



## Manitoba Association of Teachers of English **Literature, Language and Learning in the 21<sup>st</sup> Century: Transforming Literacies for our Diverse Learners** River East Collegiate, 295 Sutton Avenue

### PROGRAM

**9:00–10:00 a.m.**

Keynote Speaker: Carol Jago

**10:00–10:30 a.m.**

Health Break

**10:30–11:30 a.m.**

Morning Sessions  
(Marked A1–A12)

**11:30 a.m.–1:00 pm**

Lunch (please see list of nearby  
restaurants in conference  
program)

**1:00–2:00 pm**

Afternoon Sessions  
(Marked B1–B6)

**1:00–3:00 pm**

Afternoon Session  
(Marked C1–C4)

**2:00–2:15 p.m.**

Health Break

**2:15–3:15 p.m.**

(Marked D1–D2)

**8:30 a.m.–2:15 pm**

Publisher Display in Gymna-  
sium. Door Prizes drawn at  
3:00 p.m.

### Pre-Conference Event Night before SAGE

Manitoba Authors Esme Keith and Colleen Nelson will be sharing their insights and work, as well as the presentation of the Kel Brooker Award of Excellence, Sheldon Oberman Award.

**Location:** McNally Robinson Booksellers, Grant Park Shopping Centre. 7:00

### KEYNOTE

#### **With Rigor for All: The Power of Literature and Literacy** Carol Jago

**Co-Sponsored by The National Council of Teachers of English**

Carol Jago will provide a rationale for teaching rich literature to all students offering practical suggestions for overcoming students' fear and loathing of long books, methods for increasing students' reading vocabulary, and ways to help students navigate complex diction and story structures. She will suggest instructional approaches for making literature come alive in the classroom as well ideas for promoting life-long literacy. Carol will help you help students read poetry, plays, stories, novels and nonfiction with comprehension and with pleasure.

Carol Jago has taught English in middle and high school for 32 years and directs the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and as AP Literature content advisor for the College Board. She now sits on the College Board English Academic Advisory committee. She has published six books with Heinemann including *With Rigor for All: Meeting Common Core Standards for Reading Literature*. She has also published four books on contemporary multicultural authors for NCTE's High School Literature series. Carol was an education columnist for the Los Angeles Times, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, as well as in other newspapers across the nation. She edits the journal of the California Association of Teachers of English, *California English*, and served on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework. Carol was a member of the feedback committee for the Common Core Standards initiative.



pm. Award presentations and readings will be followed by a wine and cheese reception RSVP by e-mail to Linda Ferguson at [mate@mts.net](mailto:mate@mts.net).

#### **10:30–11:30 a.m.** **Morning Sessions**

#### **A1 Including Aboriginal cultures and Perspectives in Language Arts (EY/MY/SY)**

**Kevin Lamoureux and Dr. Doris Wolf**

This session will provide ideas and resources to teachers who are interested

in including Aboriginal voices and perspectives into their Language Arts classes. Drawing from a rich collection of literary works written by Aboriginal authors and artists, the presenters will share their thoughts and experiences on encouraging critical dialogue, respectful representation, and meaningful explorations of culture and identity. Resources will be provided for all levels.

Kevin Lamoureux teaches in the faculty of Education at the University of Winnipeg.

Dr. Doris Wolf is part of the community-based Aboriginal Teacher Education Program at the University of Winnipeg  
**Code:** A1

## **A2 Empowering and Engaging the Struggling Middle Years Reader (MY)**

**Dr. Donna Copsey Haydey**

Adolescent literacy is a recognized and unique period along the reading continuum. While many of our students are developing more sophistication in their reading and writing, other students are reading below grade level, consciously aware of the gap in their achievement compared to their peers. This session will begin with the current research on the struggling middle years' reader. Moving from theory to practical applications, a number of practices will be discussed to provide you with a variety of approaches to support students who are reading below grade level in your middle years' classes.

Dr. Donna Copsey Haydey is an Associate Professor at the University of Winnipeg. Her research interests include children who begin school without a strong emergent literacy background and those students who struggle in reading and writing throughout their schooling. She is an advocate for school-university partnerships.  
**Code:** A2

## **A3 Teaching English in Your Social Justice Class (Was That a Typo?) (MY/SY)**

**Rob Jantz**

It is one thing to know how to read and write. It is another to know how to do these things in such as a way to

better prepare oneself to be an agent of change and initiative in the world. Teaching reading and writing as way as to develop a deeper understanding of the social justice issues that students face (whether they experience them or are facing the existence of them) allow them to become aware of their own predispositions as they read. It's okay for teens to be checking themselves out in the mirror or to be staring out the window during class. English can serve as a mirror to the biases we hold, and as a window to recognize the injustices that exist around us. This process of being well read on an issue will inevitably challenge the way one sees the issues, and how one acts on them. This approach redefines what it means to be literate, and it is exciting to see what happens when students take hold of this idea...it is also scary at times...

Recently Manitoba Education and Literacy defined their mission as being , "To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society." These goals require that students self-examine how they read the issues. If this does not occur, social change cannot take place. English is there, in part, to create social justice.

Rob Jantz facilitates a Social Justice Club and teaches 9–12 English courses, and a grade 12 course in Social Justice at Gimli High School.

**Code:** A3

## **A4 Teaching Understanding through Story (EY)**

**Dr. Joan Zaretsky**

This session will provide an opportunity to explore books that are currently published for children 5–10 years of age on issues related to inclusion and supporting students with specific diagnoses. The books will be reviewed looking at common themes and how they relate

to students in your classes.

Dr. Joan Zaretsky is a staff officer with the Manitoba Teachers' Society and recently completed her doctorate in inclusive special education. As an early-years teacher, she has always enjoyed story time with her students and used it to promote empathy and understanding of many equity issues.

**Code:** A4

## **A5 Videogames and Literacy in the Post-CoD World: How We Can Use Video Games in the Classroom, Change the World, and Avert the Apocalypse (EY/MY/SY)**

**Devin King**

Of all the literacies and genres discussed in English, how much attention is paid to video games? Almost none. Yet of all the influences that bear down on our students, video games prove to be one of the most prevalent. The language and content of video games have permeated our culture. We have long recognized the dominance of technology and its influence over students and teach them in class (media, social networking, etc)—yet have we forgotten video games? If this is a literacy, and it does pose so much influence over our youth, how can we harness the ideas contained in video games and apply them in our classrooms? Application of these ideas provides successful scaffolding and relevance to the lives of students. Indeed, video games may just be the ultimate adopters of Assessment for Learning techniques. However, some call the ideas in video games, left unchecked, dangerous to youth; what does it mean when our students go into a virtual world to shoot others to death? Video games aren't just silly pastimes for kids anymore. Perhaps the only way to prevent a future apocalypse is to teach about video games in the classroom.

Devin King is both a Mac and a PC.

**Code:** A5

**A6**

## “Can I say that? The N-word and other epithets” (SY)

**Jason Pinder and Ryan Muirhead**

How do we deal with offensive language in the classroom? Teaching *The Adventures of Huckleberry Finn* can be awkward, but with this frank discussion and multimedia presentation, hopefully you'll have some strategies and possible lesson plans to turn this problem into an engaging lesson. Warning: We can't hold this session without using offensive language.

Jason Pinder teaches English at 7 Oaks and has never cursed in his life (in front of his Mom).

Ryan Muirhead teaches English at Portage Collegiate Institute and tries not to swear in class.

**Code:** A6

## A7 Creating Student Activists (SY)

**Charlene Powell**

Ms Powell will discuss her philosophy regarding the need to shed ignorance in order to bring about real change, locally and globally. Sharing a unit that uses a variety of memoirs (*Burned Alive*, *Slave*, *Infidel*, *They Poured Fire on Us From the Sky* and others) students learn about the horrors and human rights' abuses that are occurring globally. One piece of this unit focuses on activism that students can take to let their voices be heard. A portion of the session will be devoted to a march organized by the presenter and attended by over 300 students from around the city to raise awareness on the lack of clean, running water on many of our nation's reserves. Missing the glorious 60's by just a decade, Ms Powell desires to rekindle the moments when students participated in activism...she teaches English and Native Studies at River East Collegiate.

**Code:** A7

## A9 Exploring Social Justice through Theatrical Creation (MY/SY)

**Talia Pura**

Creating a theatrical piece based on the theme of Social Justice allows students

to explore the issues that affect them and others in the world around them. This workshop will lead participants through exercises that explore a theme and ways in which the results can be presented to an audience.

Talia Pura teaches Drama at the University of Winnipeg, and is the author of *STAGES: Creative Ideas for Teaching Drama*.

**Code:** A9

## A10 ELA and the Kitchen Sink (MY)

**Diana Daoust**

For middle-years teachers in their first few years who find themselves teaching English...and everything else! This session will discuss dramatic, creative strategies that bring learning to life across many different curriculums. Come prepared to share!

Diana Daoust is a middle-years teacher at Darwin School.

**Code:** A10

## A11 The Hunger Games: Ideas and Strategies for a Grade 9 Novel Study (SY)

**Jennifer Walld**

Looking for a new novel to teach? Want to study a book that they'll truly love? Look no farther! *The Hunger Games* is a contemporary novel by Suzanne Collins that is getting students' attention in AND out of the classroom. In this one hour session, I will share and discuss ideas for teaching this fantastic and engaging novel.

Jennifer Walld teaches in Portage la Prairie. She loves teaching grade 9 and sharing ideas that engage students in learning.

**Code:** A11

## A12 Improve Your Students' Comprehension Abilities Through Vocabulary Instruction (MY/SY)

**Jennifer McKinnon**

Adolescent literacy has been a hot topic in education of late, with comprehension as the main concern. This session will focus on a comprehensive approach to vocabulary instruction, which will

help students better understand what they read and better express themselves in writing. Specific, research-proven activities will be described, with take-home, ready-to-use black-line masters provided.

Jennifer McKinnon is a high school English teacher in the Louis Riel School Division.

**Code:** A12

## 1:00–2:00 pm Afternoon Sessions

### B1 Papers, Papers, Papers: Handling the Paper Load through Improved Student Writing

**Carol Jago,**

**NCTE CO-Sponsored Speaker**

Working from the premise that “writing today is not a frill for a few but an essential skill for the many,” Carol Jago will offer practical suggestions for improving writing instruction as well as help with managing the paper load. Teachers will learn efficient methods for analyzing student work in order to foster significant improvement from one essay to the next.

**Code:** B1

### B2 Cyber Literacy: Informing students on responsible navigation of the World Wide Web 2.0. (MY/SY)

**Jordan Billinkoff and Andrew Kaplan**

The internet is always changing; consequently, it is essential to understand the evolving nature of internet security, privacy, and bullying in order to insure students are well prepared for the literacies that face them.

Jordan Billinkoff - Founder of the ‘North American Technology Safety Advisory’, and promotes awareness of the dangers of internet with the ‘Please Network Responsibly’ campaign.

Andrew Kaplan teaches English, Debating, and Film Teacher at the Gray Academy of Jewish Education. In addition to teaching, Andrew is currently pursuing a Master's in Language and Literacy at

the University of Manitoba.

**Code:** B2

### **B3 Nelson Literacy 7 and 8 (MY)**

**Brendene Barkley**

Do you have a classroom of students with diverse reading abilities? Are you looking for resources to help you address the diversity? If so, come and discover an exciting resource to address the wide range of reading abilities in your classroom. This resource also provides you with strategies to help your students become more independent readers.

Brendene Barkley is an educator with 37 years of experience helping students become life-long learners.

**Code:** B3

### **B4 NEW TEACHERS ONLY! Creating a Literary Community within Your Classroom (MY/SY)**

**Pamela Lockman**

Pamela will provide some practical ideas for creating the kind of classroom environment that welcomes students of all levels into the literary discussion.

Even after 33 years of teaching, Pamela Lockman is still making her way merrily through high school classrooms.

**Code:** B4

### **B5 Interactive Video Games in the Classroom (SY)**

**Kathryn Warkentine**

This session will introduce assignments and projects to help students think, create and write for the 21st century. Student projects using Sim City 4, Syberia as well as several inter-active websites will be introduced. Sim City 4 was utilized in the 40S Tech Comm course to create a technical report/presentation that can use: surveys, graphs, diagrams, etc. from the Sim City 4 game. As well, this session will encourage other English teachers to bring their ideas/experiences with virtual and/or computer simulation games for a discussion/sharing session.

Kathy Warkentine teaches English at

Garden Valley Collegiate and has been teaching Tech. Comm. for the past five years.

**Code:** B5

### **1:00–3:00 p.m. Afternoon Sessions**

#### **C1 “Tell Me a Story”: The Power of Narrative (MY/SY) Syd Korsunsky**

We will take a look at the role of narrative in student writing—most specifically, memoir. The first part of the session will provide an overview of the key mini-lessons in a genre study; in the second part of the session, four High School students will share their memoirs with the participants, and perhaps more importantly, they will share the stories behind the writing of their memoirs.

Syd Korsunsky, a regular presenter at MATE, along with four of his last year’s students from Garden City Collegiate, will present this session. The students are: James Degurse, Devon Williams, Tom Degurse and Jessica Wiebe.

**Code:** C1

#### **C2 Teaching Social Justice Through International Texts: Working toward Transformative Learning in English Language Arts (MY/SY) Dr. Karen Magro**

Making literacy and literature interesting, creative, and relevant for young adults is a challenge most English teachers face in today’s classroom. This presentation will show how art, film, photography, drama, and creative writing can be used in complementary ways with literary texts as a way to encourage literacy across disciplines such as English, Drama, Psychology, World Issues, and History. It will focus on ways that English Language Arts teachers can use selected international fiction and non-fiction texts to encourage critical thinking, creativity, and intercultural competence. Encouraging literacy

with international sources can become an opportunity for students to explore personal, local, and global concerns. In this workshop, social justice issues relating to issues of war and conflict, poverty, discrimination, homelessness, and gender inequity will be highlighted using international texts from Canada, the U.S., South America, Europe, Asia, the Middle East, and Africa. Science Fiction texts, memoirs, and other literary genres can provide an opportunity for students to connect with a range of texts. Specific teaching and learning strategies such as inquiry based and experiential learning will be highlighted using examples of specific texts for middle and senior high students.

Dr. Karen Magro is an Associate Professor in English Language Arts and Educational Psychology at the Faculty of Education, University of Winnipeg.

**Code:** C2

#### **C3 Imagination + Perspiration = Inspiration (MY/SY) Donna Besel**

**Donna Besel**

This session will include: writing exercises, challenging discussions, imagination-openers, and tips on motivation. Participants will learn how to encourage students to use language more effectively, observe the world with “compassionate detachment,” listen carefully, write with clarity and conciseness, speak their strongest beliefs, and access their “writer’s voice.”

Donna Besel loves writing of all kinds, teaches creative writing workshops to all ages, and wins scholarships and awards for her writing (e.g. -CBC’s 2009 Literary Awards shortlist).

**Code:** C3

### **2:15–3:15 p.m. Afternoon Sessions**

#### **D1 Shakespeare in the Ruins: Stripped-Down Romeo & Juliet**

Universally lauded (for over 400 years) as one of literature’s greatest insights into

irrational prejudice, filial relationships, and the hormonally-charged logic of teenagers, *Romeo and Juliet* remains an ideal introduction to Shakespeare (and live theatre) for high school students, and we are looking forward excitedly to unpacking the trunk-hose and tights and once again hitting the road with this four-actor, all male version of the play. Featuring spectacular sword fights, costumes, music and dance from the Elizabethan period, *Stripped-Down Romeo & Juliet* provides a historical lesson in theatre traditions during Shakespeare's time (a time when women were forbidden to perform on stage), while simultaneously defying students' assumptions/expectations through daring, courageous performances, sprightly, bawdy comedy, and the undeniable impact and current relevance of Shakespeare's themes and relationships. Naturally, performing with only four actors requires each actor to play multiple roles, including such triplets as Romeo/Lady Capulet/Abram, and Tybalt/Paris/Nurse.

It will have been three years since *Stripped-Down Romeo and Juliet* was on the road, which means we'll be performing this rare mix of the traditional and the audacious for an entirely new high school audience.

**Code:** D1

## D2

### **Nelson Literacy 9 & 10 (SY)**

**Brendene Barkley**

Do you have a classroom of students with diverse reading abilities? Are you looking for resources to help you address the diversity? If so, come and discover an exciting resource to address the wide range of reading abilities in your classroom. This resource also provides you with strategies to help your students become more independent readers.

Brendene Barkley is an educator with 37 years of experience helping students become life-long learners.

**Code:** D2

## REGISTRATION

### **Registration**

**MATE Full Membership Fee  
and SAGE Conference.....\$55.00  
Conference Only (non member)....**

.....**\$54.00**

(Why not pay the extra dollar and get our journal?)

**MATE Student Membership Fee  
and SAGE Conference.....\$20.00  
On-site registration:**

**MATE conference and one year  
membership.....\$60.00**

**MATE Full Membership only..\$20.00**

**MATE Student Membership only...**

.....**\$10.00**

Send completed registration form and cheque or money order payable to MATE to:

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10-730 River Road  
Winnipeg, MB R2M 5A4  
mate@mts.net  
204-255-1676

**Please note:** Where seating is limited, those who have registered in advance will be seated before those who register on-site.

### **Parking**

Please note that parking attendants will be directing conference participants to nearby parking, as parking bans have been lifted for the day.