

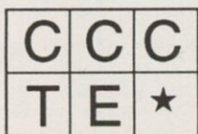
# Asilomar 46

Asilomar Conference Grounds  
Pacific Grove, California

September 27-29, 1996

## Threads in the Tapestry of Learning

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Curriculum Study Commission  
Central California Council of Teachers of English





# Asilomar 46

## Threads in the Tapestry of Learning

**P**or al hilo se saca el ovillo," says the Spanish proverb, "By the thread we unwind the skein." We unwind the thread and with it we each weave the tapestry which becomes our lives as teachers. Although we come together, gather the same information, and explore the same materials, the tapestry we each weave is unique. This is the true wonder and beauty of our minds.

*We weave a tapestry of work and life,  
Story threads entwined in joy and sorrow.  
Our sturdy looms frame color, texture, light,  
Tie yesterday, today, tomorrow.*

This weekend, our forty-sixth Asilomar conference, will bring many threads for us to study, hold, take with us, and weave into our own tapestries as we create the body and fabric of our commitment to education.

### Program

#### Friday, September 27

- 3:30 – 9:00 Registration
- 4:30 – 6:00 CCCTE Reception
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 **General Session**  
Deborah Meier
- 9:00 – 10:00 Group Session #1
- 10:00 – 11:00 Join the NCTE Emeritus Assembly for coffee and cookies in the Asilomar Lodge

#### Saturday, September 28

- 7:30 – 8:30 Breakfast
- 9:00 – 10:15 Group Session #2
- 10:15 – 10:45 Coffee
- 10:45 – 12:00 Group Session #3
- 12:00 – 1:00 Lunch
- 1:15 – 2:45 Group Session #4
- 3:00 – 3:45 Book Signing

- 3:45 – 4:45 Film
- 4:30 – 6:00 Reception and  
Fiber Arts Display
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 **1996 Writer-in-Residence**  
Laurence Yep
- 8:45 – 9:30 **Around the Hearth**  
Session I (Choose one)
- 9:45 – 10:30 **Around the Hearth**  
Session II (Choose one)

#### Sunday, September 29

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:00 – 10:30 Coffee
- 10:30 – 12:00 **General Session**  
Peter Donat in performance
- 12:00 – 1:00 Lunch



## Featured Speakers and Entertainment

◆ **Deborah Meier.** Born in New York City, Deborah Meier has worked in public education as teacher, writer and public advocate. She was the founder and teacher-director of a network of public elementary schools in East Harlem and is now the co-director and principal of Central Park East Secondary School, a public high school, as well as the director of a new initiative in New York to redesign several large failing high schools. The schools she has helped create, serving predominantly low-income African American and Latino students, have long been considered among the best in New York City and exemplars of reform on a national level. Ms. Meier is the author of *The Power of Their Ideas*.



Deborah Meier



Laurence Yep

◆ **Laurence Yep.** For Laurence Yep, San Francisco's Chinatown is "not so much a place as a state of mind... and of heart." The city provides the setting for many of his books, such as *Dragonwings*, the 1976 Newbery Honor Book, and *Child of the Owl*, the 1977 Boston Globe-Horn Book Award-winner. Yep's San Francisco childhood is described in his autobiography, *The Lost Garden*. His Chinese American background is central to the spirit of many of his novels. In recent



Peter Donat

years, he has explored the rich mythology of China and has finished a fantasy series based on Chinese dragons. Yep's *Rainbow People* and *Tongues of Jade* retell a number of Chinese American folk tales.

◆ **Peter Donat.** Born in Nova Scotia, Peter Donat trained at the Yale School of Drama before beginning his professional career. He spent seven seasons with the Stratford Shakespeare Festival in Canada and came to the American Conservatory Theater in San Francisco in 1968 where he delighted audiences with his versatile performances in more than fifty productions, including *King Lear*, *Cyrano de Bergerac*, *Equus*, *Man and Superman*, *Uncle Vanya*, *The School for Wives*, *Faustus in Hell*, *Our Town*, *A Funny Thing Happened on the Way to the Forum*, and *A Tale of Two Cities*. He has guest-starred on many TV programs including *Dallas*, *Murder She Wrote*, *Hill Street Blues*, and starred in the NBC series *Flamingo Road*. His films include *The Hindenburg*, *The China Syndrome*, *The Bay Boy* (with Liv Ullman), *Godfather II*, and *War of the Roses*. He recently appeared in *Love Letters* with Barbara Rush.

## Saturday Night Around the Hearth

### Session I. 8:45-9:30pm

- A. Conversation with Laurence Yep.** Come gather by the fire and chat with award-winning author and writer-in-residence Laurence Yep.
- B. Classics on the Dunes.** Join Asilomar registrar John Cotter for classical piano.
- C. Conversation with Peter Donat.** Meet and talk theater and performing arts with this widely-experienced classical actor. Come and be charmed by a talented thespian.
- D. School Reform with Deborah Meier.** Deborah Meier, author of *The Power of Their Ideas* and our Friday night speaker, will continue her conversation on school reform.
- E. John Steinbeck: "Coyotito" in the Classroom.** With Virginia Scardigli, read and discuss Steinbeck's portrait of teachers in *Pastures of Heaven*.

### Session II. 9:45-10:30pm

- A. Promoting the Young Reader Medal Program.** Judy Toll and other members of the Young Reader Medal committee will discuss and share strategies for using

the 1996-97 nominees for the California Young Reader Medal: Primary—*The Bee Tree*, *Chato's Kitchen*, *The Cow Who Wouldn't Come Down*, *Don't Fidget a Feather!*, *Owen*; Intermediate—*The Best School Year Ever*, *Jennifer Murdley's Toad*, *The Light on Hogback Hill*; Middle School—*Sparrow Hawk Red*, *Steal Away Home*, *Titanic Crossing*; Young Adult—*Deliver Us From Evie*, *In the Middle of the Night*, *Staying Fat for Sarah Byrnes*.

- B. Jazz on the Sands.** Pianist Ray Skjelbred, a recording artist and veteran of the Jack Teagarden, Lu Watters, and Turk Murphy bands, will play his repertoire of blues, rags, stomps, stride, swing, and Tin Pan Alley classics.
- C. Word for Word.** This San Francisco Performing Arts Company brings literature to its feet in theaters, libraries and schools. They will both show and tell their user-friendly theater technique.
- D. The State of the Profession.** CATE Legislative Chair, Jim Burke, discusses issues significant to English/language arts teachers.
- E. Tom. The Unknown Tennessee Williams.** Lyle Leverich, theatrical producer and chosen biographer of Tennessee Williams, will discuss Williams' life and work.



# Asilomar 46 Threads in

## Group Discussion Sessions

The Asilomar Conference is based on sustained group discussions following the teachers-teaching-teachers, collaborative learning philosophy. The chair and one or more resource persons in each group do not function as lecturers. Rather, participants share information and insights as the discussions evolve. The emphasis is on good conversation and the pursuit of intellectual interests. For the group to maintain integrity, it is necessary that the same people stay together for the weekend. It is also essential that people prepare by reading the suggested books for the section they choose.

Please select a first, second, and third choice from the group sessions below. Every effort will be made to assign your first choice, but groups are limited to twenty-five since more would tend to limit discussion. Group sessions will be assigned on a first-come, first-served basis.

The following letters after each title indicate the approximate grade level focus:

- (E) Elementary (M) Middle School  
(S) Secondary (C) College  
(G) General Enrichment

The ► symbol at the end of some group descriptions indicates requested pre-conference reading or that you bring material in preparation for your session.



### 1. Bringing Literature to Its Feet G

Word for Word Performing Arts Company takes you through its process of staging a short story. The group will learn how to use a one- to two-page story as a piece of theater, performing every word as dialogue. We will transform evocative writing into theatrical images. What better way to illustrate the power of the written word! Texts will be provided.

### 2. Universal Themes in Contemporary California Literature SC

Group participants will discuss selections of modern California writers such as Joan Didion, Gary Soto, Richard Rodriguez, and Amy Tan. These selections will be examined for universal themes. ► *Many Californians*, Gerald Haslam, ed.

### 3. Shakespeare Set Free Again MSC

The third in this series of study groups on The Bard welcomes all. Teachers will explore performance-based Shakespeare instruction by performing scenes, examining connections to writing and language development, discussing classroom use of videos, and exploring the ethical issues in *The Merchant of Venice*. ► *The Merchant of Venice*, and P. O'Brien, ed. *Shakespeare Set Free*, vol. 1.

### 4. Operatic Princes in Turmoil G

Igor and Vladimir (Borodin's *Prince Igor*) and Hamlet (Thomas's *Hamlet*) suffer the turmoils of love, loyalty, regal responsibility, and duty. This group will view, listen to, and discuss the two operas rarely performed until this San Francisco season. Libretti will be provided.

### 5. Exploring Technology G

Most of us have nibbled at the edges of the vast new world of electronic technology and want to know more. But how? Teachers, practitioners, and technicians will join to explore desktop publishing, Internet resources, applications, and strategies of value in the language arts classroom. Equipment provided.

### 14. Mixing It Up: Reloading the Canon G

Teachers are debating the inclusion of multicultural and feminist texts in connection with the traditional canon. The session will discuss the merits of the old and new canons. Participants will attempt to bridge the gap between the two philosophies by juxtaposing the old with the new. ► *Robber Bride* by Atwood with *Macbeth*; *Beloved* by Morrison with *Hamlet*.

### 15. The Book Group G

The good news is that book groups are "in." We will discuss how to establish, organize, and nurture a lively, successful book group and will also form a "book group" for the weekend. ► *The Matisse Stories* by A.S. Byatt.

### 16. Early Literacy Teaching Strategies EM

Join us to discuss effective teaching strategies for early learners. Here are some questions to ponder: What is a balanced early literacy program? How can such a program be implemented in a school? Bring questions and concerns and be prepared to participate in a stimulating seminar.

### 17. Raymond Carver and Chekhov SC

"Man will become better when you show him what he is like"—Anton Chekhov. Like his avowed Russian master, Raymond Carver's superb and eminently teachable stories show us precisely who we are and provide the grist for transcendence. We will read and discuss key stories by both writers. Materials will be sent.

### 18. Listen, Tell, Read, Write EM

She was so tall she tripped over Mt. Everest! She had a tongue so quick she could win an argument with a rattlesnake! Using tall tales and story-telling techniques, we will explore ways to enable students to move from expressive oral language to detailed, descriptive written stories.

### 19. Lifeline to Poetry G

Workshop participants will construct graphics of their own lifelines as a basis for writing poems based on the way events, places, and relationships intersect and interrelate. There will be time for writing, sharing, and critiquing each other's work. Beginning and experienced writers are encouraged to join in this exploration and celebration of our lives through poetry.



# the Tapestry of Learning

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**26. Cry the Beloved Country, the Book and Film** SC

Spend a weekend reading and discussing the novel, *Cry, the Beloved Country*. Furthermore, we will develop possible teaching resources for an interdisciplinary class, using specific strategies for the book and the film. ▶ Read *Cry, the Beloved Country* by Alan Paton and see the recent film.

**27. Contemporary Japanese Literature** SC

Participants will experience the irreverent, post-Zen, at times bizarre, stories being written by contemporary Japanese writers. The work showcased is likely to startle readers with both its range and power. ▶ *A Personal Matter* by Nobel Prize author Kenzaburo Oe.

**28. Pages of Possibilities: the Graphics Connection** EMSC

Working with graphic maps and a variety of quick-draw techniques, we will examine how graphics can serve as tools for both comprehending and composing. Suggestions for visual ways of organizing information and student samples will be available as the group works through the process of designing assignments for Monday morning.

**29. Effective Program Models for Second Language Learners** MS

This group will explore the recently drafted National Standards for ESL students and discuss them in terms of program design, assessment, and the politics of ESL programs.

**30. Using Picture Books at All Grade Levels** EMS

Two library media specialists who are California Literature Project fellows will share a treasure trove of picture books and explore strategies to incorporate them into your classes in all curricular areas. Bring a few of your favorites to share.

**31. The Brain-Compatible Classroom** EM

Building a brain-compatible classroom requires a rethinking of curriculum. We will discuss the establishment of a rich environment with meaningful content, collaboration, choices, and absence of threat based upon the seven intelligences. Bring ideas to share.

**32. Bernard Malamud: the Art of the Fabulous** G/SC

Despite their "zero at the bone" expression of stark human experience, Malamud's stories are also frequently hopeful, emphasizing a celebration of the human spirit. Malamud's is another distinctly American voice in the diverse literature of post-modern America. Come explore some of his less anthologized works. A reading list will be sent. ▶ *The Stories of Bernard Malamud*

**33. Discover Asian America Through Literature** EM

Explore the Asian American experience through literature, videos, and primary sources. Learn ways to incorporate into your language arts program the writings of Chinese Americans, Japanese Americans, and other Asian Americans. ▶ *Dragon's Gate, Dragonwings, Child of the Owl* by Yep; *Journey to Topaz* by Uchida; *The Land I Lost* by Nhuong.

**34. School Reform: Making a Difference** G

Creating an environment where students can experience the power of their ideas challenges our accepted notions of how schools are organized. Deborah Meier will show us how, as a teacher, she made a dramatic difference in East Harlem, and she will explore with us how we can make a difference in our schools.



**35. Literature Circles** EM

Two potent ideas, independent reading and collaborative learning, come together in literature circles. Democracy, community, and shared responsibility are keys to unlocking the doors to excitement and autonomy in this open-ended, student-centered, literature-based model. Management, structure, student roles, and suggestions for extensions will be modeled and discussed.

**36. Training Wheels for Response and Revision** EMS

We will write several short pieces—the raw material for response and revision exercises, including anonymous/author's chair, guided pair-response sequences, skeleton revision exercises, dress rehearsals, student models, dictionary of responses for different genres, response groups and writing revision plans. Bring 2-3 high/low samples of students' writing.

Acknowledgments: Asilomar photography, Ken Lane; brochure layout and design, James Shuman; Asilomar 46 cover design, Harrie Alley; computer graphics for cover design, Linda Fronz;

tapestry poem, Patricia Egenberger; Spanish proverb, Joy Hanna; and the conference weavers, members of the Curriculum Study Commission



## 6. Jane Austen

G

Jane Austen's "little piece of ivory" not only has lasted but is newly popular. Participants will discuss why they enjoy reading Austen. Focal points of discussion may well be her humor, her treatment of desirable and not-so-desirable human traits, and her depiction of marriage and society. Participants should feel free to introduce other topics of interest and to cite any or all of the novels.

## 7. Literature, War, and the Individual

G/SC

This workshop will focus on universal reactions to war and its effects on individuals as seen in the literature of war. Interdisciplinary applications, especially for social studies teachers, will also be discussed. ▶Titles by Tim O'Brien, Lely Hyslip, and Tobias Wolfe; books such as *The Red Badge of Courage*, *Good Scent from a Strange Mountain*, *December Stillness*, *In Country*, *Hello, My Name is Scrambled Eggs*, and *A Boat to Nowhere*.

## 8. Desktop Publishing

G

Take advantage of a computer laboratory to learn how to create professional-quality publications in the classroom using technology that is available to most teachers. Share ideas, resources, and products in a "hands-on" workshop setting. Laptops or portable computers with software are welcome but not required. ▶R.C. Parker, *Looking Good in Print*.

## 9. Human Rights Education: the Power of Witness

MSC

Educating students about human rights is an important way for them to become advocates. A "hands-on" workshop designed to assist teachers in integrating human rights into the study of literature and writing. Materials will be sent.

## 10. Tennessee: the Man, His Words, One Play

G

For seventeen years Williams revised his first produced play to create at last *Orpheus Descending*. In group reading, participants will investigate this "emotional record of his youth," its enigmas, and its beauty. Please bring your copy (in *Theatre*, v.3) as well as favorite lines from his other plays to share and enjoy. Recommended prereading: *Tom. The Unknown Tennessee Williams*, by Lyle Leverich (Crown, 1995).

## 11. Coming Out from Between the Lines: Texts and Subtexts about Sexuality

S

Because our students bring their emerging sexuality into the classroom, we can engage them constructively with these difficult topics in literature. While looking at heterosexual and homosexual texts and subtexts, seminar participants will discover strategies to create positive responses and enhance discussion, writing, and learning. Read at least one of the following: *My Antonia*, *Catcher in the Rye*, *I Know Why the Caged Bird Sings*, *Cat on a Hot Tin Roof*, *The Color Purple*.

## 12. Novel Practicum

MS

This group will discuss and demonstrate successful techniques for presenting the novel. We will explore ways to teach the difficult novel to the less-able reader and brainstorm ways to challenge advanced students by pairing novels and/or films. Please read and bring with you *China Boy* by Gus Lee.

## 13. The Write of Passage: Bringing Out the Best in Student Writing

EM

Join us for a dynamic journey with tried and true interactive writing activities that use the seven intelligences and lead young writers on a path to self-esteem and self-discovery. Become engaged and immersed as we develop strategies to use Monday morning and all year long.

## 20. Writing on the Road

G

Freeing students from the classroom can encourage experimentation with different points of view and genres. Participants will select a local destination to explore and write about. Group members will respond to one another's drafts with a view toward producing a classroom resource publication. Materials will be sent.

## 21. Writing to Understand Diversity

SC

Using fiction and non-fiction, this workshop will offer strategies for teaching writing and analytical questioning in dealing with issues of race, class, and culture in the classroom. Learn to write from different cultural perspectives and evaluate other points of view. Discussion will lead to an examination of how these issues affect classroom practice.

## 22. Who Gets to Use Language Anyway?

### The Power of Portfolios

EMSC

Portfolios provide students with an opportunity to reflect, heightening their awareness of themselves as learners and giving teachers the chance to grow, too. The relationship is powerfully reciprocal. We will discover new approaches to portfolio introduction and learn how student interviews expand the experience. %Through the Flower by Judy Chicago.

## 23. The Inclusive Classroom: Building a Community of Learners

EMS

Believing no student should be an isolate or sojourner in the classroom, this group will participate in instructional strategies which use classroom diversity as a resource rather than a liability. Classroom projects and activities appropriate for both ESL and mainstream students will emphasize use of literature and writing to build a community for learning.

## 24. Moby Dick

SC

Join us for a weekend conversation about a world masterpiece,



Melville's *Moby Dick*. And, if lucky, we may sight the "grand hooded phantom." Please read the novel.

## 25. The Omnificent Othello, the Play and the Film

SC

Place odds on Shakespeare's *Othello* as a tool for all kinds of student experience. Get classes involved with critical thinking, analysis (including psycho-), interpretation and re-interpretation, creative and performance assignments. Bring your markable copy of *Othello* and your willingness to be involved. Take away handouts, ideas, and the fun of experiential learning.



# Registration Information

## On-Site Bookstore

The bookstore will be located in Scripps Conference Room during the conference weekend. Every attempt will be made to have the books read by the session. If you would like to pre-order, telephone or write:

### BOOKWORKS

667 Lighthouse Avenue, Pacific Grove, CA 93950  
(408) 372-2242

## Conference Fees

### Registration

Because a predetermined number of rooms on the Asilomar grounds have been reserved for this conference, registrations are processed in the order they are received until all spaces are filled. Register by paying all fees at the same time. No on-site registrations are taken.

Early registration (by May 31)

Regular Registration (June 1-15)

Late registration (After June 15)

Participants interested in registering after June 15 must call the Conference Registrar, John Cotter, (510) 357-5425, to determine whether rooms are still available.

### Accommodations (Lodging and Meals)

The accommodations fee includes two nights' lodging and six (6) meals (Friday dinner, served from 6:00 to 7:00 P.M., through Sunday lunch). Only a very limited number of single rooms are available. Rooms fill

early and all room assignments are on a first-come first-served basis. Participants lodging off grounds may register for the conference on a nonresidential basis by paying the off-grounds fee of \$30. Meals are not included; individual meal tickets, however, may be purchased at the Asilomar office. *By state law, smoking is forbidden in all rooms.*

### Refunds

For cancellations by September 15, a refund minus a \$15 processing fee will be granted if requested. No refunds can be made after September 15, 1996.

### Membership Fee

Members of CATE pay the reduced registration fee. Those who pay the non-member fee automatically receive a one-year membership in CATE, entitling them to reduced rates at other conferences, the CATE convention, and a one-year subscription to *California English*.

### IF YOU HAVE QUESTIONS . . .

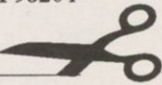
About registration or accommodations, or if you need extra copies of this brochure, write or telephone the Conference Registrar:

John Cotter (510) 357-5425  
2882 Marineview Drive, San Leandro, CA 94577

For additional information, please write to:

*Conference Chairs:* Margaret Dewar, Patricia Egenberger,  
Ken Williams, 3068 Canal Drive, Stockton, CA 95204

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# Asilomar 46 Registration Form

Please complete and clip a separate registration form (photocopies acceptable) for each person attending and mail in the same envelope with your check (made out to Curriculum Study Commission) for the full amount to John Cotter, 2882 Marineview Drive, San Leandro, CA 94577.

Date \_\_\_\_\_ M / F

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Evening Phone (\_\_\_\_) \_\_\_\_\_

Roommate(s) \_\_\_\_\_

**Preferred Group #:** 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

**Around the Hearth Preference**

Group I:	A	B	C	D	E
Group II:	A	B	C	D	E

Registration Fee	CATE member	non-member
Early registration (All fees paid by May 31)	\$45	\$80
Regular registration (June 1 to 15)	\$60	\$95
Late registration (after June 15)	\$75	\$110

*Please circle appropriate category and fill in the amount here*

### Accommodations (lodging and meals; prices per person)

(Please check desired accommodation)

HISTORIC (some with shared bath)

Guest Inn  
 2 to a room \$140 each

HISTORIC (private bath)

Tide Inn, Hilltop, Lodge, Scripps  
 Single \$185  
 2 to a room \$140 each

DELUXE (private bath)

Sea Galaxy, Surf and Sand  
 4 to a room \$130 each

East Woods, North Woods, View Crescent, Long View

2 to a room \$150 each

Pinecrest

2 to a room \$180 each

Total Accommodations \$ \_\_\_\_\_

Registration Fee \$ \_\_\_\_\_

Off-grounds Fee \$30 \$ \_\_\_\_\_

Off-grounds Meal Ticket \$60 \$ \_\_\_\_\_

**Total fees enclosed** (payable by check only): \$ \_\_\_\_\_

*Sorry, no school purchase orders can be accepted*

Will you be attending free Saturday Reception? Yes  No

Interest in CSU Hayward Extension Credit? Yes  No

• Vegetarian Menu please

• Wheelchair Access needed

For office use only

Revd: \_\_\_\_\_

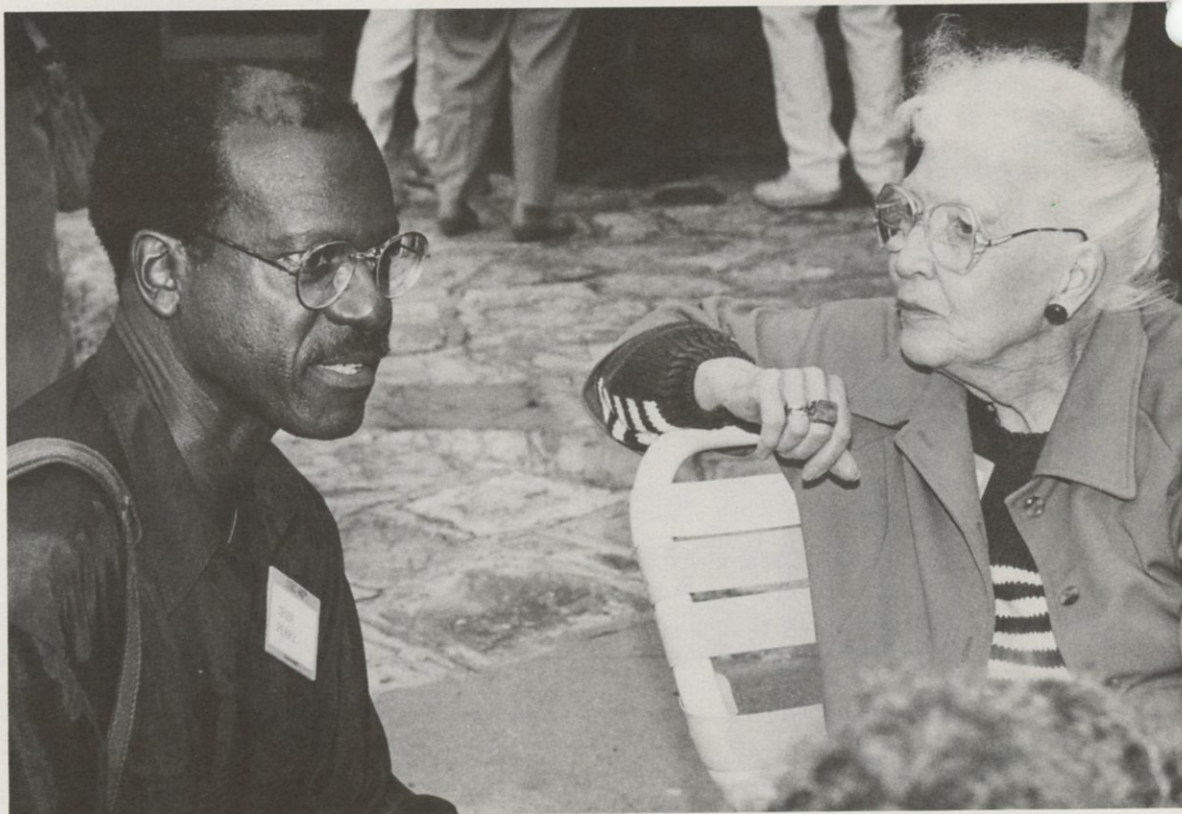
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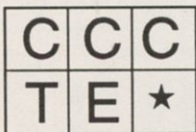
# Asilomar 46

Jesse Perry  
and Virginia  
Scardigli,  
long-time  
Curriculum  
Study  
Commission  
members, carry  
on the Asilomar  
tradition.



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September 27-29, 1996



The Asilomar Conference is sponsored by the Curriculum Study Commission of the Central California Council of Teachers of English, an affiliate of the California Association of Teachers of English and the National Council of Teachers of English.