

Newsletter



1997 Summer Institutes a Success

•A glimpse into the Literature Institute

It was four weeks crammed full of lit circles, guest presentations, camaraderie, young adult literature and a day at an art museum. It was PAWLP's 6th PENNLit Summer Institute.

Thirteen teacher-learners from Lehighton to Ridley, from Palisades to Reading, gathered with new Director of the Writing and Literature project Andy Fishman and Patti Koller, co-director of the Institute and Assistant Director of the Project, to focus on issues as divergent as reader response theory, performance assessment, censorship and the mind-voice-body connection.

We even took a field trip to the Museum of American Art in Philadelphia for a day-long seminar in visual literacy.

- AL THOMAS AND KELLI BERGEMAN

Week One: Traditional Literature

During the first week of the Institute all participants read the co-director selected text, *Silas Marner*. Through extensive journaling and discussion in mixed-grade-level response groups, we developed shared understandings. Groups shared their thematic perceptions in creative presentations that included a Broadway show audition, a soap opera, a game show and an allegorical enactment.

To explore the ways journals could be used in our classrooms, Judy Jester shared specific applications for journal use with any type of text. Another

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•A note about the Bucks Writing Institute

The 1997 Bucks County Summer Institute was a fantastic success, but don't just listen to Shari and Hilde, listen to our biggest skeptic, Joe Falso.

The group knew that if they got Joe to buy into an idea, they had something worthwhile to offer. So listen to what Joe, a 1997 Bucks County Fellow, has to say:

Dear Hildi and Shari,

I would like to truthfully recall the pluses and minuses which constitute my response to this course.

There were a few things that I liked. I think the choice of two co-directors, like yourselves, to deliver the information was really a masterful stroke of luck for me. It appeared that neither of you had taken the same Philosophy of Education course which I had because you approached us as individuals who had something important to say. However, from your depth of information (demonstrated by all of the books you showed us and hopefully read), it appeared that you had no personal lives. That concerns me. Nevertheless, I feel that these virtues are all positives and make for the best of teachers, which you are.

As for the negatives. Well, I didn't like sitting next to *Kim* because she always knew the right answers. I think that she took this course already. *Michelle* was too outstanding a poet and made me wish I could write poetry even half as well as she did.

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•Remarks on the WCU Writing Institute

The Summer Institute of 1997 can best be described as intense, focused, and eleven people intimate. The work completed, revealed, written, exposed, and created by those eleven people was remarkable.

Look over their shoulders and see what they write about their Summer Institute experiences:

I learned more about teaching writing in the 5 weeks of the Summer Institute than I learned in my entire undergraduate and graduate educations combined.

Spending the summer with other teachers talking about our own writing and student writings was incredibly helpful. Knowing that other teachers struggled with the same problems (with writing) that I did and then working together to solve them was both helpful and delightful.

- ANDY HUBER

The Summer Institute kindled my interest in writing. I discovered abilities I didn't know I possessed through the various exercises. The encouraging feedback and camaraderie kept me struggling to express myself and expand my skills. There is a playfulness which is encouraged that allows the participant to take risks and experiments in this safe environment.

- ESTHER YASSI

The Writing Institute was a time where I was able to explore the current

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PAWLP Summer 1997

A Cornucopia of Courses!

The Pennsylvania Writing & Literature Projects successfully offered over 40 courses this summer. Many one-credit workshops were offered at the Bucks County IU and in the Colonial SD as well as on campus at WCU. Three new courses - *Skills and Spelling K-8*, *Poetry Workshop*, and *Literature Circles* - proved to be very popular. Old favorites included *Manage a Writing/Reading Classroom*, *Mini-Lessons*, *Emergent Writers and Readers K-2*, and *Writing and Children's Literature I and II*.

We saw many familiar faces; some participants were returning for their second or third summer. Linda Vietri, a new PAWLPER, took eleven one-credit offerings! It was not unusual to find many teachers taking combinations of three or more courses. In fact, some participants chose to take two or more three-credit courses.

This spring we are looking forward to a busy schedule. Courses will be held at the Bucks and Chester County IU's and at many individual school districts. Summer will repeat key courses and also try out some new ones. Look for *Skills and Spelling II*, *Using Nonfiction in the Writing/Reading Classroom, K-8*, and a three-credit course entitled *Writing and Children's Literature*. We are working on a possible advanced institute for all fellows of PAWLP and the Mid-Atlantic Writing Projects for the summer of 1998 or 1999.

Please consider becoming a fellow of our Institutes. Both provide an unforgettable experience for educators and a network of comrades who share the same interests and ideals. Whatever you do, please join us for a course, a PAWLP Day, a summer conference, an institute - we welcome you to our family with open arms!

If you are a fellow of either Institute and would like to present or coordinate please contact Lynne Dorfman at (215) 885-4171.

- LYNNE DORFMAN

LYNNE DORFMAN ('89) IS A PAWLP CO-DIRECTOR AND TEACHES IN THE UPPER MORELAND SD.

Developing Lit Circles

A look into PAWLP's two day course

A two day course on developing Literature Circles was facilitated this summer by Patty Koller. Using the format of *The Important Book* by Margaret Wise Brown, participants collaborated to present what they had learned about literature circles.

Organization/Management

The important thing about classroom organization/management is that it gives structure, direction and equality to each member of the group.

It provides a physical framework within which creative ideas are fostered. It is best to start small, modeling and or practicing flexible groupings, journal entries and all the hands on tools.

But the important thing about classroom management/organization is that it gives structure, direction, and equality to each member of the group.

- SUE ROTHAMEL, SALLY LYALL, MARCIA ZINKEL, & KATHY SAWYER

Student's Role

The important thing about the students role is to develop a love of reading.

They actively participate by generating questions, supporting classmates, and making connections. They prepare by choosing appropriate books and completing journals and projects. They increase learning through self-reflection and evaluation.

But the most important thing about the students' role is to develop a love of reading.

- CHRISTY HOUGH, LOUISE STENERSON, ROSALIE SIMON, ILENE PRAVDO, MARIE KANE, & LAURIE GALE

Teacher's Role

The important thing about the teachers role is to facilitate learning.

They manage by planning and setting goals for instruction. They model for the students. They observe and adjust accordingly. They assess process and program.

But the important thing about the teachers role is to facilitate learning.

- JOANNE BECKERT, SHARON DELSON, KAREN KRESSMAN, DEBBIE WALKER, KAREN REYBURN, & CHERYL TICE

Assessment

The important thing about assessment is it provides feedback for further growth.

It includes pre- and discussion writing activities, reading logs, evaluation forms (self, teacher, and group), teacher observation and audio tape/videotape.

But, the important thing about assessment is it provides feedback for further growth.

- ELEANOR VAGNER, BETSY ROCKEY, MARIE KNEIDINGER, & SANDY ZIMMERMAN

Summer Program Statistics

Teacher Programs

Total Participants: 701
Total Number of PAWLP Programs: 49
Berks County: 3
Bucks County: 10
Chester County (WCU): 32
Montgomery County: 65
Number of Fellows who Coordinated: 37

Youth Programs

Total Participants: 1,313
Total Number of Classes: 101
Berks County: 60
Bucks County: 123
Chester County: 790 (includes WCU)
Delaware County: 140
Montgomery County: 200
Number of Fellows who Taught: 66

ORAL HISTORY AVAILABLE!

A Collage of Voices

An Oral History of the Project

1980-1997

Started at the 1996 Spring Banquet and finished with audio-taped reunions, letters, surveys, and visits to past *Newsletters*, this publication shows you...

*the serious and the sublime
the work and the play
the writing and the food breaks*

...that make our Project one of the top five in the country.

To get yours, please call the Project Office at (610)436-2202.

Become a Fellow of the Writing or Literature Project!



Summer Institute Stipends of \$400 Available!

Writing Institute

2 locations:
WEST CHESTER UNIVERSITY
BUCKS COUNTY IU

Topics include:

- Writing and teaching writing
- Writing processes: theory and practice
- Revision strategies that work
- Peer and teacher conferencing
- Response groups in the classroom
- Writing to learn across the curriculum
- Writing Workshop management
- Portfolio and Performance Assessment
- PSSA Writing Assessment

Literature Institute

1 location:
COLONIAL SCHOOL DISTRICT
(PLYMOUTH MEETING, MONTGOMERY COUNTY)

Topics include:

- Reading and teaching literature
- Literature Circles and reader response
- Multicultural literature
- Young Adult and Children's literature
- Fiction and non-fiction in the content areas
- Art and visual media as literature
- Reading Workshop management
- Portfolio and Performance Assessment
- PSSA Reading Assessment

six graduate credits

(three-credit school year follow-up available)

June 29 - July 24, 1998 (4 weeks)
Monday - Thursday, 8:30AM - 3PM

Fellows of both Institutes may become paid teacher-consultants eligible to coordinate courses, present inservice programs, and teach in our summer youth programs.

Act now! Send us the application card on the back of this Newsletter or call the office at (610)436-2202 and a copy of the application form will be sent by return mail.



Making the connection between education and technology.

Dear Chris,

I am not in broadcasting any longer, having retired from NPR's Living on Earth in December to pursue a vocation as an Episcopal priest. But, after more than twenty years as a broadcaster, perhaps I have some wisdom to impart...

So begins Jan Nunley's advice to Chris, one of my ninth graders and sportscasting-career-hopeful. This past September, Chris used the Internet to find and contact fifty experts in the world of broadcast journalism. He sent each e-mail asking for career advice. Within days, thirty-eight journalists replied with tips, suggestions, and anecdotes.

These replies Chris compiled in a fifty-two page notebook, *Chris's Personalized Journalism Career Guide*.

E-mail offers today's students exactly the kind of opportunity Ken Macrorie recommends in *The I-Search Paper*, specifically the chance for students to go right to the source while searching (as opposed to researching) for answers to questions posed by the students. Because e-mail is always delivered right to a desktop, and since a reply requires little more than pecking a few keys and clicking send, recipients are very likely to return answers. Also, because e-mail is much faster than classic mail (the more politically correct alternative term for snail mail), students stay interested in their searches from start to finish.

Unfortunately, e-mail is still a luxury not afforded to many students, largely because of its prohibitive costs. Even in schools with some degree of Internet access, student to computer ratios often limit the possibilities for e-mail research. In more than a few schools, everyone shares the same e-mail account, which is often administered by an unfortunate school librarian.

Now, thanks to some new services, sometimes dubbed freemail, anyone can have an e-mail account accessible through a school computer lab, school or public library, or a friend's computer.

Basically, there are two types of freemail. The first is web-based e-mail: Using just about any web browser, teachers and students can register with services like HoTMail (<http://www.hotmail.com>) or Rocketmail (<http://www.rocketmail.com>). After registering via the services web sites, users will be able to send and receive e-mails and attached files from any computer on the World Wide Web.

Juno (<http://www.juno.com>) offers the second type of freemail, which works on any modem-equipped computer running Windows. Juno provides the free software which is tailored for beginners and thus does not provide advanced e-mail features such as the ability to send and receive attached files. Juno software is available for download from its website or on disk by calling Juno at (800) 654-JUNO.

Both types of freemail are slower than regular e-mail, partly because of the annoying banners that load with each new message; but, it is these advertisements that pay for the services, saving users perhaps hundreds of dollars a year. In an age when Gatorade, M&M Mars, and Pepsi pump Channel One into classrooms across America, the trade-off of convenience for free e-mail seems an appropriate one... especially if a student gets to fulfill his dream of being a broadcast journalist.

STEVE HEFFNER ('92) IS THE PAWLIP ASSISTANT DIRECTOR FOR TECHNOLOGY AND TEACHES IN THE CONRAD WEISER AREA SD.

EDUCATION MATTERS

a column from Michaels Associates

We were both pleased and flattered when Andy Fishman called to suggest the opportunity for Michaels Associates to sponsor this newsletter.

Due to our distribution arrangements with so many publishers, we're in a unique position to know what's new and notable on the professional and children's books horizons. We also have friends who write books and shape opinions in the field of literacy education. My conversation with Andy evolved into a suggestion that we provide a book review column in each issue. We've lined up some impressive guest columnists to do just that, not the least of whom are immediate past president of NCTE, Carol Avery and Ralph Fletcher, poet and professional book author.

We're grateful that the relationship we've established over the years with PAWP, and now PAWLP, will continue under Andy's leadership.

We're also grateful that so many Pennsylvania educators have supported our company's growth making this sponsorship possible - thank you.

Cordially,
Greg Michaels

P.S. As a more tangible form of thanks, I should mention that each book reviewed will be available to subscribers at a discount from Michaels Associates, one that will vary depending upon the book's publisher. Also, details about a program that eliminates shipping & handling charges for frequent book purchasers are available by calling our toll free number. 1-800-869-1467.

From the Director

-US versus THEM: Who are WE?

On September 22, more than 100 teachers attended our "Teaching the Holocaust" PAWLDay. Together we listened to Elaine Culbertson's keynote presentation, "There is Only Perception: Diaries and Memoirs in Holocaust Education." Together we heard the stories Elaine told. We were an intensely attentive audience - sometimes laughing, sometimes crying, sometimes taking notes, but always intently listening to what it means, from her perspective, to "teach" what some consider the defining episode of the twentieth century.

"You have to connect on a personal level if you're going to teach the Holocaust," Elaine told us. For her that meant overcoming the notion that teachers should be "theoretical and clinical" in the classroom; for her that ultimately meant telling students the stories of her parents who were Holocaust survivors, sharing the narrative inheritance she received from them. When she started doing that, Elaine discovered that her students - no matter what their racial or ethnic identity - often cried, exactly as some of us were doing. "I used to think if my kids cried that was good, that was enough," she admitted. But she wanted more than that for her students and more than that for us. "It's more important to empower [people]" than just to make them cry.

I agree with Elaine: empowering students to make the world a place in which the Holocaust could not happen again is the ultimate goal of Holocaust education. In fact, this may be the goal of all multicultural education as well: helping students connect on a personal level with "them," whoever is not like "us," to make the world a better place for everyone.

In her award-winning book, *Other People's Children*, Lisa Delpit claims, "until we can see the world as others see it, all the educational reforms in the world will come to naught." Efforts to overcome "the barriers that

prevent us from seeing each other...must drive ...every aspect of the educational enterprise" (134) she contends. I agree with Delpit and take her contention one step further: first we must remove the barriers that prevent us from seeing ourselves. Ignoring who we are - being cool and aloof, "theoretical and clinical" - is the stance many of us were taught to assume in the classroom. We were to ignore who we are in favor of what we should do and how, resulting in what Lilia Bartolome calls the "methods fetish." But there is no pedagogical strategy, no cutting-edge curriculum, no modern technology we can use in the classroom to magically make the world a better place. All the artificial and multiple intelligences, multi-age, multi-grade, intensively

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Texts for Teaching Tolerance

a three-credit graduate course for middle and high school teachers

Explore the difficult issues involved in teaching tolerance.

Discover texts of all kinds to support your current curriculum and teach tolerance.

Explore strategies for using these texts with your students.

Develop a plan you can actually use with your students.

PLACE: *The Chester County Intermediate Unit, located on Route 30 in Exton and easily reached from Route 202 or the PA Turnpike.*

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TIMES: *4:00-7:00 PM*

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Call the Project Office at (610)436-2202 to register.

Memory Believes Before Knowing Remembers: a PAWLPCDay report

NOTE: OUR NEXT PAWLPCDay WILL BE A LITERATURE FAIR ON FEBRUARY 7, 1998.

Provocative thought followed each other in Main Hall on Saturday morning, September 27, during 1997-1998's first PAWLPCDay. Elaine Culbertson's experiences as the daughter of Holocaust survivors, Philadelphia High school teacher, Holocaust Museum Fellow, and tour leader to Poland and Israel were all on display in her concerns.

A major theme Elaine made quite clear is that there is nothing else to compare to the Holocaust. Although teachers certainly do not wish to play 'my-culture's-horror-is-worse-than-your-culture's-horror', teachers must remember the Holocaust is the only scientific, systematic, bureaucratic state government attack against a defenseless civilian population. This attack's purpose was not for land, not for a slave population, not for subjugation but purely for annihilation.

In reaction to teachers who want to discuss the Holocaust with very young

students, Elaine believes if there is any aspect the teacher feels cannot be discussed, nothing should be discussed as this can only give a false impression.

Discussing diaries and memoirs as literature useful for the classroom, Elaine pointed out that too many people—teachers, administrators, parents, public, and students—see *The Diary of Anne Frank* as the book to explain the Holocaust. In many ways, the book does not reflect the Holocaust; after all, Anne hides with her complete family and even has a friend's cat along. Perhaps most importantly, the reader never reads about the concentration camps. Elaine offered many examples of other diaries and memoirs which might be both classroom appropriate and more representative.

Diaries are usually written in innocence, since the writer does not know the future. Diaries written before and during the war mirror the state of mind of European Jews: the unpreparedness, lack of awareness of

the facts since they were so assimilated, and an inability to understand the Nazi design. They also question the behavior of the outside world, wondering about neighbors' betrayal, about where the good people are, and about where the help is from the democracies. A third common theme of diary writers is questioning themselves. "Why aren't Jews helping each other?" and "Did I do the just or right thing?" are frequently asked.

Memoirs, which of course can be written only by survivors, reveal agonizing details, guilt over surviving, struggling to make others believe the true stories, facing the fact that luck meant life or death, and speaking of the dead. Most survivors often point out they are not and never can be like anyone else but some feel a need to speak out while others feel an equal need to be silent.

- VICKI STEINBERG

VICKI STEINBERG (PAWP '83, PENNLit '92) IS A PAWLPC Co-DIRECTOR AND TEACHES IN THE EXETER TOWNSHIP SD.

Best Practice: immediate ideas for teachers

This Text Selection Survey was developed by Karen Condit (PAWP '93, PENNLit '95) for her Summer Literature Institute presentation on Creating Inclusive Curriculum. Before using the survey form, Karen suggests listing all the novels, plays, poems, and other texts you use in a particular course on a separate sheet. Then follow the directions below to get an organized view of what's required in your curriculum, what's optional, and what's missing. Karen teaches in the Hatboro-Horsham SD.

Text Selection Survey

* Re-copy your list of texts to this sheet and then check the appropriate categories.

	SELECTION PROCESS:				MAIN CHARACTERS:							
	Curriculum Driven	Interdisciplinary Unit	Teacher Selected	Student Selected	White	African American	Native American	Asian	Hispanic	Male	Female	Genderless/animal
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

From the Director

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use in the classroom to magically make the world a better place. All the artificial and multiple intelligences, multi-age, multi-grade, intensively scheduled, school-to-work, distance-learning classrooms in the world will not help "us" get along with "them." Unless we connect with what we teach on a personal level, we will not be able to help our students do the same. The example Elaine Culbertson set is clear: we each must know who we are and where we come from - empowering ourselves with that knowledge - to effectively empower our students.

Who are we? Most of our identities are not as brutally defined as those of Holocaust survivors and their children. If we think of ourselves in mainstream society's current terms, we most likely will identify "race, creed, [and] national origin." Add gender to that, and you have the "A List" of cultural markers: race, ethnicity, religion, gender, and nationality. That's how our society is most apt to label people: African-American woman, or (dead) white male, or white Anglo-Saxon Protestant, or even Jewish American Princess. But what, other than stereotypes, do those labels evoke - and reinforce?

Who we really are is much more complex - harder to categorize but truer to tell. Consider the "B List." These are the markers less often labelled but no less important. In fact, they are the great leaveners of the A List. First on the B List is class. Least often discussed in our supposedly classless society, socioeconomic class may be the most powerful defining marker of all. Combine class with race, ethnicity, religion, nationality, and/or gender, and the change in identity is striking. Upper-middle class WASPs, for example, are not the same as their blue-collar brethren. To this mix add age, geography, education, occupation, family status, and/or sexual orientation (the rest of the B List), and the change is striking once again. For example, a white, Anglo-

Saxon, Protestant man, who is middle-class, middle-aged, high school-educated, born and raised in Philadelphia is not the same as his blue-collar "twin" from Grove City, PA. You see what I mean. Take the same A List identifiers but change one or more of the B List features, and simplistic stereotypical images become the more complex realities we each know ourselves to be.

To make reality more real, try rank-ordering the cultural identifiers you would claim as your own. By that I mean, decide which of the cultures you come from has the greatest impact on your values, attitudes, beliefs, and behaviors. In other words, decide what makes you who you are. Most people - adults and adolescents - find the rank ordering impossible. One African-American female senior exclaimed, "I can't do this! It depends on what's making me mad at the moment. Sometimes I respond to something I see or hear as an African-American, but sometimes I respond as a woman, and other times I respond as the daughter of a single mother living in North Philadelphia!" I know what she means. I think we all do.

The teachers who came to West Chester that September morning did not come because the Pennsylvania legislature passed HR 297 in 1996, urging all school boards to include the history of the "Holocaust, genocide, slavery, and the mass starvation in Ireland." They did not listen so intently, applaud so insistently, or keep Elaine occupied with their post-presentation questions for more than a half hour because the legislature so legislated. They came because they want to know more about what happened when some of "us" decided to eliminate an entire group of "them" - and because they want to know how to teach that to "our" children, so that it might not happen again. What they saw in Elaine Culbertson was an example of what we all can be: teachers clear enough in our own identities to help our students discover and feel secure in theirs as well.

WCU Writing Institute

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phases of reading and writing in education. The focus was on my writing and the teaching of the writing process. We learned about topics ranging from portfolios to editing to kidwatching. Every aspect of language arts and reading was covered in this 5 week period. Not only did we learn it, but we were able to experience it with the help of our classmates. I formed a special bond with my classmates. I was so excited to be with 10 other teachers and professionals that cared as much about their careers as I do. I am extremely grateful that I attended and made it through the Institute.

- CONNIE McCLELLAN

The PAWP Summer Institute not only allowed me to gain confidence in my own writing ability, it gave me the opportunity to learn what other teachers and researchers have discovered about the art of teaching writing.

I discovered exciting practical ideas that I was able to use starting in September. I can't think of a more enriching way to have spent 5 weeks of my summer!

- RACHEL W. THOMAS

If I were to summarize the Summer Institute in one sentence, I would say that teachers aren't what they always appear to be. It sounds like something for a bumper sticker (or perhaps even a side mirror), but it's not as trite or vague as it sounds. What I mean is I used to think teachers were the one's who stood up front, who did all the talking. For writing teachers, especially, that's a problem. The only writing one can show on the blackboard is sentence diagrams or imagery samples. But that's not really writing. A real writing teacher is one who lets their *students* write.

- CATHERINE QUILLMAN

During 5 weeks in the summer of 1997, I learned what being a writer was all about. Revision was a process that was never comfortable for me, but with the help of my group

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I learned much by participating in the creative presentations of my peers. There were hot days, laughter, snacks, and tears, but when it was over I had become a different teacher. The most important gift I received was the privilege of working and learning with professionals who love their work and are constantly striving to improve. It was exciting learning from my peers in a relaxed environment.

This summer allowed me to grow in a way which I could not have imagined. I'm now a writer, and I can say it with confidence. Thanks PAWPI!

- DEB MONSKIE

Eleven authors, eleven voices, eleven new fellows, excited, determined and raring to hit the 1997/1998 school at a writer's pace. Why not be one of those Fellows?

Bucks County Institute

...continued from the cover

Lynne had a fine sense of humor and renewed my declining sense of enthusiasm for teaching. She would be a fine catch for any school district. Kathy made me realize how you can balance teaching with managing a family and still do a great job at both. I envy her energy. Paige was the intellectual beacon of the class who simply brought words to life. She almost made me wish I lived in Alabama for a few years. Amy's constant enthusiasm became catchy, and I felt that the whole classroom started to itch because of it. Connie tried and actually convinced me not to be afraid of poetry because it is not girly and gushy. Now I have no excuse to avoid poetry with my class this year. Crummy thing to do, Connie. Mark defined for me what is the most important attribute to being a good teacher - caring about the kids. He also brought me back to reality whenever I floated off onto a cloud of silliness.

So, it seems that there are far more negatives than positives in this course. I wonder what I learned from it? Sincerely spoken (with tongue in cheek),

- JOSEPH FALSO

Literature Institute

...continued from the cover

presenter this week was Anne Herzog, an English professor from West Chester University, who explored feminist theory and its impact on the literature we choose for our students. Vicki Steinberg, our third presenter, helped us to differentiate between efferent and aesthetic reading and how we can effectively blend the two in our classroom instruction.

Throughout the week we had numerous opportunities to share our individual interpretations of literature and perform those understandings in unique ways. Also, we began our discussions of self-selected pedagogy texts in grade-level groups in preparation for a creative performance later in the Institute.

- CAROL SCHMITT, SHARON A. BRIZEK & EILEEN STAUFFER

Week Two: Multicultural Literature

During the second week of the Institute, the focus was multicultural literature. One activity, which was a new and provocative approach for most participants, was to create a found or two-voiced poem. This activity involved using actual text from the novels they read to express the reader's personal connection to the text. Many of the participants were so inspired by this week's topic that they chose to write their critical/creative essays about their multicultural novels.

Carol Rohrbach came to help us think about Portfolio Assessment and Literature. Bob Jones, a speaker from the Coatesville Cultural Society, enriched the multicultural experience by sharing dialect poetry. The week ended with a field trip to Borders Bookstore in Chestnut Hill so author study pairs could choose their Young Adult novels together.

- KATHERINE SARVER, KRIS GARIS, & LAURA HEILIG

Week Three: Young Adult Literature

During week three, we concentrated on Young Adult literature, immersing ourselves in the works of Lois Duncan, Chris Crutcher, Walter Dean Meyers, Cynthia Voigt, and

Robert Cormier.

Also during this week Rosemary Welsh quite effectively offered us a presentation entitled "Putting Literature on its Feet." She inspired us to breathe life into words by coloring them with vivid often physical imagery.

On our field trip to The Museum of American Art, we participated in different art activities and related them to the use of literature in our classrooms.

- BERNADETTE GENTILCORE, TERESA MORRETTA, & JEFF ROTH

Week Four: Children's Literature

Our focus for the week was children's literature. Linda Baer presented us with numerous picture books that could be adapted across grade levels and across the curriculum. Many of the high school teachers discovered the value of children's picture books. The elementary teachers were excited to see their enthusiasm for utilizing these texts in their own classrooms.

Censorship was the hot topic for whole group discussion. This issue affects teachers and students everywhere. Awareness of potential problems allows educators to be prepared to defend their choices of literature.

As the Institute wound down, preparation of portfolios enabled individuals to reflect on their experiences as readers, writers, learners, educators, and participants.

On the final day, we compiled and annotated our group photo album (thanks to Patty's diligence and great camera work). Then we exchanged "secret buddy" books, bound our final anthologies, and went out to lunch - where we planned our first reunion for next year.

- CHRIS DANO & CHRIS COYNE

Reminder!

Our next PAWLPCDay
will be a Literature Fair
on February 7, 1998

Nomination Form for the Summer Institutes of the Pennsylvania Writing & Literature Projects

- I nominate myself or the teacher named below for the Summer Institute in the **Teaching of Literature** held in Montgomery County.
- I nominate myself or the teacher named below for the Summer Institute in the **Teaching of Writing**.
Please check location preferred: Bucks County West Chester University

Nominee Information

NAME _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

SCHOOL NAME _____ GRADE LEVEL _____ JOB TITLE _____

CERTIFICATION _____ SCHOOL DISTRICT _____

SCHOOL ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

SCHOOL ADDRESS _____

HOME TELEPHONE (____) _____ SCHOOL TELEPHONE (____) _____

NOMINATOR _____

Please return this card to The Pennsylvania Writing & Literature Projects office at the address below.

THE PENNSYLVANIA WRITING & LITERATURE PROJECTS

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