in the Content Area Classroom.
- Advancing Disciplinary Literacy in Rural Schools – July 6-10 and August 3-7 – at Clintonville High School.

We will also offer several camps for young writers (elementary through high school) at various locations throughout the Valley. Check the project website or contact Pat Scanlan for further details.

Looking for a good book? Check out these titles, shared by the WCTE Board



The Well and the Mine
by Gin Phillips

"The Well and the Mine" is a magnificent debut novel set in 1930s Alabama. The place is Carbon Hill, a small coal-mining community, in the midst of the Depression. The Moore family, a loving brood of five, is better off than most, generous to their less fortunate neighbors. But darkness arrives at their doorstep when a mysterious woman throws a baby down the Moores' well, and the story slowly unfolds, through the alternating voices of 9-year-old Tess (who

witnessed the crime); her older sister, Virgie; her brother, Jack; and her parents, Albert and Leta. . ~**Goodreads**

Literary Learning: Teaching the English Major

by Sherry Lee Linkon

Literary Learning explores the nature of literary knowledge and offers guidance for effective teaching of literature at the college level. What do English majors need to learn? How can we help them develop the skills and knowledge they need? By identifying the habits of mind that literary scholars use in their own research and writing, Sherry Lee Linkon articulates the strategic knowledge that lies at the heart of the discipline, offering important insights and models for beginning and experienced teachers. ~**Goodreads**



Natchez Burning (#4 in Penn Cage series)
by Gregory Iles

#1 New York Times bestselling novelist Greg Iles returns with his most eagerly anticipated book yet, and his first in five years – Natchez Burning, the first installment in an epic trilogy that weaves crimes, lies, and secret past and present into a mesmerizing thriller featuring Southern mayor and former prosecutor Penn Cage. ~**Goodreads**

Marianne Potter
Stevens Point Area Senior HS

The Shop on Blossom Street (#1 in series)

by Debbie Macomber

Bestselling romance author and ardent knitter Debbie Macomber combines both her skills in this novel about a newly opened Seattle yarn shop and the knitting class that brings four women together to make baby blankets. The owner of the shop and her three students produce more than blankets, knitting together bonds of solidarity, friendship, love, hope, and renewal. The book even includes the pattern for the blanket, which was created by premier knitting designer Ann Norling. When Lydia Hoffman, a cancer survivor and owner of A Good Yarn, starts a knitting class for her patrons, she forms a special friendship and bond with three extraordinary women--Jacqueline, Carol, and Alix--and together they share laughter, heartbreak, and dreams..~**Goodreads**



Stiff: The Curious Lives of Human Cadavers
by Mary Roach

"Stiff" is an oddly compelling, often hilarious exploration of the strange lives of our bodies postmortem. For two thousand years, cadavers some willingly, some unwittingly have been involved in science's boldest strides and weirdest undertakings. In this fascinating account, Mary Roach visits the good deeds of cadavers over the centuries and

tells the engrossing story of our bodies when we are no longer with them.

~**Goodreads**

Weird Sisters

by Eleanor Brown

The Andreas family is one of readers. Their father, a renowned Shakespeare professor who speaks almost entirely in verse, has named his three daughters after famous Shakespearean women. When the sisters return to their childhood home, ostensibly to care for their ailing mother, but really to lick their wounds and bury their secrets, they are horrified to find the others there. But the sisters soon discover that everything they've been running from — one another, their small hometown, and themselves — might offer more than they ever expected. ~**Goodreads**



A Missing Piece of the Pie: Finding Myself after Adoption
by Dorene Johnson

Being raised in a home with assuring parents and a solid foundation didn't ease the desire Dorene had to find out about her biological parents. Who were they? What did they do? Where did they live? Did they ever think about finding the child they had given up? Did they ever wonder about their daughter's life and the obstacles that faced her? Did they ever wonder if the child wanted to know about them too? Her adopted family's

unconditional love and acceptance gave her the courage to dig into her past and answer the questions that she has struggled with for so long. Take the journey with Dorene as she finds "A Missing Piece of the Pie: Finding Myself after Adoption." ~**Goodreads** The author is my niece; her sharing of personal feelings is honest and bold. It's what makes this compelling reading for anyone contemplating a search for birth parents. ~**Linda**

Look for more good book recommendations
in the next WCTE Update in spring

Wisconsin English Teachers' Calendar of Events and Deadlines

January

- Jan. 14** Submission deadline for program proposals for NCTE convention in Minneapolis, Nov. 19-22. Theme: Responsibility, Creativity, and the Arts of Language.
<http://www.ncte.org/annual/call-2015>
- Jan. 29** Webinar with Sara Kajder, "(Re)inventing Reading in the Secondary Classroom"
- Jan. 31** Submission deadline for NCTE Edwyna Wheadon Postgraduate Training Scholarship, which provides funding for professional development experiences for English/ Language Arts teachers in public educational institutions. The purpose of the scholarship is to support postgraduate training to enhance teaching skills and/or career development in teaching. http://www.ncte.org/library/NCTEFiles/Sections/Secondary/WheadonGuidelines_and_Application.pdf

February

- Feb. 4** Early (reduced rate) deadline for registration for Winter Advisers' Seminar for journalism advisers. Seminar will be at Lake Lawn Resort, March 6-7. Sponsored by the Kettle Moraine Press Association. <http://www.kempajournalism.org/feature/winterseminar/>
- Feb. 6-7** WCTE Board meeting in Stevens Point on the UW-Stevens Point campus
- Feb. 13** Online submission deadline for Promising Young Writers: This school-based writing program emphasizes the importance of writing skills among eighth-grade students. For more information, see <http://www.ncte.org/awards/student>
- Feb. 13** Online submission deadline for NCTE Achievement Awards in Writing: This school-based writing program encourages high school students in their writing and recognizes publicly some of the best student writers in the nation. For 11th grade students. For more information: <http://www.ncte.org/awards/student>
- Feb. 27** Last day for online or mail-in registration for Conference on College Composition and Communication (CCCC) convention in Tampa, Mar. 18-21
<https://secure.ncte.org/store/register.aspx>

March

- March 5** NCTE Literacy Education Advocacy Day in Washington, D.C.
<http://www.ncte.org/action/advocacyday>
- March 6-7** Winter Advisers' Seminar for journalism advisers. Lake Lawn Resort. Sponsored by the Kettle Moraine Press Association
- March 18-21** CCCC Convention, "Risk and Reward" in Tampa, Florida

April

- April 15** Deadline for state nomination for NCTE High School Teacher of Excellence Award
<http://www.wcteonline.org/awards-and-grants/ncte-high-school-teacher-of-excellence-award/>
- April 16-19** Journalism Education Association/National Scholastic Press Association High School Journalism Convention, Denver. <http://www.jea.org>

May

- May 1** Deadline for nominating a student teacher for the Outstanding Student Teacher Award.
<http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>
- May 1** Deadline for nominating a first year teacher for the Nancy Hoefs Memorial Award for Outstanding First-Year Teacher
<http://www.wcteonline.org/awards-and-grants/nancy-hoefs-memorial-award/>
- May 1** Deadline for WCTE's Lee Burress Intellectual Freedom Award. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

Collaborative Annotation: For Any Text and Any Class

Collaborative annotation is a literacy strategy that engages students in critical reading, critical thinking, writing and collaboration all in one activity. It has become one of my go-to strategies because it can be used with literary, informational or visual text, it can be used with any grade level and it is challenging in the effort it requires of students but accessible in the options it provides them.

Here's how it works:

- 1** Identify passages from a text students have already read or from something new. Copy and paste the passages into the center of an otherwise blank piece of paper. You may want to number or letter the passages for later reference or include page numbers from the original text.
- 2** Divide students into groups and have each group sit in a circle. Group size should match the number of passages you've selected. Mixed ability groups work well for this activity, but similar ability groups also work. Have each member of the group select a writing utensil in a different color.
- 3** Distribute a passage to each person, making sure the group as a whole has all of the passages you've selected. Direct each student to write one's name on the top of the paper in front of him/her.
- 4** Either before the next step, or before step two, remind or instruct students about what it means to annotate. Annotations are margin notes and can include: reactions, questions, connections, predictions, definitions, summary, or clarifications. Make the list of annotation strategies visible for students so they can refer to it as they work.
- 5** Set a timer for an appropriate length of time and give the students these directions: Read and annotate the passage in front of you. Your challenge is to work for the entire time, adding as much as you can until the timer sounds. Although you are sitting in a group, you are annotating independently and silently. Your collaboration will occur through writing and after the first pass.
- 6** When the timer sounds, students should stop writing and pass their papers to the left. Then, the process is repeated, starting with a student adding one's name to the legend at the top of the page. After the first round, tell students that in addition to adding original annotations, they should address the annotations that are already on the page, such as answering a question or responding to someone's reaction. You may want to add time to the timer after each pass because there is more to read each round. The activity is concluded when all passages have gone around the circle.

Depending on your passages, students and schedule, this activity can take an entire class period. While it can stand alone as outlined above, here are some extension activities that make use of the richly annotated passages:

- After completing a full series of collaborative annotation, have the group answer a synthesis question based on the combined information from the passages. A question might be as simple as "What did we learn from all these readings?" or more specific such as "Based on these readings, what traits best describe Atticus Finch and why?"
- Re-group students such that all students within a group have the same passage. Then, have the group summarize its passage and identify the three or four most interesting annotations from among their papers. Go around the room having each group share its summary and selected annotations. I like to have the groups identify whose annotations they read (made clear through the color-coded legend at the top of each sheet), as a way of recognizing these students' work.
- Allow students to use the passages for another assignment based on the reading such as a graphic organizer, quiz or writing prompt.



Erin Schwane is a District 1 director for WCTE. She teaches at New Berlin West High School.

Sample on next page

© pg. 300-301

Dominic
Kaitlin
Jack
Korlee
Riley

I don't like
how Aunt
Alexandra is
stereotyping the
Cunninghams

"The thing is, you can scrub Walter Cunningham till he shines, you can put him in shoes and a new suit, but he'll never be like Jem. Besides, there's a drinking streak in that family a mile wide. Finch women aren't interested in that sort of people."

"Aun-ty," said Jem, "she ain't nine yet."

"She may as well learn it now."

Aunt Alexandra had spoken. I was reminded vividly of the last time she had put her foot down. I never knew why. It was when I was absorbed with plans to visit Calpurnia's house—I was curious, interested; I wanted to be her "company," to see how she lived, who her friends were. I might as well have wanted to see the other side of the moon. This time the tactics were different, but Aunt Alexandra's aim was the same. Perhaps this was why she had come to live with us—to help us choose our friends. I would hold her off as long as I could: "If they're good folks, then why can't I be nice to Walter?"

"I didn't say not to be nice to him. You should be friendly and polite to him, you should be gracious to everybody, dear. But you don't have to invite him home."

"What if he was kin to us, Aunty?"

"The fact is that he is not kin to us, but if he were, my answer would be the same."

"Aunty," Jem spoke up, "Atticus says you can choose your friends but you sho' can't choose your family, an' they're still kin to you no matter whether you acknowledge 'em or not, and it makes you look right silly when you don't."

"That's your father all over again," said Aunt Alexandra, "and I still say that Jean Louise will not invite Walter Cunningham to this house. If he were her double first cousin once removed he would still not be received in this house unless he comes to see Atticus on business. Now that is that."

She had said Indeed Not, but this time she would give her reasons: "But I want to play with Walter, Aunty, why can't I?"

She took off her glasses and stared at me. "I'll tell you why," she said. "Because—he—is—trash, that's why you can't play with him. I'll not have you around him, picking up his habits and learning Lord-knows-what. You're enough of a problem to your father as it is."

I don't think Scout
is a problem to
Atticus

Scout is not a
problem to her
father

I don't think
it is about
what Walter
does, but it's
about what his
family has
done

Walter will never
be different
no matter what.

I agree. Scout has a
right to be friends with
anyone.
I think they should
yet to choose their
own friends, not
have them chosen for
them

Aunt Alexandra is very
prejudiced toward
other social
classes!

I think
not sometimes
she can be
sympathetic to
someone who she
sees and loves her
her likes when she cried
over his
death

Atticus has a
different perspective
on others than
Aunt Alexandra
Aunt Alexandra is
very judgemental!

Aunt Alexandra
doesn't want Scout
hanging out with
Walter
because of
him and how he acts

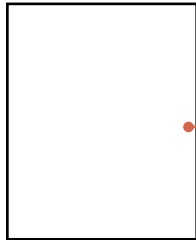
I think Aunt
Alexandra doesn't
want Scout playing
with Walter
because she knows more
secrets about the
Cunninghams

Text to self—I had a
parent/guardian tell me
not to be friends with
someone because of their
actions

What does
Walter do that is
so bad?

I don't think he
does anything wrong.
I just think that
Aunt Alexandra is stereotyping

Good books...continued



Shelly Moore
Ellsworth HS

The President and the Assassin: McKinley, Terror, and Empire at the Dawn of the American Century by Scott Miller

In 1901, as America tallied its gains from a period of unprecedented imperial expansion, an assassin's bullet shattered the nation's confidence. The shocking murder of President William McKinley threw into stark relief the emerging new world order of what would come to be known as the American Century.

The President and the Assassin is the story of the momentous years leading up to that event, and of the very different paths that brought together two of the most compelling figures of the era: President William McKinley and Leon Czolgosz, the anarchist who murdered him. ~*Goodreads*

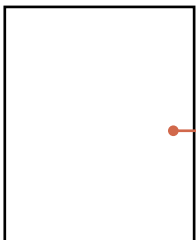


Kathy Nelson
Arrowhead HS, Hartland

Where'd You Go, Bernadette? by Maria Semple

Bernadette Fox is notorious. To her Microsoft-guru husband, she's a fearlessly opinionated partner; to fellow private-school mothers in Seattle, she's a disgrace; to design mavens, she's a revolutionary architect, and to 15-year-old Bee, she is a best friend and, simply, Mom. Then Bernadette disappears. It began when Bee aced her report card and claimed her promised reward: a family trip to Antarctica.

But Bernadette's intensifying allergy to Seattle — and people in general — has made her so agoraphobic that a virtual assistant in India now runs her most basic errands. A trip to the end of the earth is problematic. To find her mother, Bee compiles email messages, official documents, secret correspondence — creating a compulsively readable and touching novel about misplaced genius and a mother and daughter's role in an absurd world. ~*Goodreads*



Katie Herrmann
Hartford Union HS

They Poured Fire on Us from the Sky: The Story of Three Lost Boys from Sudan by Benjamin Ajak

Benjamin, Alepho, and Benson were raised among the Dinka tribe of Sudan. Their world was an insulated, close-knit community of grass-roofed cottages, cattle herders, and tribal councils. The lions and pythons that prowled beyond the village fences were the greatest threat they knew. All that

changed the night the government-armed Murahiliin began attacking their villages. Amid the chaos, screams, conflagration, and gunfire, five-year-old Benson and seven-year-old Benjamin fled into the dark night. Two years later, Alepho, age seven, was forced to do the same. Across the Southern Sudan, over the next five years, thousands of other boys did likewise, joining this stream of child refugees that became known as the Lost Boys. Their journey would take them over one thousand miles across a war-ravaged country, through landmine-sown paths, crocodile-infested waters, and grotesque extremes of hunger, thirst, and disease. The refugee camps they eventually filtered through offered little respite from the brutality they were fleeing. ~*Goodreads*



Erin Schwane
New Berlin West HS

The Kitchen House by Kathleen Grissom

When a white servant girl violates the order of plantation society, she unleashes a tragedy that exposes the worst and best in the people she has come to call her family. Orphaned while onboard ship from Ireland, seven-year-old Lavinia arrives on the steps of a tobacco plantation where she is to live and work with the slaves of the kitchen house. Under the care of Belle, the master's illegitimate daughter,

Lavinia becomes deeply bonded to her adopted family, though she is set apart from them by her white skin. Eventually, Lavinia is accepted into the world of the big house, where the master is absent and the mistress battles opium addiction. Lavinia finds herself perilously straddling two very different worlds. When she is forced to make a choice, loyalties are brought into question, dangerous truths are laid bare, and lives are put at risk. ~*Goodreads*

The Man Who Ate Everything

by Jeffrey Steingarten

Winner of the Julia Child Book Award. A James Beard Book Award Finalist. When Jeffrey Steingarten was appointed food critic for "Vogue," he systematically set out to overcome his distaste for such things as kimchi, lard, Greek cuisine, and blue food. He succeeded at all but the last: Steingarten is 'fairly sure that God meant the color blue mainly for food that has gone bad.' In this impassioned, mouth-watering, and outrageously funny book, Steingarten devotes the same Zen-like discipline and gluttonous curiosity to practically everything that anyone anywhere has ever called 'dinner.' Follow Steingarten as he jets off to sample choucroute in Alsace, hand-massaged beef in Japan, and the mother of all ice creams in Sicily. Sweat with him as he tries to recreate the perfect sourdough, bottle his own mineral water, and drop excess poundage at a luxury spa. Join him as he mounts a heroic -- and hilarious -- defense of salt, sugar, and fat (though he has some nice things to say about Olestra). Stuffed with offbeat erudition and recipes so good they ought to be illegal, "The Man Who Ate Everything" is a gift for anyone who loves food. ~*Goodreads*

Caleb's Crossing

by Gwendolyn Brooks

Once again, Geraldine Brooks takes a remarkable shard of history and brings it to vivid life. In 1665, a young man from Martha's Vineyard became the first Native American to graduate from Harvard College. Upon this slender factual scaffold, Brooks has created a luminous tale of love and faith, magic and adventure.

The narrator of "Caleb's Crossing" is Bethia Mayfield, growing up in the tiny settlement of Great Harbor amid a small band of pioneers and Puritans. Restless and curious, she yearns after an education that is closed to her by her sex. As often as she can, she slips away to explore the island's glistening beaches and observe its native Wampanoag inhabitants. At twelve, she encounters Caleb, the young son of a chieftain, and the two forge a tentative secret friendship that draws each into the alien world of the other. Bethia's minister father tries to convert the Wampanoag, awakening the wrath of the tribe's shaman, against whose magic he must test his own beliefs. One of his projects becomes the education of Caleb, and a year later, Caleb is in Cambridge, studying Latin and Greek among the colonial elite. There, Bethia finds herself reluctantly indentured as a housekeeper and can closely observe Caleb's crossing of cultures. Like Brooks's beloved narrator Anna in "Year of Wonders," Bethia proves an emotionally irresistible guide to the wilds of Martha's Vineyard and the intimate spaces of the human heart. Evocative and utterly absorbing, Caleb's Crossing further establishes Brooks's place as one of our most acclaimed novelists. ~*Goodreads*