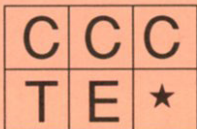
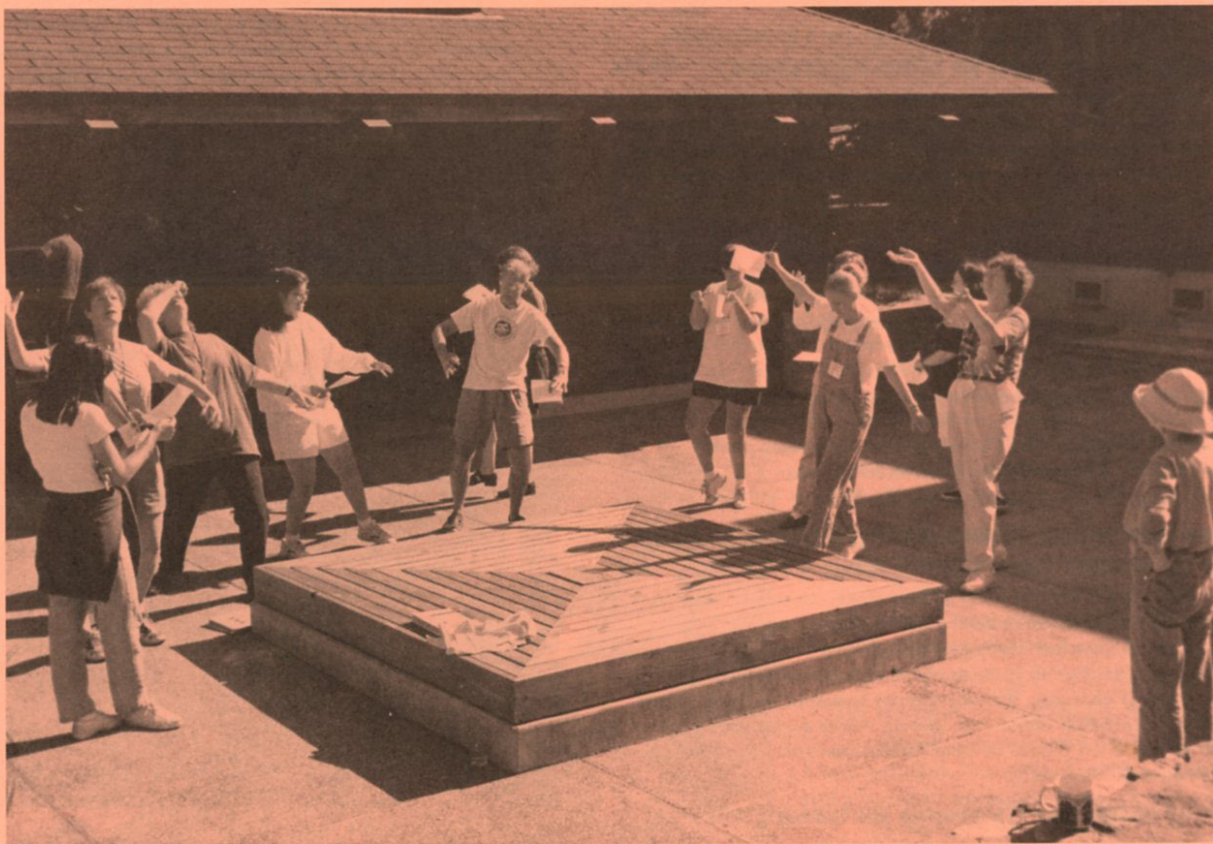


Asilomar 48

Asilomar Conference Grounds
Pacific Grove, California

September 25-27, 1998

Breaking Through Barriers



Curriculum Study Commission
Central California Council of Teachers of English

As teachers we are all involved in helping students break through barriers of ignorance, fear, and prejudice. This weekend at Asilomar, our 48th, share the company of colleagues and hear the stories and insights of three barrier breakers: Melba Beals, Eugene Garcia, and Francisco Alarcon.

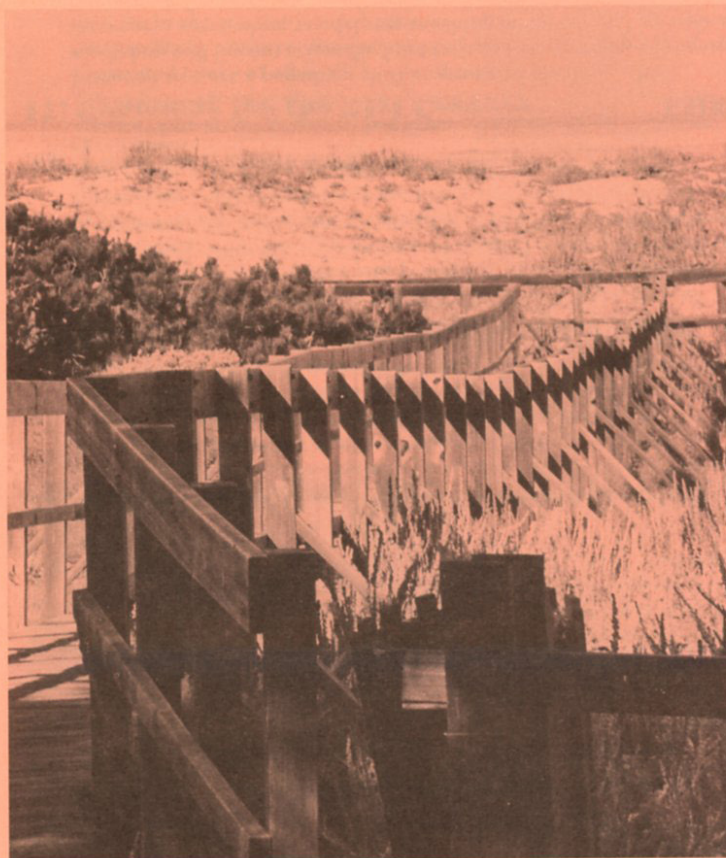
In *Warriors Don't Cry*, Melba Beals describes her experiences in 1957. As a fifteen-year-old, she was escaping the hanging rope of a lynch mob, dodging lighted sticks of dynamite, and washing away burning acid sprayed in her eyes by segregationists determined to prevent her from integrating Little Rock's Central High School. Ms. Beals sees her experience as a reflection of something we all share:

"People call me a heroine because I was one of the nine Black students to integrate Central High in the face of a rampaging mob of segregationists who vowed to kill me rather than allow me to attend school with their white children. I think of myself as an ordinary person who found the inner strength to stretch and face the monumental challenge set in front of me.

The same strength that guided me through an integration firestorm exists IN EACH ONE OF US. Each of you is a heroine and hero each time you stand up for what you believe in or step beyond the boundaries you might have imposed upon yourself or allowed someone else to impose."

Asilomar 48

Breaking Through Barriers



Program

Friday, September 25

- 3:30 – 9:00 Registration
- 4:30 – 6:00 CCCTE Reception
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 **General Session**
Melba Beals
- 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 26

- 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
- 4:30 – 6:00 Reception
- 6:00 – 7:00 Dinner
- 7:30 – 8:30 **Around the Hearth Session I**
- 9:00 – 10:00 **Around the Hearth Session II**
(Choose one session each time)

Sunday, September 27

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:00 – 10:30 Coffee
- 10:30 – 12:00 **General Session**
Francisco Alarcon
- 12:00 – 1:00 Lunch

Featured Speakers and Entertainment

◆ **Melba Beals** (Friday Keynote speaker and Writer-in-residence) is the author of *Warriors Don't Cry*, a searing memoir of the battle to integrate Little Rock Central High School in 1957. Melba earned a BA from San Francisco State University and a Masters from Columbia University. She worked as a news reporter for KQED and KRON-TV. She and her daughter, Kellie, are writing the script for *Warriors*. It is targeted for a feature film.



Melba Beals

◆ **Dr. Eugene Garcia** (Saturday Night Around the Hearth) is Dean of the Graduate School of Education and Professor of Education at the University of California, Berkeley. He received his BA from the University of Utah in psychology and his PhD in Human Development from the Univer-



Dr. Eugene Garcia



Dr. Francisco X. Alarcon

sity of Kansas. He has served as a Senior Officer and Director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education.

◆ **Dr. Francisco X. Alarcon** (Sunday morning speaker) is an award-winning poet and educator who is considered a leader of the Chicano literary movement. He received his BA at California State University in Long Beach and his PhD from Stanford. He now lives in Davis, where he directs the Spanish for Native Speakers Program at the University of California. He is the author of two textbooks and seven collections of poetry, including his first children's book, *Laughing Tomatoes and Other Spring Poems*.

Saturday Night Around the Hearth

Session I. 7:30 - 8:30

- A. Melba Beals.** Our writer-in-residence will read from her work and talk about her life and writings.
- B. Classics on the Dunes.** Join Asilomar registrar John Cotter for classical piano.
- 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 techniques.
- D. Standards & Assessments Roundtable.** Join a panel of educators for a frank discussion of Language Arts standards, statewide assessments, and the connection (or disconnection) between them.
- E. Bilingual Education: A Conversation with Dean Eugene Garcia.** A passionate defender of bilingual education, Dean Garcia will reflect on the Unz initiative and its fallout.
- F. Forsaken Cries: The Story of Rwanda.** In recognition of the 50th anniversary of the Universal Declaration of Human Rights, there will be a screening and discussion of this short, powerful documentary.

Session II. 9:00 - 10:00

- A. Melba Beals.** Join us for a reading and conversation with our writer-in-residence.
- B. Jazz on the Sands.** Pianist Ray Skjelbred will play his repertoire of blues, rags, stomps, stride, swing, and Tin Pan Alley classics.
- C. Poetry Reading Open Mike.** Bring a poem or story you've written and share it with a warm, appreciative audience of fellow-writers.
- D. Media Education.** Learn about the rationale behind "media education" and discover some effective strategies for addressing it with your students.
- E. Supporting New Teachers.** Dean Garcia and a panel of teachers and teacher-trainers will discuss strategies for assisting and retaining new teachers.
- F. Forsaken Cries: The Story of Rwanda.** Another showing of a documentary that dramatically illustrates the importance of human rights education.

Asilomar 48

Breaking

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 make discussion unwieldy. 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.



14. Dickens and His Victorian Counterparts: Modern Political Stands in 19th Century Literature **MSC**

How did Victorian writers deal with tough political problems in health, roles of women, prisons and prisoners, education, child labor, homelessness? Our conversations will explore ways nineteenth century writers wrestled with the same problems that challenge us. Bring copies of Victorian novels you teach, especially Dickens. Presenters will share resources developed by BBC, NEH, and the UCSC Dickens Project.

15. DeLillo's Underworld and Postmodernism **G**

Join us for a weekend discussion of Don DeLillo's novel *Underworld*, as we retrace America's shadowy history of the cold war and also examine the unsettling aesthetic of Postmodern culture. This mesmerizing narrative delves into the reality of that waiting world below, where all things connect. > Please read the novel in advance.

16. Globalization and the Rights of the Child **G**

This group will explore the status of human rights in the lives of children who are consumers and producers in the global economy. Participants will investigate successful strategies and actions taken by students who advocate for the rights of children around the world. An excellent workshop for anyone who wants to integrate social justice issues, research projects, or service learning into their curriculum.

17. Grammar for the 21st Century **EMSC**

Intended to start a paradigm shift in grammar teaching, this workshop will lay out scientific foundations for a grammar/language awareness curriculum, model new teaching methods, and provide a framework for teaching standard English within a diversity-celebrating mindset. Lots of fun activities for participants to take to their classrooms. > Required preconference reading list will be sent to participants upon registration.

18. Robertson Davies: Man of Marvels **G**

What is the subtle relationship between art, deception, and truth? With focus on the novel *What's Bred in the Bone* (shortlisted for the Nobel and the Booker prizes) participants will explore favorite Davies subjects: comedy and tragedy, magic and marvels, religion and mythology, good and evil. > Please read prior to the conference and bring your copy of *What's Bred in the Bone*, along with other favorite Davies titles for sharing.

19. Focus on Folk Tales **MSC**

An opportunity to look at tales using Folklore Tale Type and

1. Writing Our Lives **G**

Teachers as writers: What do we remember and why? How does childhood continue to haunt and inspire us as adults? In poetry and prose, we will name the people, places, and events that have shaped us. We will talk, write, and experiment with points of view and various versions. This is a reprise of last year's group.

2. Translating Brain Research to Classroom Practice **EMS/G**

New research from the neurosciences has greatly increased our understanding of learning and given us a much more solid foundation on which to base our educational practices. While many current practices are validated by the research, others run counter to it. This session will provide an overview of the most significant research developments for educators. > Read *Education on the Edge of Possibility* by Caine and Caine (ASCD publication).

3. When Hurling Insults Isn't Enough: Shakespeare on Your Feet **S**

Explore powerful strategies which not only engage students but assist them in moving through Shakespeare's plays with greater insight and enjoyment. After baiting our lines with a variety of hooks, we'll focus on helping students to "speak the speech," and guide students as they critically consider production choices and sub-text. The Goal? Life-long theater goers! This is a reprise of last year's presentation.

4. Facing History and Ourselves Through Literature **MSC**

Join with Facing History and Ourselves Program Director Jack Weinstein in a study of the role of the individual in society. Learn about using literature to combat racism, prejudice, and anti-Semitism and to nurture participatory citizenship, moral courage, and student voices. > *A Gathering of Heroes*, Greg Alan Williams; *The Sunflower*, Simon Wiesenthal; *Night*, Elie Wiesel.

5. Teaching Communication Skills and Team Building **MS**

Join Dan Farley, Human Resource Trainer for Silicon Graphics, as

Through Barriers

Please Post

September 25-27, 1998

26. Dimensions of Learning in the Language Arts Classroom EMS

Based on cognitive theory and brain research, Dimensions of Learning is a framework for organizing effective classroom practices. Make your teaching more powerful and purposeful and engage more students in learning by adding a new "dimension" to your classroom!

27. Dancing with the Shadow: Inside the Hero's Journey EMS/G

In this session we will go beyond the basics of the Journey pattern to explore its expression in philosophies such as Jungian archetypes, yin/yang, and karma. Through literature and myth we will examine the dangers of the Call Refused and the Return, and look at ways these concepts can help students better understand literature, film, and life. ► Participants should read/review *Hamlet*, *Heart of Darkness*, and *The Things They Carried* (O'Brien).

28. 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. What better way to illustrate the power of the written word! Texts will be provided. ► *Flash Fiction*, and *Improvisation for the Theater* and *Theater Games for the Classroom* by Viola Spolin.

29. Universal Themes in California Literature MSC

Join us as we explore universal themes in the literature of California, such as work, growing up, culture, relationship with the land, and more. Our emphasis will be on the literature of the Central Valley, which the California Council for the Humanities is celebrating with its *Highway 99, a Literary Journey*, Project. Bring your favorite short poem by a California author. ► *Highway 99* (Heyday Books) and *The Other California, 2nd Ed.* (University of Nevada Press).

30. Writing Into/Beyond Ourselves: Writing Poetry with Our Students EMS

In this hands-on workshop, participants will read, write, and share their own poetry in the process of discovering how we can encourage our students to appreciate and write poetry of their own. Along the way, we'll discuss teaching poetry's formal elements, activities for motivating student poets, and "assessing" student poetry. This workshop is best suited for grades 4-12.

31. The Odyssey in the Classroom MS

This workshop will provide a series of exercises and activities to make *The Odyssey* accessible to students and to render basic literary ideas a part of their working vocabulary. Epithet, metaphor, simile, and point of view take on new dimensions in this most ancient of works. Writing, performance, debate, competitions, and graphic art animate the narrative. ► Fitzgerald's translation of *The Odyssey*.

32. Countering Homophobia and Creating Safety in Your Classroom MSC

This workshop will explore the issues, difficulties, and concerns faced by today's gay/lesbian/bisexual youth, and strategize ways that classroom teachers can counter homophobia and create safety in their classrooms. Participants are encouraged to bring anecdotes from their own experiences as well as any literature and other classroom materials they have used to address issues that relate to gay/lesbian/bisexual youth.

33. Seeing It Through: The Graphics Connection MSC

How can we help our students and ourselves give shape and substance to the mental images that flit through our minds as we read and write? In this session we will explore graphic strategies designed to help students begin to think visually, make connections to the verbal, and translate that ability to new situations.



34. The Interactive Notebook: A Powerful Tool for Literacy MS

The Interactive Notebook is a dynamic tool students can use to construct meaningful learning connections. You will learn creative strategies to unlock the doors to reading and writing across the disciplines, and experience this dynamic learning technique from theory through practice, taking home your own Interactive Notebook.

35. The Gold Rush & Cultural Diversity in the 90's: A Model for Integrated Curriculum MSC

California literature, history, culture, and geography come together in this workshop on cultural diversity and Manifest Destiny—two historical forces challenging California today. Using visual sources, documents, stories, essays, poetry, plays, and demographics, participants will construct historical and contemporary contexts for the literature of turbulent times: the Gold Rush, and America in the 1990's. Materials will be mailed.

36. Primary Grade Teaching: Follow the Child or Follow the Politician? E

Politics are dictating more of the content and methodology of beginning reading and writing than ever before. How should teachers respond? Join us for a candid conversation on professional ethics and politics. Please bring a book on teachers who dared challenge bureaucrats—preferably those rebels who lived to tell about it, but a few books on martyrs might provide the group with needed cautionary tales.

37. The Violent E and Other Tricky Sounds: Balancing Literacy, Literature, and Assessment in Multicultural Classrooms EM

What research and/or experience-based strategies and assessment techniques do you use to ensure critical literacy for all children, including those who speak English as a second language? This workshop will explore principles and curriculum that demand critical thinking but give explicit access to basic skills. Learn ways to monitor and assess your students' needs, and then address those needs with a wealth of diverse strategies.

Acknowledgments: Asilomar photography, Ken Lane; brochure layout and design, James Shuman; and the conference barrier breakers, members of the Curriculum Study Commission

he incorporates team building into the teaching of communication skills. Learn of a workplace program field tested in twenty northern California schools. Discover lessons students can use in teams, helpful/harmful group roles, and tools for facilitating.

6. Perspectives on Literacy in an Electronic Age G

Continuing a conversation begun last year, this session will examine the impact of the information age and cyberspace on literacy. Is there, in fact, a new "literacy" emerging among new readers? Or does the new technology merely extend the privileges and power of the already literate? Participants new to this topic are welcome. ► *Hamlet on the Holodeck* by Janet Murray, and *Silicon Snake Oil* by Clifford Stoll.

7. Teaching the Holocaust Beyond Anne Frank and Night: An Interdisciplinary Approach SC

The Holocaust cannot be studied apart from its history and the suffering it unleashed, nor from the literature and art that have responded to it. Working with interdisciplinary sources and materials, we will consider and expand upon our teaching of this event within the context of the English classroom. ► Participants should purchase *Truth and Lamentation: Stories and Poems on the Holocaust*, edited by Milton Teichman and Sharon Leder.

8. Re-Reading Whitman and Dickinson SC

We, as readers and teachers of readers, will share our responses as we read poems, discussing the poets' lives and contexts in order to deepen our understanding. We'll do close readings, examine our reading processes, and go to the beach for contemplative discussions in small groups. Participants should bring the complete poems of Dickinson and Whitman.

9. Dilemmas and Designs in Silko's Ceremony SC/G

Leslie Marmon Silko's internationally acclaimed contemporary Native American novel challenges but rewards readers. Themes of culture clash, search for personal identity, and the spiritual healing necessitated by deep pain and loss make teaching *Ceremony* exciting. Join us to explore the depth and allusions of this complex novel and share resources and creative approaches for teaching it. ► Please read the novel in advance.

10. William Stafford: Starting with Little Things G

We will explore Stafford's poetry, his poetic practice, and his remarkable approach to writing and teaching processes. His poems will serve as sources for his theory of following the "golden thread." In addition to small group discussions, we will also view "A Literary Friendship," a wonderful film with Stafford and Robert Bly, and we may also experiment ourselves with Stafford's approaches to writing poetry. ► Stafford's books: *The Darkness Around Us Is Deep*, *Even In Quiet Places*, *Writing the Australian Crawl*, *My Name is William Tell*.

11. Before and After Babel: Using Literary Translation as a Way Into the Writing Process SC

In rendering English translations of literature, we notice subtleties of diction and tone and make crucial choices in form and style. Participants will translate poetry or prose from languages with which they have some familiarity (a memory of high school or college language study is enough). We will discuss translation assignments for student writers that encourage strong voices and a variety of forms. ► Bring short poems or prose selections you want to work on and a bilingual dictionary.

12. Partnerships for Success: Helping New Teachers EMS

Using BTSA (Beginning Teacher Support and Assessment) and the new standards for Beginning Teachers, experienced teachers now have the tools to help the many new teachers at our sites. This session is for both experienced teachers who want to help and new teachers who want support.

13. Media Education: Reflecting on the Curriculum of the Real World EMS

Each day we are bombarded with thousands of images that form a powerful and compelling new system of communication that is fast replacing text-based discourse. Participants will explore techniques that enable students to "read" (decode), analyze, interpret, and evaluate communications in a variety of Media, using the basic concepts of media literacy. ► *The Age of Missing Information*, Bill McKibben; *Amusing Ourselves to Death*, Neil Postman.

Folklore motif research guides to discuss cultural insights, symbolism, and the relationship of folktales and literature. Bring Grimm fairy tales and *King Lear*. ► Don't be surprised if we use storytelling, poetry, and art to access the tales!

20. The Classroom Teacher/Librarian Connection EMS

The school librarian has always been a vital partner for classroom teachers, and the recent thrust toward integrated learning and cross-curriculum instruction makes this connection more vital than ever. Find out what a good librarian can do for you. This session will focus particularly on exceptional children's literature that connects with the curriculum. ► Participants should bring 5-10 favorite books.

21. "Little" Books/Big Ideas! EMS

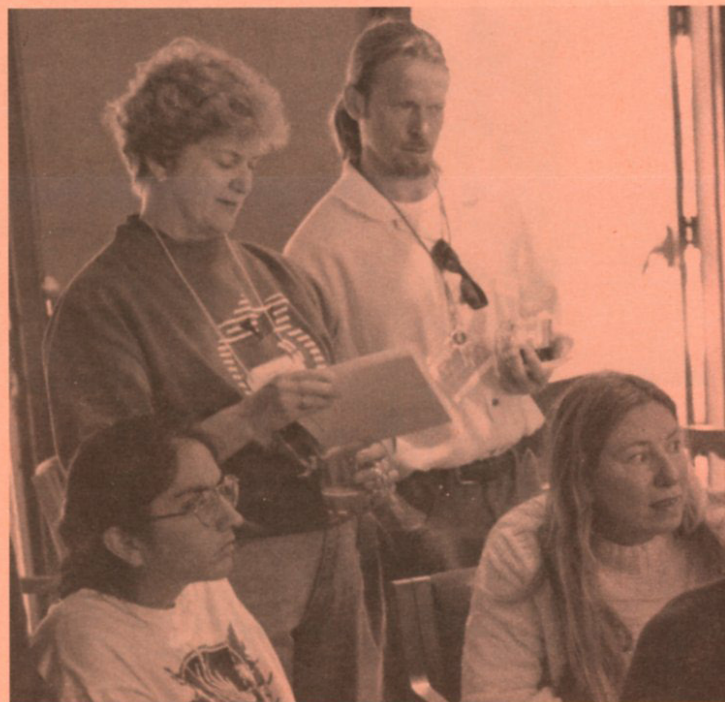
Picture books are not just for primary grades. Bring your favorite picture books to share. Explore ways of using these wonderful illustrated books at all levels to stimulate writing, small group discussions, creative drama, art, language development, thematic studies, and so on. Booklists and other handouts will be available.

22. Love and Hate in Opera—Turandot and Norma G

Turandot is haunted by an ill-fated love affair of an ancestress. Norma is infuriated by a faithless lover. These two operas by Puccini and Bellini will be viewed (VHS) and heard (CD), comparing casts and individual stars. Libretti will be provided.

23. Poets Teaching Poets: Read, Write, Share G

Using our favorite poems as inspiration, we will write our own. We will use our favorite poets as models. We will read, share, and criticize each other's work. Bring one favorite poem to share with the group. Both beginners and experienced poets are welcome.



24. Reading and Writing for Learners of English through Picture Books MS

Readers' and writers' workshops and content-based language learning are approaches consistent with current second language acquisition theory. Using a rich selection of high-quality, age-appropriate, illustrated texts, participants will explore the use of these three approaches with learners of English in grade-level content-area and SDAIE classes. ► Nancie Atwell, *In the Middle: New Understanding about Writing, Reading, and Learning* (Boynton Cook).

25. 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 publication.

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 listed 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. Historically, this occurs by June 10 or earlier. Register by paying all fees at the same time. No on-site registrations are taken.

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 \$10. 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 upon request. No refunds can be made after September 15, 1998.

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 contact *Conference Chairs*:

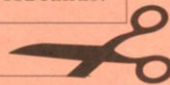
George Mills, 262 Alpine St., San Rafael, CA 94901
(415) 453-4206 • ggmills@well.com
Brad Shurmantine, 1685 Atlas Peak Rd., Napa, CA 94558
(707) 257-7127 • blshurm@napanet.net

or *Commission Chair*:

Ken Williams, 3600 Jeffrey Dr., Modesto, CA 95357 (209) 551-3600

Possible funding sources: SIP funds, Block Grants, Reading Staff Development funds, Categorical Funds, Title I, IV, VI, and VII, School Site Grants, SB 1882, SB 1777, SB 1789, and AB 3482 funds.

----- clip here and send bottom portion for registration -----



Asilomar 48

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 Session I: A B C D E F

Session II: A B C D E F

Registration Fee CATE member \$70 *Non-member \$110

* The Non-member Fee includes a one-year membership in both CCCTE and CATE.

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 \$150 each

HISTORIC (private bath)

Tide Inn, Hilltop, Lodge, Scripps

Single \$200

2 to a room \$155 each

DELUXE (private bath)

Sea Galaxy, Surf and Sand

4 to a room \$145 each

East Woods, North Woods, View Crescent, Long View

2 to a room \$165 each

Pinecrest

2 to a room \$200 each

Total Accommodations \$ _____

Registration Fee \$ _____

Off-grounds Fee \$10 \$ _____

Non-Resident 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

• Box Lunch for Sunday noon

• **IMPORTANT!** check here for box lunch Sunday noon! ➤

Asilomar 48



“I started writing poems by jotting down the songs my grandma used to sing to us. I would write at the kitchen table, surrounded by our pets, smelling my grandma’s delicious cooking. For me, poetry is about life, family, community. I also believe poems are really incomplete until someone reads them. Then they come alive and start dancing in the imagination.”

Francisco X. Alarcon

Asilomar 48

September 25–27, 1998



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.