

Keeping and Creating American Communities

Continuity and Dissemination Program 2000-2001

Follow-up Activities

Late July or August

- Teachers will work on their individual inquiry projects and/or collaborative projects designed in their working teams. For example, they could carry out one “site visit” related to the project (e.g., a public history site, a location appropriate for observational analysis of a community in action, or an oral history interview). Drawing on such individualized work, they will create new humanities resources (e.g., web pages, artifacts and documents, transcriptions of oral histories, photographs) for at least one of the project themes which will be a focus of study in their classroom in the year ahead.

August

- Small-group teams will meet to share and workshop resources being developed for the classroom. Facilitators: Team Leaders and Dissemination Coordinators
Key texts: Teachers’ own written plans and resource materials

September

- Small-group teams will meet to prepare a presentation for the October continuity day. Primary materials to be scanned for website-mounting will be collected.
Facilitators: Team Leaders and Dissemination Coordinators
Key texts: Teachers’ own written plans and resource materials

October: Fall Continuity Day

Morning Session

- Local Cultures and Community-Building: National Advisory Board member David Scobey will report on initiatives associated with the Arts of Citizenship Program in Michigan. Programs, such as sponsorship of student writing and performance of “Growing up in Detroit”; and collaborative creation of interpretive materials for public history sites will be outlined. Using Scobey’s examples as models, participants will meet in their working teams to brainstorm ideas for classroom, cross-school, and school-with-community projects that would develop new resources for humanities study related to our project themes.
*Facilitators: David Scobey, National Advisory Board member
and Arts of Citizenship Director, University of Michigan; Sarah Robbins*
Key Text: Dolores Hayden, The Power of Place
- Each team will present an overview of their efforts to create resources and to try out teaching approaches related to their theme of emphasis. Members of other teams will offer suggestions for extending the work.
Facilitators: Team Leaders and Dissemination Coordinators

Afternoon Session

Meeting in a computer lab, teachers will work on web pages presenting primary texts and interpretive materials associated with the project themes they have been exploring.

*Facilitators: Bridget Doss, KSU Technology Support Specialist in the Humanities;
Traci Blanchard, Project Webmaster*

November

Team Meetings

Discussion will include outlining expectations for student writing that should be brought to the February workshop.

January

Team Meetings

February: Winter Continuity Day

Morning Session

Communities in Contemporary Literature: National Advisory Board member Thadious Davis will present an informal talk and lead a discussion of novels depicting various ethnic communities' efforts to define their place in American culture, as well as individual characters' efforts to negotiate identities for themselves in complex social spaces.

Facilitator: Thadious Davis, National Advisory Board member

Student Writing as Humanities Teaching Resource: Working in small groups and using a rubric developed by the team leaders and dissemination coordinators, teachers will evaluate student texts submitted from participants' classrooms. (Teachers will not evaluate their own students submissions.) Several texts will be selected for duplication and circulation in project classrooms. Genres will include memoirs, feature stories, historical fiction and dramatic pieces suitable for performance. During whole-group debriefing, we will discuss connections between the content of texts discussed by Professor Davis earlier and the student submissions we selected.

Facilitators: Team Leaders and Dissemination Coordinators

Afternoon Session

Going Digital: Meeting in a computer lab, participants will work in pairs to review and revise web pages and/or to write introductory material for the student texts selected during the morning session. Exemplary student texts will be mounted on the project website.

*Facilitators: Traci Blanchard, Webmaster; Dave Winter, Print Publications Coordinator;
Bernadette Lambert, Performance Coordinator*

March

Participants will meet in their teams to prepare dissemination activities for a May mini-conference. Each team will also assist with the initial screening of applications from secondary students who wish to join the pilot student clusters which will meet for three days of the second summer institute.

May

The Kennesaw Mountain Writing Project will host an evening mini-conference for affiliates of the KMWP and the Peachtree Urban Writing Projects. Breakout sessions organized around each of the content themes and an overview of our dissemination modes will be included.

(As an alternative, the KCAC team could provide a half-day conference during the June KMWP summer institute.)

June or early July

In small-group meetings, each team will re-assess their own resources for humanities teaching based on their theme in light of audience responses at the May workshop. Questions to pose to all the participants at the upcoming July institute will be identified. Based on input from National Advisory Board members and pilot teachers, each team will outline at least one new local application for their theme to introduce to the other teams at the summer institute.