

North Dakota Council of Teachers of English

F A L L 2 0 0 9

NDCTE Officers

President.....Claire Andres
 President ElectAnne Volk
 Past PresidentSarah Hicks
 Secretary.....Laurie Larson
 Treasurer.....Susan Anderson

Directors

NW Rep.....Rochelle Rahn
 NE Rep.....Aaron Knodel
 SW Rep.....Billie Gibson
 SE Rep.....Heather Woods
 Member at Large
Maggie Townsend
 SLATE Rep.David Woods
 LiaisonMarj Bubach
 Newspaper Ed.....Vickie Mayer

NCTE Region 4
 Representative.....Nancy Kampfe

NCTE Administrative
 Assistant.....Jodi Mahoney

NCTE Director of Affiliate
 Services.....Millie Davis

From NDCTE President: Greetings and Salutations!

I am the new president of NDCTE. I'll be your president for two years. If you have any questions or concerns, please drop me an email. If you have any ideas for speakers or sessions at our summer conference, please drop me an email. If you want to present at our conference, please drop me an email. If you would like to serve on the board or a committee, please drop me an email. If you want to share a lesson or want to write an article for our newsletter, please drop me an email.

Another school year is underway, and we all have heaps of exciting plans in our heads for our classrooms and students! All we want to do is get those plans from our heads, to plan book, to our students' brains. Do you feel as overwhelmed as I do at this time of year? Do you feel the urge to strangle the next person who walks in the door with another request to work on a committee, help at a game, or reminds you of that IEP meeting in two minutes? Yep, the school year is definitely here.

Finally, I suppose I should tell you a

little bit about me. I teach junior and senior English, drama, and speech a Mott/Regent High School. I graduated from Dickinson State way back in the olden days (1977!) with a double major in English and Theatre Arts. I took a ten-year break from teaching when my kids were little, but have been teaching again for the past nineteen years. I have two beautiful daughters, a wonderful son, a marvelous son-in-law. I live in a 1971 Champion double-wide trailer with my cat Fuzzylumpkins on the edge of Regent.

**INSIDE THIS
ISSUE:**

Analyzing Photographs	2
Board Games	3
Authentic Audience Fall Conference Award Winners	4
Minutes Business Mtg.	5
Minutes Board Mtg.	6
Minutes Board Mtg.	7
Minutes continued / Teacher Resource Book	8

Steps to Critically Analyzing Photographs

from Literacy in a Digital World by Kathleen Tyner and Sarah Kicks

1. Aesthetic Elements:

- Includes contrasts of light and dark, color, composition, shapes, figures, movement/stasis, etc.

2. Focal Point:

- Refers to the center of activity or attention.
- The subject can be in the center of the frame.
- There can be more than one focal point that will catch the viewer's eye elsewhere in the photograph.
- These details often provide the most telling clues as to the story of the photo.
- The focal point may support the narrative title of the photo or may raise questions or problems for the viewer.

3. Title:

- A title will supplement the photo with additional clues to inform the reader's interpretation.

4. Photographer:

- Research about the photographer may tell us about the intent and meaning of the work.
- A citation may also give the viewer important historical information.

5. Intent:

- A photographer's intent is often revealed through their choice of title, the composition of aesthetic qualities, the emotion evoked through the focal points.

6. Historical Context:

- Historical context is essential to understanding a photographic message.
- A photograph's date is generally included in the title, sometimes along with the location of the photograph.

7. Emotion:

- Our visceral response to a photograph and its impact are important clues to its meaning, but highly subjective.
- Look at both the emotion represented in the photo and the emotion it evokes from the viewer.
- Consider whether or not the viewer's emotional response might be different today than it would have been in the past.

8. Framing:

- Framing is a tool for raising questions about the photographer's choices, the creative process of selectivity, and to speculate about what remains outside the borders and why.

Writing Ideas for Photographs

After critically analyzing the photographs, students can try several writing activities to prove their understanding of the subject matter and historical context.

Activity 1: Student reporters

- Find historic photographs with captions and accompanying stories. Give students one photograph without the caption or the story. *They should be able to critically analyze the photo without caption information.
- The students will work in pairs or groups to create a caption for the photograph. They should use visual clues to create a brief story about what is happening in the photograph.
- Students should attempt to include the who, what, when, where, and why in their captions and stories. If there is time, students should exchange photographs with another group and do the same activity. Students should then share their captions and stories with the large group to show that people will interpret photographs differently.

*Adapted from the Oakland Museum of California website <www.museumca.org>

Activity 2: Before and After

- Students should work in pairs or groups for this activity. Give students a copy of an historic photograph. Dorothea Lange photographs work well for this activity. You could also use paintings from American history such as those depicting the signing of the Declaration of Independence. Students should complete the Steps to Critically Analyzing Photographs worksheet for their photograph.
- When they have completed the analysis step, students should then create a Before and After picture- what was going on right before this picture was taken? What happened right after this picture was taken? They can use a cartoon or storyboard format and include dialogue relevant to the scene. This will challenge students to imagine the scene before and after the photographer snapped the picture. (cont. next page.)

Board Games Enhance Curriculum

by Heather Woods



Want to spice things up in your classroom? Why reinvent the wheel of fun when you can repurpose a board game into a classroom activity? These are some of my favorites:

- **Balderdash:** A box holds cards that have obscure words and their meanings. The players (or teams of players) must guess at the word's meaning. Once all teams have submitted their guess, teacher reads all guessed meaning along with correct-meaning in a random order. Each player or team must select one meaning they think is the correct one. Teams who guess correctly get a point. Teams who fool another team also receive a point.
- Another version, called *Beyond Balderdash*, includes more than just the word category. It has initials, movie titles and dates. This is also a family favorite at holidays. In fact the expression "gwonga wonga" is now an often-used expression in my family.
- **Scrabble:** This game is dear to

the English teacher's heart. It's a great way to get kids thinking out of the vocabulary book for words and spellings. I give bonus points for a player who puts a vocabulary word on the board.

- **Hilarium:** I use this game to help students overcome stage fright. The game comes with 6 decks of cards. Each deck contains cards with actions on them. For instance, a card might say, "Cleaning the lint from your bellybutton." Each card has a match in the deck. After cards are dealt, the player must be acting out the cards while simultaneously watching to see if someone is acting a card they have. It's a little easier to give a speech in front of a group of people when you're demonstrating the constipated chicken. This would also be a great icebreaker activity.
- **Scattergories:** I often create my own list instead of using the ones in the box. I have a special Christmas list. I might also cre-

ate one to coincide with a unit in class. For instance, after the Puritan Unit in Junior English, a scattergories list may include a vocabulary word, an adjective that describes Hester, something the Puritans valued, etc. The teacher rolls the letter die and players or teams must think of a word for each item on the list beginning with the letter that was rolled.

- **Snorta:** I hadn't even heard of this game until last week when a student suggested we use it as a teambuilding activity in yearbook class. Each player is assigned a farm animal and must make that animal's noise. Then a deck of cards containing the animals is passed out. When a player reveals the same animal as another player has on the card, the person must make that other player's animal sound before he or she makes yours. Remember, not the sound of the animal on the card but the sound of the animal that was assigned at the beginning of the round. Although hard to explain without running the risk of sounding lame, the game is a hoot. Literally.

Writing Ideas for Photographs cont.

Activity 3: Worth 1000 Words

- Students can work in pairs for this activity.
- A photograph with more than one person depicted works best. Students should complete the Steps to Critically Analyzing Photographs before completing this activity.
- Students will then imagine

themselves as one of the characters (or objects) being captured by the photographer's lens and write a short story from this point of view.

- Students can also imagine that they are photographer recording the scene in words instead of images.



Authentic Audience

by: Annie Volk, Garrison High School

Who do your students write for?
Are you the only person who will read their work?

When students know someone beyond their teacher will read their work, they care more about the finished product and work harder for perfection.

One requirement in my Creative Writing class is for each student to submit a piece of their writing to a publisher or a contest. The hope is that they will have success and positive feedback about their writing. The true success is watching them review all of their writing to find one piece of writing they are proud of and want others to read.

Many of my students have had success being published in books and even winning money in contests. The best part of all is that they have put themselves out there for others to read their work. Remember National Writing Day is October 20th!

If you are looking for authentic audiences for your students here are some suggestions:

Local:

Class exchange with another teacher
Displays within your classroom
Hallways of the school
Local Newspaper
Local Library

Contests:

www.ncte.org/dayonwriting
www.ncte.org/awards/student
ND State Fair Competitions-
www.ndstatefair.com
ND State Fair Box 1796 Minot,
ND 58702 or kim-berly.mau@sendit.nodak.edu
www.scholastic.com/writeit
www.artandwriting.org
www.poeticpower.com
www.pinetreepoetry.com
www.TeenInk.com
www.indstate.edu/theatre -
playwriting competition

Fall Conference

NDCTE Summer Conference was held in Fargo this year with a theme that concentrated on Native American Traditions. To start out the convention, Mark Turcotte, the keynote speaker, spoke about Native American literature and poetry. He shared with us examples of his own poetry. He definitely gave us a great start to the conference. We also watched the film Smoke Signals. Another highlight was the Native American Dancers who not only entertained us, but also gave us insights as to the dances and what they meant. All in all, it was a great conference, and I hope you all had a chance to enjoy it.

*Congratulations
to this year's
Teacher of the
Year
Kristi Mahrer*

NDCTE Business Meeting
August 4, 2009

Board members present- Sarah Hicks, Marj Bubach, David Woods, Heather Woods, Claire Andrus, Anne Volk, Mandy Wardner, Sue Anderson, Vickie Mayer

A. Location for Conference

Discussion- Fargo(East) vs Mandan (West)
Mandan central location
Cost of Conference Membership
Attendance ups and downs
Boosting membership with personal contact
Generic Descriptions for conference titles

Mandan location for 2010, 2011

Heather Woods makes motion to make location permanent.
David Woods seconds.
Discussion.
Motion passes.

B. Conference condense discussion

Change to two days
Discussion Against

C.2010 Summer conference Focus

Old to New
Classics into Graphic Novel
Research Papers into Blogging
Other Ideas- Media include Library Resources
Suggestion of Elective Focus sessions with several presenters

D. Awards

Teacher of the Year Nominations needed yearly
Service to Profession nominees needed
Literary Artist Award nominees needed
Linda Christensen Award nominees

E. Nominee

Member at Large-
Nominees- Vickie Mayer, Maggie Townsend
SW Rep- Billie Gibson
NE Rep- Aaron Knodel
President Elect- Annie Volk
Secretary- Laurie Larson
Newsletter Editor- Vickie Mayer

E. Newly Elected Board Members

Member at Large- Maggie Townsend
SW Rep- Billie Gibson
NE Rep- Aaron Knodel
President Elect- Annie Volk
Secretary- Laurie Larson
Newsletter Editor- Vickie Mayer

Adjourn meeting at 8:32.

NDCTE Board Meeting
August 4, 2009

Board members present- Sarah Hicks, Marj Bubach, David Woods, Heather Woods, Claire Andrus, Anne Volk, Sue Anderson, Vicki Mayer, Laurie Larson, Maggie Townsen

Reminder all board members must be national NCTE organization.

Article Submissions: by the 15th of the month

Officers:

President Elect- Sept/Jan
Past President- Sept/ Mar
Secretary- Mar/ Mtg Minutes
SLATE Representative- Jan/ May

Directors:

NW Representative- Sept/ May
NE Representative- March/ May
SW Representative- Jan/ Mar
SE Representative- Mar/ Sept
Member at Large- Jan/ May

Email a copy to Vickie Mayer, cc to Claire and save copy for self . Save as rich text or older version or put in text of email (most can't open newer version of Word)

Member at Large—What is expected? Lesson plans. News articles. What is the focus?
Sept. –share lesson plans, review conference, open-ended, articles about award winners

Presenter ideas for next summer:
“Old to New” theme

Heather—would like a session on “Book Talks.” Perhaps have it on Sunday night.

Have the business meeting at a different time, such as lunch. There is usually low attendance.
Introduction of presenters and conclusion of presenters needs to be decided beforehand
Program

include Board member as introducer
include contact info
include three sentence summary of session

Use Blackboard to communicate with one another as NDCTE members.
Aaron Knodel will sign us up for Blackboard as a tool to use for communication.

Sat, Sept. 19 after C STAND meeting have a meeting of committee to discuss ideas.

Need to decide if we want the conference next year to be primarily practicum or authors? The year after this is the 75th and that is when we will want the “big name” author.

Winter Board Meeting—Fargo, Doublewood Inn on Saturday, Dec. 5 at 9:30 a.m.

Meeting adjourned

English Teacher's Internet Yearbook

Teacher's Discovery Catalog has a great source to purchase called the English Teacher's Internet Yearbook. There are over 200 websites that you can use with exercises, 3-D visuals, virtual travel, news, etc. The table of contents includes the following (and many more than listed) and each page includes several links:

Haiku, poetry

Vocabulary

Mythology/cultures / legends/

Writing

Time Machine

English errors

Shakespeare

Dead Poets Society Home Page

Authors - Dickens, Dickinson, Emerson, Hemingway, Poe,
and more

Journalism

Puzzle makers

Tongue Twisters

Quotations

News Directory.com/ newspapers

Pulitzer Prize

Ye Olde English Sayings

Spelling / Reading Comprehension

(For more information, contact the following:)

Telephone no.: 800-583-6465