

### We are social.



Wisconsin Council of  
Teachers of English



@WCTEorg



Registration, membership



Nominate people NOW



Summer travel for teachers



Professional Issues letter



We need diverse books



Wisconsin English Journal



Mary Beth Desens



What we're reading



Summer Workshop



VR for English class

### 2018 CONVENTION >> Kelly Seefeldt

## Friday keynoter, Chris Lehman, to focus on literacy

**C**hristopher Lehman, Founding Director of [The Educator Collaborative](#), kicks off our Friday convention with an exploration of next steps in developing literacy practices that support and sustain our students, their literacy development and their lives.

Filling our classrooms with more “diverse books” is an essential start, but going farther requires us to examine how our instructional practices silence or celebrate students and how our advocacy can connect with outside action. Chris will share practical strategies to infuse in your reading and writing practices that, not only create a more inclusive learning environment, but also raise student skills.

Student achievement is directly connected to responsive instruction. Ensuring learners feel seen and heard leads to learners who see and hear the world around them more critically and compassionately.

Plan to attend the convention on Friday, Oct. 20, in Madison at the UW Union. Come a day early on Thursday for an afternoon of workshops with the Greater Madison Writing Project. All the details are on the next two pages.



## Call for Proposals

The Wisconsin Council of Teachers of English is currently seeking proposals for breakout sessions at the convention in Madison on Friday, Oct. 19. While convention participants always value the keynote speaker and workshop presenters, breakout sessions put on by their fellow ELA teachers in Wisconsin provide tools, tips and tricks that transfer easily to their classrooms. We are looking to offer breakouts on a variety of topics, so if you have successfully implemented a new writing strategy, have advice on leading a department full of English teachers with differing opinions, or anything else you'd like to share with our convention participants, please consider submitting a proposal.

We would love for you to join us and share your expertise with English teachers from around the state.

### [SUBMIT A PROPOSAL](#)

The submission deadline is Friday, June 15.

More information regarding the convention, follow the hashtag #WCTE2018 and [@WCTEorg](#) on Twitter, or visit [www.wcteonline.org/2018-state-convention](http://www.wcteonline.org/2018-state-convention). Specific questions may also be sent to Kelly Seefeldt, [kseefeldt@pointschools.net](mailto:kseefeldt@pointschools.net).

# 2018 WCTE Convention Registration Form

## 58<sup>TH</sup> Annual Convention

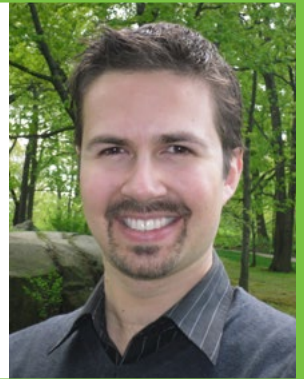
**Thursday afternoon:** choose two of four workshops with the **Greater Madison Writing Project**  
**Friday convention** will feature a keynote address and small-group workshops with Christopher Lehman, founding director of The Educator Collaborative.

**Keynote: *Going Farther: Keep Moving On Culturally Relevant Literacy***

Oct. 19-20, 2018 / Union South, 1308 W. Dayton St., Madison, Wis.

**Pre-Registration Deadline:** Oct. 12, 2018

Register at [www.wcteonline.org](http://www.wcteonline.org) or mail in this two-page form.



Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

School/Organization: \_\_\_\_\_

Purchase Order # (if applicable): \_\_\_\_\_ Email Address: \_\_\_\_\_

Convention Registration Fees (see next page for membership information)

	Thursday Workshops	Friday Convention	Both
WCTE Members	\$125	\$125	\$200
Non-members	\$175	\$175	\$325
Students/Retirees	\$ 40	\$ 40	\$ 75



**Thursday workshops fee** includes snacks.

**Friday's convention fee** includes continental breakfast and a buffet lunch featuring Cuban pork and black beans with rice, cookies and assorted cold beverages.

To register for the convention **by check or purchase order**, print out this form and mail to:

WCTE 2018 Conference Registration  
Dept. of Curriculum & Instruction  
Enderis 310  
UW-Milwaukee  
P.O. Box 413  
Milwaukee, WI 53201

**Convention Fees:** Make Checks Payable to WCTE. **Keep a copy for your records!**

To register for the convention with a credit card, use online form and payment by clicking on the convention tab at [wcteonline.org](http://wcteonline.org).

Registration: \$ \_\_\_\_\_ Membership Dues: \$ \_\_\_\_\_ Total Enclosed: \$ \_\_\_\_\_

# Hotel, Workshops and Membership

**Hotel Rooms:** A limited block of rooms has been reserved at the following:

**Double Tree by Hilton** 525 West Johnson, Madison  
Use identifying code **WTC** for \$169 per night which includes parking, Wi-Fi and local shuttle to the Union.  
To get this rate, you must reserve a room by Sept. 19, 2018. To make a reservation call 608.251.5511 or toll free 800.222.TREE

**Cambria Hotel & Suites** 5045 Eastpark Blvd., Madison  
For a rate of \$82 per night, you must reserve a room by Oct. 4, 2018. To make a reservation call 608-241- 7070. Identify yourself as a WCTE State Convention Group or follow the link on the WCTE website.

## Finding Your Way To and Around the Convention

Visit the UW Union website for [driving directions to Union South](#). The Hilton DoubleTree has free parking for guests and a shuttle that will take you the few blocks to Union South. If you're in need of parking on campus, visitor spots in the Union South garage are limited, but more are available one block away on the Engineering campus. The [UW transportation website](#) provides ramp addresses and availability updates regarding parking. We recommend attendees carpool if possible.

Registration will be on the second floor outside Varsity Hall. The keynote and meal will also be on the second floor and all breakouts on the third.

## Thursday's Workshops:

**12:30-12:45:** Check in with Tom Scott, the registrar. You will be able to choose between the following:

12:45 to 2:30	A. Promoting Student-Centered Classrooms Through Increased Student Questioning	2:30 to 2:45	Break
or	B. Moving Beyond Pro & Con with the National Writing Project's College, Career and Community Writers Program (C3WP)	2:45 to 4:30	C. Aligning Assessment Practices with Our Values
		or	D. Rise Up & Write: Civically Engaged Writing

## WCTE Membership Information

This form represents a ☐ New Membership ☐ Renewal

WCTE District (CESA): \_\_\_\_\_ (1-12 if you do not know your CESA, please check one of the options below)

☐ Please look up my CESA district for me based on my school address: \_\_\_\_\_

☐ Please look up my CESA district for me based on my home address: \_\_\_\_\_

What grades do you teach? ☐ Elementary ☐ Middle ☐ Secondary ☐ Post-secondary

Are you an administrator or specialist? *(Check all that apply.)*

☐ Dept. Chair ☐ Elem. Admin. ☐ Middle/Secondary Admin. ☐ Reading/Language Arts Specialist

What sort of membership would you like? \_\_\_\_\_

	One-year Membership	Two-year Membership
Standard	\$30.00	\$50.00
Contributing	\$40.00	\$70.00
Sustaining	\$50.00	\$90.00
New Teacher	\$20.00	\$30.00
(1-2 yrs. in profession)		
Retiree	\$15.00	\$25.00
Student	\$ 5.00	\$ 8.00

## MESSAGE FROM THE PRESIDENT >> John Schad



“I’m going to love my life so much that no one will guess that I have ever been burnt out before.”

Dear Fellow WCTE Members,

In less than 24 hours, spring break will begin at my school district, but this year, I feel like I need a break more than ever. I always try to make my students, administrators, wife, and kids believe that I am really superman – faster than a speeding bullet and stronger than any unmovable object, but the truth is, like many of you, I’m exhausted and burnt out. In the last two weeks, I have been grading essays every night, entering grades constantly, coaching forensics and track at the same time, and preparing for the next quarter, all while trying to make sure that my family remembers what I look like when we board the plane to the sunny beaches of Florida. Everyone always talks about how exhausting this time of the year is, but not many educators talk about what happens after spring break. Usually for me, I come back after vacation and find myself immediately busy again – then, I just hold on and hope for the best as the last couple of months tick away until summer break finally commences.

However, this year is going to be different for me, my students and my family. This year, I am going to do my best to start the school year all over again when I return. I’m going to pretend that I am a new teacher and have bright-eyed students that need me to be at my best – I’m going to pretend that I have the same energy that I did in September and that I’m really going to change the world in the next couple of months! I’m going to start the first day of the fourth quarter like it’s truly a new year, full of possibility and excitement. I’m going to have fun with my students first and not worry so much about getting them ready for state testing. I’m going to remember that if I’m not having fun in the classroom, my students will not learn at the same rate they did in the beginning of the year. I’m going to inspire them as I show a real love for reading, writing and learning. I’m going to teach with so much passion that they won’t recognize the teacher that was so worn out at the end of third quarter. I’m going to surprise my students with the newly-developed patience I have found and share my dreams with them of creating a better world for all of us to live in. I’m going to forget any negative experiences I have had so far and work hard to see the best in everyone that enters my classroom. I’m simply going to give everyone a fresh start!

My family and friends will not recognize me either because, this year, I’m not going to bring any stress home with me – instead, I’m just going to love them with all my heart. If I wait until summer to do this, my kids will be a little older and I will never get the opportunity to spend time with them at this age again. I’m going to laugh and spread kindness to everyone that crosses my path and focus on giving my true focus to everyone that’s in the room with me. I’m going to make a promise to everyone in my life that all past transgressions will be forgotten. I’m going to love my life so much that no one will guess that I have ever been burnt out before. If there is ever a day when I forget this promise, I will simply pull this up on my computer and reread it over and over again until it sinks in. This year, I’m going to start over because I deserve it, my students deserve it and, lord knows, my family deserves it. This is my promise.

All too often, we allow the past to make us into people that we never meant to be, but this year, I refuse to allow that to happen. In the beginning of each school year, we renew our promises as educators and family members over again. This year, I’m going to choose to renew mine a little earlier than normal. I hope you are all able to do this too, not just because it will help you as a teacher, but because our jobs are more important than ever! Not only do we have a responsibility to everyone in our lives to be our best, but we also have an amazing opportunity to change students lives EVERY SINGLE DAY. To our students, April 1 may be just as important as Sept. 1, and this year, I’m going to make sure I make the best of it.

John Schad, WCTE President  
[schadj@kohler.k12.wi.us](mailto:schadj@kohler.k12.wi.us)

## BOARD OF DIRECTORS

### President, Intellectual Freedom Chair

John Schad, Kohler MS  
[schadj@kohler.k12.wi.us](mailto:schadj@kohler.k12.wi.us)

### First Vice President

Kelly Seefeldt, P.J. Jacobs MS,  
Stevens Point  
[kseefeldt@pointschools.net](mailto:kseefeldt@pointschools.net)

### Past Presidents

Denise Meyer, Western Technical College,  
LaCrosse

[meyerd@westerntc.edu](mailto:meyerd@westerntc.edu)

Marianne Potter, Stevens Point Area HS  
[mpotter@pointschools.net](mailto:mpotter@pointschools.net)

### Secretary

Jennifer Kieren, Ellsworth Community HS  
[kierenj@ellsworth.k12.wi.us](mailto:kierenj@ellsworth.k12.wi.us)

### Treasurer, Membership, NCTE liaison

Tom Scott, UW-Milwaukee  
[tscott2@uvm.edu](mailto:tscott2@uvm.edu)

### Pooley Trust Officer, Webmaster

Lynn April, CESA #8  
[l.april8@gmail.com](mailto:l.april8@gmail.com)

### District Director Liaison

Kara Nelson-Sommerfeldt, Arcadia HS  
[sommerfeldtk@arcadia.k12.wi.us](mailto:sommerfeldtk@arcadia.k12.wi.us)

### District Directors

#1 Jeff Carter, Hartford Union HS  
[jeff.carter@huhs.org](mailto:jeff.carter@huhs.org)

#1 Peg Grafwallner, Reagan IB HS, Milwaukee  
[peggrafwallner@hotmail.com](mailto:peggrafwallner@hotmail.com)

#2 Sarah Rowse-Borelli,  
New Berlin Eisenhower HS

[sarah.rowse-borrelli@nbexcellence.org](mailto:sarah.rowse-borrelli@nbexcellence.org)

#4 Kara Nelson-Sommerfeldt, Arcadia HS  
[sommerfeldtk@arcadia.k12.wi.us](mailto:sommerfeldtk@arcadia.k12.wi.us)

#4 Brad Bryan, Tomah HS  
[bradbryan@tomah.k12.wi.us](mailto:bradbryan@tomah.k12.wi.us)

#5 Amanda Sweet, Stevens Point Area HS  
[asweet@pointschools.net](mailto:asweet@pointschools.net)

#6 Patrick Osowski, Awards Chair,  
Fond du Lac HS

[osowskip@fonddulac.k12.wi.us](mailto:osowskip@fonddulac.k12.wi.us)

#6 Katie Herrmann, Hartford Union HS  
[katie.herrmann@huhs.org](mailto:katie.herrmann@huhs.org)

#7 Janelle Bailey, Bayport HS  
[janebail@hssd.k12.wi.us](mailto:janebail@hssd.k12.wi.us)

#7 Mary Beth Desens, Cedar Grove-Belgium HS  
[mbdesens@cgbrockets.com](mailto:mbdesens@cgbrockets.com)

#9 Holly Caudill, Lakeland Union HS  
[caudill@luhs.k12.wi.us](mailto:caudill@luhs.k12.wi.us)

#10 Caroline Hickethier, Cornell SD  
[chickethier@cornell.k12.wi.us](mailto:chickethier@cornell.k12.wi.us)

#11 Justina Plemon, Diversity Chair,  
New Richmond HS

[jplemon@newrichmond.k12.wi.us](mailto:jplemon@newrichmond.k12.wi.us)

#12 Kaye Ortman Peters, Mellen HS  
[kpeters@mellendiggers.org](mailto:kpeters@mellendiggers.org)

#12 Tanya Sponholz, Prescott HS  
[sponholz@prescott.k12.wi.us](mailto:sponholz@prescott.k12.wi.us)

### Convention Manager

Marti Matyska, [mamatyska@gmail.com](mailto:mamatyska@gmail.com)

### WCEE Chair

David Roloff, UW-Stevens Point  
[droloff@uwsp.edu](mailto:droloff@uwsp.edu)

### Professional Issues Chair

Lynn Frick, Sauk Prairie HS  
[lynn.frick@saukprairieschools.org](mailto:lynn.frick@saukprairieschools.org)

### Archivist

Emily Ihrke, University School of Milwaukee  
[eihrke@usmk12.org](mailto:eihrke@usmk12.org)

### NCTE Awards for Literary Magazine

Joel Jarosky, Capital HS, Madison  
[jmjarosky@madison.k12.wi.us](mailto:jmjarosky@madison.k12.wi.us)

### Wisconsin English Journal Editor

John Pruitt, UW-Rock County  
[john.pruitt@uwc.edu](mailto:john.pruitt@uwc.edu)

### WCTE Update Editor

Linda Barrington, Mount Mary University  
[lbarrington@wi.rr.com](mailto:lbarrington@wi.rr.com)

### DPI Liaison through March

Marci Glaus, [marci.glaus@dpi.wi.gov](mailto:marci.glaus@dpi.wi.gov)



## AWARDS >> from Patrick Osowski, WCTE Awards chair

# Deserving teachers will win only if you nominate them

Each year the Wisconsin Council of Teachers of English (WCTE) gathers in the fall to learn from and recognize greatness in our field. Right now, during this hectic time of quarters ending, spring breaks happening and planning for the next year, we ask you take time to recognize those colleagues around you who embody the ideals we strive for in English Language Arts. **All award nominations are due by May 15**, except for the NCTE High School Teacher of Excellence, which was due in March.

Each year WCTE selects two senior English education students to receive the **Outstanding Student Teacher Award**. Winners will be honored with a certificate and a one-year membership in WCTE. Individuals who student taught or were interns in the Fall 2017 or the Spring 2018 semesters are eligible. Each institution can nominate one candidate.

The **Nancy Hoefs Memorial Award for Outstanding First Year Teacher** recognizes an outstanding first-year teacher of the English language arts. Full-time teachers in their first permanent position are eligible to be nominated. Eligible first-year teachers will have taught during the 2017-2018 school year.

See **The Lee Burress Intellectual Freedom Award** at the top of p. 6.

**NCTE Program to Recognize Excellence in Student Literary Magazines** is described in the article below. Although it is a national award, it is administered locally. The deadline for 2018 magazines is July 1, 2018.

To nominate a teacher for any of the awards above, go to <http://www.wcteonline.org/>. A drop-down menu under the Awards tab will allow you to find the award you are looking for.

## ABOUT AWARD WINNERS

The winner of the Nancy Hoefs Memorial Award for an Outstanding First-Year Teacher Award receives free registration and one night accommodation at the fall WCTE convention as well as formal recognition at the convention.

The winners of the Outstanding Student Teacher Award will each receive an expense-paid trip to the WCTE convention where they are recognized at a reception, and a paid annual membership in WCTE.

The winner(s) of the Lee Burress Intellectual Freedom Award will be recognized at the fall WCTE convention.

Go to [www.WCTEonline.org/Awards and Grants](http://www.WCTEonline.org/Awards_and_Grants) for more details and other WCTE honorary awards!

## AWARDS >> from NCTE

# State literary magazines rated in NCTE contest

NCTE's Program to Recognize Excellence in Student Literary Magazines (PRESLM) recognizes students, teachers, and schools for producing excellent literary magazines. The program's mission is to encourage all schools to develop literary magazines and seek excellence in writing and school-wide participation in production.

Participation in the program serves as an inducement for improving the quality of school literary magazines. Judges evaluate and rank middle school, junior high, and high school literary magazines.

WCTE is proud of this year's Wisconsin winners for their 2017 magazines. (See below.)

NCTE has changed the name of this contest to Recognizing Excellence in Art and Literary Magazines (REALM). This program is for middle schools, junior high and high schools. Submissions should be made directly to NCTE. The deadline is July 1.

More information at NCTE website: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/>

## EXCELLENT

**Edgewood High School**, Madison  
"The Wayfarer," adviser: Natalie Koblenksi

**Kettle Moraine School of Arts & Performance**, Wales  
"Ampersand Pages, volume 2" adviser: *Michael Weber; Kim Suhr*

**Marquette University High School**, Milwaukee  
"Signatures," adviser: *Ginny Schauble*

**McFarland High School**, McFarland  
"Driftwood," advisers: *Deborah Gadian, Jeff Kunkle*

## ABOVE AVERAGE

**Arrowhead Union High School**, Hartland  
"Arrowhead Literary Magazine: A Collection of Creativity," adviser: *Elizabeth Jorgensen*

**D.C. Everest Senior High School**, Weston  
"Point of Convergence," adviser: *Matthew Cepress*

## AWARDS >> from John Schad, Intellectual Freedom chair

# Lee Burress Intellectual Freedom Award

WCTE wishes once again to honor an educator or group with the Lee Burress Intellectual Freedom Award at the Annual Convention. This award recognizes an educator or group who has been an advocate for expression free from censorship and for humane communication. It was begun in honor of Lee Burress, a long-time educator at UW-Stevens Point, who exemplified these attributes in his life as well as his teaching.

### The criteria for this award include the following:

- It is designed to acknowledge the work done by educators who teach and extol the tenets of free speech and who urge responsible, humane and caring communication.
- Such work may be demonstrated in particular lessons, special projects and the ongoing style and goals set by an educator.

### Nomination materials should include the following:

- Those wishing to nominate a possible recipient for this award should write a letter of nomination, describing the qualifications of the nominee.

### Due Dates:

- Nomination letters are due via email to [John Schad](#) by May 15.
- Please include any supporting materials you believe would strengthen the nomination.

## GEEQ Summer Travel>>Jesse Weisz

# Travel the world affordably, earn professional development credit, bring global understanding into your classroom!

Founded in 2007, Global Exploration for Educators Organization (GEEQ) is a 501c3 non-profit organization that has sent more than 2,000 teachers abroad on adventurous travel programs. With GEEQ educators can earn professional development credit while seeing the world. GEEQ's trips are 7 to 23 days in length and are designed and discounted to be interesting and affordable for teachers. In addition to amazing tour leaders, many of the programs are accompanied by university faculty that are experts on the destination. The deposit is \$250 for each program and then the final payment is due 60 days before departure.

GEEQ also provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators, administrators, retired educators, as well as educators' guests.

GEEQ is offering the following travel programs for 2018: Argentina and Brazil, Bangkok to Hanoi, Tibet, Camino de Santiago, Eastern Europe, The Galapagos Islands, Greece, Iceland, India and Nepal, Madagascar, Ireland, Armenia and Georgia, Paris to Rome, Multi-



Stan, Sri Lanka and The Maldives, Morocco, Peru, Vietnam/Cambodia, and The Balkans.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at [www.geeo.org](http://www.geeo.org). GEEQ can be reached seven days a week, toll-free at 1-877-600-0105 between 9 a.m.-9 p.m. EST.

Jesse Weisz  
Executive Director, GEEQ Teacher Travel Programs  
Phone: 1-877-600-0105  
Email: [jesse@geeo.org](mailto:jesse@geeo.org)  
Website: [www.geeo.org](http://www.geeo.org)



# Position statement opposing UW-Stevens Point's proposal to eliminate 13 humanities majors

The Wisconsin Council of Teachers of English strongly believes the University of Wisconsin-Stevens Point is making a very short-sighted decision in proposing to eliminate thirteen humanities majors, including English. Not only do we believe it will negatively impact current and future students interested in the humanities, but we also believe it will significantly diminish the quality of education for every student earning any type of degree from UW-Stevens Point. By weakening this vital area of the university which currently provides nearly 200 English and more than 600 total humanities majors with skills that are necessary in all career paths, you are choosing to remove those majors that have been the cornerstone of educated society for more than 2,000 years. WCTE sees this proposal, should it come to fruition, as having dire near and long-term consequences. If the proposed plan is approved, you are choosing to limit the potential and possibilities for the students and working people of central Wisconsin and quite literally taking away the ability to major in what makes us most human. We believe this is a mistake with far-reaching, unintended consequences.

The mission of our organization is to “strengthen the teaching of English Language Arts,” and we believe the quality of the course offerings for students majoring in other fields of study, those seeking minors in English, and future English teachers will suffer due to the elimination of the major. The English Education program at UWSP has consistently provided the surrounding communities and our state with high-quality English Language Arts teachers, but the strength of that program comes from the strength of the overall English department. If the major is eliminated, the inevitable loss of course offerings and staff would negatively impact the preparedness of the future English educators, not to mention the critical humanities experience of students seeking other majors.

English majors do not simply write creatively and read novels, but rather are given the skills necessary to communicate effectively, argue intelligently, read all types of interdisciplinary texts analytically with advanced comprehension, and even more importantly, graduate with strong moral values and empathy for other citizens of our world. English majors seek to understand themselves and others through studying of the humanities. It is through reading about the experiences of others that we strengthen our social awareness. Literature is what helps make and define us as part of the human race. Reflecting on the classics and contemporary stories challenges our assumptions, hones our thoughts and defines our beliefs. The study of literature, as well as history and art, allow for such opportunities while simultaneously arming students with skills that are valuable in the workforce. We recognize the importance of preparing future generations of poets, artists, and historians; why would the university want to take away the opportunities for their students to become intellectual leaders? This kind of thinking has led to some of the problems we are currently having in our society – creating communities who only believe in the importance of science and math mistakenly puts all of the emphasis on aspects of life which can be quantified. In a world which only places value in the quantifiable, we lose the parts of academia which foster free thinking and creativity. Additionally, completing the required elements of an English major demonstrates to all future employers that your students have mastered a rigorous curriculum focusing on communication, critical thinking, analysis, argument, and multi-modal writing. Since these skills are needed in all careers paths, the potential cuts to your English major will no doubt water down the quality of the education received at your university by eliminating the content experts who currently strengthen the reputation and worth of a degree from UW- Stevens Point.

When it comes to eliminating humanities in general, we must consider the

## **For use on social media:**

#UWSP  
#WeArePoint  
#WeArePointEnglish  
#WeArePointHumanities

world in which all of our students will be expected to perform. As quickly as our world is changing, we cannot fathom what jobs and careers might be necessary to prepare our students for since some currently do not exist – it is our job to prepare students for all potential career paths as they move forward in a world that changes as quickly as we write this letter. A major in the humanities has the flexibility to prepare students for careers of the present and careers of the future. While we support high standards and instructional practices which promote college and career readiness, we maintain that education should also provide students with the skills to think critically and creatively, as well as the opportunity to become morally responsive to our ever-changing and increasingly-diverse world.

The proposed changes at UWSP follow the trend of simplifying the purpose of education to be exclusively workforce development. If our four-year institutions do not teach the humanities, where will students experience them? Surely a university is a logical place for students to study the impact of art on society, explore the tenants of different religions, begin to understand the complexity of music, and master world languages – helping to create well-rounded students is not only our job as educators, but a responsibility that should be taken with the utmost seriousness.

The underpinnings of universities lie in the opportunity for men and women to gather, to read, to engage in intellectual discussions of ideas, and practice what it means to be positive citizens. A university education is much more than training for a career. Humanities majors offer opportunities for students to grow and promote the development of new thoughts and ideas needed in the complex world which is waiting for the next generation of leaders. We understand this decision is being made as a cost-saving measure in an age of funding instability. But it is fundamentally incorrect to say the humanities are simply a drain of university finances with little to no value in the academic world.

Finally, please do not underestimate the impact of humanities' majors on the Stevens Point community. The elimination of the humanities would hurt the cultural heart of the city's artists, poets, readers, and writers. The weakening of these programs will no doubt be a devastating loss to the intellectual identity of the local community with long-reaching impacts on the creative abilities of your students moving forward. Losing the humanities would certainly limit students opportunities, and quite possibly, keep them from choosing UW-Stevens Point.

We ask that you reconsider eliminating majors in the humanities – please consider all other budgetary options before making these unprecedented cuts which will no doubt have an ever-lasting impact on your university, your community, and our state educational system.

Most sincerely,

John D. Schad  
President

Kelly Seefeldt  
Vice President

Lynn Frick  
Professional Issues Chair

## GET INVOLVED

We invite you to write your own letter about the proposed elimination of 13 humanities majors. We suggest you send it to any or all of the following people:

Bernie Patterson - Chancellor  
Room 213, Old Main  
2100 Main Street  
Stevens Point, WI 54481  
1-715-346-2123  
[Bernie.Patterson@uwsp.edu](mailto:Bernie.Patterson@uwsp.edu)

Greg Summers - Provost & Vice  
Chancellor of Academic Affairs  
Room 202, Old Main  
2100 Main Street  
Stevens Point, WI 54481  
1-715-346-4686  
[Greg.Summers@uwsp.edu](mailto:Greg.Summers@uwsp.edu)

Eric Yonke – Interim Dean, College of  
Letters and Science  
Room 130, Collins Classroom Center  
2100 Main Street  
Stevens Point, WI 54481  
1-715-346-3693  
[eyonke@uwsp.edu](mailto:eyonke@uwsp.edu)

Ray Cross – President, University of  
Wisconsin System  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706  
1-608-262-2321  
[president@uwsa.edu](mailto:president@uwsa.edu)

UW System Board of Regents  
1860 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706  
1-608-262-2324  
[board@uwsa.edu](mailto:board@uwsa.edu)



## 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 these affect us in our classrooms and our professional lives.

You can reach Marci at [marci.glaus@dpi.wi.gov](mailto:marci.glaus@dpi.wi.gov).



Marci Glaus, DPI

## Literacy Updates

Wisconsin Writes: The latest student writers are Rosa Joyce, high school junior from LaFollette High School, Quinn Klawitter, 6th grade student from Brillion Middle School, and Jonas Keeler, high school senior from Middleton High School. Stay tuned for students from various grade levels sharing their writing processes: <https://dpi.wi.gov/wisconsin-writes>.

## Wis. Implementation of ESSA

(Reauthorization of ESEA: Every Student Succeeds Act)

The consolidated plan was approved on January, 16, 2018:  
<https://dpi.wi.gov/esea/wisconsin-consolidated-state-plan>

## Bilingual/ESL Program

Access <http://dpi.wi.gov/english-learners> for information regarding effective practices and resources for working with English Language Learners.

## English/Language Arts Modes of Communication

For up-to-date information, resources, and helpful instructional ideas and resources, join our communities!

- Join DPI ELA Google+ Community: <http://bit.ly/1S7vUrL>
- Follow WI DPI Literacy Twitter: <https://twitter.com/WisDPIlit>
- Join the Listserv: [englishk16@lists.dpi.wi.gov](mailto:englishk16@lists.dpi.wi.gov)

## Teacher Education, Professional Development, Licensing

- Public hearings were held regarding teacher education program approval and teacher licensing. Feedback is currently being considered.
- The state budget has removed dates from professional and master educator licenses. The TEPDL team is currently working on a system to complete this process.
- Lifetime licenses can be invalidated under the following circumstances: an educator is not employed with a district for five consecutive years; an educator fails to log into the online system to submit a background check and pay the processing fee once every five years. The TEPDL team is currently working on an application to allow educators with a lifetime license to submit a background check, along with a notification system to remind educators to do so. Once it is available, directions will be posted to the website.
- There are applications in place for educators to move from the 1-year license to a 3-year provisional license, and for educators who are not eligible for the lifetime license to apply for the 3-year provisional license.
- You can find the most up-to-date information on the DPI Teacher Education and Professional Development website: <https://dpi.wi.gov/tepd/news>.

## Special Education

The Special Education Team has updated their website. The following link provides information and resources on current special education programs and initiatives along with guidance for implementing criteria for specific learning disability programming for students: <http://dpi.wi.gov/sped>

## Academic Standards

DPI has begun a rotation of reviewing and revising academic standards. To see which academic standards are currently under review and the proposed changes to those standards, visit <https://dpi.wi.gov/standards>. English language arts standards are up for review in 2019-20.

# Promoting diversity in children's literature

We Need Diverse Books™ is a grassroots organization of children's book lovers that advocates essential changes in the publishing industry to produce and promote literature that reflects and honors the lives of all young people. You'll find this website at <https://diversebooks.org/>

Here are a few ways\* that everyone can help promote diversity in children's literature.

## BUY DIVERSE BOOKS.

Actually buying diverse books is a very, very important way to help. The success of this movement rests on supporting creators and publishers who are putting out quality diverse content, preferably by diverse creators. Moral support is important, but monetary support for creators helps ensure their ability to work, and strong sales numbers allow publishers to bring on similar projects when they might have received resistance before. If you have the funds to do so, please purchase books, preferably soon after their release if possible. If your local bookstore doesn't carry the book you want, ask someone there to order it. With enough interest, booksellers will begin to stock the books, further increasing access.



## REQUEST DIVERSE BOOKS FROM YOUR LIBRARY.

If your book-buying money is limited, consider requesting books from your library. If libraries begin regularly stocking these books for their collections, exposure and access increases.

## SPREAD THE WORD.

If you read a particular diverse book that strikes a chord in you, please recommend it far and wide. When your friends ask what to read next or if you have suggestions for their kids, suggest diverse books. If you belong to a site that does book reviews, consider posting one. Word of mouth is a powerful motivator for book purchases. We are also big proponents of using social media to spread the word and organize, and WNDB can be found on Twitter, Tumblr, and Facebook. Please follow us on Twitter at @diversebooks and use the #WeNeedDiverseBooks hashtag to tweet us your successes or suggestions! We'll RT and amplify when we're able.

## GIVE DIVERSE BOOKS AS GIFTS.

If you know someone who you think would love a particular book, give it to them as a gift!

## WRITE AUTHORS AN APPRECIATION LETTER AND SEND IT VIA THEIR PUBLISHER.

When you read a diverse book you like, send the author a nice note. You can address fan mail to their publisher or literary agent, both of whom can get in touch with the author. A kind letter will give the author a wonderful boost (trust us!), and sending it through the publisher will show them that the author is striking a chord.

## IF YOU ARE A LIBRARIAN, TAKE A STAND.

Readers can only take this movement so far. Publishing professionals must take a stand and dedicate themselves to taking risks and not buying into the old standby "there's no market" line. The success of diversity in children's literature depends on people at ALL levels working to make it happen. Refuse to pass on projects solely because it's "too hard" to sell a book with XYZ characters. Hire diverse staff with different outlooks and backgrounds. If it's at all possible, offer paid internships. Make an effort to select a wider variety of books for your store or library. If you work in a bookstore, check out Grace Lin's Cheat Sheet for Selling Diversity for some suggestions on hand-selling.

## IF YOU ARE A TEACHER OR EDUCATOR, CREATE A DIVERSE READING PROGRAM.

If you have the power to do so, create a diversified reading list for your classroom. Encourage your students to read widely. Request that your school stock diverse books, or bring some from your own collection. Don't limit students by saying they "can't" or "shouldn't" read about someone who isn't like them, or that they "wouldn't be interested" in certain books. Invite local diverse authors to speak in your classroom.

\*Used with permission from diversebooks.org

## PUBLICATIONS >> John Pruitt, WEJ editor

### Call for submissions for Wisconsin English Journal

Wisconsin English Journal welcomes all types of writing related to the teaching of English at any grade level that foregrounds classroom practice contextualized in sound research, thus showing real students and instructors engaged in authentic teaching and learning. We also welcome reviews of current publications specific to the teaching of English.

In addition to general submissions, we would like to showcase for the Fall 2018 issue **approaches to teaching English in rural school districts**.

Rural schools face difficulties recruiting and retaining a qualified teacher workforce. Potential contributing factors include social and collegial

isolation, lower salaries, multiple grade or subject teaching assignments, and lack of familiarity with rural schools and communities. Together, these challenges can discourage teachers from accepting rural positions or cause them to leave rural settings after teaching there for only a short time.

We welcome personal narratives, lesson plans, critical reflections on teaching, vignettes from the classroom, anything you'd like to share with a broader readership.

See our website at <https://wisconsinenglishjournal.org/> for submission details!

**Submit all writing to the editor, John Pruitt, at [wi.english.journal@gmail.com](mailto:wi.english.journal@gmail.com).**

#### Editor

John Pruitt  
UW-Rock County

#### Assistant Editors

Jieun Kim  
UW-Madison  
Gretchen McClain  
UW-Madison

#### Editorial Board

Heather Carroll  
UW-Waukesha  
David Freitag  
Greendale High School  
Lynn Frick  
Sauk Prairie High School  
Beth Godbee  
Marquette University  
Bailey Herrmann  
UW-Oshkosh  
Wendy Kropid  
UW-Superior  
Kristine Lize  
Cardinal Stritch University  
Donna Pasternak  
UW-Milwaukee

## EDITORIAL BOARD

### Wisconsin English Journal now has a Facebook page

Please take time to like/follow it and encourage your colleagues to do so as well: <https://www.facebook.com/wisconsinenglishjournal/>

### Interesting things you'll find on the Wisconsin English Journal website

- 🌸 Current issue
- 📖 Archives back to the 1960s
- 📝 Submission guidelines
- 🕒 How to become a reviewer
- 📚 Recent book titles available for review
- 🐾 Call for papers





## WCTE BOARD MEMBER PROFILE

# Meet District 7 director, Mary Beth Desens

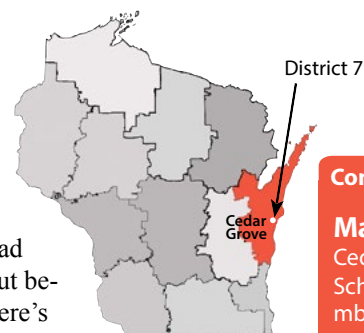
I graduated from Crandon High School in 1994. I went to Concordia University, Wisconsin and graduated from there with a major in Secondary Education, English in 1998. I substitute taught for one school year before coming here to Cedar Grove-Belgium. Since then I have earned my license as a Library Media Specialist and Masters of Instructional Technology from Cardinal Stritch in 2008. I teach all freshmen English students in American Literature (yearlong course). Additionally I teach two senior classes, English Literature AP (yearlong course) and Nonfiction (semester course).

School commitments include advising the senior class with Mr. Claerbaut and helping advise the freshmen mentor group. I coach drama, also with Mr. Claerbaut. Spring of 2017 marked the first ever spring play. Normally, there is only a fall play. Due to high student participation, we also instituted a one-act play to accompany our two-act play, so that all students who wish to participate can. Between play, I advise forensics with Ms. Schumacher. We normally have a full team and go to state each year.

My goals for the future are to continue to prepare my students for both college and careers, as well as inspire in them a love of poetry and reading. I really enjoy staying in touch with graduates as they head off to further education and the workforce. I love seeing them succeed and continue to help with their transition whether that be paper advice or reading over resumes.

Outside of school, I love to read just about anything I can get my hands on. I take recommendations from my students as long as it is a stand alone book or if all the books in a series are out. I read fast and I am very impatient as a reader. All the books need to be out because I hate waiting for another year or more for the next book. There's nothing worse than really loving a book and then having to wait for the sequel for over a year. I enjoy gardening; there's just something grounding about getting your hands in the earth and helping things grow. Indoors I can be found cooking and baking. I collect cookbooks and like to try them all from cover to cover. Growing up on a dairy farm made me an animal lover. While I currently have no animals of my own, I love to pet sit for friends and family. I also go horseback riding with my older sister whenever I get the chance.

The best part of being a part of the WCTE is hard to say. I love everything about being a part of an organization where everyone truly cares about their students and the future of the profession. Yes, we all have bad days, but no one wants to trade it because the rewards are too great. I have been privileged to host a Twitter Chat, something way out of my comfort zone. I feel totally supported by everyone in the group, even if I have never met them in person.



### Contact Info

**Mary Beth Desens**  
Cedar Grove-Belgium High School  
mbdesens@cgbrockets.com



# Looking for a good book?

## Check out these titles, shared by the WCTE Board



**Lynn Aprill**  
CESA #8

### Framework for Understanding Poverty by Ruby K. Payne

People in poverty face challenges virtually unknown to those in middle class or wealth – challenges from both obvious and hidden sources. The reality of being poor brings out a survival mentality, and turns attention away from opportunities taken for granted by everyone else. If you work with people from poverty, some understanding of how different their world is from yours will be invaluable. Whether you're an educator

– or a social, health, or legal services professional – this breakthrough book gives you practical, real-world support and guidance to improve your effectiveness in working with people from all socioeconomic backgrounds. Since 1995 *A Framework for Understanding Poverty* has guided hundreds of thousands of educators and other professionals through the pitfalls and barriers faced by all classes, especially the poor. Carefully researched and packed with charts, tables, and questionnaires, *Framework* not only documents the facts of poverty, it provides practical yet compassionate strategies for addressing its impact on people's lives. ~**Goodreads**

### The Cuckoo's Calling

by Robert Galbraith aka J.K. Rowling

A brilliant mystery in a classic vein: Detective Cormoran Strike investigates a supermodel's suicide.

After losing his leg to a land mine in Afghanistan, Cormoran Strike is barely scraping by as a private investigator. Strike is down to one client, and creditors are calling. He has also just broken up with his longtime girlfriend and is living in his office.

Then John Bristow walks through his door with an amazing story: His sister, the legendary supermodel Lula Landry, known to her friends as the Cuckoo, famously fell to her death a few months earlier. The police ruled it a suicide, but John refuses to believe that. The case plunges Strike into the world of multimillionaire beauties, rock-star boyfriends, and desperate designers, and it introduces him to every variety of pleasure, enticement, seduction, and delusion known to man.



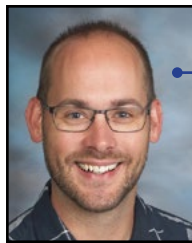
**Kelly Seefeldt**

P.J. Jacobs Middle School,  
Stevens Point

### Wolf Hollow by Lauren Wolk

Growing up in the shadows cast by two world wars, Annabelle has lived a mostly quiet, steady life in her small Pennsylvania town. Until the day new student Betty Glengarry walks into her class. Betty quickly reveals herself to be cruel and manipulative, and while her bullying seems isolated at first, things quickly escalate, and reclusive World War I veteran Toby becomes a target of her attacks. While others

have always seen Toby's strangeness, Annabelle knows only kindness. She will soon need to find the courage to stand as a lone voice of justice as tensions mount. ~**Goodreads**



**John Schad**  
Kohler Middle School

### She Persisted by Chelsea Clinton

Chelsea Clinton introduces tiny feminists, mini activists and little kids who are ready to take on the world to thirteen inspirational women who never took no for an answer, and who always, inevitably and without fail, persisted.

Throughout American history, there have always been women who have spoken out for what's right, even when they have to fight to be heard. In early 2017, Senator Elizabeth Warren's refusal to be silenced in the Senate inspired a spontaneous celebration of women who persevered in the face of adversity. In this book, Chelsea Clinton celebrates 13 American women who helped shape our country through their tenacity, sometimes through speaking out, sometimes by staying seated, sometimes by captivating an audience. They all certainly persisted.

*She Persisted* is for everyone who has ever wanted to speak up but has been told to quiet down, for everyone who has ever tried to reach for the stars but was told to sit down, and for everyone who has ever been made to feel unworthy or unimportant or small. With vivid, compelling art by Alexandra Boiger, this book shows readers that no matter what obstacles may be in their paths, they shouldn't give up on their dreams. Persistence is power.

This book features Harriet Tubman, Helen Keller, Clara Lemlich, Nellie Bly, Maria Tallchief, Claudette Colvin, Ruby Bridges, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner, Oprah Winfrey, Sonia Sotomayor – and one special cameo. ~**Goodreads**



**Marci Glaus**  
DPI

### Out of Darkness by Ashley Hope Perez

"This is East Texas, and there's lines. Lines you cross, lines you don't cross. That clear?"

New London, Texas. 1937. Naomi Vargas and Wash Fuller know about the lines in East Texas as well as anyone. They know the signs that mark them.

"No Negroes, Mexicans, or dogs."

They know the people who enforce them.

"They all decided they'd ride out in their sheets and pay Blue a visit."

But sometimes the attraction between two people is so powerful it breaks through even the most entrenched color lines. And the consequences can be explosive.

"More than grief, more than anger, there is a need. Someone to blame. Someone to make pay."

Ashley Hope Pérez takes the facts of the 1937 New London school explosion — the worst school disaster in American history — as a backdrop for a riveting novel about segregation, love, family, and the forces that destroy people. ~**Goodreads**

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

# Summer Journalism Workshop

## High school students attend at Marquette University

High school students are invited to attend the 2018 Kettle Moraine Press Association Summer Journalism Workshop. This year's theme is **NEVER BEFORE**.

On the website (<https://www.kempasjw.com>) you will find valuable information concerning workshop policies, residence-hall living, food-service information and instructors. When you check in for the workshop, you will receive an updated schedule listing the sessions and their locations. If you have any other concerns or questions, feel free to contact a staff member at any time. The Summer Journalism Workshop is conducted by the Kettle Moraine Press Association in partnership with the Diederich College of Communication and Marquette University.

At KEMPA's Summer Journalism Workshop we believe that all attendees come in with different skills and skill levels. In order to accommodate all of our KEMPA Kampers we developed a number of classes for students to register. Each class will offer opportunities for success at different skill levels and appeal to a variety of interests. Kampers will enroll in one strand upon registration. Registration also includes a "skill level scale." We ask that you answer the questions about your skills honestly so that your course placement is a perfect fit.

### WRITERS WORKSHOP

If you are new to journalism or want to work a little more on your personal and feature writing skills, this class is for you. Students will work to refine and polish their personal and feature writing skills, develop story ideas, analyze news content, improve interviewing skills, and seek unique angles. Students will also learn how to write effective, clear, and concise columns that will build readership. This class will help you to define topics, write persuasively, and prepare materials in advance.

*Taught by Evelyn Lauer*



### YEARBOOK DESIGN

Yearbook designers will focus their attention of design principles and trends in yearbooks, while planning out the look and feel of their book for the 2017-18 school year. Visual elements will be emphasized in this class, as students will be looking through quality photography, developing exceptional designs, and creating a variety of alternative story forms to make their books beautiful.

*Taught by Renee Burke*



### EDITORIAL LEADERSHIP

One of the hardest part about being part of a team is motivating others. Learn strategies to create a positive work environment that not only motivates, but supports and respects everyone others. All students will get an opportunity to be a good leader, and a good leader knows how to follow. This leader also understands how to manage, motivate, plan, and grow. Students in this class should be editors of their publications going into the 2018-19 school year.

*Taught by Carolyn Wagner*



### BRANDING AND PROMOTION

This class is all about finding ways to get your program out there, your content read, your contests participated in, and your brand visible. If you are interested developing campaigns for your school, finding ways to promote your program, or utilizing social media and other technologies to market your content and product, this class is for you.

*Taught by Patrick R. Johnson*



### YEARBOOK KICKSTART

The ultimate goal of this class is to get your book moving in the right direction before school has even started. Students will work on developing skills related to all aspects of yearbook planning production (theme development, reporting and writing, coverage, advertising, staff strategies, and more). Whether you're brand-new to staff or a veteran editor, this class will help you to shape your 2018 book from start to finish.

*Taught by Shari Adwers*



### DIGITAL AND SOCIAL JOURNALISM

In this class, students will develop and produce content using digital and social media. Additionally, students will learn how to develop, manage, and maintain a student media website and social media for their individual programs. Principles of video production, particularly mobile, will also be emphasized. Students will also learn about equipment needs to use video with their student media.

*Taught by Jon Rogers and Don Goble*



### PHOTOJOURNALISM

In this class, students will learn how to prepare photos for publication and the web, as well as understand how to create an effective digital workflow. Students will also practice photographing challenging situations and work on caption writing. *A point and shoot or DSLR camera with manual controls and a card reader are required for this class.*

*Taught by Joe Koshollek*



# Wisconsin English Teachers' Calendar of Events, Deadlines



## April

**April 12-15** Journalism Education Association/National Scholastic Press Association **High School Journalism Convention**, San Francisco. <http://sf.journalismconvention.org/>

**April 12-13** NCTE Advocacy and Leadership Summit in Washington, D.C. Attendees will engage in workshops focused on advocacy, discussions with education advocates, and visits to the offices of key legislators on Capitol Hill. Full schedule and more details at <http://www2.ncte.org/get-involved/volunteer/take-action/ncte-advocacy-day/>

## May

**May 15** Deadline for nominating a student teacher for the **Outstanding Student Teacher Award**. <http://www.wcteonline.org/awards-and-grants/outstanding-student-teacher-awards/>

**May 15** 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 15** Deadline for WCTE's Lee Burress **Intellectual Freedom Award**. More information: <http://www.wcteonline.org/awards-and-grants/lee-burress-intellectual-freedom-award/>

## June

**June 15** Deadline for registering for **Summer Journalism Workshop** for high school students at Marquette University, sponsored by the Kettle Moraine Press Association. More information at <http://www.kempasjw.com>

**June 28-29** WCTE Summer Board Meeting, Madison

## July

**July 1** Mailing deadline for **Recognizing Excellence in Art and Literary Magazines (REALM) Award**: This program for middle schools, junior high and high schools recognizes students, teachers, and schools for producing excellent literary magazines and encourages all schools to develop literary magazines, seeking excellence in writing and school-wide participation in production. Submit to NCTE. More information at NCTE website: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/>

**July 7-9** Expanded NCTE **Affiliate Leadership** meeting: Leaders from all regions — two per affiliate — can attend this year's annual leadership meeting in Atlanta.

**July 16-19** **Summer Journalism Workshop** for high school students at Marquette University, sponsored by the Kettle Moraine Press Association.

### WCTE Update April 2018

President John Schad	Secretary Jennifer Kieren
1st Vice-President Kelly Seefeldt	Treasurer Tom Scott
Past Presidents Denise Meyer Marianne Potter	Update Editor Linda Barrington



## VR (Virtual Reality) in English Class

### CoSpaces EDU: Coding Scenes from *Animal Farm*

**Background:** One of my goals this year was introducing VR (virtual reality) into my classes. Over the last few years, I have been focusing on the ISTE (International Society for Technology in Education) standards, and I want to incorporate more meaningful technology into my lessons. I liked the idea of Google Expeditions, but I wanted my students to be able to create their own content.

**Purpose:** I had done some research and explored ways I could introduce computer science to my students, in an effort to bridge the computer science gaps across our content areas. Introducing students to future ready skills is necessary for their success in today's workforce.

**Directions:** I found a program called CoSpaces EDU that would allow my students to use coding to create their own VR projects. At the time, we were reading Orwell's *Animal Farm*, and I thought about having students choose significant scenes from the novel and create them in VR. The project started out as a simple coding lesson, but I quickly saw how I could incorporate standards from my own content areas. Students chose "scenes" from the book, re-created them in CoSpaces and included details and analysis as well. After students were finished with their scenes, they were able to view each other's creations using VR!

**Conclusion:** Overall, it was an engaging lesson for students, and it forced me to learn how to code! CoSpaces EDU uses Blockly, an easy program for beginners, so don't be intimidated – you can do it! Your students will love it too!

**Resources:** If you're interested in VR, and you don't know where to start, follow Michael Fricano II on Twitter @EdTechnocation or read his blog at [EdTechnocation.com](http://EdTechnocation.com)! I used his lesson template which can be found [on his blog](#)!

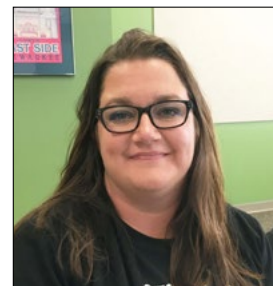
[CoSpaces EDU](#)  
[My Lesson](#)



Students presented their projects on our interactive board too. They were able to explain their scenes and evidence from the novel.



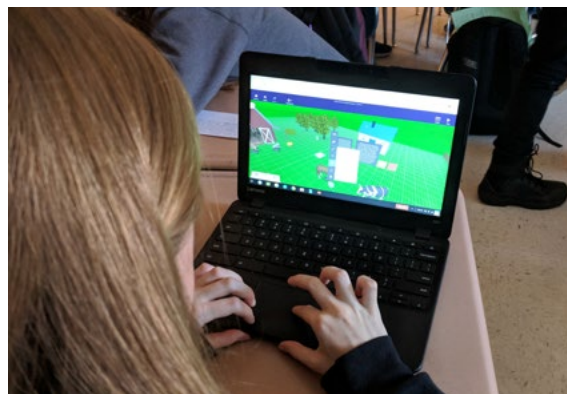
Another example of a project where students could use coding skills to make the scenes come alive! You can't see the movement in the picture, but it was a great example of advanced coding.



Holly Caudill teaches at Lakeland Union High School in Minocqua. Contact her at [caudill@lakelandunion.org](mailto:caudill@lakelandunion.org)



CoSpaces allows students to view each other's "scenes" in VR. This allows an authentic audience--students love this format!



Students using CoSpaces and Blockly to code scenes. Text markers allow students to use textual evidence to highlight the scenes.