

**Title of Session: Language Arts Forum - Books to Motivate Students**

**Moderator: Donna Hendry**

**Title of File: 200305071a**

**Date: May 7, 2003**

# Tappedin transcript 2003.05.07 18:09:01

Room: ASO

SusanR waves hello and welcome to incoming guests

JeannineS waves across the room.

DonnaH: Let me start with introductions:) My name is Donna Hendry, and I'm an Educational Consultant and English teacher in CT.

CarmenGuest4: What are we supposed to learn?

DonnaH: To help create the sense of community (and to help me judge how best to help YOU we introduce ourselves as well...things like what age group we teach:))

DonnaH: Topics are ever changing, Carmen:)

JeannineS: I am new to the tapped-in community. My name is Jeannine Staller and I teach 8th grade language arts and social studies teacher for an on-line public school called ECOT in the state of Ohio.

JanetGuest1: My name is Janet Dickey and I am a first grade teacher in Holtville CA

RubenC: Well to start off I teach a 4th and 5th grade combo and I also teach and Adult Ed class

SusanR: I am a K to 8 Occasional Teacher (substitute) from Ontario, Canada and co-presenter here at TI (k to 3+ resources). Main teaching is from K to 3!

EulaliGuest3: My name is Eulalia and I teach Kinder at Finley Elementary School at Holtville CA

CarmenGuest4: Hi! I'm Carmen and I teach kindergarten in Holtville.

DonnaH: "boy, we're strewn out all over the place **grin**

JeannineS: Does anyone else teach solely on-line?

RichP joined the room.

DonnaH: I've been teaching online for 3 years...but not solely...I would find that wonderful:)

JanetGuest1: Yes, three of us teach together in Holtville & Ruben isn't far away in another part of the Valley.

DonnaH: Before I start, (because my last session ended up going in a total different direction, because people needed help with different things...) is there anything anyone would really like to learn/hear/work about?

JeannineS: I used to teach 2nd and 3rd grade in Texas. When we moved to Ohio, I started subbing and was going to continue teaching, but God blessed us with a special needs kiddo. I wanted to be home with him, so I started teaching on-line.

JeffC joined the room.

DonnaH smiles brightly...very good reason:)

DonnaH: Howdy Jeff:) We just finished our introductions:)

JeffC: Hi Donna

JeannineS: I need ideas for presenting the oral communication requirements using an on-line setting. I am currently relying heavily on my voicemail.

RichP: Is this the language arts forum?

JeannineS: yes

CarmenGuest4: I'll wait, until the lesson gets started.

EulaliGuest3: I would like to know how was it that this program started, how did you get in, How do you teach on line, I am very ignorant of these things.

DonnaH: ( I feel like I'm in my classroom )

JeannineS: There are several virtual schools in various states. You can check with your state board of education for options in your state.

DonnaH: "okay. I'm in the middle of a few things now...So, for tonight, I'll share what we've been doing:)

EulaliGuest3: And with a bunch of young students hoping to learn something from this experience

DonnaH: Great book for students who are hard to motivate:)

JeannineS: I have a few who fall in that category....go on...

SusanR joined the room.

DonnaH: its called "Warriors Don't Cry" a memoir by Melba Pattillo Beals (one of the original Little Rock 9)

DonnaH:

[http://www.amazon.com/exec/obidos/tg/detail/-/0671899007/qid=1052352828/sr=1-2/ref=sr\\_1\\_2/102-9986230-1341713?v=glance&s=books](http://www.amazon.com/exec/obidos/tg/detail/-/0671899007/qid=1052352828/sr=1-2/ref=sr_1_2/102-9986230-1341713?v=glance&s=books)

DonnaH: (click on the link to see the book)

JanetGuest1: I think we all have a few who are hard to motivate.

RubenC: That is right, we all have them

DonnaH: **smiles**

JeannineS: I will look into this one.

DonnaH: There is some harsh language; but it fits into many different curriculums; Civil Rights , the 60's (even though its in 1957)...African American History.

DonnaH: But I have many supplemental resources to go with it:)

DonnaH: "first, I found a really wonderful study guide...

JanetGuest1: I have a question for those of you teaching Language

Arts in a state other than CA.....Have any of your districts adopted Open Court Reading or Houghton Mifflin Reading programs. If so, how do you like the program(s)?

JeannineS: For what grade level would your recommend?

DonnaH: "its from a Group called Voices of Freedom; its a consortium between Wheelock college and either Harvard or Yale (I think Yale)

JeannineS: We develop all of our own curriculum. They weren't ready to go totally on-line with this program.

DonnaH: I have gifted 6th reading it. Some scenes are rather violent.

DonnaH:

[http://www.facinghistorycampus.org/Campus/studyguides.nsf/All/D59206F840CF6D1F85256C8A00602F42/\\$file/warriors.pdf](http://www.facinghistorycampus.org/Campus/studyguides.nsf/All/D59206F840CF6D1F85256C8A00602F42/$file/warriors.pdf)

DonnaH: (urg...the url didn't completely hypertext it doesn't look like)

DonnaH: Its a pdf file; VERY long...very thorough as far as discussion goes. But it DOESN'T include vocabulary or chapter by chapter comprehension questions.

SusanR: Some of our schools have adopted OPEN Court and they are quite pleased with their reading results, notably at the primary level, Janet.

JanetGuest1: What state are you in Susan?

JeannineS: Providence, right?

DonnaH: (if you are having difficulty following the discussion, please click up in the right hand corner of your text frame, where it says actions, and choose "detach" this will open your text window to a larger size)

SusanR: Ottawa, Ontario Canada, Janet

JanetGuest1: Hey, Lala, Carmen, Ruben, are you all still there?

RubenC: Yes I am

RubenC: I am having trouble following along

DonnaH: You can also incorporate many supplemental readings into the unit.

DonnaH: "Frankly, Ruben, I am as well, when we are having two different conversations at the same time.

EulaliGuest3: We are, but we are waiting for someone else to say something about the other program you mentioned, I would be interested in a comparison.

EulaliGuest3: By the way Janet, thank you for including us in the conversation.

DonnaH: If you wish to have an off-topic discussion please use the private chat...to use this, simply double click on the persons name listed in the "here" box at the left of the text window.

CarmenGuest4: Yes I'm still here. I'm just a little slow.

ChristGuest2: Hi my name is Christina and I am a student at SDSU in CA.

DonnaH: Hi Christina! Glad you could make it:)

RubenC: Donna, explain to me how this book you are talking about is beneficial to my 4th and 5th grade students

JanetGuest1: I never understood that there was a specific LA topic we were going to discuss.

DonnaH: Most students don't realize how far we've come in the last 40 years as far as racial relations...or how far we still need to go.

EulaliGuest3: It is not that we are having a private conversation but I am only to follow along, and sometimes I do not understand what DonnaH is talking about.

DonnaH: I can't be clearer, Eulali, unless you let me know you are having difficulty, just like in real class:)

SusanR: Focus everyone!! These are resources you may wish to use in your classroom over the year.

EulaliGuest3: OK. would you please tell me again what we are discussing.

DonnaH: We are discussing the book "Warriors Don't Cry" by Melba Pattillo Beals, supplemental materials and links that could be used with it.

ArmidaGuest5 joined the room.

EulaliGuest3: Sorry I had already sent it.

ArmidaGuest5: Hi

DonnaH giggles

RubenC: Donna, how would I incorporate this book in an effort for all my students to understand racial relations

DonnaH: Sokay:)

SusanR: Welcome Armida to our LA discussion.

JanetGuest1: I'm sure it's a great resource, but since I haven't read it it is difficult to know how this book will help me better serve my 1st graders.

ArmidaGuest5: thank you

CarmenGuest4: What is the book about?

DonnaH: One of the first things I did, Ruben, was to have them brainstorm Blacks or African Americans.

JeannineS: Yes, I haven't read it either. Tell us a bit more about it, please.

DonnaH: (Melba Pattillo Beals was one of the original Little Rock 9...)

JeannineS: They helped reconstruct a high school--academically speaking, right?

DonnaH: It tells the story from her perspective of the year she spent being integrated into Central High School in Little Rock Arkansas in 1957.

JeannineS: oh.

JeannineS: How interesting.

DonnaH: The Governor of Ark. was violently opposed; and had the Ark. national Guard try to keep the students out.

DonnaH: Eisenhower finally stepped in, and sent the US Airborne to escort the students; forcing Ark to integrate.

ArmidaGuest5: Was that governor a Mr. Wallace?

ChristGuest2: I have never read the book but I am familiar with the history about it

DonnaH: Little Rock was considered a moderate southern state ( Gov.

Faubus)

CarmenGuest4: Thanks! For clearing that up for me. It sounds like a great book to introduce when discussing MLK.

SusanR: Would you integrate the book with Social Studies, Donna.

DonnaH: (Janet, you are right...this would be over 1st graders heads)

ArmidaGuest5: What is the editorial house?

ChristGuest2: I think it could be integrated

JanetGuest1: Yes I see that, it does sound like a good book though

DonnaH: "there is an abridged version for young readers (which is the link I gave you all)

DonnaH: Armida, you know, I'm not entirely sure...and I didn't bring the book home with me tonight.

DonnaH: But to finish what I was telling Ruben; we found when we brainstormed Blacks, most of the things that came out were negative.

ArmidaGuest5: thanks anyway

DonnaH: (I have nearly a 50% minority rate in my school system)

JanetGuest1: Ruben, do you think this would be something you could use with your 4th & 5th grade students?

DonnaH: so that is even more telling.

DonnaH: I don't know about 4th...but I think you could with 5th if presented the right way.

ChristGuest2: Because blacks are for the most part portrayed in the media in a negative way

DonnaH: Exactly.

DonnaH: We also got into a discussion about Class.

RubenC: I do have some highly intellectual 5th graders that I could use it with but I do not know if it would be appropriate unless I read the book

DonnaH: when we discuss the "bad" aspects of Blacks, its almost always related to poor, lower class ...

RubenC: Race issues are very touchy and sometimes better left alone

DonnaH: the problem with that back then was, these students were from the same class; parents who were professional, they owned their own houses...etc.

DonnaH: I have to say, I disagree, Ruben.

DonnaH: If you ignore them, they figure either it isn't important, or they get misinformation.

ArmidaGuest5: I agree with you, Donna

DonnaH: "but, that is a personal belief:)

ChristGuest2: I do not think we should leave touchy things alone. those are the issues that we need to tackle

EulaliGuest3: I agree with you DonnaH, you must approach this issues in order to get rid of this misinformation

JanetGuest1: I think it is all a matter of how you present those touchy subjects with students.

RubenC: I think Janet hit it right on the nose

DonnaH: We can also look at other items to give the students a broader picture of what was really going on...most of my students didn't realize how truly violent racism/segregation could be.

ArmidaGuest5: Students can see through

JanetGuest1: Appropriateness is definitely KEY.

DonnaH: **nods**

ChristGuest2: I agree.

DonnaH: These students have been studying about the 60's quite a bit...so it fits in, and they have some prior knowledge.

DonnaH: and because our system has a rather large minority rate, it's talked about even moreso.

ArmidaGuest5: Do they know about current racial issues?

CarmenGuest4: When you discuss touchy topics, students learn they have more things in common, than different.

DonnaH: We've touched on them....but we haven't gone in depth.

RichP: I don't mean to chime in with an off the topic comment, but most of my students are Hispanic (70%) and a lot of them groan over another Af-Am book. Are there any appropriate Hispanic integration books out there?

DonnaH: (NODS!)

DonnaH: **grins**

JeannineS: New York, Pocket Books, 1995 is the Publishing info. for "Warriors Don't Cry" by Melba Pattillo Beals-- I just went and looked it up.

DonnaH: I'm with you Rich...we're about 30% Hispanic, and 20 % af.

Am. and Asian (why they lumped them together, i dunno.)

DonnaH: (thank you Jeannine!)

DonnaH: I recently did a session on Hispanic books...it should be in the transcript archive...

JanetGuest1: I'm in your boat Rich, 90% of my students are Hispanic.

DonnaH: (not sure if it was here or at the original TI though.)

RichP: I plan to look it up, thanks.

ChristGuest2: I live in an area that is predominately Hispanic so I am

also interested

DonnaH: Okay...I'll bounce off topic...I have about 50/50 Puerto Rican and Mexican...do you find any problems with that?

ChristGuest2: none

DonnaH: (they tend to fight/get really disgusted here if you think they are the other.)

RubenC: Where do most of your Mexican students come from Donna? You are in Canada right?

JanetGuest1: Mostly all in my district are Mexican- American students. I live 30 minutes from the Mexican boarder.

ArmidaGuest5: Those are differences that should be tackled

DonnaH: (fyi, book off the top of my head...good for 4/5th..."Morning Girl" by Michael Dorris, about the Tiano Indians, and ends when Columbus comes ashore.)

RubenC: Thanks Donna I'll look into that book

RichP: I agree. Even my wife who is Mex-Am frowns at Puerto Ricans or Cubans. I say Hispanics and it makes matters worse. I have a strong Italian cultured background.

ChristGuest2: I live in a border town. I can walk a block and be in Mexico

DonnaH: I'm not sure how many administrators have realized that is one of the background problems.

DonnaH: (Rich if you decide you'd like to use it, let me know...I have a whole unit for it...no sense reinventing the wheel:))

DonnaH: "wow...now THAT is close.

SusanR: Reuben,I am in Ottawa, Ontario Canada. We have a large Somalian population in our inner city schools.

DonnaH: my town is one of those towns that always has a new immigrant population...Mexican's are the latest, and the PR's were before that...and following Sociology...it isn't surprising they dislike each other.

DonnaH: (so much for being on topic...)

DonnaH: Should we continue, or do we WANT to go back to the topic? **grin**

RubenC: How are Mexicans perceived by the community, Donna

DonnaH: Rudely? that Mexicans are harder workers than the Puerto Ricans.

DonnaH: (I couldn't think of a nice way to put it.)

JeannineS: "The Bus Stops Here " is a book by Anna Holden which discusses integration of 3 different cities. I have heard about it, but haven't actually dug into it, yet. The three cities are Charlottesville, Virginia...Providence, RI....Sacramento, CA.

RubenC: Susan, when Somalians come in is it very hard to teach them?

DonnaH: That sounds interesting, Jeannine.

SusanR: Your book recommendations are opening up a can of worms, Donna. What interesting conversations are transpiring here.

DonnaH snickers

DonnaH: That's me the witch that stirs the cauldron **grin**

RubenC: Donna, where did you say you were from?

SusanR: Yes, they have to make some adjustments ...they would be considered esl students.

DonnaH: okay...now here's my question...while I Love this book (and books like it) do you find books like "tom sawyer" are just not fitting in your classrooms anymore?

DonnaH: I'm in CT, Ruben:)

ChristGuest2: Besides The House on Mango Street I do not know of any other "hispanic" books

JanetGuest1: Donna, do you have any suggestions on how to tackle these issues with very young children? Kinder or 1st graders?

RubenC: Susan, That must make it very difficult when teaching your native language students

RubenC: Where r u ?

DonnaH: "Esperanza Rising" is another one...but I haven't actually read it myself yet (my reading list...that just seems to get longer **laugh**)

RubenC: I mean where r u Eulalia?

SusanR: Our native languages are English and French, Rubin.

DonnaH: Janet, I found that Teaching Tolerance has some great things to share with young students.

CarmenGuest4: Bless Me Ultima is a wonderful Hispanic book

DonnaH: they are part of the Southern Poverty Law Center...

RichP: Yes, Huckleberry Finn was hated by my class. Mostly, the language (dialect) but the plot, setting, etc.. too... to my surprise.

ChristGuest2: Thanks for the books

JanetGuest1: Thanks for the suggestions.

ArmidaGuest5: A good Spanish translation of "Tom Sawyer's" has universal values

JeannineS: The Buddy Holly story is a good one. Also, more from a social studies perspective...Ceasar Chavez.

EulaliGuest3: I am still here

RichP: The only real novel they cared for was "A Raisin in the Sun" with all of its bantering.

JeannineS: I like authentic works rather than the translations.

ArmidaGuest5: Lately Mexican migrants don't belong to the field workers class exclusively

JeannineS: Using translations of English works sends a message.

DonnaH: "yeah, that their work isn't good enough.

JeannineS: It's like saying there is not an acceptable author in your culture, when in fact there are many.

DonnaH: but it can be hard to find good versions...especially if you aren't really fluent.

ChristGuest2: The book Scorpions is a book about Af.Am that I believe Hispanic kids could relate to

JeannineS: I taught bilingual 2nd grade in Houston. Did I forget to mention that?

DonnaH: **grins** yes, you did:)

ArmidaGuest5: I am talking about inclusion, not exclusion

DonnaH: But inclusion has to be true inclusion, and not just lipservice.

DonnaH: you can't have them all read the house on mango street, and say your students have read Hispanic writing.

EulaliGuest3: I second that DonnaH

ArmidaGuest5: I agree with you  
DonnaH: (not that I'm putting it down)  
RubenC: I agree  
EulaliGuest3: But we all know that lipservice is good  
DonnaH: (if you are planning on diving; wait just a moment...I finally found my listing of all my Hispanic books)  
DonnaH: <http://www.backflip.com/members/DonnaMH/11630464/sort=0/>  
JeannineS: oh good  
DonnaH: The books there are for all ages; not just older (or younger) readers.  
JanetGuest1: Great.  
ChristGuest2: Thanks for the list  
DonnaH: they are linked to Amazon...but I have to say here...no relations to me, I get no money, nothing to do with TI, etc.  
RubenC: Thanks Donna  
DonnaH: (I use them mainly because they give look see's of the picture books)  
SusanR: Thanks Donna, You facilitated a great discussion!  
DonnaH smiles  
JeannineS: I like it when I can see the book. I know you "can't judge a book by its cover..." But...  
ChristGuest2: This was my first discussion. It was nice. thank you  
JeannineS: I enjoyed meeting all of you. When is the next chat.  
JeannineS: ?  
DonnaH: exactly...so if you can't see what the inside is like how could you buy it sight unseen:)  
DonnaH: The next la chat is 2 weeks from tonight:)  
ArmidaGuest5: thanks Donna  
EulaliGuest3: Yes, thank you Donna even though I did not provide much to the discussion I enjoyed the interesting conversation  
DonnaH: (the first and third wed's: )  
JeannineS: Thank you.  
JeannineS waves bye  
SusanR: Goodnight all!  
EulaliGuest3: Hasta la vista a todos los que me conocen  
ArmidaGuest5: bye lala!  
JanetGuest1: Thanks to all! Janet D. waves good-bye!  
DonnaH: buenos noches:)  
RubenC: See You later Class  
CarmenGuest4: It was nice meeting you all and reading your comments. bye