

Keeping and Creating American Communities

Syllabus: Summer Institute 2001

**Rooms: HU 235 (Writing Center); HU 231 (Humanities computer lab);
WB 111 (Wilson Building “regular” classroom); PTEU lab (College of Ed computer lab)**

Week One: July 9-13

Monday, July 9

Morning Session

Warm-up Reflective Writing/Performance—8:45-9:15

To help re-visit some of the topics being explored through the Shifting Landscapes, Converging Peoples theme, and to highlight some of the ways we will be using “performance” during the institute and in our classrooms for community study, the first days’ warm-up exercises will draw on brief performances from Carmen Deedy’s audio essay collection, *Growing Up Cuban in Decatur, Georgia*.

Facilitator: Bernadette Lambert, KCAC Performances Coordinator

Text: Growing Up Cuban in Decatur, Georgia

Workshop I: Cultivating Homelands—9:30-10:30

Members of one of the project’s first-year "Cultivating Homelands" group will lead this workshop presenting humanities content the team has researched and teaching approaches they have developed for classroom inquiry around topics related to this theme.

Lead Facilitator: Peggy Corbett

Break

Workshop II—10:45-11:45

Members of one of the project’s first-year "Shifting Landscapes, Converging Peoples" group will lead this workshop presenting humanities content the team has researched and teaching approaches they have developed for classroom inquiry around topics related to this theme.

Lead Facilitator: Gerri Hajduk

LUNCH ON CAMPUS—12:00-12:45

Educating for Citizenship: Studying Spelman through Archival Research—1:00-3:00

Taronda Spencer, head archivist at Spelman College, will lead a session exploring ways of creating a narrative about one institution’s efforts to educate its students for expanding citizenship roles in the post-Civil War South and the early days of the Women’s Era.

Facilitator: Taronda Spencer, Archivist, Spelman College

Hosts: Ed Hullender and Deborah Mitchell

Reflective Writing Exercise—3:15-3:30

Participants will write responses to Ms. Spencer’s workshop.

Facilitators: Sarah Robbins

Whole-Group Debriefing—3:30-4:00

Tuesday, July 10

Morning Session

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Bernadette Lambert, KCAC Performances Coordinator

Workshop III—9:30-10:30

Members of one of the project's first-year "Recovering Displaced Heritages" group will lead this workshop presenting humanities content the team has researched and teaching approaches they have developed for classroom inquiry around topics related to this theme.

Lead Facilitator: Leslie Walker

Workshop IV—10:45-11:45

Members of one of the project's first-year "Building Cities" group will lead this workshop presenting humanities content the team has researched and teaching approaches they have developed for classroom inquiry around topics related to this theme.

Lead Facilitator: Bonnie Webb

LUNCH ON CAMPUS—11:45-12:35

Workshop V—12:35-1:35

Members of one of the project's first-year "Educating for Citizenship" group will lead this workshop presenting humanities content the team has researched and teaching approaches they have developed for classroom inquiry around topics related to this theme.

Lead Facilitator: Deborah Mitchell and Ed Hullender

Research Writing for the Web and for Print—1:45-2:45

KSU faculty members Margaret Walters and Bob Barrier will facilitate a workshop exploring questions and challenges associated with writing up and presenting research on the web. The group will also consider ways their research can be presented effectively in a paper-print format. Multiple genres and mixed genres may be discussed, including an oral history, a summary of research findings (presented for different audiences), a "resource review for teachers," an annotated bibliography, a research overview, a narrative about an element of one project theme, and inquiry process stories. Ideas for integrating images with print text will also be outlined.

Facilitators: Margaret Walters and Bob Barrier

Host: Traci Blanchard

Group Writing, Conferencing and Revision Time—3:00-4:00

"Theme Team" members will meet as writing groups to critique revisions of humanities resource materials growing out of their theme-based inquiry during the first year of the project. Besides working on their revisions, groups will conference with the project director Sarah Robbins, KSU faculty member Margaret Walters, KSU faculty member Bob Barrier, Traci Blanchard or Mimi Dyer to discuss plans for their revisions and seek feedback.

Facilitators: Webmaster Traci Blanchard and Teacher Co-Director Mimi Dyer;

Margaret Walters and Bob Barrier, Sarah Robbins

Wednesday, July 11

Morning Session

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Mimi Dyer

Exploring and Critiquing Humanities Websites—9:30-12:15

Randy Bass will lead a session designed to assist groups' writing about their humanities themes through review of other projects' interdisciplinary websites. Bass will also introduce participants to the Visible Knowledge Project he directs, suggesting ways KCAC teachers might use work emerging from that program as models for writing about their teaching with technology.

Host: Traci Blanchard

Lunch and "Theme Team" Writing Group Meetings—12:15-2:15

Afternoon Session

Writing Time—2:30-4:00

"Theme Teams" will revise their writing to present humanities resources from the project via the web and/or other venues. Teams may schedule conferences with Randy Bass, Traci Blanchard, Mimi Dyer, or Sarah Robbins. Completed revisions should be turned in Friday morning.

Thursday, July 12

Performing Community: This all-day workshop will be led by teachers affiliated with the **Swamp Gravy Institute of Arts and Culture in Colquitt, Georgia**, an ongoing project affiliated with the Arts and Humanities Council of South Georgia. The goal of the institute faculty, Colquitt community members who participate in the annual "Swamp Gravy" production, is to revitalize communities through artistic productions based on studying local cultures. Two teachers who have participated in the Colquitt project as writers and actors will spend the day introducing us to their model for creating performances from and about a particular regional community within our own state.

Colquitt's productions have been continually revised by gathering oral histories and related artifacts, along with writing from a variety of community authors, including school children. Using some of the writing we have gathered through our own project as major sources, the workshop facilitators will teach us ways to move from "keeping" to "creating" communities through performance texts. By the end of the day, the "Swamp Gravy" writer-actors will have helped us compose starter drafts for plays related to our project themes.

*Facilitators: Faculty team from the Swamp Gravy Institute of Arts and Culture;
Bernadette Lambert, Performances Coordinator*

Friday, July 13

Morning Sessions

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Lynda Wheeler

Publishing Student Writing—9:30-11:00

Diana Mitchell will facilitate a session on the benefits and challenges associated with print publication of student writing. Topics to be considered will include ownership and intellectual property, audience, revision, and evaluation.

*Facilitator: Diana Mitchell, National Advisory Board member
Host: Dave Winter, KCAC Publications Coordinator*

Workshop on Editing and Presenting KCAC Student Writing—11:15-12:30

Print publication coordinator Dave Winter will provide an overview of goals and audiences for the first KCAC print publication(s) presenting student writing. Collaborating in small groups, participants will critique their introductions for student writing pieces and consider approaches for revising depending upon various contexts where that student work might be presented. Whole-group debriefing will emphasize the variety of ways that publication of student writing can be used to support the project's overarching goals.

Facilitators: Dave Winter and Diana Mitchell

Lunch—12:30-1:15

Afternoon Session

Writing Time—1:15-3:30

Based on our morning small-group conferences, we will revise our introductions to student writing, turning in digital and paper copies to Dave Winter by the end of the day.

Reflective Writing and Designating Team Preferences—3:30-4:00

We will write reflective evaluations on our week's work and turn in our choices for dissemination teams (web, print, performance, and/or workshops).

Weekend Symposium

Some Georgia participants will take part in a gathering with the KCAC pilot teachers, who will be arriving in time for a dinner on Saturday night. Sunday's activities will include both time to share project content with the pilot teachers and time to plan approaches for involving other teachers at their NWP sites in future phases of the project.

Week Two: July 16-20

Monday, July 16

Morning Sessions

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitators: Sylvia Martinez

Discussion of Texts Selected by Pilot Teachers—9:30-11:30

Whole-group and small-group discussion of materials selected by our pilot teachers will invite all of us to begin considering ways that our project can effectively be transplanted to other regions.

Facilitators: KCAC Pilot Teachers Barbara Howry and Sharon Bishop

Lunch at the Varsity—11:30-1:45

Note: Please arrive at the Jewish Heritage Museum by 1:45

Afternoon Session

Teaching through Exhibits based in American Communities—1:45-3:30

With docents as guides, we will visit the William Breman Jewish Heritage Museum in Atlanta to tour the Heritage Gallery, a permanent exhibit described as follows in the museum's brochure:

The story told by Creating Community: The Jews of Atlanta from 1845 to the Present begins with two young peddlers who settled here to open a dry good store, and continues to the present day when more than 75,000 Jews call Atlanta their home. The exhibition depicts Jewish residents at prayer, at home, at work and at play, and building both their community and the community at large. The QCC [Georgia state schools' curriculum] themes of identity, families, neighborhood, development of local community and multicultural customs are addressed in our docent tours.

Facilitators: Jewish Heritage Museum Docents

Tuesday, July 17

Morning Sessions

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Rozlyn Truss

Re-examining Memoir Writing and How to (Re)Present Memoirs;

Refining and Expanding Our Thematic Base—Cultivating Homelands—9:30-10:30

Participants will discuss Jimmy Carter's new memoir, *An Hour Before Daylight*, set primarily in Plains, Georgia, and focused on Carter's youthful years growing up in a rural community.

Facilitator: Linda Templeton

Writing on Memoir Writing—10:45-11:15

Working in small groups, participants will draft ideas for project-related student writing and discussion that might be generated based on comparing and contrasting *The Last Radio Baby* and *An Hour Before Daylight*. Groups will generate ideas for writing introducing teachers and students to the content of the two books as well as ideas for writing that would serve as an instructional resource (e.g., discussion questions, sample assignments). Whole-group debriefing will follow small-group discussions.

Facilitator: Diane Shearer

Lunch—11:15-12:15

Re-examining Landmark-Making;

Refining and Expanding Our Thematic Base—Building Cities—12:15-1:15

We will discuss *Seed Folks* as a story about making alternative urban landmarks. We will consider various ways of teaching *Seed Folks* to diverse audiences in the context of our Building Cities theme.

Facilitator: Beth Davis

Juxtaposing *Seed Folks* with other Stories about Building Cities—1:30-2:30

Drawing on *Atlanta Rising* and possibly on student writing about the Atlanta Zoo, CNN Center, and the Martin Luther King Center, we will explore writing and teaching approaches that might invite students to interpret urban landmarks as community-building and consider ways they can participate in that process through analysis of city spaces and/or making their own new cultural places. Bring *Atlanta Rising* and the student article from the *Wheeler Catalyst*.

Facilitators: Dave Winter and Bonnie Webb

Initial Meetings, Dissemination Teams—2:30-3:30

Whole-Group Debriefing—3:30-4:00

Wednesday, July 18

Morning sessions

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Oreather Bostick-Morgan

What are Artifacts and How Do We Read Them? Can We Create Them?

Recovering Displaced Heritages—Expanding and Refining Our Theme—9:30-10:45

We will discuss *When Clay Sings* and *Where the Deer Ran* as texts connected with our Recovering Displaced Heritages theme. We will explore some of the challenges of “keeping” community culture depicted in the first text and some of those associated with “creating” a story about others’ experiences in the second. Considering ways of teaching both texts to various audiences, we will also discuss what writing and planning might make these two readings accessible to teachers and students just beginning to learn about Native American communities and/or other “displaced heritages.” Along the way, we might revisit *Pushing the Bear* and/or *Mountain Wind Song* as points of comparison.

Facilitator: Patsy Hamby

Reading the Newspaper to Study the Suburbs Today

Shifting Landscapes, Converging Peoples as a Journalistic Inquiry—11:00-12:30

We will discuss how today’s journalism “covers” topics associated with our Shifting Landscapes, Converging Peoples theme. To do so, we might discuss several specific articles from the Atlanta Journal Constitution and/or clips from a documentary on the changing suburbs. Besides possibly comparing/contrasting journalistic reporting related to this theme with academic writing (e.g., *Crabgrass Frontier*) and personal writing (e.g., *Growing Up Cuban in Decatur*), we might also consider ways of using the newspaper

regularly in our classrooms to study suburban life. We could also plan ways of having students do journalistic research to learn about their own communities.

Facilitators: Shifting Landscapes, Converging Peoples Group

Possible Support Facilitator: AJC and/or Television Reporter Covering the Suburbs and/or New Atlanta Immigrants?

Facilitator: Linda Stewart

LUNCH with our dissemination team—12:30-1:45

Goal-Setting and Planning for Dissemination Teams—2:00-3:30

Working in our dissemination teams, and **meeting with KSU support faculty or a project director**, we will discuss both practical strategies and guiding principles for how each dissemination approach—and overlapping ones integrating different modes—can contribute to the overarching goals of the project. Although we are meeting in teams who will be focusing on particular strategies for disseminating our work on communities (performances, web, print publication and workshops), each group should consider ways of linking their work to other teams' efforts. Questions might include the following:

1. What principles or values will guide our use of this dissemination mode?
2. What specific elements should be included in our dissemination efforts?
3. What responsibilities do we have as teachers and project leaders? What role can/should our students play in dissemination, and how?
4. How can we share our ideas and teaching approaches with our field-testing classrooms and others? How can we best use the dissemination modes we've been exploring through the 2001 summer institute?
5. What kinds of examples of our working processes can we gather and record to enhance other teachers' efforts to carry out similar efforts in their own local contexts?

Performance Team meets with JoAllen Bradham and Bernadette Lambert

Web Team meets with Bob Barrier or Margaret Walters and Traci Blanchard

Workshop Team meets with Mimi Dyer and Diane Shearer

Print Publication Team meets with Sarah Robbins and Dave Winter

Whole-Group Debriefing—3:30-4:00

Thursday, July 19

Day-Long Work Time for Dissemination Teams

Friday, July 20

Morning Sessions

Warm-up Reflective Writing/Performance—8:45-9:15

Facilitator: Landon Brown

Sharing Sessions for the Whole Group—9:30-11:15

- **Website Review (9:30-10:15):** This team's presentation will include both an overview of proposed new resources in development for the website and an opportunity for feedback from

other participants. Meeting in a computer classroom, everyone will offer oral and written formative evaluation of particular ideas and overall design for our website.

Facilitators: Traci Blanchard and other members of the Website Team

Key Text: Keeping and Creating American Communities website

- **Guiding Student Print Publication (10:30-11:15):** This team's presentation will include workshopping a mock-up of a pilot anthology, especially discussing how design decisions have been made to highlight the humanities content of the publication. We will address questions about how to blend adequate contextual (explanatory/interpretive) material with student texts to insure that the publication will provide rich humanities content along with instructional guidance for others' teaching. We will also revisit issues associated with preparation and evaluation of student submissions for other venues (e.g., school newspapers, literary magazines, and other external print audiences).

Facilitators: Dave Winter and other members of the Print Publication Team

Key Texts: Sample elements from the pilot version of the project anthology

Lunch—11:15-12:15

Afternoon Sessions

Sharing Sessions for the Whole Group—12:15-2:00

- **Planning Workshops (12:15-1:00):** This group will outline organizing principles and goals for a fall workshop to be offered as part of the Kennesaw Mountain Writing Project's continuity and/or for a mini-conference in the spring or early summer of 2002. We will also address issues that might emerge when student products (e.g., writing and exhibits such as PowerPoints and display boards) are used in our workshops.

Facilitators: Diane Shearer and other members of the Workshops Team

Key Texts: Sample elements from the pilot exhibit

- **Performance Preview (1:15-2:00):** This team's presentation might include both sample dramatic vignettes and a set of guidelines classroom teachers could use in working with students to develop performance texts growing out of our various project themes. Participants also consider questions about performance spaces that could be used in schools and in other community venues, as well as ideas for collaborating with various community performance groups.

Facilitators: Bernadette Lambert and other members of the Performance Team

Possible Key Texts: Dramatic vignettes created by the team

Reflective Writing—2:15-3:00

Focusing on goals for building on their institute learning about "creating" communities through our dissemination modes, teachers will write up DRAFT personal plans for professional development dissemination projects during the school year ahead. They will also write an evaluation of the institute and a "wish list" for continuity activities in the academic year.

Dessert, Beverages and Conversation—3:00-4:00

Keeping and Creating American Communities

Continuity and Dissemination Program 2001-2002

- The pattern of activities for our second academic year will parallel that of 2000-2001, as we blend opportunities for team meetings with whole-group sessions. Team leaders from our theme-based small groups in year one of the project will collaborate with dissemination coordinators to develop a range of continuity activities that will generate new resources and refine those prepared in the project's first year.
- While we will continue to develop new resources for classroom instruction related to our themes, we will focus increased energy on dissemination of our framework.
- By sending teams of project teachers to present at regional and national conferences (e.g., National Council of Teachers of English), we will continue dissemination efforts begun in our first academic year.
- A number of our teachers who already have experience writing professionally about their teaching (e.g., for the Making American Literatures NEH-sponsored program) will be ready to draft articles for submission to journals and/or for inclusion in an anthology of essays about this program. We will provide ongoing support for these efforts by sponsoring writing groups.
- We also plan to provide increased support to our pilot teachers' work as disseminators of our framework in their home regions and around the country by including them in presentations at conferences, arranging for them to join us during continuity events where they can share their local applications with Georgia audiences of educators; and facilitating their efforts to gain additional funding from local agencies (e.g., state humanities councils) that could support their leadership of local institutes modeled on ours.
- By developing new products associated with each of our dissemination modes (performances, print publications, exhibits, website), meanwhile, we will add a richer dimension to our dissemination efforts. We especially look forward to having members of the general public as audiences for these dissemination efforts (e.g., an exhibit for a school library).
- Our National Advisory Board will continue to provide guidance for our work.
- Most or all of our pilot teachers will attend a mini-conference at KSU, where local participants and the pilot teachers will present their project work to a regional audience of educators.
- In the summer of 2002, we will seek opportunities to have teaching teams from our project travel to other NWP sites around the country during their summer institutes, when we could effectively disseminate our framework to audiences of NWP teacher consultants via whole-day or multi-day workshops. We will also assist other groups interested in developing parallel resources as they seek external funding from a variety of regional sponsors.

Explanation of Some Terms Used Throughout the Syllabus:

Warm-up Reflective Writing/Performance--

Participants will meet in the KSU writing center (as they will every morning) for refreshments, reflective writing and discussion, led on a rotating basis by the project's teacher participants. Each morning reflection will serve to look ahead to the day's work, reflect on previous days' activities, and/or signal connections linking various components of the project. One goal of the warm-up exercises will be to re-visit topics from the first year's study in a new context. Typical warm-up exercises will be interactive. They may include a presentation/performance element.

"Theme Teams"—

Midway through the first summer institute in 2000, teachers chose from the project's five themes to cluster themselves in working groups that researched each of the themes through the first school year. For some activities during the 2001 institute, those themes will be working together—especially on peer critiquing and revision of writing done based on their shared inquiry into their topics of choice.

Thematic Content—

One goal of the project's first year has been to gather humanities-based information about our program's themes—to begin adding it to the interdisciplinary store of knowledge about communities in our region. The writing produced for this "keeping" aspect of our project will represent our group's ongoing contribution to humanities content about our program themes.

Classroom Resources—

Materials that will promote students' learning about our thematic content will be presented in formats appropriate for teachers' daily classroom use—e.g., lesson plans, interpretive questions, assignment directions, and samples of student work.

Workshop—

These sessions will be interactive models for the kind of inservice/staff development sessions that project teachers can do later for broader audiences beyond our project team. They should invite active participation—e.g., discussion, writing—and should emphasize the sharing of useful classroom resources while providing some introduction to thematic content from the KCAC program.

Reflective Writing—

Research continues to show that reflecting on and critiquing our learning processes as they unfold—i.e., building metacognitive awareness—supports sustained and sophisticated learning. Individual and group writing asking participants to describe and analyze their learning is a hallmark of KCAC project activities.