Aloha Writing Project Teachers!

If you are going to be out of class for any reason, please let us know via email or telephone. Thank you!

Mark Your Calendar

Next Saturday, August 27, is our next PD session. It will be located in the library @ CASTLE HIGH SCHOOL from 8:30am-12:30pm. PLEASE BRING YOUR NOTEBOOK!

Right on!

For several weeks, we have neglected to thank Lynn Shinsato, the curriculum coordinator at Castle HS. She was generous in providing TOWL test booklets to Kalani while they waited for their order to arrive. Many mahalos, Lynn!

Washington, Aug. 21, 1959 -- Hawaii was officially proclaimed as the fiftieth state of the United States today by President Eisenhower at bipartisan White House ceremonies. The Presidential action was followed immediately by the unfurling of a new fifty-star flag, which will not become official until next July 4. The thirteen alternate red and white stripes remain unchanged, but the stars on a field of blue are arranged in nine alternate staggered rows of six and five stars each. The President welcomed the new state along with Alaska, admitted earlier this year. Not since 1912, when Arizona and New Mexico were added to the Union, had any new states been admitted.

Hawaii Becomes the 50th State; New Flag Shown – Eisenhower Hails ‘Historic Occasion’ as Proclamation Joins Territory to Union

‘FULL SISTER’ WELCOMED
Star Staggered in 9 Rows of 6 and 5 Each in Latest National Standard

By W. H. LAWRENCE

Special to THE NEW YORK TIMES
carry out a Republican President's recommendation in authorizing statehood for Hawaii.

The President sat at the long Cabinet table, flanked by Vice President Richard M. Nixon on his right and the House Speaker, Sam Rayburn of Texas, on his left. Behind them stood representatives of Hawaii, including one of her Senators-elect, Oren E. Long, 70-year-old Democrat, and the House member-elect, Representative Daniel K. Inouye, 34-year-old Democrat and war hero.

The other Senator-elect, Hiram Fong, a Republican, remained in Hawaii, as did Gov. William F. Quinn. The Senators will be seated on Monday after they have drawn lots to see whether they receive terms of approximately six years, four years or two years. The Governor was sworn in today at ceremonies at Honolulu. Mr. Inouye will also take his seat Monday. President Eisenhower called it "truly an historic occasion" because for the second time within a year a new state had been admitted. "All forty-nine states will join in welcoming the new one- Hawaii- to this Union," he said. "We will wish for her prosperity, security, happiness and a growing closer relationship with all of the other states. We know that she is ready to do her part to make this Union a stronger nation- a stronger people than it was before because of her presence as a full sister to the other forty-nine states. So all of us say to her, 'good luck.'"
In Leilani Silva’s transition class, she administered a quiz about her syllabus. She asked students to respond in writing to eight specific questions, each of which required them to respond in complete sentences.

In all of Richard Marks’ transition classes, he starts with a 5-minute quick-write which students record in their journal. Thursday’s quick-write was a reflection on an activity from the last class period (prior learning) in which they met five students in their class. Richard also taught the note-taking instructional module and supported students to take notes using the Cornell note-taking format during class instruction.

In Arlene Nishmiya’s 3rd period history class, she taught the Summarizing instructional module using a pre-developed Cornell note-taking format she created. She assigned students to practice using the skill of summarizing, in pairs, and then she had them apply the gist strategy to what they were learning about European immigration to the United States. For homework, students were assigned to read about the Transcontinental Railway, and write a summary on their own.

Thomas Rouse, social studies teacher, began a new topic on immigration, and he stopped to engage students in processing at several key points. He continued with his student partner work, and they are getting the hang of it. At the end of the lesson, he used the Facebook term “Status Update” to engage his students in writing at least a half page on their opinion of immigration. Next week, students will post their opinions and write comments to each other.

The More We Know
This is the second, in a five part series, regarding the report entitled A Call to Support 21st Century Writing.

Historical Perceptions of Writing: Two Trends that Affected Writing and Writing Instruction in 20th Century America

As the 20th century progressed, writing instruction was influenced by two countervailing trends: science and progressivism.

At the beginning of the 20th century, the influence of science permeated all of education. On one level, it promised the hope that with a more systematic approach, more students could be helped to learn and the teaching profession might become just that, a profession. As a practical matter, however, especially in the case of writing, what immediately happened was that writing became a phenomenon to be measured, and it began with the most rudimentary aspect of writing, the labor that produced it: handwriting, which was assessed by quantitative handwriting scales. The fascination with such scales soon expanded to entire texts, as well as with other testing technologies and continued until the 1940s, which is about the time that testing shifted to multiple choice measures, a shift making rating scales for essays obsolete.

But at the same time, in part because of the influence of the 1935 NCTE-developed Experience Curriculum in English, teachers from elementary schools through college
had a more progressive view of all language arts, including composition, as expressed in a curriculum centered on the child. Indeed the focus on each unique child was a first principle. Noting that “experiences in the use of language” are “always social contacts,” a curriculum much like today’s writer’s workshop was proposed, with six classroom procedures—including identifying an occasion to write, “providing assistance to writers as they write,” and helping students understand that success is dependent “on the effect of their efforts on the audience” (Hatfield 136). It was a curriculum rich in everyday genres: letters, recipes, diaries, reports, reviews, summaries, and new stories.

At the same time, the dearth of theory or research that characterized the beginnings of composition persisted, resulting in what I have come to think of as composition-as-windowpane. That is, writing became a vehicle for any interest one had in mind and was not used as a knowledge-making activity or understood as a cultural artifact, a process, or an object of study. Reviewing the titles of articles in English Journal (EJ) during the 1930s and ‘40s, we see both the influence of science and the absence of theory. Some almost-random samples: in 1930 it’s a liberating activity; in 1932, a bookmaking activity and an activity in art; from 1933 to 1934, we have three articles on experiments in composition; in 1934, a criticism of life; from 1935 to 1938, we have, first, composition as adventure, and then, composition as travel; in 1946, the basis for a shared contemporary experience; and in 1934,

My personal favorite: “Teaching Behavior and Personality through Composition.”

And still, outside of school, people composed—through the support of the Works Progress Administration; from Prisoner of War camps; inside religious books to annotate their night-time reading.

To be continued. The next portion of this report will focus on the study and teaching of the writing process.

“It’s not where you start that matters, it’s where you finish.”