

Boston WP is proud to present

The National Writing Project

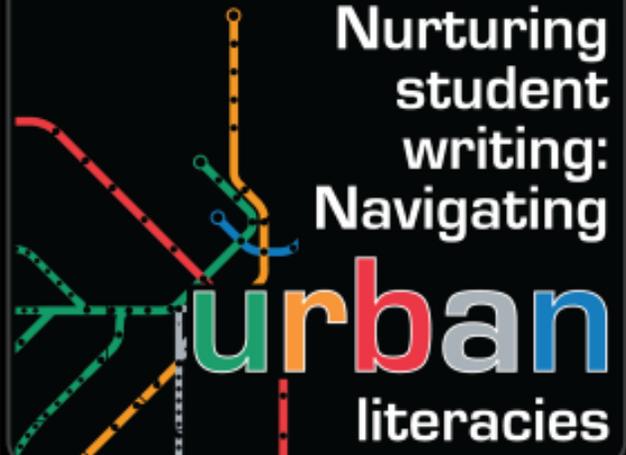
Urban Sites Network Annual Conference

April 29-30, 2011
Colonnade Hotel

For registration and hotel information, visit
<http://www.nwp.org/cs/public/print/events/496>



Boston Writing Project
UMASS/Boston



Featuring
Keynote Speaker
Ernest Morrell ...



Ernest Morrell, a scholar, writer, and teacher, is an associate professor in the Urban Schooling division of the Graduate School of Education and Information Studies (GSE&IS) and Associate Director at the Institute for Democracy, Education, and Access (IDEA) at the University of California at Los Angeles. For more than 15 years Morrell has worked with adolescents using popular culture to promote academic literacy development.

Morrell's other interests include youth participatory action research, critical literacy education, youth media production, and urban teacher leadership. He is the author of several books including *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth*; *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*; *Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning*; and *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*.

Formerly a high school English teacher, Morrell has worked with high school teens in Los Angeles for the past 12 years, directing the Council of Youth Research, a project that involves youth in researching issues in their communities and schools. In an assessment-driven educational climate, Morrell's innovative approach to teaching continues to transform how teachers reach students as they navigate through what it means to be a reader and writer in the 21st century.

For more information, including links to articles and a video, read NWP's profile of Ernest Morrell at <http://www.nwp.org/cs/public/print/resource/3495>.





... Friday Special Events ...

School Visits

James F. Condon Elementary School (K0-5) ⇨

A crusader against bullying with implementation of a bullying prevention program based on the highly effective Olweus model.

Harbor Middle School (6-8)

A full inclusion pilot and turnaround school—the only one of its type in the district—whose new motto is “Expect Excellence.”

Boston Latin School (7-12)

The oldest school in United States (founded 1635), known for contemporary classical education. One of Boston’s three exam schools.



Savoring the City

The Boston Marathon—for Writers

Set out to see and write Boston—its historic sites and streets; its Library, Garden and Common; its urban identity from Charles River to Newbury Street shops. We will conclude with lunch at Quincy Market.

⇨ **Boston Public Library Tour**

Come visit one of Boston’s architectural gems, which houses many magnificent paintings, tapestries, and sculptures. The first large municipal library in the U.S., BPL boasts over 1.2 million rare books and documents.

Writing and Guided Tour of Beacon Hill

This 19th century neighborhood is rich in history, elegant architecture, and Victorian homes, as well as the African Meeting House and the Abiel Smith School, the first publicly funded schoolhouse for African American children. Be sure to bring your camera and journal as you explore this premiere Boston landmark.

Freedom Trail Tour ⇨

Take a guided walking tour that allows you to appreciate the rich history of America’s Revolution. The 2.5 mile red-brick walking trail leads you to 16 nationally significant historic sites, including museums, churches, meeting houses, burying grounds, parks, a ship, and other landmarks.

Hemingway Workshop at the JFK Presidential Library

How did Earnest Hemingway revise? What decisions do writers make after a first draft? Join Hemingway scholar Bruce Rettman to examine drafts of Hemingway’s work—from his first thoughts to the finishing touches. This workshop will provide invaluable insight into the revision process and give you an opportunity to learn revision strategies that you can share with your students.





... Friday Workshops & Roundtables ...

Adventures in Text Analysis: Reading and Writing a Community Garden Project

Mary Moran and Patricia Paugh

E*

This session investigates theories related to genre pedagogy enacted in a year-long project on community gardening in an urban neighborhood. The session will include analysis of multi-genre texts and sharing of artifacts related to purposeful writing by students who worked with an urban farming collaborative.

Mathematical Literacy for All: Lessons from the Algebra Project and Young People's Project

Bill Crombie, Lynne Godfrey, Laura Roop, James Tuttle, Ra-Mon Watkins, and four students M, H, PS, A
Teachers, students, and leaders of the Algebra Project and Young People's Project will demonstrate practices that show mathematical literacy is learnable by all, through collaboration among communities—families, mathematicians, educators, and students—and through sense-making and language-focused mathematics pedagogies.

New Teachers Inquire into Urban Learning, Curricular Mandates, and Implications of District Reform

David Kirui, Jun Li, Colin Marlowe, Elizabeth Moody, Ariella Silverstein-Tapp, Ted Domers, Christina Puntel, and Geoffrey Winikur E, M, H, PS, A

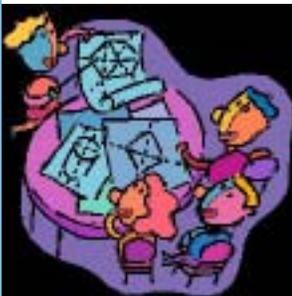
Teach for America teachers will engage participants in an interactive session that will use interpretive communities to exchange classroom stories and reflect on and analyze data from new teacher classrooms. Participants will explore implications for teaching and learning in an era of high-stakes testing and mandated curricula.

Unleashing Your Creativity: An Inquiry into Do-It-Yourself (DIY) Projects and How-to Writing

Samuel Reed, III and Rita Sorrentino

E, M, H

Imagine a space where teachers and students collaborate, make stuff, document their tinkering, and disseminate their knowledge to other makers. PhilWP's Project Make's team will explore how engaging students in Do-It-Yourself (DIY) culture provides context to improve reading, writing, and critical thinking skills.



Summer Writing Programs

Maggie Devine, Melissa Jaramillo, Michael Monson, Nancy O'Malley E, M, H, PS, A
Hear from three sites—Southern Nevada WP, NWP @ Rutgers, and Boston WP—about designing, running and funding summer youth writing camps. The session will also cover how one site incorporated the professional development of non-TC teachers and how another used high school youth and college student mentors.

Rethinking Writing Marathons / Alliance for Young Writers & Artists

Richard Louth

E, M, H, PS, A

The founder of the original "New Orleans Writing Marathon" discusses his site's and teachers' multifaceted use of marathons and how rethinking marathons can help address urban literacy challenges. Participants examine resources, share practices, generate marathon-based activities, and create plans for schools and/or sites. The Alliance for Young Artists & Writers identifies teenagers with exceptional talent and brings their work to a national audience through The Scholastic Art & Writing Awards. Teens in grades 7 through 12 can apply in 30 categories of art and writing for the chance to earn scholarships and have their works exhibited or published.

***Key:** P=Pre-school, E=Elementary, M=Middle School, H=High School, PS=Post-Secondary, A=Administrators

TLN Pre-Conference (Enrollment is limited to the first 60 participants who register.)

Tapping Into the Cultural Wealth of Urban Youth's Technology Know-How

This daylong institute will illustrate how digital literacy skills in many forms are critical in helping teachers address the challenges of the opportunity gap while helping students produce powerful texts that serve to recognize, value, and incorporate their knowledge and experiences. After a workshop, participants will explore the use of digital literacy tools in instructional experiences designed to engage and empower urban youth.

... and Saturday Workshops ... just 8 of 36 offerings!

Why Not Achieve? — Writing Centers, Urban High School Culture and University Site Partnership

Kati Delahanty, Steve Gordon, Kate Gubata, and Denise Patmon

M, H, PS, A

Urban high schools must provide an environment and instruction encouraging students to practice and internalize the academic discourse that will induct them into disciplinary literacy and lead to their post-secondary/college success. The panel will present, problematize, and discuss how a private foundation and an urban university along with writing project expertise partnered to institute writing centers and professional development that support academic literacy.

Creating a Dialogue about Issues of Race and Culture within a Writing Project Study Group

Dotty Feldman, Diane Rawson, and Odell Ross

P, E, M, H, PS, A

Members of the Hudson Valley WP Diversity Study Group will share their experiences with engaging in difficult dialogue about race and culture. Workshop participants will “read” and react to a video from the study group as well as poetry that nurtures and respects “courageous conversation” within an urban population.

Raising Voices Silenced by History: Using Primary Source Documents to Prompt Writing

Linda Christensen

M, H, PS

This workshop will engage participants in primary source documents (such as historic photographs and eyewitness accounts) to revisit the history of the 1921 Tulsa Race Riot, construct persuasive essays about reparations, and develop a framework for classroom inquiry into implications of “omissions” from traditional textbooks.

Empowering Voice in ELLs: Using Oral Protocols and Mentor Texts for Rhetorical Discourse

Callie Brimberry and Susan Minnicks

M, H, PS

Using oral protocols and mentor text, middle school urban/suburban and high school urban/marginalized ELLs are empowered by using language moves to make claims, support arguments, connect evidence, and elaborate. Oral language supports thinking and moves students into public rhetorics, discourse contexts, and on-demand writing.

Using Digital Spaces to Facilitate Peer Conferencing and Dialogue

Andrew Eickstead, Stephanie Kaynes, Jennifer Woollven

E, M, H, PS

Join one elementary and two high school teachers in a workshop focused on developing student voice and encouraging agency through the use of multi-modal digital tools. We will share our work using web tools such as wikis, blogs, social networks and VoiceThread to facilitate peer conferencing and student discussions.

“I Speak Like That”: Reading Writing, and African American Vernacular English in High School Classrooms

Dr. Kimberly N. Parker, David Liebowitz, and Sheila Carter-Jones

E, M, H, PS, A

Participants will review how to plan a writing expedition that helps students use AAVE, write critically and present their knowledge and leave with some ideas about how to plan their own expedition. Participants will also learn about five approaches for teaching African American English speakers Standard Written English.

Making Investigation Meaningful: Student Choice and Taking the Boredom out of Research

Mary G. Powell and Jessica Brookman

H

Presenters will showcase specific strategies used to teach research writing in an authentic, meaningful way including handouts, videotaped student interviews, student PowerPoints, and projects. They will also describe ways students navigate their cities, neighborhoods, and families to make research meaningful, which is especially important for the lower-achieving or ESL students.

Mapping our City with Stories and Histories

Nikole Breault and Meg Petersen

E, M, H

This interactive presentation will show how middle school students investigated the history of their city and wrote about places important to them. They came to know historical characters, use primary source documents and write about places they love and deepen their sense of identity.

