

The Chicago Teachers' Center presents the Fall 2010

# Young Adult Literature Conference



Funded in part by grants from the U.S. Department of Education and the Illinois State Board of Education.

**October 22<sup>nd</sup> and 23<sup>rd</sup>, 2010**

Friday 5:30pm – 9:15pm & Saturday 8:45am - 3:00pm

**Q Conference Center**

1405 North Fifth Avenue, St. Charles, IL

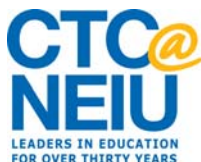
**Earn 6 CPDUs**

**Free** to teachers in GEAR UP, READwELL, and Cicero-Berwyn schools. **\$50 deposit required**, refunded at the conference. **\$400.00** for teachers from non-partnership schools (discounts available for groups of three or more). Price includes two books, three meals, and an overnight stay in a private room.

Register early at [www.neiu.edu/~yal](http://www.neiu.edu/~yal)

**"Excellent books. Wonderful presenters. I'm so glad I was able to participate."**

Since 2000, Chicago Teachers' Center's popular Young Adult Literature Conference (YAL) has demonstrated how the combination of compelling books and engaging learning strategies can provide powerful learning experiences for middle and high school students. Teachers participate in interactive workshops designed around one of the conference books. They leave with teaching strategies they can use immediately in their classrooms. Teachers from our partnership schools are encouraged to follow up with our **Unit for Books Program**; they'll receive a classroom set of books in exchange for a unit that includes young adult literature and best practice literacy strategies.



**Special Pre-YAL Writing Workshop Friday 1-5:30 PM**  
Supporting GEAR UP Students using *Essays that Open Doors: Writing the College Entrance or Scholarship Essay Curriculum and Facilitator's Manual*



When you register, you will indicate your top **five** preferences for workshops. Depending on availability, we will place you in **two** of these workshops. Teachers are encouraged to register on-line by October 1<sup>st</sup> to get the workshops they prefer. **If registration is received after October 15<sup>th</sup>, conference participation cannot be guaranteed.** Register at [www.neiu.edu/~yal](http://www.neiu.edu/~yal) or fax the attached registration form. Teachers at partnership schools should send a \$50 deposit check by October 20<sup>th</sup>. The deposit check is refundable upon attendance at the conference. **Staff at non-partnership schools may attend for \$400 per person (discounts available for three or more participants from the same school; call Dan Laubacher at (312) 563-7134 for more information).** Payment in full is required by October 20<sup>th</sup>.

Once we receive your check, you will receive an e-mail confirmation, plus the books for your two workshops. Participants who register with deposit/payment by October 2<sup>nd</sup> will receive books at their schools; all others can pick up their books at Chicago Teachers' Center (770 N. Halsted; enter on Chicago Ave.) after October 2<sup>nd</sup> or get them at the conference on October 22<sup>nd</sup>. We strongly recommend that you read your workshop books before the conference to get the most out of your conference experience.

## The 2010-11 Conference Books

**The Bite of the Mango** by Mariatu Kamara and Susan McClelland. Mariatu is 11 when her tiny village is decimated by rebel soldiers and she is forced to watch as peaceful villagers are tortured and murdered. Mariatu is finally allowed to go free—but only after boy soldiers cut off her hands. Mariatu's long walk to get medical aid marks the first stage of a harrowing journey to build a new life. Written with journalist McClelland, her story is deeply personal yet devoid of self-pity. As it aims to correct misperceptions about Sierra Leone and to raise awareness of child victims of war, this book will unsettle readers—and then inspire them with the evidence of Mariatu's courage. *Grade 9 and up.*

**Fahrenheit 451** by Ray Bradbury. In this classic, frightening vision of the future, firemen don't put out fires—they start them in order to burn books. Bradbury's vividly painted society holds up the appearance of happiness as the highest goal—a place where trivial information is good, and knowledge and ideas are bad. Fire Captain Beatty explains it this way, "Give the people contests they win by remembering the words to more popular songs.... Don't give them slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy." *Grade 8 and up.*

**The Girl Who Fell from the Sky** by Heidi W. Durrow. Rachel Morse wonders about being "tender-headed." It's how her grandmother chides her for wincing at having her hair brushed, but it's also a way of understanding how Rachel grapples with the world in which she landed. Her parents, a Danish woman and an African-American G.I., tried to hold her and her siblings aloft from questions of race, and their failure there is both tragic and tenderly wrought. There's a poetry to these characters that draws you into their lives, making for a beautiful and earnest coming-of-age novel that speaks as eloquently to teens as it does to adults. *Grade 9 and up.*

**Muchacho: A Novel** by LouAnne Johnson. High school junior Eddie Corazon lives in a crime-infested town in New Mexico where kids are often pressed into service as drug runners if found on the streets alone. Eddie is now in an alternative high school and brandishing his role as juvenile delinquent until he meets Lupe, a bright girl with dreams of college. Keeping her as his girlfriend is the impetus for change, but poignant memoirs of a caring former teacher and the book *The Four Agreements* play a major role in Eddie's transformation into a reflective honor student. *Grade 9 and up.*

**Reaching Out** by Francisco Jimenez. This sequel to *Breaking Through* (2001) and *The Circuit* (1999, both Houghton) again brings to the forefront the daily trials of poor immigrant families. The author poignantly relates his family's struggles and how their teamwork enabled him to attend college. Here, he chronicles his college years and introduces people who befriended him as well as those who had prejudices against Mexicans. While the book relates his trials and successes, it also tells how his family members overcame their own obstacles. *Grade 8 and up.*

**Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance** by Jennifer Armstrong. Filled with intriguing details and written with dramatic style, this riveting account of the ill-fated Imperial Trans-Antarctic Expedition reads like an adventure novel. In 1914, Sir Ernest Shackleton attempted to be the first explorer to cross Antarctica by foot "from sea to sea." Armstrong brings all of these experiences vividly to life, frequently using quotes from members of the expedition. A book that will capture the attention and imagination of any reader. *Grade 6 and up.*

**We Were Here** by Matt de la Pena. When it happened, Miguel was sent to Juvi. The judge gave him a year in a group home—said he had to write in a journal so some counselor could try to figure out how he thinks. The judge had no idea that he actually did Miguel a favor. But Miguel didn't bet on meeting Rondell or Mong or on any of what happened after they broke out. Life usually doesn't work out how you think it will, though. And most of the time, running away is the quickest path right back to what you're running from. *Grade 8 and up.*

**A Young People's History of the United States** by Howard Zinn, adapted by Rebecca Stefoff. Beginning with a look at Christopher Columbus' arrival through the eyes of the Arawak Indians; then leading the reader through the struggles for workers' rights, women's rights, and civil rights during the nineteenth and twentieth centuries; and ending with the current protests against continued American imperialism, Zinn presents a radical new way of understanding America's history. In so doing, he reminds readers that America's true greatness is shaped by our dissident voices, not our military generals. *Grade 6 and up.*

## Friday Night Teacher Unit Presentations

In celebration of the 10<sup>th</sup> anniversary of the YAL Conference, we will feature units and activities created as a result of YAL and the Units for Books program.

### **The Adoration of Jenna Fox**

This session will provide an overview of the processes used to create and implement a Unit-for-Books on *The Adoration of Jenna Fox*, a 2009 YAL title. Attendees will try several activities included in the unit, view student work samples of those activities, and hear student and teacher testimonials about the unit, novel, and related activities. It is not necessary to have read the book to participate in this session.

**Mary Rose O'Shea** is an English language arts and lead literacy teacher at Mather High School. She is a graduate of the University of Illinois at Urbana-Champaign (BA, English) and Northeastern Illinois University (MA, Reading). Mary Rose has presented at YALs past and is excited to be back again this year.

### **'Dem Kids Can't Read: Using Sunrise over Fallujah as a Springboard to Improve Adolescent Reading Achievement**

The workshop will be presented by a high school junior English teacher and literacy coach. During the workshop we will show participants how to plan for literacy instruction, discuss how we used the book, have participants engage in hands-on literacy activities, and present classroom data from both formal and standardized tests showing increased student achievement. Teachers will walk away with an instructional framework and practical strategies.

**Tinaya York** has been an educator with Chicago Public Schools for 13 years. She has been a teacher, reading specialist, coach, and librarian. Her main interests are struggling readers, adolescent readers and teaching literacy across the content areas. She is a PhD student at UIC studying African-American adolescents who struggle with reading.

**Demetra Bolos** is committed to working in Chicago urban neighborhood public schools. She has worked in small and large high schools as an English, Reading, and Drama teacher. Her main interests are arts integrated instruction, struggling readers and preparing students to not only get in to college, but graduate from college. She has a M.Ed. from University of Illinois-Chicago in Curriculum and Instruction and is currently working on a M.A. in School Leadership. Currently, she is a British Literature and Drama teacher at Kenwood Academy.

### **97 Things To Do Before You Finish High School**

Part of becoming an adult requires knowing who you are and what you desire from life. Foreman AVID students participate in a self-discovery project geared toward making students more aware of their high school experience. The unit requires students to engage in inquiry: students choose a project, create artifacts, and make presentation pieces for display.

**Melanie Flores** has been a teacher at Edwin G. Foreman High School for seven years and has served as the AVID Coordinator and AVID I freshmen elect teacher for the past three years. She assists with the school data for Office Discipline Referrals and is currently pursuing her PhD in Curriculum and Instruction. She participates in GEAR UP because it helps her become a better teacher, inspires her creativity, and encourages growth as a learner.

**Rekha Rao** has been a teacher at Edwin G. Foreman High School for six years and serves as the AVID III junior elect teacher. She has served as an AVID elect teacher at various grade levels for four years. Rekha is the co-chair to the school recycling committee, assists with both Aca Deca and History Fair and serves as the English II course team lead.

### **Coming of Age in the 21st Century**

Our young people are often drawn to stories that are most relevant to themselves. In this unit, World Literature seniors explore what it means to 'come of age' throughout the world through short stories and excerpts of novels. The book includes first-person stories by authors who share

their varied experiences with race, gender, culture and sexuality. Throughout the unit, students write pieces that build up to their own coming of age essay.

**Al Julius** is the English Department Chair at World Language High School in Chicago. He teaches World Literature, AP English Literature and Composition, and American Literature.

### **15, Illegal, and Muslim, What Now??**

This unit utilizes the novel *Ask Me No Questions*, by Marina Budhos to explore immigration, and the status of Muslims in American society. I chose this text because I wanted to address students' misinformation and stereotypes about Muslims and "A - rabs" in a constructive format, while addressing broader issues such as illegal immigration in general, racism, identity, coming of age, and trying to fit in. The novel does this in an engaging way, with the fast-paced, first hand narration style that will draw in all of our readers.

Teachers will participate in two activities that relate to *Ask Me No Questions*, but can be applied to other texts. The first focuses on identity, and how identity can be a confusing concept for undocumented immigrants, Muslim American teenagers, and many others. We will also preview a research writing assignment and a weekly vocabulary cycle.

**April Tondelli** has been teaching Reading, English, World Studies and US History to freshman and sophomores at Clemente High School for 5 years. She has attended the YAL conference for five years, and has developed and implemented five units with the help of GEAR UP and the Units for Books program. She was so inspired by the idea of teachers creating curriculum that works best in their classroom that she pursued a Master's degree in Curriculum & Instruction.

### **Reflection Upon Slavery via the Science Fiction Novel Kindred by Octavia Butler**

In this unit we examine the intricacies of interracial relations (including romantic relationships) in the antebellum south and contrast it with current day race relations. The unit, at its essence, delves into social norms and perceptions and how they change overtime. We explore social mores as products of historical time periods and society's willingness to accept and be guided by them in spite of the moral questions they present. We also explore the effort and cost related to social change.

**Alicia Gee** is a National Board Certified Teacher at Dunbar Vocational Academy where she teaches Honors Creative Writing, World Literature, AVID, and British Literature.

**Dr. Cynthia Cole Robinson** is Associate Professor of Education in the Department of Teacher Preparation at Purdue University Calumet and the Chair of the Elementary Education Program.

**Ms. Gee and Dr. Robinson** have collaborated on several YAL units at Dunbar High School.

## Friday Night Workshop Descriptions

### **A Brief Introduction to the New Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

**Karen Boran and Mary Massie, Presenters**

The new Common Core Standards provide modern guidelines for secondary teachers on preparing all students for college and career literacy requirements. The Standards also lay out a vision of what it means to be a literate person in the twenty-first century. You will definitely need to get to know them—why not start now with this brief and lively encounter? This workshop is especially recommended for those registered for the Saturday workshop on *Shipwreck at the Bottom of the World*, which features the Standards in action, also to be presented by Dr. Boran and Dr. Massie.

**Karen Boran**, Ed.D., serves the Chicago Public Schools as the Senior Manager of 6-12<sup>th</sup> grade literacy. She is responsible for all curriculum supports for secondary students in the district's 660 schools. Previously, she was the Director of High School Curriculum, responsible for all high school English, mathematics and science instruction. She has been a reading teacher, a reading specialist, an Area Reading Coach, and a principals' coach. She makes her home in Chicago.

**Mary Massie**, Ph. D., is a Senior Literacy Specialist for the Chicago Teachers' Center and an adjunct professor at Northeastern Illinois University. She has conducted professional development programs and taught undergraduate and graduate courses in literacy for Roosevelt University (1987-2001), the University of Illinois at Chicago, and NEIU. Mary and Karen put the first CTC YAL Conference together in 2000. They are celebrating YAL's 10<sup>th</sup> birthday by reprising a favorite past collaboration—this workshop!

### **Essays through Experience: Helping Students Develop Personal Statements**

**Daniel Laubacher and friends, Presenters**

During the summers of 2009 and 2010, hundreds of GEAR UP students participated in enrichment programming at universities that included 10-15 hours devoted to writing personal statement essays that can be used for college and scholarship applications. The adventuresome approach used can unlock writing students didn't know they had in them. In this workshop, participants will experience the curriculum as a learner and discuss possibilities of using it in the course of school-year instruction.

**Daniel Laubacher** is a former HS English teacher who has worked with Chicago Teachers' Center (CTC) since 1997. He looks forward to summers working with students after spending each school year planning conferences and working on the GEAR UP Annual Performance Report.

### **GEAR UP Summer Film Institute**

**Roxana Hadad, Presenter**

Participants will learn about the two-week program, including the content and skills the students learned - all of which could be used beyond a career in film. We will also show the final products the students produced: their scripts, storyboards, movie posters, artist's statements and final public service announcements.

**Roxana Hadad** is the Director of Math, Science and Technology at the Chicago Teacher's Center and the Coordinator for the Film Institute. She received her master's degree from New York University's Interactive Telecommunications Program and is pursuing her doctorate in Educational Psychology at the University of Illinois at Chicago.

## **MY Life After High School?! W h a t e v e r!**

**Susan Garr and friends, Presenters**

In this workshop participants will explore ways to integrate needed information, support, and direction into their classroom curriculum so that students can make better choices about their life after high school. The use of fiction and non-fiction texts available about young people overcoming challenges to find success provide students with "windows and mirrors" in relation to post secondary options. Including these types of texts invites classroom conversations around planning and preparing for life after high school. Participants will also explore inquiry projects related to college and career paths.

**Susan A. Garr**, M.A., works with the GEAR UP Professional Development Team and as a 21<sup>st</sup> Century after-school program coordinator at Northwest Middle. As a well-known pusher of inquiry-based teaching and learning, she looks most forward to co-coordinating our annual Summer Inquiry and Design Institute. Prior to her work outside the classroom, she taught at Roosevelt High School for 10 years.

## **Road trip with Google Lit**

**Aaron Cortes, Presenter**

In this session, participants will learn how to use Google Lit Trips to integrate literature and cross-curricular activities that enhances the academic experiences of their students. Google Lit Trips is a free web tool that allows individuals to create their own geographic digital road trip for any piece of literature. In this session we will examine *The Devil in the White City* and *The Kite Runners* as points of departure to develop and implement literature in the classroom with the use of Google. The session will provide participants with information on technology enhancement, cross-curricular integration and alignment with standards for assessment and evaluation.

**Aaron Cortes** is currently the Director of the Upward Bound Math and Science, which services 9 high schools in Chicago and nearby suburbs. He is also involved in the development of STEM project-based modular activities to be implemented in Chicago Teachers' Center partner schools. Along with his work in curriculum development, Aaron is also part of the iMATHination Teachers Conference team and lead on the iMATHination Student and Family Conference. Aaron has presented in all four iMATHination conferences, one YAL conference, and two Council for Opportunity in Education Conferences.

## **What's Hot in Young Adult Literature?**

**Kimberly Luthin, Presenter**

Want to know the books kids are eager to read—even willing to part with money to own? Kimberly Luthin, our conference bookseller, shares the titles that will make terrific additions to your classroom library.

**Kimberly Luthin** is Community Relations Manager for Barnes & Noble in Geneva. She provides a wide variety of services including fundraising for schools, storybook character visits, author events and book sale support for conferences. Kimberly has an M.S. in Art Education, an M.A. in Art History and an MFA in Visual Communication from Northern Illinois University.

## **Why We NEED to Know about Africa!**

**Jeanine Ntahirageza and Beverly Rowls, Presenters**

This presentation highlights the urgency for teachers to learn about Africa in order to teach their students about the contributions that have come from the many people, cultures and countries found on this continent. The workshop features a bingo game about resources and products whose raw material originates from Africa, a scramble activity of the African countries, an exploration of the size of Africa, and a Book Talk on books about Africa for students. Each of these activities can be directly replicated in the classroom.

**Beverly Rowls** is a longtime presenter at the Young Adult Literature conferences. With a master's degree from Northern Illinois University in Adult Education and a bachelor's degree from DePaul University in Elementary Education, Beverly has provided professional development support to Chicago and Illinois teachers in K-12 literacy instruction for over ten years. She has taught courses and workshops in reading instruction, multicultural education, developmental reading, and curriculum development at several Chicago-area colleges, universities, and organizations.

**Jeanine Ntahirageza** holds an MA in Teaching English as a Second Language (TESL) from Southern Illinois University, Carbondale and a PhD in Linguistics from the University of Chicago. She is an Assistant Professor at Northeastern Illinois University where she holds a joint appointment in TESL and the English Language Program, which she coordinates. She has presented numerous Teacher Training workshops in TESL. In addition, she works with refugee resettlement and integration in collaboration with various agencies.

## Saturday Workshop Descriptions

### **So, You Think You've Got It Bad: Examining Resilience through Memoir in *The Bite of the Mango***

**Jeanine Ntahirageza and Beverly Rowls, Presenters**

Teaching is learning. There are many challenges facing both teachers and students. What issues must teachers overcome in working with recent immigrants, refugees and poor populations? Learning about the socio-cultural backgrounds of our students may bring us one step closer to having successful educational endeavors in our classrooms. We can benefit from learning about and building upon our own personal resilience as well as that of our students. In this workshop we will explore techniques that work well with refugees and other populations in our classrooms. Through reading and writing memoirs we can learn more about our students to better serve them as we learn how important resilience is and how both students and teachers can build upon what they have to be successful in life.

**Jeanine Ntahirageza** holds an MA in Teaching English as a Second Language (TESL) from Southern Illinois University, Carbondale and a PhD in Linguistics from the University of Chicago. She is an Assistant Professor at Northeastern Illinois University where she holds a joint appointment in TESL and the English Language Program, which she coordinates. She has presented numerous Teacher Training workshops in TESL. In addition, she works with refugee resettlement and integration in collaboration with various agencies. **Beverly Rowls** is a longtime presenter at the Young Adult Literature conferences. With a master's degree from Northern Illinois University in Adult Education and a bachelor's degree from DePaul University in Elementary Education, Beverly has provided professional development support to Chicago and Illinois teachers in K-12 literacy instruction for over ten years. She has taught courses and workshops in reading instruction, multicultural education, developmental reading, and curriculum development at several Chicago-area colleges, universities, and organizations.

### ***Fahrenheit 451*: A Novelist Fights Fire with Art and You Can Too**

**Polly Mills and Germania Solórzano, Presenters**

*Fahrenheit 451*, Ray Bradbury's science fiction masterpiece, defends the rights, perceptions, and imaginations of individuals versus the needs of the state. It challenges readers to question big ideas, evaluate sources of information, respond to power with critical thinking and creativity, and take a personal, ethical inventory. Questions are raised and answers are suggested through scene, character, point of view, sensory perception, and other tools of the writer's craft.

This workshop will explore the novel as both an inquiry and a work of art. We'll look into Bradbury's process and perceptions, especially how he used point of view and the heightened imaginative state as creative tools in response to oppression. We'll offer resources to support inquiry into censorship and other issues of civil liberties and inquiry into art as a powerful response to oppression. We'll also peek into ways this enduring story has been told across different media and generations.

**Polly Mills** is an award-winning writer with 25 years' experience teaching writing. Through collaborations with teachers, co-founding the Teachers as Writers program, and co-authoring the *Essays that Open Doors* curricula and *Tandem Teaching* texts, Polly explores experiential approaches to teach writing. She teaches Fiction Writing at Columbia College Chicago and is a Professional Development Specialist at CTC. She is certified as Master Candidate in the Story Workshop™ approach to the teaching of writing and holds an M.A. in Creative Writing and Teaching of Writing from Columbia College Chicago. **Germania Solórzano** is an educator with over 15 years of experience teaching at the secondary and post-secondary levels. She has an MA in Education from St. Xavier University and an MFA in Creative Writing from Columbia College Chicago, where she is also an adjunct professor in the Fiction Writing Department. She believes in the empowerment of students through the discovery and development of their voices, their talents and ability to articulate their thoughts effectively.

## **Self-Definition and Choice in *The Girl Who Fell from the Sky***

**April D. Nauman and Durene I. Wheeler, Presenters**

Exploring identity is a journey that begins in adolescence and continues for a lifetime. In *The Girl Who Fell from the Sky*, the daughter of a white Danish mother and an African-American father faces the challenges of self-definition after a terrible family tragedy. In our workshop, we investigate identity through the lenses of ethnicity, race, gender, and class, and discuss the need for minority teenagers to be *self*-determined, rather than allowing outside forces to define them. Because most teens feel driven by external forces, helping adolescents grow beyond acting on impulse to acting by choice is an important goal. We will explore the concept of “thought distortions” and the difference between pain (which is inevitable) and suffering (which is not)—some of the psychological tools teens need to perceive the choices in their lives, to make ones that don’t harm themselves or others, and to be self-determined.

**April D. Nauman**, Ph.D., M.A., is an associate professor of literacy education in the Department of Reading at Northeastern Illinois University. She has worked as a literacy partner in many CPS schools in the past 14 years. Her publications and presentations focus on reading authentic literature with students, critical thinking, and writing instruction. She has also published several short stories and a novel. This is her sixth year presenting at the YAL Conference. **Durene I. Wheeler** currently serves as Associate Professor in Educational Inquiry and Curriculum Studies as well as Coordinator for Women’s Studies and Core faculty member in African and African American Studies at Northeastern Illinois University. She received her Ph. D. in Cultural and Social Foundations in Education, June 2004 and a M.A. in Higher Education and Student Affairs, June 1999 both from The Ohio State University. Her research includes but are not limited to: the contributions and lives Black women activists and educators from in the late 19th century and 20th century; the interplay of autobiographical and historical methodology, as well as multicultural education and social justice pedagogy.

## ***Muchacho: Agreements and Achievement***

**Daniel Laubacher and Robert Valle, Presenters**

A high school student in New Mexico makes the transformation from small stakes delinquent and “secret reader” Eddie into poet and intellectual Eduardo, with some help from family, friends and the Toltec wisdom of *The Four Agreements* (*Be Impeccable with Your Word, Don’t Take Anything Personally, Don’t Make Assumptions, and Always Do Your Best*). This workshop will explore the variety of influences on students in and out of school. In keeping with the GEAR UP professional development themes of Rigor, Relevance and Relationships, we will also consider “classroom agreements” and other class/community building activities and their impact on student expectations and productivity. The presenters will utilize their experience with Inquiry & Design and Experiential /Adventure Education to model activities, strategies and classroom structures to engage learners in thoughtful, meaningful work.

**Daniel Laubacher** is a former HS English teacher who has worked with Chicago Teachers' Center (CTC) since 1997. After many years co-coordinating the Young Adult Literature conference, he is proud to present for the second consecutive year. **Robert Valle** has been part of the CTC community for 15 years, running summer programs and working with students and schools. He is the current GEAR UP Site Liaison at Clemente HS, which is implementing CPS's "Culture of Calm" initiative this year. Robert is a long time practitioner of Experiential Education and has worked with NEIU's annual T.E.A.M. conference.

### ***Reaching Out/Mas Alla de Mi: Exploring Personal Narrative, Academic Writing, and Current Events through the Arts***

**Maria Garcia and Eduardo Salas, Presenters**

In the final installment of his acclaimed autobiographical novels (sequel to *The Circuit and Breaking Through*), Francisco Jimenez uses a simple and moving voice to chronicle the story of his departure from his migrant worker family and the challenges and triumphs of his life as a university student in the 1960s. This interactive workshop will use arts integration techniques to explore the themes of the novel, techniques for personal narrative writing, and a discussion of current issues of immigration that affect many of our students.

**Maria Garcia** has been a teacher of Spanish at Morton East High School for the past 11 years, and has taught AP Spanish since 2005. Originally from Monterrey, Mexico, she has studied in Mexico at the Escuela de Graduados ENSE, received a degree in teaching Spanish as a foreign language in Spain at the University of Granada, and a masters degree in educational administration from Governors State University. **Eduardo Angulo Salas** is a visual artist from Venezuela who has been working with Chicago Teachers Center since 1994, integrating art into the curriculum in classrooms, after school programs, and teacher professional development workshops. In his words, "*Painting became for me both a way to see and to live my reality. Art in this sense is something very concrete. It is the expression of real things, real feeling that one works out and works through. Creativity is where one comes from, it is something very natural that exists, is interesting, is part of one's life, and can become part of one's art.*"

### ***Shipwrecked with Sir Ernest and the Common Core: Will You Survive?***

**Karen Boran and Mary Massie, Presenters**

*"Men wanted for hazardous journey. Small wages. Bitter cold. Long months of complete darkness. Constant danger. Safe return doubtful. Honour and recognition in case of success."*  
-- Sir Ernest Shackleton

In 1914, twenty-six men eagerly joined Shackleton on that hazardous journey to Antarctica, becoming heroes of one of history's most legendary survival stories. In this highly interactive session, participants will explore an extraordinary historical saga through learning activities that illustrate the Common Core 6-12 English/Language Arts Standards. Armstrong's beautiful young adult text will support our journey through challenging primary source documents and scientific concepts. Participants will leave with a sample unit, differentiated methods across multiple grades, and memories of what has been called the greatest survival story of all time.

**Karen Boran**, Ed.D., serves the Chicago Public Schools as the Senior Manager of 6-12<sup>th</sup> grade literacy. She is responsible for all curriculum supports for secondary students in the district's 660 schools. Previously, she was the Director of High School Curriculum, responsible for all high school English, mathematics and science instruction. She has been a reading teacher, a reading specialist, an Area Reading Coach, and a principals' coach. She makes her home in Chicago.

**Mary Massie**, Ph. D., is a Senior Literacy Specialist for the Chicago Teachers' Center and an adjunct professor at Northeastern Illinois University. She has conducted professional development programs and taught undergraduate and graduate courses in literacy for Roosevelt University (1987-2001), the University of Illinois at Chicago, and NEIU. Mary and Karen put the first CTC YAL Conference together in 2000. They are celebrating YAL's 10<sup>th</sup> birthday by reprising a favorite past collaboration—this workshop!

## What Happens to the Drop-Outs? *We Were Here.*

Griselda R. Quintero and Amy Schwartzbach Kang, Presenters

This YAL book is valuable in that it attempts to reach those students- especially boys- on the margins of society on verge of joining a gang, committing a crime, or running away. Through the use of action learning strategies from *Action Strategies for Deepening Comprehension* by Jeffrey D. Wilhelm, we will explore the themes of the book: community, friendship, atonement, and forgiveness, which all speak to the strength of the human spirit. In all, this session will be sure to give you strategies that you can apply to any text.

**Griselda R. Quintero** is entering her eighth year as an English teacher at Thomas Kelly H.S. in the southwest side of Chicago. She has a BA in Secondary Education English from DePaul University and an MA in English Education from the University of Illinois at Chicago. She has participated in several GEAR UP programs and initiatives. **Amy Schwartzbach Kang** is a returning YAL presenter who currently teaches English at Kelly High School. She previously taught at Clemente and has worked closely with GEAR UP for several years. Amy has used GEAR UP's Units-for-Books program to create several innovative curriculum units and projects taking her students out of the classroom using their knowledge base to interact with the larger community. She is currently pursuing a second M.A. in Reading Instruction.

## What's Worth Standing Up For? Classroom Ideas for using *A Young People's History of the United States*

Susan A. Garr and Michael Villarreal, Presenters

*"Historical knowledge is no more and no less than carefully and critically constructed collective memory. Ignorance of history--that is, absent or defective collective memory--does deprive us of the best available guide for public action."* William H. McNeill

Through studying history, students grasp how things change. The past causes the present, and the present influences the future. Repeated historical inquiry enhances students' capacity for informed citizenship and critical thinking about crucial topics that impact their lives today. Supplementing the curriculum with *A Young People's History* offers students a chance to see that history is not just dates, facts and territorial conquests, but ordinary people standing up, using their voice and taking action. These narratives reveal history as a series of choices and turning points that regular people made based on the social conditions of their times. In this workshop, participants will engage in historical mini-inquiries and explore concepts of voice in history, those heard and unheard. Classroom-based literacy strategies will be modeled: inquiry, monologue writing, interviewing, extemporaneous speaking (soapbox corner), process drama, and hosting crucial conversations.

**Susan A. Garr**, M.A., works with the GEAR UP Professional Development Team and as a 21<sup>st</sup> Century after-school program coordinator at Northwest Middle. As a well-known pusher of inquiry-based teaching and learning, she looks most forward to co-coordinating our annual Summer Inquiry and Design Institute. Prior to her work outside the classroom, she taught at Roosevelt High School for 10 years. **Michael Villarreal** is a Program Coordinator for the Cicero-Berwyn Education Initiative at NEIU-CTC. Michael is also an actor, writer and director of the theatre productions within the Chicago land area, and is founder of Hot Mess Productions, a theatre dedicated to community based writing and productions. He is in production of Salsation's *It Takes a Village, People!* scheduled to be at Gorilla Tango in October. **Margaret Conway** is an arts integration specialist and a site coordinator for the 21st Century program in the Cicero Berwyn Education Initiative who worked in the development of this workshop. She facilitates arts integration projects at the elementary and high school level, as well as in the professional development arena. Her particular interest is in educational theatre, or the use of drama and the arts to enhance curriculum and to reach students with a wide range of learning styles. She is also an improviser in Chicago.

Register at [www.neiu.edu/~yal](http://www.neiu.edu/~yal) or fax this form to 312-563-7210

## Young Adult Literature Conference Registration Form

I am interested in attending the Young Adult Literature Conference on October 22<sup>nd</sup> and 23<sup>rd</sup>, 2010. I have indicated my choices of workshops below. I agree to read provided conference books by October 23<sup>rd</sup>.

Name (please print) \_\_\_\_\_

I am a...  High School Teacher  Elementary/ Middle School Teacher  
 \_\_\_\_\_  School Administrator  YAL Presenter  GEAR UP or CTC Staff

School \_\_\_\_\_ Grade: \_\_\_\_\_ Subject \_\_\_\_\_

Best phone \_\_\_\_\_ Email (REQUIRED) \_\_\_\_\_

Second phone \_\_\_\_\_ Second Email \_\_\_\_\_

Expected Arrival- (circle one and add time of day) FRIDAY SATURDAY Time \_\_\_\_\_

Expected Departure- (circle one and add time of day) FRIDAY SATURDAY Time \_\_\_\_\_

Please number your top four Friday workshop choices, top four Unit Presentations, and choose your top five Saturday workshop choices. Register online at [www.neiu.edu/~yal](http://www.neiu.edu/~yal), return this form to your GEAR UP representative, or FAX to 312-563-7210. We will do our best to accommodate your choices.

**NOTE: You will not be officially registered until your check has been received by mail. Deposit checks are NOT cashed and will be returned at the conference except in cases of late cancelations or no-shows.**

### Friday Night Workshops

Rank in numbers: (1 = top choice, 4 = last of 4) in box in front of the workshop title.

	A Brief Introduction to the New Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
	Essays through Experience: Helping Students Develop Personal Statements
	GEAR UP Summer Film Institute
	<u>MY</u> Life After High School?! W h a t e v e r!
	Road trip with Google Lit
	What's Hot in Young Adult Literature?
	Why We NEED to Know about Africa!

### Saturday Workshops

Rank in numbers: (1 = top choice, 5 = last of 5) in box in front of the workshop title.

	So, You Think You've Got It Bad: Examining Resilience through Memoir in <i>The Bite of the Mango</i>
	<i>Fahrenheit 451</i> : A Novelist Fights Fire with Art and You Can Too
	Self-Definition and Choice in <i>The Girl Who Fell from the Sky</i>
	<i>Muchacho</i> : Agreements and Achievement
	<i>Mas Alla de Mi</i> : Exploring Personal Narrative, Academic Writing, and Current Events through the Arts (Workshop primarily in Spanish- check this box to receive the book in Spanish)
	<i>Reaching Out</i> : Exploring Personal Narrative, Academic Writing, and Current Events through the Arts (Workshop primarily in Spanish- check this box to receive the book in English)
	<i>Shipwrecked</i> with Sir Ernest and the Common Core: Will You Survive?
	What Happens to the Drop-Outs? <i>We Were Here</i> .
	What's Worth Standing Up For? Classroom Ideas for using <i>A Young People's History of the United States</i>

Register online at [www.neiu.edu/~yal](http://www.neiu.edu/~yal)  
or FAX completed Interest Form (on reverse side) to  
Daniel Laubacher at (312) 563-7210.

**THEN**, mail your check, payable to Chicago Teachers' Center to  
Chicago Teachers' Center  
attn: YAL c/o Daniel Laubacher  
770 N. Halsted Avenue, 4<sup>th</sup> Floor  
Chicago IL 60642

**FEE:** The \$400 conference fee includes books for two Saturday workshops, meals (dinner, breakfast and lunch), private overnight accommodations (upgradeable for an additional fee), materials and conference workshops on Friday night and Saturday morning.

**If you teach at a GEAR UP or CTC partner school**, send a deposit check of \$50, refundable upon attendance at the conference (conference fee will be paid through grant funds). **Deposit will not be cashed except in cases of late cancellations or no-shows.**

**Registration is guaranteed if your form is received by October 2<sup>nd</sup>** (provided your conference payment is received by mail before October 20<sup>th</sup>). Once your registration is complete, we will send you a confirmation form. After October 2<sup>nd</sup>, registrations will be accepted as space is available.

If you need to cancel your registration, please call (312) 563-7134 as soon as possible The cancellation deadline is 5:00 p.m. on Wednesday, October 20<sup>th</sup>. After that time, deposits will not be refunded.

**Questions? Call Dan at (312) 563-7134.**