

IATE NEWSLETTER

Monthly Newsletter of the Illinois Association of Teachers of English

NEWS & FEATURES

A Message from the President

PAGE 1

News From the Classroom
IATE Illinois Valley District

PAGE 2

Supporting Intellectual
Freedom

PAGE 4

Lessons That Linger

PAGE 5

New National Literary
Magazine

PAGE 8

One Book One College

PAGE 10

Save the Date - Fourth
Quarter Matters

PAGE 11

Technology Corner

PAGE 12

A Message From President Jennifer Gouin

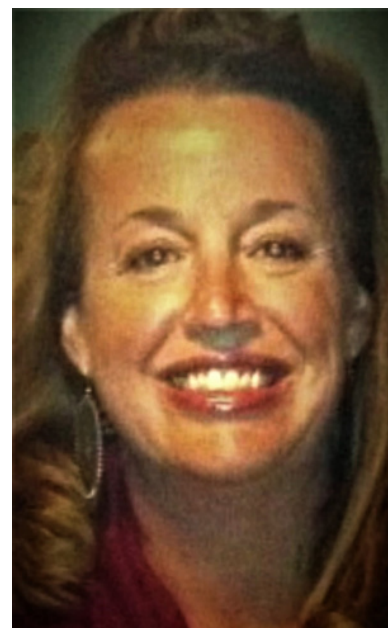
Welcome to our first newsletter of the new year! As we begin 2023, we would like your input on the professional development you seek. Without a doubt, the past few years have been challenging, both personally and professionally, and many of us are worn out. I don't know about you, but I am always rejuvenated by time spent with other teachers from around the state. Our organization provides that time, along with several opportunities to learn and grow together. Professional development needs to be timely, useful, and effective, and we provide some of the best there is, with an annual conference in October; mini-conferences in all areas of the state, including our upcoming 4th Quarter Matters in March; and several online opportunities as well. However, we need YOUR input in order to know what works best for you. Our annual conference this fall is about "authenticity in action," and we want the experiences we provide to you to be just that.

Please fill out this form and let us know what we can do to better serve you. Feel free to contact me as well, at jgouin@lchsrailers.org. Thank you for your time and input. We look forward to hearing your ideas!

News from the Classroom

IATE ILLINOIS VALLEY DISTRICT

Everyone is busy in the classroom and working with colleagues in our buildings. However, conferences and other professional development venues are great places to network with other teachers and to collaborate with literacy professionals from many areas outside our own districts. It's always professionally invigorating to see what's happening elsewhere. I've presented at the Raising Student Achievement Conference (RSAC) sponsored by the Illinois Association of Regional Superintendents, and I'm looking forward to the Illinois Reading Council Conference where I'll present "The Writing Rainbow—Coding for Clarity and Comprehension." This session presents a writing model that promotes scaffolding and aligns to common-core and college-readiness standards. This model is cross curricular and appeals to multiple learning styles. The session will be most useful for teachers in grades 9-12. I hope to meet other IATE professionals in the near future!



Sarah Griffin is a 26-year veteran ELA teacher and ACT Prep Instructor from Marquette Academy High School in Ottawa, Illinois, which is in the IATE Illinois Valley District. Attending IRCC? Be sure to come introduce yourself to Sarah!

In Honors English II at Seneca High School, we are wrapping up our reading of *Lord of the Flies* by William Golding and transitioning to analyzing the novel in an essay. While reading, we focused on interpreting characters, events, and objects as symbols contributing to different allegorical readings, including Biblical, psychological, and political. Witnessing the "lightbulb moments" as students start to see the symbols accumulate into an allegory is so fulfilling! We are also working on many students' favorite assignment of the year: creating memes about the novel using vocabulary words from the unit. I'm not sure Golding intended to write a meme-worthy novel, but it's a great way to practice utilizing the vocabulary!



Eva Bruno is in her second year teaching English and Spanish at Seneca Township High School in Seneca, Illinois. Seneca is in the IATE Illinois Valley District. (Continued on page 3)

News from the Classroom, Continued

In order to increase both collaboration and face-to-face communication among students in my classroom, I allow my American Literature students to work on SAT-style Gatsby quizzes as a group. Students are welcome to read the questions and jot down ideas on their own, but then they are encouraged to discuss their answers with their peers, specifically how they eliminated options or narrowed their choice down to one. Not only does this increase their chances of success, but they are actively discussing their thought process and gaining valuable skills for the SAT and AP exams later in the year!



Bethany Newsome is an English teacher at Putnam County High School in Granville, Illinois, which is in our Illinois Valley District.

Currently, my sophomore English students are learning about argument and debate skills by studying a unit on graffiti. This unit is a free resource from CommonLit and hosts a variety of texts and activities for students to learn the grey areas and loopholes in the argument about graffiti. The entire unit centers around one essential question: should graffiti be protected? The best part? CommonLit has everything planned. It's all digital content, with presentations and digital materials for both teachers and students. This resource makes teaching very easy! I also like how engaging the topic is. There are a lot of layers to the graffiti debate, like the fact that artists have rights under certain laws, and those rights are as equal as property owners' rights. So literally we are deciphering when, where, and how graffiti could be protected on different types of properties. This is so much better than arguing for or against cellphones/ student uniform policies!

Angie Heiser is in her 10th year as an ELA teacher at Putnam County High School in Granville, Illinois. She is an IATE member in our Illinois Valley District.

DID YOU KNOW?

The IATE Illinois Valley District includes Bureau, Grundy, LaSalle, Marshall, and Putnam counties.

If you are curious about your IATE district, check out the IATE District Map at iateonline.org.

Supporting Intellectual Freedom

1

Create a robust policy that is not under Title IX (Policy Examples)

2

Write Rationales for Materials

3

Update school mission statement to include Intellectual Freedom and Culturally Sustaining Teaching.

4

Ensure the library and classrooms are following diversity and equity State Standards

5

Do not allow people who live outside of the district to raise a challenge

6

Promote diverse texts to ALL students and show them the value of different ways of knowing

7

RESOURCES:

National Coalition Against Censorship

National Council of Teachers of English

American Library Association

Illinois Association of Teachers of English

Association of Illinois School Library

Educators

Lessons That Linger

BY SARAH GRIFFIN, MARQUETTE ACADEMY HIGH SCHOOL
AND ANGIE HEISER, PUTNUM CO. HIGH SCHOOL

Students' ideas about the importance of assignments sometimes will differ from what their teachers believe to be significant while other times, all involved can agree that a particular lesson or text strikes a chord with the class. In order to learn what lessons have made a lasting impact on them, Sarah Giffin, an English teacher at Marquette Academy High School in Ottawa (IATE District 10), surveyed her juniors about their most memorable or meaningful English assignments (from any point in their education).

My favorite memory of English class is making a video for a group project in 8th grade.

-- Charlie M.

My favorite English lesson was when my teacher had students act out the fighting scenes in Julius Caesar.

-- Maera J.

My favorite memory of English class was an analysis essay and project on "The Lottery" that we did in 8th grade.

-- Mary L.

My favorite English assignment was a video reenactment I did with my friends about Trifles by Susan Glaspell.

-- Dalton R.

My favorite memory from English class is a group project in 8th grade because me and my friends created a video and had fun doing it.

-- Will C.

My favorite memory of English class is a group project from 8th grade.

-- Stefen S.

One moment in English that I enjoyed was practicing descriptive writing in 7th grade. It was at the start of the year, and we were to describe a creature followed by a story around said creature. After we were done, we drew those creatures and then gave the description to someone else, then they would draw it. After we were done drawing, we compared each drawing to see how well we described the creature. The activity was really fun and you were able to get to know the people in the class as well.

-- Kennedy D.

My favorite memory from English class was in the seventh grade when my teacher had us research and debate real vs. artificial Christmas trees. That's what started my interest in debate and now I'm very interested in law.

-- Jenna G.

(Continued on page 6)

Lessons That Linger, Continued

The most memorable thing I enjoyed completing in English class was a project called a "book ball." This project required us to create a dodecahedron about a novel we had read.

-- Denver T.

My favorite book assigned in 9th grade English class was Romeo and Juliet. I loved that unit because it portrayed that hatred and anger are destructive.

-- Nora R.

The most valuable lesson I learned in 9th grade was how to take words from a story and understand what kind of emotions (connotations) they provoke.

-- Emma R.

My favorite English assignment I've ever done was writing a personal narrative essay in 10th grade. I wrote about the best day of my life, and it was fun to relive the experience through writing.

-- Gwyneth V.

The most memorable lesson for me was during my 7th-grade English class when we studied Greek mythology and did a project from it.

-- Anonymous

My most memorable moment . . . is reading the book Wonder [during 7th grade]. That book truly touched my heart and changed my perspective on many things.

-- Lindsey K.

My favorite memory from 8th grade English class is the Greek mythology unit. I loved that unit because it was very unique and it was cool to learn about their culture.

-- Daniel H.

My most memorable moment in my 8th grade English class is getting the highest overall grade. This was definitely one of my biggest accomplishments.

-- Reese P.

In 10th grade English we read Catcher in the Rye. I loved this unit because at the end we created a posterboard about the book.

-- Maisie L.

My favorite book assigned was Of Mice of Men. I loved this book because it taught me so many life lessons.

-- Ryan P.

My favorite book assigned in English class was Wonder in 8th grade. It was a solid read and we got to watch the movie afterward.

-- Anonymous

(Continued page 7)

Lessons That Linger, Continued

My most memorable moment in English is reading *Of Mice and Men*.

-- Anonymous

My favorite book I have had to read for school was *To Kill a Mockingbird* in 9th grade English. I liked this book because the theme was inspirational.

-- Rylee G.

The most valuable lesson I learned from my 9th grade English class was how to effectively read and comprehend passages containing words and phrases from early centuries.

-- Aislinn A.

My most memorable English class project was doing the wax museum in grade school.

-- Sara D.

My favorite assignment ever is The Colonial Period readings in the second quarter.

-- Jacob S.

My favorite memory from English class is making movie posters sophomore year. I think it's a cool and creative way to put your ideas into art.

-- Jaylyn C.

Angie Heiser, an English teacher at Putnam Co. High School in Granville (IATE District 10), surveyed her students with the same question: what has been a memorable lesson from any English class you've taken?

I remember reading all of the Humphrey the Hamster books and really liking them. Then I took all the AR reading quizzes, and I was so proud of myself when I got a good score.

One memorable aspect from my schooling has been expanding my creative writing skills. In English class, as well as in my free time, I have had the opportunity to write stories that appeal to me. This has benefitted me a lot because I intend to pursue creative writing as a future career.

My most memorable moment was probably the 20Time project [see 20Time.org] in English because I got to work with friends and for my project learned a bit about owning a business.

One memory that will stay with me is the Dr. Seuss night we had at the primary school when they served snacks and a parent dressed up as the Cat in the Hat. I remember the fuzzy, zip-up sweater I was wearing, and there's a picture of us with the cat. 😊

(Continued page 8)

Lessons That Linger, Continued

Something I learned that is especially helpful is how I'm able to enhance my paragraphs and essays by better incorporating quotes, how to transition into and out of those quotes, and how to organize my paragraphs in an essay to tie the paragraphs [together].

Throughout my time in school, many lessons were taught to me that have stuck. A specific one I value the most is when my teacher in sixth grade [taught us] how to identify the genre of a book we would most like. I still think about genres even in my senior year. Next, learning literary elements like syntax has helped bring my papers to a higher level.

The most memorable project I've done has been a process analysis. We had to choose a topic and explain how to do it to the class. We had the notion to make a TikTok which we did. As soon as I knew what my topic was, I started writing skits for it.

I remember winning Young Authors twice. In second grade, I won with a story about a leprechaun and a unicorn. The second time, I won in sixth grade with a poem about a shadow. It made me feel validated as a young writer.

The most memorable lesson from English class was reading the Starved Rock Murders in 8th grade.

New National Literary Magazine Seeks Submissions

For high school students (9-12) and their teachers: DePaul English Professors Miles Harvey and Chris Green and their graduate students in publishing collected, edited, and published an anthology of the "best Illinois high school writing," and now they're taking the project national with DePaul's Blue Book: Best American High School Writing. High school students from across the country are encouraged to submit pieces in poetry, short fiction, journalism, digital storytelling, nonfiction, and new media. Students whose work is selected will receive two free copies of the anthology.

For both high school and college instructors (and others): Big Shoulder Books operates on a grant and publishes stories from Chicagoans who otherwise might not have their stories told. They give away the books for no charge (even entire classroom sets). Their flyer contains descriptions of some of the books they offer. Of particular interest is an interactive anthology called Write Your Heart Out (stories of teen relationships) that has writing prompts and blank pages interspersed between the stories. Another notable offering is I Remember: Chicago Veterans of War which arranges veterans' memories in a heart-breaking and poetic format. How do you get copies of these books? Just go to the Big Shoulder Books website at bigshoulderbooks.com and click on the "order" tab.

The website states, "By requesting a copy, you agree to be a leader in your own community, to inspire others to take action, and to support groups that are working to help others in Chicago and throughout the country. The editors welcome requests from teachers, community activists, and members of the clergy who plan to use these books for their own initiatives. We also welcome requests from librarians. We reserve the right to refuse requests that we find inappropriate or impractical. Thank you for taking part in our ongoing experiment in generosity."

DePaul's **blue** BOOK

Your students are invited!

DePAUL UNIVERSITY is pleased to announce that submissions are now open for the inaugural issue of *DePaul's Blue Book: Best American High School Writing 2022*, which will be published both digitally and as a printed book.

Teachers, please submit 2022 **literary magazines, newspapers, and new media**. We will select the best individual pieces in poetry, short fiction, nonfiction, journalism, and digital storytelling.

Submissions are welcome in Spanish and English and must be received by **December 1, 2022**.

SUBMIT NOW

go.depaul.edu/bluebook

DEPAUL
UNIVERSITY



**BEST AMERICAN
HIGH SCHOOL WRITING 2022**



OBOC

One Book One College

Poet
Scholar
Conceptual/Sound Artist



Jonah Mixon-Webster

April 5, 2023

12:00 p.m.-1:00 p.m.

Illinois Valley Community College
Mary Margaret Weeg Cultural Centre

For more information navigate to www.ivcc.edu/onebook or email onebook@ivcc.edu





**SAVE
THE DATE**



MARCH FORTH
into
**4TH QUARTER
MATTERS**



**03
04
23**

Millikin University, Deatur Illinois

March forth into the end of the school year with a day of professional development geared toward helping teachers remain focused and positive throughout the fourth quarter of the school year. You'll receive new ideas and inspiration to be sure that Fourth Quarter Matters for you and your students.

If you are interested in sharing a fabulous and inspirational idea at Fourth Quarter Matters, reach out to Jennifer Gouin (jgouin@lchsailers.org) or Michelle Ryan (mryan@lchsailers.org).

ChatGPT: How to Use This New Tool?

How will teaching English change now that ChatGPT has entered the scene? With just a few simple prompts, this free artificial intelligence chatbot launched in November 2022 by OpenAI can produce, in seconds, text that mimics writing produced by almost anyone.

The University of Illinois at Springfield is hosting Professional Development sessions from now until early March for the Central and Southern Illinois Faculty Development Network on the topic of Chat GPT. These Zoom sessions are open to anyone who wants to attend. All sessions are on Thursdays at 1:00 p.m. The sessions are being recorded, and more information can be found on the website for the UIS Center for Faculty Excellence:

<https://www.uis.edu/cfe/cfe-events/central-and-southern-illinois-faculty-development-network>

I attended the first session on Thursday, January 19, and was amazed by the demonstration of what this AI chat interface can produce. We asked it to write an essay on deconstruction in literary theory. It started immediately. We changed the prompt to “with sources,” and it located credible sources within seconds and cited those sources within the essay it was writing. We didn’t ask it to make a Works Cited page, but other participants said it certainly could. Then, session leaders took suggestions for what to ask the AI to produce, and it performed in amazing ways. Participants discussed not only writing essays but producing film analysis, programming, and solving math problems. ChatGPT creates useful quizzes and test questions. It can produce a syllabus. If given a student essay, it can “write feedback from the point of view of a writing teacher.” Yes, that’s right; it can grade student essays.

Some Learning Management Systems such as Canvas are already using AI detection along with the more-standard plagiarism detection built into the LMS. Doubtless other LMSs will be adapting to the growth in AI-produced texts. But AI-produced texts will not be going away, and the products it creates will only become more powerful. As one session participant commented, “We need to explore how we can leverage it to support teaching and learning.” How can we talk to students about ChatGPT? How can we best use it in our classrooms?

I’m both excited and a bit anxious to see how the many amazing developments in AI conversation chat tools will shape our teaching and learning in the very near future.

