



## Eastern Illinois Writing Project Summer 2013 Newsletter

The Eastern Illinois Writing Project  
<http://castle.eiu.edu/~easternnwp/>

### Summer Institute 2013



#### Lincoln Log Cabin Writing Crawl Duane Huffman

The walking by farms, fields, and gardens - they remind me of my Hoosier childhood. From the 3<sup>rd</sup> grade, just after John F. Kennedy was assassinated, we moved from

the city of Muncie to an old farmhouse with twenty-two acres. I remember the frequent chores, cattle, pigs, chickens, the manure that goes with all of the aforementioned, and gardening. So close to nature! When my parents decided the first crop would be oats, I didn't know how we could possibly eat that much oatmeal! A hand pump water well on the back porch, an outhouse, and a galvanized tub for bathing are vivid, but difficult memories.

How could they?  
I can never forget.  
Will I ever forgive?

SONG: Take Me Home, Country Roads

Almost heaven, Indiana,  
Rolling hillsides, Ohio valley.  
Land of my childhood,  
Walking pathways,  
Hay fields calling,  
A Hoosier here I come.

CHORUS: Country roads,  
Take me home,  
To a place where I belong.  
Indiana, now Illinois,  
Take me home,  
Country roads.

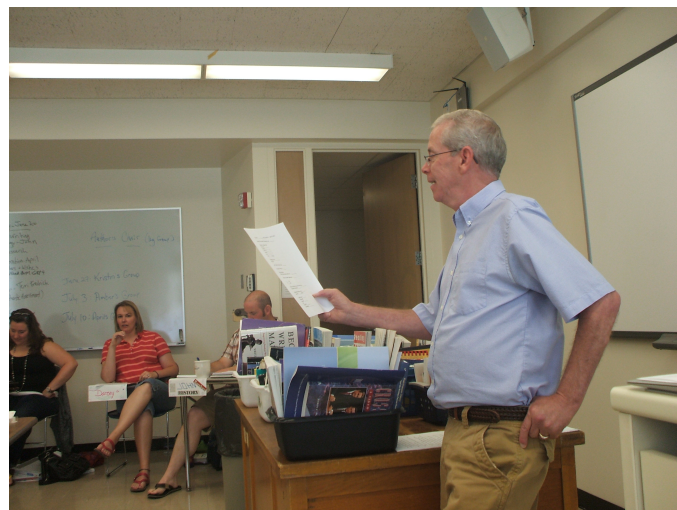


## Tarble and Doudna Fine Arts Centers Writing Crawl



One of the best ways we have found to encourage creative writing is to leave the classroom with journals (and sometimes tablet or laptop) in hand and respond to a new setting and set of experiences. This summer we explored the Doudna Arts Center and Tarble Arts Center, the Lincoln Log Cabin, and the Charleston Square for half day crawls. Our last crawl was an all-day adventure in Sullivan. We started in the cemetery and then ended up on Carol and DJ Smith's Houseboat. Thank you, Carol and DJ!

## Teaching Demonstrations



Duane Huffman

EIWP 2013

### Benjamin Franklin and Poor Richard's Almanac

Text reading, speaking, listening, and writing

- 1. Overview:** Students will read text and respond with comprehension. They will interpret aphorisms, comparing and contrasting previous wisdom with current understanding. Carousel brainstorming in groups will create information for a summary. Students will study a primary source for additional questions answerable by digital research.
- 2. Rationale:** The current Common Core Standards encourage more rigorous reading, speaking, intent listening, and additional writing experiences, formal and informal.
- 3. Learning Objectives:** The purpose is to go beyond the current Social Studies textbook (United States History, Harcourt HORIZONS, 2006) and explore more background information on Benjamin Franklin's Poor

Richard's Almanac. Also a link to meanings past and present of witty sayings will be integrated with group work, culminating in a summary. Students will also be prompted to explore questions about the primary source that can be explored in class or on their own.

#### Common Core Standards

CCSS.ELA-Literacy.RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.SL.5.1.b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (b- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.W.5.2.c Write informative/explanatory texts to examine a topic, and convey ideas and information clearly. (c- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)

#### 4. **Materials:**

Copies of Robert Byrd's Electric Ben, pages 13-14

Poster paper

Markers

Writing paper and pen

#### 5. **Procedure:**

a. Students will work in pairs to read pg. 13 of Electric Ben: both students will silently read, but after reading, the strategy will be for one student to be the **listener**, the other to be the **teller**, and then together, with their partner, they will **check** for accuracy. Students can read half of the page and check, then the other half, switching roles.

b. Discussion of the results is next, for further

comprehension of the material.

c. The "Almanack" page will now be viewed. The aphorisms (proverbs, witty sayings, sayings which give advice, but not meant to be taken literally, literal vs. figurative) are also posted on the wall posters around the room for carousel brainstorming of meaning, both past and present, being mindful of comparing and contrasting information.

d. The partners will move to the wall posters with markers and begin brainstorming, moving from poster to poster, writing comments and reflections on each.

e. After viewing and writing on all of the posters, students will return to their seats to write a summary (reflection) of the poster of their choice, or one poster will be assigned to each pair. The words (e.g.), in contrast and especially will be stressed for usage.

f. Time to share summaries will be given to volunteers.

g. In the middle of page 14, are many items of interest. Students need to write down questions that they would like to have answered in the near future. At this time, questions can be discussed, written for public viewing, or instantly investigated through the internet for possible answers.

#### 6. **Evaluation:**

Teacher can informally evaluate participation in the carousel brainstorming activity. Each student should produce an informal summary (reflection) at the end. Students can even be required to produce an Exit Slip question before departure.

#### 7. **Extension:**

Assign a biographical poster about Benjamin

Franklin enlisting books and/or internet searches.

Use Exit Slips at the end to prompt questions about the middle text.

Students can pair up to read and share each paragraph, so that at the end, all paragraphs have been shared openly in the classroom forum. (Zigzag method)

Many more aphorisms can be explored, as published by Benjamin Franklin.

**Sources:**

Byrd, Robert. *Electric Ben*, New York, NY: Dial Books for Young Readers, 2012.

Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-Area Writing: Every*

*Teacher's Guide*. Portsmouth, NH:

Heinemann, 2007.



Carlene Weber  
EIWP 2013  
Demo Lesson

**Graphing Inequalities Writing Assignment**

**Lesson:** Graphing Inequalities (after students have learned how to graph equations of lines)

**Grade Level:** 9<sup>th</sup> and 10<sup>th</sup> graders      **Class Length:**  
50 minutes

**Rationale:** Teachers, according to Thaiss and Suhor, “have realized that students learn science – or math, history, or any other discipline – by talking about it and writing about it, as well as by reading texts and hearing others talk. These teachers apply to practice what researchers in different fields have been preaching for many years: Learning happens when you or I use our perceptions (e.g. through reading or listening) to solve problems important to us, and try to put those perceptions into words (spoken or written) so that others can use them and so that we ourselves will understand them” (1).

This activity is an example how students learn a concept in a math classroom by first listening, then modeling, and then writing about the procedure to enhance their understanding of the concept.

**Objective:** Students will graph inequalities on a Cartesian Rectangular plane and then put in writing the procedure they used to find the solution. Afterwards, they will trade papers and solve other inequality problems by using the explanation of their partners.

**Standards:**

A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

**Materials:**

Overhead projector and document camera  
Blank graphing paper (Cartesian Rectangular planes)  
Pencils / colored pencils



## October 11, 2013 Institute Day



The Eastern Illinois Writing Project  
and Teaching with Primary Sources Project  
at EIU Present

Our Annual Institute Day:

Teaching with Primary Sources, Literacy,  
Diversity, and the Common Core Standards  
across the Curriculum

You are invited to join us at the Eastern Illinois Writing Project Institute Day at Coleman Hall on the Campus of Eastern Illinois University, Charleston, IL. This year's conference will focus on Primary Sources, Diversity, and the language arts Common Core Standards. Our keynotes include Dr. Adrienne D. Dixon of the National Education Policy Center, as well as representatives from the Illinois Holocaust Museum and the Library of Congress.

This free Institute Day will run from 8:30-1:30 and will include teacher-driven presentations and workshops that allow both attendees and presenters to share effective ideas and confer with one another, emphasizing our belief that the best teachers of teachers are other teachers.

You can register for free at this link:  
<http://castle.eiu.edu/~easternnwp/registration.php>



## The Graduate Certificate in the Teaching of Writing at EIU

This certificate is available to any already certified teacher across the curriculum and grade levels, and builds on the work completed during the EIWP Summer Institute. To meet the requirements for the certificate you must complete only 18 hours of graduate work in the Teaching of Writing. The only six hours required for this certificate are those earned during the summer institute, ENG 5585. This certificate (which appears on transcripts) professionally recognizes the accomplishment of completing 18 hours in the teaching of writing. These courses that you complete can also be applied toward an MA in English or other discipline. The following outlines the current requirements for the graduate certificate:

All students must complete the following **six-credit** course:

- ENG 5585 Writing Project for K-12 Teachers\*\*

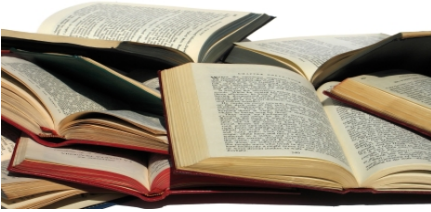
Students should choose at least **four** of the following **three-credit** courses:

- ENG 4760 Studies in Professional Writing\*
- ENG 4801 Integrating the English Language Arts
- ENG 4906 Problems in the Teaching of English\*

- ENG 5007 Composition Theory and Pedagogy
- ENG 5011 Studies in Composition and Rhetoric\*
- ENG 5091 Studies in Language, Linguistics, and Literacy\*

\*These courses may be repeated.

\*\* Students must complete one year of teaching before applying for English 5585.



## Books Worth Reading

### *The Willoughbys*

by Lois Lowry

Abandoned by their ill-humored parents to the care of an odious nanny, Tim, the twins, Barnaby A and Barnaby B, and their sister, Jane, attempt to fulfill their roles as good old-fashioned children. Following the models set in lauded tales from *A Christmas Carol* to *Mary Poppins*, the four Willoughbys hope to attain their proscribed happy ending too, or at least a satisfyingly maudlin one. However, it is an unquestionably ruthless act that sets in motion the transformations that lead to their salvation and to happy endings for not only the four children, but their nanny, an abandoned baby, a candy magnate, and his long-lost son too. Replete with a tongue-in-cheek glossary and bibliography, this hilarious and decidedly old-fashioned parody pays playful homage to classic works of children's literature.

### *The Silver Star*

by Jeannette Walls

In *The Silver Star*, Jeannette Walls has written a heartbreaking and redemptive novel about an intrepid girl who challenges the injustice of the adult world—a triumph of imagination and storytelling. It is 1970 in a small town in California. “Bean” Holladay is twelve and her sister, Liz, is fifteen when their artistic mother, Charlotte, a woman who “found something wrong with every place she ever lived,” takes off to find herself, leaving her girls enough money to last a month or two. When Bean returns from school one day and sees a police car outside the house, she and Liz decide to take the bus to Virginia, where their Uncle Tinsley lives in the decaying mansion that’s been in Charlotte’s family for generations.

An impetuous optimist, Bean soon discovers who her father was, and hears many stories about why their mother left Virginia in the first place. Because money is tight, Liz and Bean start babysitting and doing office work for Jerry Maddox, foreman of the mill in town—a big man who bullies his workers, his tenants, his children, and his wife. Bean adores her whip-smart older sister—inventor of word games, reader of Edgar Allan Poe, nonconformist. But when school starts in the fall, it’s Bean who easily adjusts and makes friends, and Liz who becomes increasingly withdrawn. And then something happens to Liz. Jeannette Walls, supremely alert to abuse of adult power, has written a deeply moving novel about triumph over adversity and about people who find a way to love each other and the world, despite its flaws and injustices.