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## IN THIS ISSUE



## WCTE ANNUAL CONVENTION 2021

### RACE. PLACE. WHAT? HOW? NOW!

The Wisconsin Council of Teachers of English welcomes The Folger Shakespeare Library to Madison on Saturday, Oct. 23, for our 60th annual convention.

This year's convention will feature a virtual keynote by the Folger Shakespeare Library's Director of Education, Dr. Peggy O'Brien and an in-person Folger Method workshop with Folger's Associate Director of Education, Corinne Viglietta.

This unique presentation is an active and participatory general session, much more than your average keynote, and will focus on Shakespeare together with the works of other authors, such as Baldwin, Fitzgerald, and Alvarez, for example. They keynote + workshop are rooted in the Folger Method of method of teaching, which equips teachers with practical strategies for helping all students grapple with complex texts.

Dr. O'Brien's keynote will be presented

via Zoom, so if you're unable to attend or uncomfortable attending in-person, you can choose one of the limited virtual attendance options (free for current WCTE members). In-person attendees will view the presentation together, much like an in-person keynote, and then continue to an additional 60-minute workshop session in which they will focus on classroom application and how to unleash every reader's potential to understand rich language, ask big questions, make exciting discoveries, and use literature to contribute to the ongoing human conversation about the tough issues of today.

In addition to the keynote + workshop combination, the in-person convention will also feature a networking hour and breakfast in the morning, awards presentations, lunch, and giveaways. We hope you'll join us!

Register [here](#).

MAY MY HEART  
BE kind  
MY MIND  
fierce  
AND MY SPIRIT  
brave.



## MESSAGE FROM THE PRESIDENT

>> Kelly Seefeldt, P.J. Jacobs MS

Dear WCTE Members,

As this will be the final time addressing you as president, I'd like to first say that it has been a true honor, privilege and joy serving you the past three years. I have learned so much from this experience and the challenges it presented. Looking back, I know there were times when missteps were made and things didn't always go as planned (which appears to be inevitable when living through a pandemic), but I appreciate every one of you sticking with WCTE through it all.

I learned a lot about leadership, teaching ELA, and myself throughout this experience.

One lesson I hope to continue learning, both in my personal and professional life, is to

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recognize the value and potential in the uncomfortable moments. Now, I want to be clear that I'm specifically talking about discomfort, which is very different from safety. There are times in the coming school year when the safety of your job, your health, or your family's health may feel threatened. Those feelings are legitimate and excavating them is a bigger task. What I am focused on here, with the concept of comfort, carries less of a threat; however, there is huge potential for growth and learning in those moments.

Recently, I have had many conversations with my teacher friends and colleagues about how we too often prioritize the comfort of some over the safety of others. Mainly, those whose comfort we strive to maintain are those who already hold some kind of power or privilege (think, the adults in schools, white students, parents/guardians, etc.). Think of the times when we avoided making changes to our curriculum because we were comfortable with the texts we already taught. Consider the times we

hastily changed the subject or shut down classroom discussions instead of digging into them in any meaningful way because we were uncomfortable when students brought up issues of race, sexuality, or current events.

What I hope to do when feelings of discomfort begin bubbling up, is to take a second to ask myself, "How can [I/we/someone else] benefit from leaning into this discomfort?" Maybe one of my students' identity or experiences will be affirmed in my uncomfortable moment. Perhaps we can change or eliminate a policy that has been harming students if we begin an uncomfortable conversation in a staff meeting. Hopefully, through these moments of discomfort, we can make our classes, schools, or organization more equitable places. The possibilities of leaning into the discomfort are endless. In the coming year, I hope you can join me in valuing those uncomfortable moments and embracing the potential in them.


As always, it has been a pleasure serving you and this organization.

Sincerely,

Kelly Seefeldt

*Kelly Seefeldt*

WCTE President

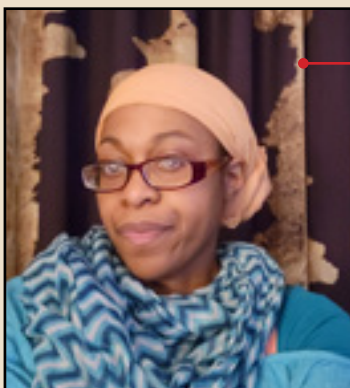
 [kseefeld@pointschools.net](mailto:kseefeld@pointschools.net)

## WCTE announces, honors award winners

WCTE annually presents several awards to recognize professional contributions and student achievements and to promote excellence in the teaching of the English language arts.

We are pleased to announce that Diana Herron will receive the WCTE's Nancy Hoefs Outstanding First-Year Teacher Award. A teacher at Rufus King International High School, she is featured below.

### Nancy Hoefs Outstanding First-Year Teacher Award



**WHO: DIANA HERRON**, Rufus King International High School

**WHAT A COLLEAGUE SAID:**

"Dianna completed her student-teaching at Rufus King in 2020 where she persevered through the transition from in-person to virtual instruction, and then continued to teach virtually for the first nine months of her career. In

used to teach virtually for the first nine months of her career. In

In addition, two new teachers will receive the Outstanding Student Teacher of the Year Award: George Connelly and Heidi Propson.

The Chisholm Award for Meritorious Service to the Profession will be announced at the convention. There were no nominees for Teacher of the Year, WCTE Award for Diversity and Inclusion or the Lee Burrell Intellectual Freedom Award.

a virtual setting, it can be difficult to know what other teachers are doing in their 'classroom;' however, I saw Dianna advocate for her students, take on additional responsibilities, and become an integral part of our English department.

Our reading specialist who has been co-teaching with Dianna this entire school year also has many positive things to say about Dianna. She said Dianna 'exhibits empathy and understanding to all students, holds fast to deadlines and holds students accountable and has high expectations for her students.' Further, she said Dianna 'makes a conscious effort every class period to build relationships and connect with students.' And lastly, she said that Dianna is 'always flexible with plans and open to ideas and is a true team teacher!' ~Amy Daroszeski, English teacher, Rufus King International High School

### Outstanding Student Teacher of the Year



**WHO: GEORGE CONNELLY**, UW-Milwaukee

**STUDENT TEACHING:** Golda Meir School, Milwaukee

**WHAT HIS COOPERATING**

**TEACHER SAID:** "Mr. Connelly has done an excellent job building rapport with students, providing culturally

responsive lessons, and creating a space where students feel safe. This, more than anything else I can mention, is the most important aspect of his work this year. He's taken the time to get to know students, learn what their interests and passions are, and incorporate these things into class.

It's rare that a brand new teacher can walk in and take command of their classroom right away like this, but he has. As with all teachers, there are always things to improve upon, but George has demonstrated that he has a growth mindset, is receptive to feedback, and applies that feedback to improve his lessons. He's already an amazing teacher, and he's just getting started." ~Jayme Timmons, Golda Meir School

### Outstanding Student Teacher of the Year



**WHO: HEIDI PROPSON**, UW-Stevens Point

**STUDENT TEACHING:** Wau-paca High School

**WHAT HER UNIVERSITY**

**SUPERVISOR SAID:** "From the outset it has been clear that Heidi is a gifted young educator, a fact that was all

the more obvious as I watched her adeptly navigate the exceptional challenges we all faced while teaching during the

COVID-19 pandemic. Regardless of whether she was teaching in on-line, mixed-modality or face-to-face environments, Ms. Propson did a truly superb job of not only planning lessons and arranging materials for students in her English 11 and English 12 classes, but also of keeping them actively engaged in learning activities.

Additionally, given the varied and intensified challenges students faced throughout the school year, Heidi purposefully and proactively met with students to identify their individual learning needs and devoted tremendous amounts of time to create support networks by working with parents and other colleagues. Ms. Propson is the best of what we hope for in our fellow educators and is, without a doubt, an outstanding student teacher." ~David Roloff, UW-Stevens Point



## Wanted: copies of old Wisconsin English Journals

Have you seen anything that looks like these hiding in the recesses of your file cabinets? If so, the WCTE would appreciate having them donated to our archives.

Currently, we have copies of the following Wisconsin English Journals:

- Volume 22 #1 and 2
- Volume 23 #1
- Volume 29 #3
- Volume 30 #3
- Volume 33 #3
- Volume 34 #1, 2, and 3
- Volume 35 #1
- Volume 37 #2 and 3

The original objective was to have three copies published a year; and as you see, there are a few missing. Our earliest copy is from 1992. Of course, we have a large digital file; it's just that the early days are missing.

Help us by sending whatever you can spare to Marti Matyska; 5055 County Road V; Cecil, WI 54111. We'll reimburse your postage; and who knows, we may even find time to scan the hard copies to add to our digital collection. If nothing else, we'll add to our archives, and you'll clean out your files.



### ADVERTISEMENT

## WHY ARCHIVES ARE IMPORTANT



Archives are witnesses to the past. They provide evidence, explanation and justification both for past actions and current decisions.

Archives are unique, contemporaneous records and so once lost cannot be replaced.

Good archives management is not just about storing records for history and research. Archives are central to good governance.

Archives and records are the tools by which an organization can make themselves accountable .



## DPI WCTE Liaison Report: Fall 2021

This is the most up-to-date information for English teachers from the Wisconsin Department of Instruction. For more details or additional information, contact *Bianca Williams-Griffin*

✉ ([bianca.williams-griffin@dpi.wi.gov](mailto:bianca.williams-griffin@dpi.wi.gov)), English Language Arts Consultant at DPI.



**Bianca Williams-Griffin**

As we begin the 2021-2022 school year, equipped with the lessons learned from the past year and a half, lessons such as perseverance is a breeding ground for innovation and positive community change. DPI has embraced these lessons and is building on the positive changes that have happened in our state. First, we welcome a new State Superintendent, Dr. Jill Underly, and her appointed cabinet to the WI Department of Public Instruction. We are also pleased that the former director of DPI's Literacy and Mathematics, Dr. John Johnson, has been appointed to Dr. Underly's Cabinet as the Deputy State Superintendent. Each member of the DPI Cabinet brings a layer of expertise that will enhance the quality of education for Wisconsin students.



Dr. Underly's mission for the Department of Public Instruction is "Every Child, Every Day." The Literacy and Math team has embraced this mission and is holding several professional learning opportunities this fall to support CESAs, districts, and classroom educators with accelerating student learning and addressing learning loss.

[Learn more about State Superintendent Dr. Jill Underly](#)

## Professional Learning Opportunities

### Curriculum Hubs

This adult learning experience series (scheduled to start August 17th) is designed to provide stakeholders with an opportunity to engage with curriculum-specific professional learning through exploring both a bootcamp and inquiry cycle through the lens of other stakeholders, such as teachers and school leaders. Cohort teams made of differing roles (school leaders, teachers, regional education agency staff, etc) are encouraged to strategically engage in the course by dividing labor in a way that contributes to their particular vision for long-term success of curriculum-specific professional learning at scale. Additionally, districts will be able to use the framework to build a culture that supports and provides high-quality materials-focused professional learning.

[Overview of Sessions](#) (Space is still available for an accelerated start for this series)

### WI Standards Institute

This summer, 150+ Wisconsin educators attended the UnboundEd professional learning series. The DPI is holding a statewide debrief and learning session for all Wisconsin educators who attended an UnboundEd series within the last two years to continue the learning and build community. These sessions will provide an opportunity to extend learning from the Standards Institute to include the two new shifts in both the Wisconsin Standards for ELA and Mathematics.

- **Wisconsin's 2020 Standards for English Language Arts:**
  - Shift 1:** Learning about and application of reading, writing, speaking, listening, and language emphasizes recognizing, valuing, and sustaining students' identities and the identities of others.
  - Shift 2:** All students are flexible users of language.

*Continued on next page*

## DPI ENGLISH NEWS >> *continued*

- **Wisconsin's 2021 Standards for Mathematics:**

**Shift 1:** Learning mathematics emphasizes recognizing, valuing, and fostering mathematical identities and agency in all students.

**Shift 2:** All students are flexible users of mathematics who see how mathematics can be used to understand their world and the world around them.

(Dates for these sessions have not yet been scheduled. For more information, contact Bianca Williams-Griffin: [bianca.williams-griffin@dpi.wi.gov](mailto:bianca.williams-griffin@dpi.wi.gov))

As the Literacy and Mathematics team supports equitable access to standards-aligned materials for students in Wisconsin, several new resources are available to Wisconsin educators this year.

- [Wisconsin Professional Learning Guide](#)
- [Wisconsin Curriculum Map](#)

(Additional resources can be found on the [DPI Literacy and Mathematics home page](#).)

Bianca Williams-Griffin

*Bianca Williams-Griffin*

Department of Public Instruction

English Language Arts Education Consultant

✉ [bianca.williams-griffin@dpi.wi.gov](mailto:bianca.williams-griffin@dpi.wi.gov)

### ADVERTISEMENT

**INSTEAD OF FALL CONFERENCE:**



## ALL-YEAR CONFERENCE!

**WE'LL BE THERE.  
IN YOUR CLASSROOM.  
WHEN YOU NEED US.**

**[Join KEMPA](#) and you can access dozens  
of sessions online all year long.  
We'll keep adding what you tell us you need.**

## KETTLE MORAINÉ PRESS ASSOCIATION



### \* **WHAT DO YOU WANT TO LEARN ABOUT?**

Contact Danielle Olejniczak at [danielle.olejniczak@gmail.com](mailto:danielle.olejniczak@gmail.com) if you have an idea for a session, if you would like to present a session, if you want to suggest a speaker you'd like to hear.



## Wisconsin English Journal call for submissions

The Fall/Winter 2021 issue (63.2) will showcase the amplification of minority voices in classroom settings. We know that students have diverse educational, cultural and linguistic backgrounds, so to create an inclusive learning environment, faculty should adopt English Language Learner (ELL) outreach and teaching strategies. In general, one's English literacy skills depend on one's level of acculturation — those who are well integrated with American society will be less anxious and better able to function in the English language classroom. ELL student success also depends on regular practice speaking and writing English and if that student has studied English formally. Developing strong writing skills, especially, will require strong study skills and instruction. With your outreach and intervention, ELL students can get the support they need to be successful.

To that end, the WEJ would like to welcome submissions on a variety of related topics, including (but not limited to):

- Identifying an ELL Student (online vs. face-to-face environments)
- Conducting outreach
- Methods for contacting students
- ELLs learning language and culture simultaneously
- Instructional tips for working with ELLs
- Providing feedback on ELL writing
- Should teachers focus on higher-order or lower-order concerns and why?
- Innovative ways to model correct usage
- Video/Audio feedback usage in the classroom (impact on ELLs)
- Photography and artwork showcasing ELL student innovation
- Ethics and the ethical treatment of minority students in educational settings

While this theme is encouraged, we also remain interested in a variety of projects on a range 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 projects that are of interest to literacy educators. We are also accepting book reviews, artwork, poetry, flash fiction and other modalities at this time. View our submission guidelines by clicking [here](#).

Those interested should email the editor, Adam Sprague, at [wi.english.journal@gmail.com](mailto:wi.english.journal@gmail.com). We also encourage you to please follow us on Twitter [@wiscjournal](https://twitter.com/wiscjournal) for updates.

### ABOUT


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.



### Stay connected with Wisconsin English Journal

<https://wisconsinenglishjournal.org/>

 <https://www.facebook.com/wisconsinenglishjournal/>

 [@WisconsinEngli1](https://twitter.com/WisconsinEngli1)

# Support is available for journalism teachers, advisers

Many journalism advisers inherit a program and are unsure how to proceed. Since there are often no other journalism teachers in the school — and sometimes even in the district! — it can be easy to feel lost. Whether you are advising yearbook, print, online, broadcast, or magazine, these websites can help provide you with the resources you need to move your programs forward.

### GET CONNECTED

#### LOCAL

**Wisconsin Journalism Education Association** ([WisJEA](#)) membership is FREE and entitles you to receive regular updates and communication from the WisJEA as well as take part in regular discussions and professional development opportunities with other student media advisers across the state. WisJEA also offers a student scholarship every year. Join [here](#).

**Northeastern Wisconsin Press Association** ([NEWSPA](#)) supports the future of journalism by providing educational opportunities and resources for teachers, student media advisers and students interested in creative careers. They have a conference every spring as well as contests. Join [here](#).



Co-advisers Erik Farrar and Elizabeth Miller from Belleville High School work together during a KEMPA Winter Adviser Seminar. "The speakers were amazing. I loved the opportunity to network," one adviser said.

**Kettle Moraine Press Association** ([KEMPA](#)) supports scholastic journalism in Wisconsin and Illinois schools. They support both students and advisers through their October one-day conference, an adviser seminar in late winter, a student media workshop in July, competitions and scholarships. Join [here](#).



Homestead (Mequon) High School adviser Rachel Rauch took her students to a JEA/NSPA convention in San Diego, where their yearbook won a Best of Show Award. "The students talk about it all the time as a highlight of their four years," Rauch said. "It energizes the students who then share their experience with our staff, and I get to network and learn what I need to help our program evolve."

#### NATIONAL

**Journalism Education Association** ([JEA](#)) is a professional organization for journalism teachers and media advisers. It partners with the National Scholastic Press Association for spring and fall conferences and offers support, certification and curriculum. Join [here](#).

**National Scholastic Press Association** ([NSPA](#)) provides journalism education services to students, teachers, media advisers and others in the United States and other countries. They pair up with JEA to offer spring and fall conferences, and offer critiques, conferences and awards. Join [here](#).

**Columbia Scholastic Press Association** ([CSPA](#)) is an international student press association, founded in 1925, whose goal is to unite student journalists and faculty advisers at schools and colleges through educational conferences, idea exchanges, textbooks, critiques and award programs. Join [here](#).

**Quill and Scroll International Honorary Society for High School Journalists** encourages and recognizes individual student achievement in journalism and

scholastic publication. This honor society offers local chapters the opportunity to form their own organization to recognize journalism scholars; Quill and Scroll also offers a critique and resources. Join [here](#).



### GET OPPORTUNITIES

#### Scholarships for Student Journalists

- [WisJEA Journalist of the Year Scholarship](#)
- [KEMPA scholarships for seniors](#)
- [NEWSPA Scholarships for UW-Oshkosh future students](#)
- [Wisconsin Newspaper Association Brannen Scholarship](#)

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## JOURNALISM >> Continued

### Critiques and Contests

- [NSPA Critiques](#)
- [CSPA Medalist Critique](#)
- [NEWSPA Contests](#)
- [KEMPA Individual Contests and Critiques](#)
- [Quill and Scroll critiques](#)
- [Wisconsin Newspaper Association Better Newspaper Contest](#)

### Honors

- [Quill and Scroll Honor Society](#)

### Camps, Workshops, Conferences

- [KEMPA Summer Workshop](#)
- [KEMPA Fall Scholastic Journalism Conference](#)
- [NEWSPA Spring Conference](#)
- Yearbook camps - check with your yearbook representative!

### GET RESOURCES

JEA's [curriculum](#) offers hundreds of lessons in areas including writing, multimedia, design and law and ethics. Each lesson includes standards, learning objectives, materials and assessment guides.

[Anywhere JEA](#). The Journalism Education Association launched this initiative to provide journalism teachers with resources and lesson materials to help teach virtually, in-person or with a mix of both during the current pandemic. While the full JEA curriculum is available only to members, the Anywhere JEA resources are available to all.

### [Student Reporting Labs Curriculum and Projects](#)

From PBS Newshour, the Student Reporting Labs offer stories produced by youth reporters across the country, and journalism and production curricula focused on news literacy, visual storytelling and civic engagement.

[American Society of Newspaper Editors](#) runs HighSchoolJournalism.org, which offers a variety of curricular resources.

[American Press Institute's Student Journalism Resources](#), curated by the nonprofit American Press Institute, is an excellent starting point for both students and advisers who are new to journalism or who want to brush up on the basics before getting down to more advanced work. Sections include "Journalism Essentials" and "Press Ahead: A Teacher's Guide to Creating Student Newspapers."



Eligible juniors and seniors participate in a Quill and Scroll induction ceremony, a formal event with candles representing truth, learning, leadership, loyalty, initiative, integrity, judgment and friendship.

### [Society of Professional Journalists](#)

is the nation's most broad-based journalism organization, dedicated to encouraging the free practice of journalism and stimulating high standards of ethical behavior.

[SchoolJournalism.org](#) has tips and lessons, classroom in a box, journalism training, media literacy articles, curriculum and lessons and other resources.

### GET SUPPORT

[JEA Mentoring Program](#) matches new advisers with a trained veteran adviser for support in your first two years of advising. Receive a free JEA membership during your time in the program, which also gives access to curriculum. Wisconsin has four JEA mentors: [Linda Barrington](#) in Brookfield, [Matt Smith](#) in Fond du Lac, [Julie Tiedens](#) in Black River Falls and [Dave Wallner](#) in Madison. Mentors work with teachers in any part of the state.



[Student Press Law Center](#) works at the intersection of law, journalism and education to promote, support and defend

the First Amendment and press freedom rights of student journalists and their advisers. The SPLC provides information, training and legal assistance at no charge to student journalists and the educators who work with them.

### [Principal's Guide to Scholastic Journalism](#)

will help you and your principal understand the opportunities — and challenges — surrounding student journalism. This guide is the pre-eminent resource for principals and a handy reference tool for advisers. The items below are linked to short audio discussions of these topics from the guide:

- [Why maintain a journalism program?](#)
- [Pressures on today's principals](#)
- [The First Amendment and school publications](#)
- [Qualities of a good adviser](#)
- [Checklist for principals](#)



# How to give an impromptu speech

An impromptu speech is a speech that you have to make without much or any time to prepare. In life, this can happen when you attend special events, like weddings or celebrations. In school, teachers use impromptu speeches as homework assignments to help you develop communication skills and to help you prepare for those future life surprises.

While this may seem like a cruel trick from a student's point of view, it actually builds confidence and is great preparation for life.

Rarely will you be asked to stand and deliver a speech with no warning and no time to organize your thoughts. This would be unusual in the classroom unless the teacher is attempting to make a point about the importance of preparedness.

At some point in your life, however, you may be asked to speak without notice. There are a few things you can do to avoid panic and embarrassment.



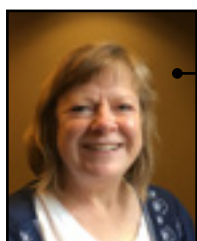
Image Source / Getty Images

1. **Grab a pen and a piece of paper.** If you have a few moments before your speech is expected to begin, grab a writing utensil and something to write on, whether it's a napkin, envelope, or the back of a receipt you have on hand, and jot down a few thoughts.
2. **Highlight a few interesting or significant points.** Keep in mind, your impromptu speech doesn't have to be long. A little-known fact about effective speeches is that if you start with a good line and then end with a really great punch, the speech will be perceived as a total success. So the beginning and ending markers are critical. The middle portion of your speech should relate to the event you're attending or the class assignment, but if you have to choose one great moment, your ending line is particularly important. If you can walk away gracefully, your speech will be a hit, so keep your big zinger for last.
3. **Try to memorize key points.** If you have time before your speech, create an outline of the major themes or points and commit it to memory with a memorization trick, like an acronym. Don't try to remember the entire speech in detail like this; just remember important points.
4. **Hijack the topic.** There is an old trick that politicians use when they're being interviewed on TV, and once you realize this, you can use it yourself. They think of questions ahead of time (or topics to discuss), prepare some talking points, and talk about those, despite the topic or question they're given. This is a handy trick when you're facing a hard question or asked to discuss a topic with which you're unfamiliar.
5. **Remember you're in charge of this time.** Your goal is to deliver a one-sided conversation, off the cuff, so you are in complete control. Relax and make it your own. If you want to make this a funny story about your pesky little brother who always bothers you during homework time, then do it. Everyone will applaud your effort.
6. **Feel free to acknowledge that you have not prepared for a speech.** If you are speaking in front of friends or family, it may ease your nervousness to express your lack of preparation. This should not be an attempt to garner pity, but rather a way to put yourself and your audience at ease. Then, take a deep breath before you begin speaking. Zone out the audience or choose someone specific to focus on, whichever makes you more comfortable.
7. **Begin with your introductory sentence, elaborate, then start working your way to your ending sentence.** Fill in the middle space with as many points as you can, elaborating on each one as you go. Just concentrate on the zinger you've reserved for the end.
8. **As you deliver your speech, concentrate on diction and tone.** If you are thinking about this, you won't be thinking about the eyes watching you. Your mind can't think about too many things at once, so think about breathing, enunciating your words, and controlling your tone, and you'll maintain more control.

Fleming, Grace. "How to Give an Impromptu Speech." ThoughtCo, Aug. 27, 2020, [thoughtco.com/impromptu-speech-1857493](https://www.thoughtco.com/impromptu-speech-1857493).

## Looking for a good book?

Check out these titles, shared by the WCTE Board

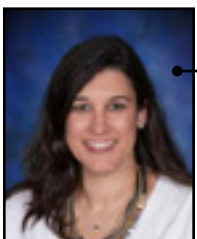


**Lynn Frick**  
Sauk Prairie HS

### **The 7 ½ Deaths of Evelyn Hardcastle** by Stuart Turton

Aiden Bishop knows the rules. Evelyn Hardcastle will die every day until he can identify her killer and break the cycle. But every time the day begins again, Aiden wakes up in the body of a different guest at Blackheath Manor. And some of his hosts are more helpful than others. With a locked room mystery that Agatha Christie would envy, Stuart Turton unfurls a breakneck novel of intrigue and suspense.

For fans of Claire North, and Kate Atkinson, *The 7½ Deaths of Evelyn Hardcastle* is a breathlessly addictive mystery that follows one man's race against time to find a killer, with an astonishing time-turning twist that means nothing and no one are quite what they seem. ~Goodreads



**Sarah Rowse-Borelli**  
New Berlin Eisenhower HS

### **One Minute Manager** by Ken Blanchard

For more than 20 years, millions of managers in Fortune 500 companies and small businesses nationwide have followed *The One Minute Manager's* techniques, thus increasing their productivity, job satisfaction and personal prosperity. These very real results were achieved through learning the management techniques that spell profitability for the organization and its employees.

*The One Minute Manager* is a concise, easily read story that reveals three very practical secrets: One Minute

Goals, One Minute Praisings, and One Minute Reprimands. The audio also presents several studies in medicine and the behavioral sciences that clearly explain why these apparently simple methods work so well with so many people. By the audio's end you will know how to apply them to your own situation and enjoy the benefits. ~Goodreads



**Justina Plemon**  
St. Mary's Catholic MS,  
Neenah

### **Firekeeper's Daughter** by Angeline Boulley

As a biracial, unenrolled tribal member and the product of a scandal, 18-year-old Daunis Fontaine has never quite fit in, both in her hometown and on the nearby Ojibwe reservation. Daunis dreams of studying medicine, but when her family is struck by tragedy, she puts her future on hold to care for her fragile mother.

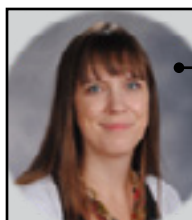
The only bright spot is meeting Jamie, the charming new recruit on her brother Levi's hockey team. Yet even as Daunis falls for Jamie, certain details don't add up and she senses the dashing hockey star is hiding something. Everything comes to light when Daunis witnesses a shocking murder, thrusting her into the heart of a criminal investigation. ~Goodreads



**Chelsea Gruetzmacher**  
PJ Jacobs Junior HS,  
Stevens Point

### **The Story of Edgar Sawtelle** by David Wroblewski

Born mute, speaking only in sign, Edgar Sawtelle leads an idyllic life with his parents on their farm in remote northern Wisconsin. For generations, the Sawtelles have raised and trained a fictional breed of dog whose thoughtful companionship is epitomized by Almondine, Edgar's lifelong friend and ally. But with the unexpected return of Claude, Edgar's paternal uncle, turmoil consumes the Sawtelles' once peaceful home. When Edgar's father dies suddenly, Claude insinuates himself into the life of the farm — and into Edgar's mother's affections. ~Goodreads



**Joanna Slattery**  
Amherst HS

### **The Girl with the Louding Voice** by Abi Daré

The unforgettable, inspiring story of a teenage girl growing up in a rural Nigerian village who longs to get an education so that she can find her "louding voice" and speak up for herself, *The Girl with the Louding Voice* is a simultaneously heartbreaking and triumphant tale about the power of fighting for your dreams.

Despite the seemingly insurmountable obstacles in her path, Adunni never loses sight of her goal of escaping the life of poverty she was born into so that she can build the future she chooses for herself - and help other girls like her do the same.

Her spirited determination to find joy and hope in even the most difficult circumstances imaginable will "break your heart and then put it back together again" (Jenna Bush Hager on *The Today Show*) even as Adunni shows us how one courageous young girl can inspire us all to reach for our dreams...and maybe even change the world. ~Goodreads



**Kelly Seefeldt**  
PJ Jacobs Junior HS,  
Stevens Point

### **Coaching for Equity: Conversations that Change Practice** by Elena Aguilar

If we hope to interrupt educational inequities and create schools in which every child thrives, we must open our hearts to purposeful conversation and hone our skills to make those conversations effective. With characteristic honesty and wisdom, Elena Aguilar inspires us to commit to transforming our classrooms, lays bare the hidden obstacles to equity, and helps us see how to overcome these obstacles, one conversation at a time.

*Coaching for Equity* is packed with the resources necessary to implement Transformational Coaching in any organization. In addition to an updated coaching framework and corresponding rubrics, a comprehensive set of coaching tools puts success in every coach's hands. Extensive personal narratives demonstrate what coaching for equity looks like and help us see how we can make every conversation count towards building a more just and equitable world. ~Goodreads

Look for more good book  
recommendations in the  
winter WCTE Update.



## FOR THE CLASSROOM

# Stretching beyond the argumentative essay while teaching argument

At the beginning of last school year, my grade level team met to discuss the essential learning targets we wanted to focus on this year. We knew everything was going to be just that much more of a challenge, so we had a strong sense of capitalizing on the skills that were most useful to students.

In the past, I've focused my attention on the writing of argumentative essays. The only argumentation we really explored in depth was in service of students writing their own arguments. However, this year, we took a more balanced approach in an attempt to give students the tools to not only defend their own positions and claims, but also analyze others' claims. We kept coming back to this as an essential skill students need in order to sift through the misinformation and opinions masquerading as facts that saturate the media landscape. When it comes down to it, I want my students to be engaged and informed citizens, able to evaluate information and make up their own minds. If that was the ultimate goal, then we knew we could not continue with what was, let's face it, an inauthentic writing assignment. We had to prepare students better to be a critical audience of arguments, and we had to give them the chance to encounter arguments in different formats.



Kelly Seefeldt teaches at P.J. Jacobs Middle School in Stevens Point.

**1** We began by breaking down the classic rhetorical strategies: pathos, ethos, and logos. For each strategy, we discussed not only how it was used to persuade and sway an audience, but also how the strategy could be misused. For example, pathos seeks to persuade using emotions, but it can also exploit people's feelings and become manipulative; credibility and believability are keystones of ethos, but one can seem believable without having any credibility, especially in the age of cultivated personas on social media and celebrity-worship.

**2** Next, we broke down argument after argument; everything from print advertisements to commercials, op-eds to speeches. To begin, we analyzed short passages, looking for very specific things and answering questions like: how was pathos deployed in the introduction to the article "If Americans Love Moms, Why Do We Let Them Die?"? And how did the author of an opinion piece about the animated film, "Spiderman: Into the Spider-Verse" establish his own expertise on the comic and character Miles Morales? We then moved on to students selecting articles from a text set we put together on Newsela. Students selected articles that piqued their interest and tried to find examples of rhetorical strategies being used. They also began paying attention to if or how the argument influenced their thinking.

**HOW DOES PATHOS PERSUADE?**

- Stories, scenarios, or statements designed to create an emotional response
- When you are persuaded by pathos, you accept a claim based on how it makes you feel, sometimes without fully analyzing how valid the claim is
- You may be persuaded by fear, love, patriotism, hatred, joy, guilt, etc.

The use of pathos can be extremely effective --and also **manipulative**.

**"Path" Words**  
Empathy  
Sympathy  
Pathetic  
Antipathy

**IT'S CALLED CREDIBILITY**

...when a trusted doctor gives you advice, you may not understand all of the medical reasoning behind the advice, but you follow it anyway because you trust in the expertise and experience that doctor provides.

*Continued on next page*

## ARGUMENTATIVE WRITING >> *Continued*

**3** Additionally, I was inspired by a collection of argumentative mentor texts, all focused on social change, shared by Jess Lifshitz (@Jess5th on Twitter), and using her examples as a jumping-off point, we built a collection of mentors for our ninth graders that showed a wide range of different arguments. Students selected a number of texts to analyze and evaluate based on their own interests. They analyzed the rhetoric and evaluated how the author's choice of medium may have impacted the argument's effectiveness. For example, if Taylor Swift writes a letter to her senator and then posts that letter to Instagram, how does that change the impact of her argument?

**4** We kicked off this work in early January, when the insurrection in our nation's capital loomed large in the news and conversations. During the class time we dedicated to asking questions and searching for answers about the attack, it was natural to fall back on what we had been discussing about the misuse of rhetoric and students made some powerful connections and observations. Even early on, I could see students were applying what they knew about argumentation to times when they were the audience, and not just when they were trying to write a claim for English class.

**5** The culmination of this study was still to have students write their own arguments, but this time they chose not only the topic for their claims, but also the medium they'd use to share their arguments. In the prewriting stage, we asked students to define their audience as well as the most effective way to reach that specific audience. Some students chose to create podcasts, others made visual-focused presentations such as infographics and slide shows, and others decided a written essay was the best way to present their claim. Using Padlet, we created a space where students from all sections of 9th grade English could share their arguments, and they spent time consuming arguments and reflecting on which ones changed their thinking.

Overall, I was so impressed with the strength and creativity of the arguments my students put together. However, I think the real success was that in our end-of-year survey, students identified the work they did with rhetorical strategies as the most useful thing they learned in our class.

Writer's Note: Huge thanks and a lion's share of the credit goes to my planning partner throughout this unit, Ashley Lounsbrough. She's a WCTE member and a new addition to the Sparta High School English department. Best of luck at your new school this year, Ashley!

## STAY CONNECTED

**WCTE:** We are individuals who share a common bond. We love teaching and our students and literature and writing and journalism and film and, yes, even grammar. We share our knowledge and find value in the friendships and resources that our WCTE community can provide. We are part of a powerful multigenerational and multicultural network of inspired and empowered teachers.



### Keep UP TO DATE

Remember to renew and update your membership yearly. If we have your current details, we will send you...

- three e-newsletters a year
- award reminders
- convention updates
- ... and more



### Be a VOLUNTEER

Opportunities to lend a hand are always available.





## Wisconsin English Teachers' Calendar of Events, Deadlines

### September

**Sept. 26-  
Oct. 2** Banned Books Week: "Books Unite Us" <https://bannedbooksweek.org/>

### October

**Oct. 15** Fall Scholastic Journalism Conference sponsored by the Kettle Moraine Press Association: "Connections." More information at [www.KEMPAjournalism.org](http://www.KEMPAjournalism.org).

**Oct. 22** WCTE Executive Board meeting, 5:30-8 p.m.

**Oct. 23** WCTE Fall convention --live and also with option for virtual presentation, featuring Folger Library's Peggy O'Brien on Zoom. Registration [here](#).

### November

**Open** Registration for NCTE convention: <https://convention.ncte.org/2021-convention/registration-3/>

**Nov. 11-13** Journalism Education Association/National Scholastic Press Association High School Journalism Convention, Philadelphia.

**Nov. 18-21** NCTE Convention in Louisville, **Theme:** Equity, Justice and Anti-Racist Teaching

**Nov. 21-23** CEL Convention in Louisville, **Theme:** Leading with Balance: Achieving Harmony with an Ever-changing World

#### WCTE Update September 2021

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