Step over the Threshold with Us: Teaching Scholarship as a Responsible and Creative Conversation

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National Council of Teachers of English (NCTE)
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Join the conversation!

1. Annotate the text on your seat, and pass it along

2. You may annotate with any of the following:
   1. Questions
   2. Reactions {I wonder}, {I think}
   3. Thoughts on a particular sentence
   4. Drawing is also OK
   5. React to each other’s sentences
It seems like there are handwritten notes on the table, but the text is not legible due to the handwriting style and the angle of the photo. It appears to be a discussion or brainstorming session, possibly related to EU politics or economics, as there are mentions of "EU" and "negative impact on EU."
We asked ourselves...

• How could we **teach** a rhetorically-nuanced inquiry process that would enable students to weigh and weave source ideas into a multicolored tapestry in their own voices?

• What developmentally appropriate **sequence** could we craft to teach this concept that might serve as a useful model for others who teach research and writing?
Scholarship is a Conversation

- Sustained discourse
- Among a community of scholars, researchers, experts, students...
- Insights and discoveries
- Competing perspectives and interpretations

Conceptual knowledge is...

(Perkins 98-99).

• Abstract (vs. concrete)
• Continuous, dynamic (vs. separate, static)
• Simultaneous, nonlinear (vs. sequential)
• Complex process (vs. mechanical procedure)
• Interactive (vs. separate, discrete)
• Conditional (vs. identical everywhere)
...understood through performance

We scaffold threshold experiences in school
• That require performances of understanding
• So that student apply what they are learning
• To increasingly complex situations
• In which they must think and act flexibly
• So that they incrementally revise their conceptual understanding
• In order to “play the whole game”
Modern International Affairs: Current Events

This upper school guide includes links to course readings and videos, as well as resources to support research on a contemporary policy topic.

Understanding News

- Ms. Smith's "Understanding the News" presentation

What do you need to understand the news?

- History
- Religion
- Incentives
- Source
- Global Perceptions
- Context
- Culture
- Change over time
- Who is the audience?

This semester's Current Event:
Israel/Gaza

We will read/listen to/view these resources over the course of the unit.

News! News! News!


Filter Bubbles

Questions? Contact me.

Susan Smith

Email Me

Subjects:
Current Events, History, International Relations, Philosophy & Religion, Psychology, Teacher Guides

Mr. Halback
One of the ACRL threshold concepts

- Scholarship is a Conversation
- Research as Inquiry
- Authority is Contextual and Constructed
- Format as a Process
- Searching as Exploration
- Information has Value
Tapping into the conversation

What do we mean by conversation?

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress (Burke 110-111).
Conversation is “expert” behavior

Expert (in a subject/topic)

- **Stage 3: Knowledge is reasoned**
  There are multiple perspectives. I can learn to weigh competing claims, draw reasonable conclusions and open-mindedly consider new arguments.

- **Stage 2: Knowledge is opinion**
  There are multiple answers, and everyone's ideas are equally valid. It’s difficult to draw my own conclusions.

- **Stage 1: Knowledge is concrete truth**
  I can find “the” answer often from an authority. I’ll know more of the answers eventually.

Novice (in a subject / topic)

Think/Pair/Share

Identify Stakeholders:
Who will your policy affect?
Disciplinary Lenses

Different ways of knowing: What constitutes evidence in a field?

Disciplinary language and rules for formal communication
Disciplinary problem-solvers

- Economists
- Politicians
- Lawyers
- Sociologists
- Educators
- Scientists
- Cultural Anthropologists

What questions do they ask?
Disciplinary problem-solvers

Economists
• How much will it cost? Cost/benefit analysis

Politicians
• Can we model it?

Lawyers
• Is it good for party politics, International Relations? Public Policy?

Sociologists
• What laws should be passed?

Educators
• How are communities affected?

Scientists
• How can information be disseminated? Habits be changed?

Cultural Anthropologists
• What data should be collected?
• What does it mean to be [American/Chinese/S. African, etc.]?
Not this...
How to “find” the conversations?

• What are the facets of your problem?

• Who are the experts? (discipline; audience)

• How and where does their conversation take place?
  – Is it Formal or informal?
  – Is it published in western or non-western sources?
  – Are their different political perspective (left/right)

Ex: Same author, different audience, see http://noodle.to/dreamlanguage
Publication Cycle

Breaking News

Reference

How many participants are in the conversation?

- Few
  - blind peer review
  - peer review
  - self-anointed expert

- Many
  - editorial gate-keeper
  - user comments
  - user revision
  - user rating
  - wisdom of crowds
  - software algorithms

Adapted from [http://k12onlineconference.org/?p=149](http://k12onlineconference.org/?p=149) *Casper Grathwohl as qtd in “Questions for Niko Pfund OUP blog 4/8/08*
How does this **bibliography** stack up?

“What should China do to decrease the political violence and attacks in the Xinjiang Province between the Uyghur minority ethnic group and the Han majority group?”

---

Let’s look at the first entry...


The article gives a recent update on the difference of policies between the Hui ethnic group and the Uighur ethnic group, where both groups are Muslim. Specifically, the differences are disparate as the Chinese government had initiated two different initiatives when handling the assimilation of both of these groups. This source will be used to demonstrate how to effectively integrate a Muslim group as the Hui population has peacefully lived with the Han.
Objectives: Find the 3 “Best” Source Representations:

1. Multiple perspectives, e.g. military vs. diplomatic solutions; East vs. West
2. Authority and credibility; Understand “who is talking” (contextual!)
3. Opposing viewpoints, e.g. conservative/liberal, majority/minority
Bibliographic Activity

https://goo.gl/9t8zaT
Student Feedback

“The discussion that contextualized the act of writing a research paper as just a small part of the ongoing conversation helped me see our work with regards to the scale of what it could end up being. It also I think reduced how much I saw research as a monolith, and emphasized the non-objective nature of most research, even though we often see "research papers" as these objective be-all-end-alls that determine once and for all how we should see any particular issue.”
Student Feedback

“The discussion of research as a "conversation" rather than solid facts helped me to understand different sides of the argument more and realize that problems have many different facets and perspectives. I also think that explaining the ways of viewing a problem (like through the eyes of an economist or politician) helped to show the different sides of problems and solutions.”
Student Feedback

“This project has helped me think of research as incorporating my own ideas rather than just synthesizing the research and ideas of other people. It has been helpful to organize my ideas and those gleaned from other sources with this in mind, especially as I start to formulate my policy.”
Takeaways . . .

• Broader definition of “scholarly conversation” is helpful

• Using the conversation metaphor:
  • Re-frames research
  • Unites source materials
  • Feels more participatory and authentic
Elementary lesson

Debbie Abilock

NoodleTools / NoodleTeach
“...begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any state of development” (33).

Lower School Library
The Harker Lower School Project Guides

Showing 9 Guides

Benjamin Franklin
California Plant Species
Career Project
Famous Americans biography project
Gold Rush biography project
Grade 4 Animal Report
State Report - 2nd grade
The Harker Zoo
The Ogre Awards - Grade 2 show
Welcome to the Ohlone School Farm, an outdoor classroom...
Performances of understanding that “allow things formally not perceived to come into view.”


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“...Helping students to read and write rhetorically is thus largely about bringing the conversation they’re joining to life.” (xx).

When you look up at the night sky the stars seem so close a nebula happens when these pieces of dust form a cloud.

You can’t see the pieces of dust form a nebula with a telescope.

Bibliography

Author: Kea, Martin Title: Universe

Author: Abah, Kea H. Title: Nebulab Nam

Author: Serra, Samuel, Taller Galaxies

Author: Frd, Bart J Title: The Milky Way

Japanese Rock Gardens [Zen]

by Shina Cable

Zen Gardens

Zen Gardens are the styles of Japanese gardens. They are often more natural Japanese landscapes due to the variety of rocks, plants, and rocks. Most Zen gardens have a great deal of attention given to the beauty of the rocks and the plants, while the rest of the garden is kept simple and uncluttered. The beauty of Zen gardens is often associated with the idea that nature should be left alone, unspoiled, and unadorned. However, there is a sense of simplicity and tranquility that comes from the stillness of the garden. The beauty of Zen gardens is enhanced by the use of rocks, which are often placed in a way that they seem to be floating in the water. The simplicity of the garden is also enhanced by the use of natural materials, such as wood and stone, which are used to create paths and seating areas. The beauty of Zen gardens is often associated with the idea of transcending the material world, and finding a sense of peace and tranquility in the natural world.

Bibliography

1. www.japan-guide.com

Place: Zen

Make a Zen garden in your yard or in a box.

Rocks: Large stones, bigger than gravel

Sand: Decomposed rocks

Temple: A place where you meditate

Zen: A school of Buddhism important in Japan culture
A 2nd grade unit

A second-grade unit called *Pets and Small Animals*, which involves observing small animals using the senses, an activity that naturally evokes children’s curiosity. Students study and record observations about chickens in order to understand the needs of living things and to apply their knowledge to care for small animals in captivity. By the end of the unit students learn that scientific observations are a way of knowing that can inform how they care for small animals at home.
Disciplinary Literacy: What can we teach 2nd graders?

• Specialized vocabulary
• Nuances in syntax specific to the subject
• Disciplinary styles of reasoning
• Subject-appropriate evidence
• Disciplinary criteria for evaluating evidence
• Disciplinary genres, products
• Expert audiences, subject-specific purposes...
Observation

Jane Goodall, age 5

“It was very stuffy and hot where I crouched, and the straw tickled my legs. There was hardly any light, either. But I could see the bird on her nest of straw. She was about five feet away from me, on the far side of the chicken house, and she had no idea I was there. If I moved I would spoil everything. So I stayed quite still. So did the chicken.

Presently, very slowly, she raised herself from the straw. She was facing away from me and bending forward. I saw a round white object gradually protruding from the feathers between her legs. It got bigger. Suddenly she gave a little wiggle and – plop! – it landed on the straw. I had actually watched the laying of an egg.”
Jane Goodall, adult scientist

“I saw chimpanzees fashion and use crude implements – the beginnings of tool use... modifying a natural object to make it suitable for a particular purpose.”
Saturday, April 10, 2010
Which way do eggs come out?

Ever wonder which way eggs are laid (pointy side first or rounded side first)?

Well, this egg didn't have enough padding when it "plopped" out of the hen and so the tip got cracked. Guess it makes sense... the more pointed end of the egg is the first part out.
“Through its passage through the oviduct the egg leads with its pointed end. Just before it is laid the egg rotates so the blunt end comes out first.”
“Through its passage through the oviduct the egg leads with its pointed end. Just before it is laid the egg rotates so the blunt end comes out first.”
Read a diagram

Laying-Hen Management

Each female chick starts life carrying the beginnings of thousands of undeveloped yolks inside her body, not all of which develop into eggs. Ever since chickens were first domesticated, poultry keepers have worked to coax the greatest number of eggs from their hens through selective breeding, improved nutrition, and optimal layer management. Even so, a hen rarely lays more than a small percentage of the total number of eggs she started out with. By keeping your hens healthy and happy, you will be rewarded with the maximum number of eggs they are capable of laying.

Egg Formation

A pullet starts life with two ovaries, but as she grows, the right ovary remains undeveloped and only the left one becomes fully functional. The functioning ovary contains all the undeveloped yolks the pullet was born with. If you ever have occasion to examine a hen's innards, you'll find them in a cluster along her backbone, approximately halfway between her neck and tail. Depending on the age of the hen and her stage of lay, the yolks range from head-of-a-pin size to nearly full-size. In a pullet or nonlayer, they are all small because none are developing in preparation for laying the next egg.

When a pullet reaches laying age, one by one the yolks mature, so at any given time her body contains yolks at various stages of development. Approximately every 25 hours, one yolk is mature enough to be released into the funnel of the oviduct, a process called ovulation. Ovulation usually occurs within an hour after the previous egg was laid. During the yolk's journey through the oviduct, it is fertilized (if sperm are present), encased in various layers of egg white, wrapped in protective membranes, sealed within a shell, and finally enveloped in a fast-drying fluid coating called the bloom, or cuticle.

Throughout its passage through the oviduct, the egg leads with its pointed end. Just before it is laid, the egg rotates so the blunt end comes out first. The whole process takes about 25 hours, causing a hen to lay her egg about an hour later each day. Since a hen's reproductive system slows down during the night, eventually she'll skip a day altogether and start a new multiple-day laying cycle the following morning.

Rate of Lay

The group of eggs laid within one laying cycle (which may vary in length from 12 days to nearly a year) is called a clutch. Some hens take more time than normal (say, 26 hours) between eggs and therefore lay fewer eggs per clutch than a hen that lays every 25 hours. Conversely, some hens lay closer to every 24 hours and so lay more eggs per clutch. Many production hens are bred to have the shortest possible interval between eggs and therefore lay as many eggs as possible per clutch.
I read a gripping account of egg production within the hen.

Eggs are formed one after another, conveyor-belt style. It takes about twenty-five to twenty-eight hours to create one complete egg. At the end of the process, the shell is applied, and then a special water-soluble antibacterial coating called bloom is the finishing touch. This coating protects the porous shell and its contents. It's the reason that freshly laid eggs, laid in a clean nest box, need not be washed. It's also the reason that fresh unwashed eggs can sit in a bowl on the kitchen table, unrefrigerated, for several days without spoiling. Eggs sold in supermarkets are generally produced on factory farms. The bloom is washed off before they are shipped, so factory eggs do need to be refrigerated from the start.

The egg’s shell is composed mostly of calcium, with a slight bit of protein to bond it all together. A laying hen needs to

Draw a diagram
<table>
<thead>
<tr>
<th>What are we noticing?</th>
<th>What are we wondering?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Egg on ground" /></td>
<td>Does Lora know when she is going to lay an egg?</td>
</tr>
<tr>
<td>Lora lays her eggs on the ground, not in the box or a nest-like place.</td>
<td>How many eggs do chickens lay?</td>
</tr>
<tr>
<td>Name</td>
<td>Monday</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Chirp (Americauna)</td>
<td><img src="image1.png" alt="Egg" /></td>
</tr>
<tr>
<td>Hawk (Brown Leghorn)</td>
<td><img src="image7.png" alt="Egg" /></td>
</tr>
<tr>
<td>Lora (Buff Brahma)</td>
<td><img src="image13.png" alt="Egg" /></td>
</tr>
<tr>
<td>Minerva (Barred Rock)</td>
<td><img src="image19.png" alt="Egg" /></td>
</tr>
<tr>
<td>Shasta (Delaware)</td>
<td><img src="image25.png" alt="Egg" /></td>
</tr>
</tbody>
</table>
## TABLE 3. Time of oviposition, egg weight, and shell weight by the number of eggs laid per hen during the 31-day-period

<table>
<thead>
<tr>
<th>Number of eggs</th>
<th>Number of hens</th>
<th>Time of oviposition$^1$ (hr)</th>
<th>Egg weight$^1$ (g)</th>
<th>Shell weight$^1$ (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>26</td>
<td>0822 ± 0123$^a$</td>
<td>55.2 ± 3.4</td>
<td>5.22 ± .37</td>
</tr>
<tr>
<td>30</td>
<td>37</td>
<td>0904 ± 0151$^b$</td>
<td>54.9 ± 4.2</td>
<td>5.20 ± .44</td>
</tr>
<tr>
<td>29</td>
<td>44</td>
<td>0908 ± 0206$^b$</td>
<td>54.8 ± 3.5</td>
<td>5.16 ± .41</td>
</tr>
<tr>
<td>28</td>
<td>31</td>
<td>0937 ± 0220$^c$</td>
<td>54.9 ± 3.7</td>
<td>5.23 ± .39</td>
</tr>
<tr>
<td>27</td>
<td>38</td>
<td>1012 ± 0234$^d$</td>
<td>54.8 ± 3.7</td>
<td>5.26 ± .47</td>
</tr>
<tr>
<td>26</td>
<td>25</td>
<td>1003 ± 0240$^d$</td>
<td>55.1 ± 3.2</td>
<td>5.27 ± .38</td>
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<tr>
<td>25</td>
<td>20</td>
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<td>5.24 ± .41</td>
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<td>5.34 ± .46</td>
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<td>20 or less</td>
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<td>1105 ± 0245$^f$</td>
<td>56.3 ± 4.7</td>
<td>5.30 ± .44</td>
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<tr>
<td>Overall total or mean</td>
<td>270</td>
<td>0940 ± 0226</td>
<td>55.1 ± 3.6</td>
<td>5.24 ± .43</td>
</tr>
</tbody>
</table>

$^a-f$ Mean values with the same superscript within the same column are not significantly different ($P > .05$).

$^1$ Mean ± standard deviation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lora (Buff Brahma)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minerva (Barred Rock)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Shasta (Delaware)</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
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Well, this egg didn't have enough padding when it "plopped" out of the hen and so the tip got cracked. Guess it makes sense... the more pointed end of the egg is the first part out.
Comparison of Aviary, Barn and Conventional Cage Raising of Chickens on Laying Performance and Egg Quality


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Abstract

This study intended to compare the productive performance of three different layer raising systems: conventional cage (BR) and aviary (AV). The AV is welfare bestowed housing that allows free locomotion for birds within the BR. The BR is the bird’s free locomotion inside BR but without multilevel structures. Both pullets and cockerels were housed together in the BR and BR, but only pullets in CC. Seventeen weeks old Lohmann Brown Lite (n = 800) pullets were housed in AV during the study. The same age layer pullets were simultaneously assigned to either CC or BR to compare egg production performance with AV. The duration of experiment was 40 weeks (from 21st to 60th week). There were no remarkable differences in egg production, hen day egg production (HDEP) and average egg weight among three rearing systems. First 20 weeks (phase-1), average HDEP (%) of AV, CC, and BR were 85.1, 88.8, and 87.1 and average egg weights (g) were 57.5, 59.9, and 56.9 respectively. Those of the remaining 20 weeks (phase-2) were 87.1, 89.5, and 64.2, respectively. Daily feed intake (g, 125 g); feed conversion ratio (2.4, 2.1, 2.5) and daily egg mass (53.9 g, 54.4 g, 52.8 g) data from AV, CC, and BR were influenced significantly by the respective raising systems. Daily feed intake of layers in both AV (124 g) and BR (127 g) be higher than that in CC (113 g) during phase-2. Overall, exterior egg quality (dirty and cracked eggs) in both phases was not significantly different.
Jane Goodall situates herself in the scholarly conversation

“When I grew up I became an ethologist – a long word that simply means a scientist who studies animal behavior...”
Find a picture of people in the conversation...

Konrad Lorenz “lived with all kinds of wild animals”

Karl von Frisch “go on and on asking questions... the more answers he found the more questions he asked”

Niko Tinbergen “experiments out in the place where the animals live...spent a lot of time watching them and writing down all the different things they did”

Wait...they knew each other...?
How I Learned English
By Isabel De Armas

my publishing
November 2006
2nd grade goal: Cognitive flexibility in reading
The ability to consider and actively switch between multiple aspects of a task.

- Key to successful comprehension
- Develops from preschool through adulthood
- Interventions need to be domain-specific
  - Tailored to the particular demands of the reading task
  - So that their thinking skills transfer (Cartwright 2002)
- Children as young as second grade can benefit from multiple strategy instruction (Brown et al. 1996)


Research Relevance: K-12 Library Instruction for the 21st Century

A Colloquium for School Librarians
June 24-25, 2015
Castilleja School
Palo Alto, CA

What are the essential information skills for today's learners?

Castilleja School is proud to host two days of thought-provoking speakers, inspiring conversations, and hands-on collaborations. Join us as we challenge traditional notions and examine emerging best practices in research skills education.

Featuring: In addition to Castilleja School's librarians Jole Seroff and Tasha Bergson-Michelson, the conference will include insights from such

Registration Details

The conference is now full. Registration has reached capacity but you can join the waitlist by clicking the link below.

- Registration is $275 per person. There will be a $50 fee for cancellations received by April 24, 2015, at 9:00pm (PST). No refunds will be given after that date.
- Registration fee includes: light breakfast, lunch, and other refreshments on both days.
- There will be a reception on Wednesday evening from 4:30pm-6:30pm. This is included in your conference fee. Details below.
- The colloquium is BYOD. WiFi-enabled devices are strongly recommended for full participation.
- Please pay by credit card. If you have questions, please contact ResearchRelevance@castilleja.org

CLICK HERE TO JOIN THE WAITLIST!

Reception for Attendees
Topics:
1. The roles of girls and schooling during the time period
2. Calpurnia’s natural and physical environment
3. Charles Darwin’s *On The Origin of Species*
4. Cultural life and entertainment
Organize your notes into 2 different categories:
Facts -- new knowledge, specifics
Connections to the Text -- what connections do you see to Calpurnia’s story?
THE SQUIRREL.

The squirrel is a beautiful little animal. The gray and black squirrels live in the forest and make a nest of leaves and sticks on the high branches. It is amusing to see the nimble squirrel spring from branch to branch, or run up and down the stem of a tree, and dart behind it to escape from sight. Little ground squirrels burrow in the earth. They subsist on nuts, which they hold in their paws, using them as little boys use their hands.

FABLE I.

OF THE BOY THAT STOLE APPLES.

"An old man found a rude boy upon one of his trees stealing apples, and desired him to come down; but the young saucy boy told him plainly he would not. "Won't you?" said

the old man, "then I will fetch you down;" so he pulled up some turf or grass and threw at him; but this only made the youngster laugh, to think the old man should pretend to beat him down from the tree with grass only.

"Well, well," said the old man, "if neither words nor grass will do, I must try what virtue there is in stones;" so the old man pelted him heartily with stones, which soon made the young chap hasten down from the tree and beg the old man's pardon.

MORAL.

If good words and gentle means will not reclaim the wicked, they must be dealt with in a more severe manner.

FABLE II.

THE COUNTRY MAID AND HER MILK PAIL.

When men suffer their imagination to amuse them with the prospect of distant and uncertain improvements of their condition, they frequently sustain real losses, by their inattention to those affairs in which they are immediately concerned.

A country maid was walking very deliberately with a pail of milk upon her head, when she fell into the following train of reflections: "The money for which I shall sell this milk, will enable me to increase my stock of eggs to three hundred. These eggs, allowing for what may prove bad, and what may be destroyed by vermin, will produce at least two hundred and fifty chickens. The chickens will be fit to carry to market about Christmas, when poultry always bears a good
in one classroom.

Our teacher, Miss. Harbottle, taught us spelling from Noah Webster’s American Spelling Book. We would look at a word and then memorize the spelling. This is how we learned most of our material—using memorization. If we weren’t able to memorize something, or if we misbehaved, we got hit with a hickory stick. A less harsh punishment might be getting hit with a ruler. My piano teacher Miss Brown would perform this punishment on me and your uncle Harry if we couldn’t play a piece right or if we were using incorrect form. I despised these lessons, and haven’t been able to look at a piano since.

Another thing that is not quite as important for your generation was the Ladies Home Journal and Deportment Books. These books
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From 1911 Encyclopaedia Britannica article on Charles Darwin:

Charles Darwin was, as a young man, a believer in Christianity, and was sent to Cambridge with the idea that he would take orders [become a priest or minister]. It is probable, however, that he had merely yielded to the influences of his home, without thinking much on the subject of religion. He first began to reflect deeply on the subject during the two years and a quarter which intervened between his return from the "Beagle" (October 2nd, 1836) and his marriage (January 29th, 1839). [The Beagle was the ship on which Darwin sailed around the globe and made the observations that lead to his famous theories]. His own words are, "disbelief crept over me at a very slow rate, but was at last complete. The rate was so slow that I felt no distress." His attitude was that of the tolerant unaggressive agnostic [unsure about whether or not to believe in God], sympathizing with and helping in the social and charitable influences of the English Church in his parish. He was evidently most unwilling that his opinions on religious matters should influence others, holding, as his son, Francis Darwin, says, "that a man ought not to publish on a subject to which he has not given special and continuous thought" (I.e. i. p. 305). [This suggests that Charles Darwin did not wish to publish his thoughts on religion because it was not a subject on which he was an expert. What subject was he an expert on?]


From 2015 World Book Encyclopedia Article on Charles Darwin:

**The influence of Darwin's ideas.** Darwin's theories of evolution through natural selection set off a bitter controversy among biologists, religious leaders, and the general public. Many people thought Darwin had implied that human beings were descended from monkeys. They angrily criticized his revolutionary ideas. But such noted British scientists as Thomas Henry Huxley and Alfred Russel Wallace supported Darwin's work. Virtually all scientists eventually accepted his theories. These theories, and the facts that supported them, gave biologists new insight into the origin of living things and the relationship among various species. ...Most biologists consider Darwin's Ideas to be an essential foundation of modern biology.

Darwin's work has had a tremendous impact on religious thought. Many people strongly oppose the idea of evolution—and the teaching of it—because it conflicts with their religious beliefs. For example, they claim that the theory of evolution disagrees with the Biblical account of the Creation. Some people argue against the theory of natural selection because they believe it diminishes the role of divine guidance in the universe.

mother may not tolerate you collecting specimens, I wish to cultivate your interests. I would like to let you know that I have a book on the natural world, called *The Origin of Species* by Professor Charles Darwin. He is such a wonderful writer, and I would like to share his writings with you. When I was exactly your age, eleven and three-quarters, your great-grandfather, my grandfather, Captain Walter Tate gave me his copy of this book. Mr. Darwin was Christian just like your family and I am. He was a little bit of a rebel because, instead of believing that humans were made from God, he believed that humans evolved from apes.
Technology use in education is uncommon in China but wanted. We believe that technology in education should be used more often, instead of general purposes, such as shopping, which is not as healthy.
Teaching with Technology

Links, references, advice and tips on teaching with technology that are drawn together for campus workshops and faculty discussions.

Saturday, November 21, 2015

Links for #NCTE15 #G18

Writing to Read; Reading to Write Workshop -- online and social annotation tools are here: http://dutchessworkshop.blogspot.com/

The Citation Project: http://site.citationproject.net

Reading with writing is better than reading with just a highlighter (This also shows social annotation in use): http://bitly.com/7YWk

Visualize Sources by Doug Downs & Bedford/St. Martin's http://www.youtube.com/watch?v=rqH4XC6_wKQ

How to Cite a Cereal Box by Marine Couriant R19: https://www.youtube.com/watch?v=dPpR3b0GYO

"Believing Game" by Peter Elbow: http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1004&context=eng_faculty_pubs (See also http://works.bepress.com/peter_elbow/doctype.html for more of his work.)

A summary of Peter Elbow's Believing and Doubting Game: https://www.d.umn.edu/~cstroupe/ideas/believing.html

"Theft, Fraud, and Loss of Voice" from Transition to College Writing by Keith Hjortshoj: https://writing.caltech.edu/documents/1-plagiarism_hjortshoj.pdf

Links

- Teaching Central
- Adjunct Central
- Bedford St. Martin's Re: Writing
- The Bedford Researcher Room
- The Bedford Bibliographer by Mike Palmquist
- Research and Documentation Online by Diana Hacker
- BITs
- Adjunct Advice
- TechNotes

Blog Archive

- 2015 (3)
  - 11/15 - 11/22 (1)
- 2014 (12)
- 2013 (4)
- 2012 (6)
Join us on the threshold...

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