

A newsletter of the Montana Association of Teachers of English Language Arts
www.matelamt.com

MEA-MFT CONVENTION, Oct. 18-19

Have a Topic or Idea to Share? Presenter's Portal Now Open for Fall Educators' Conference

By Donna Miller

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MEA-MFT, now part of the Montana Federation of Professional Employees (MFPE) union, is looking for presenters for the 2018 Educators' Conference to be held at Skyview

High School on Oct. 18-19 in Billings. The deadline to apply is April 30.

Because applications to present at the Educators' Conference are now open, both MATELA and Writing Projects Under the Big Sky (WPBS) invite teachers to think about a teaching idea that worked well in their classrooms that they are ready and willing to share with other teachers. Any topics of interest to teachers pre-K through grade 12 are welcome.

To complete a presenter application and for other information, a person can visit MEA-MFT's website (http://www.mea-mft.org/educators_conference.aspx).

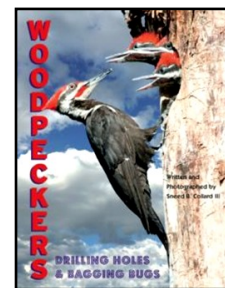
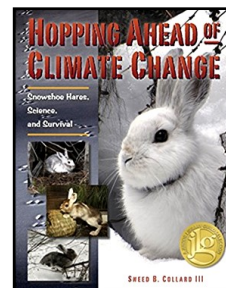
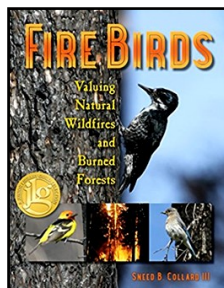
As WPBS Program Co-chair, I invite those who have a passion for writing, a teaching idea focused on writing, or an affiliation with Writing Projects to consider presenting a workshop under the Writing Project designation.

In order to have a workshop listed for Writing Project audiences, prospective presenters will need to mark an X beside "Writing Projects" in the Sectional Information Section.

Since I have relationships with both MATELA and Writing Projects, I always ensure that I divide my time and my talent with both organizations by marking half of my workshops with a MATELA audience and half with a Writing Project's focus since that is *one* way that curriculum groups are credited for their conference contributions. Teachers with other affiliations might consider splitting their workshops similarly as well.

This fall conference is such a wonderful way to network, to communicate research-based practices, and to collect good teaching strategies.

We could not do any of those without presenters, so I thank you in advance for your willingness to share your time and talent. ♦



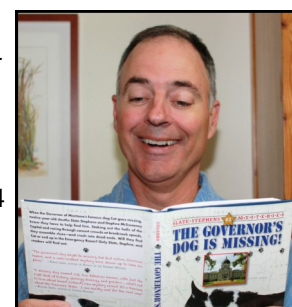
Sneed Collard to Give MATELA Keynote

By Sue Stolp

MATELA is pleased to announce that Montana author and educator Sneed B. Collard III will be a keynote speaker at the Fall Educators' Conference Oct. 18-19 at Billings Skyview High School.

Collard has a new non-fiction book recently published, as well as several science-oriented books for children on relevant themes such as climate change. Some of his works are *Fire Birds—Valuing Natural Wildfires and Burned Forests* (2015) and *Hopping Ahead of Climate Change—Snowshoe Hares, Science, and Survival* (2016). *Woodpeckers—Drilling Holes and Bagging Bugs*, Collard's most recent (2018) title.

Teaching Nonfiction Revision—A Professional Author Shares Strategies, Tips, and Lessons (2018) is a textbook collaboration, Collard's first, with co-author Vicki Spandel and edited by writer Katie Wood Ray. Focused on grades 4 through 8, this textbook provides multiple strategies for meaningful and enjoyable writing revision. In addition to presenting a keynote speech to conference attendees, Collard will offer a sectional on revision of non-fiction writing. ♦

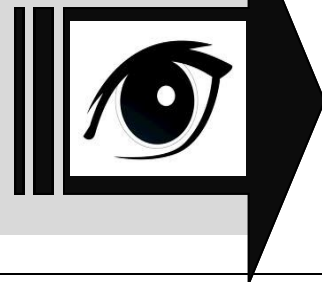


Author Sneed Collard reads from one of his books

Source for photo and content: www.sneedbcollardiii.com

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Get Published: Submit Articles, Fiction, Art to 'Montana English Journal'

By Heather Parrish

If you are looking to have your writing published, then June 1 is a deadline to keep in mind. Published annually, the *Montana English Journal* (MEJ) is currently seeking articles for the Fall 2018 edition including but not limited to

Reports--Research studies, including institutional research approved by the home institution;

Curriculum--Daily lesson plans, units, or curriculum designs with — philosophy cross-referenced to relevant Common Core Standards;

Literary Reviews--In-depth essays on one or more works (books, films, software, websites); and

Teacher as Artist--Original prose, poetry, art, and photography.

MEJ's readership serves the MATELA community; the journal readership spans the state, the nation, and the world.

Entering your work is easy. To submit, visit scholarworks.umt.edu/mej and select "Submit Article" from the menu at the right side (or visit the MATELA website at matelamt.com and click on Publications link). You'll receive a confirmation email after which your work will begin moving through the review process.

MEJ most recently featured articles on the writing workshop model,



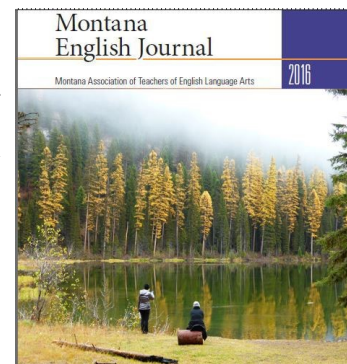
mentor texts in teaching writing and student poetry, as well as professional development review, interviews, and teacher-generated fiction.

Call for Reviewers

As peer-reviewed professional journal, MEJ relies on the valuable insight of educators statewide. If you serve as a reviewer, you will be asked to read submitted manuscripts via the ScholarWorks online platform and identify any necessary revisions from the original author.

Providing peer review for MEJ submissions is a great way to contribute to the statewide dialogue and published body of work — and to be involved in MATELA. Reviewers also have the benefit of staying up-to-date on the accomplishments of colleagues across the state community.

In addition to peer review opportunities, we are also seeking copy editors to help polish articles after the review process is complete. To review or edit, or for more information, please contact MEJ editor Heather Parrish at hjpurva@gmail.com. ♦



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Position is open

MATELA Website:

www.matelamt.com

Stay Connected with Colleagues, Earn Credit in Summer Workshops

By Christy Mock-Stutz

Spring and summer mark busy times for teachers. Commencements, recommendation letters, summative assessments, grades, final portfolios, sporting tournaments, (just to name a few) take a lot of time and energy.



As spring eases into summer, there are many opportunities for teachers to engage in professional learning with their colleagues. Keeping connected to one another is a key factor of support for teachers, while engaging in high-quality professional learning. Whether teachers need units to renew their licenses, want to try something new in the classroom, or just enjoy being life-long learners, opportunities abound this summer.

Writing in Science Summer Intensive

Montana recently adopted new content standards for science. The Office of Public Instruction is happy to announce a Writing in Science Summer Intensive.

This three-day workshop, June 10-12 in Fairmont Hot Springs, will provide an in-depth study of the standards, support for writing in science using place-based curriculum, and social justice frameworks, while aligning all instruction to the MT Content Standards for Science and English Language Arts.

Teachers will leave with a new perspective on integrating Indian Education for All throughout curricular areas and specific implementation goals and targets to enhance their students' success in meeting the standards: 20 renewal units, free with some meals included, participants pay lodging.



Montana
Office of Public Instruction
Superintendent Elsie Arntzen

Yellowstone Writing Project

The Yellowstone Writing Project is hosting an Advanced Institute, June 18-22 at MSU-Bozeman for teachers who have already completed a Summer Institute with the writing project. In addition, the Yellowstone Writing Project is hosting a youth writing camp on the MSU-Bozeman campus July 9-13 from 9 a.m. to 3 p.m. daily. Cost is \$225 before April 27 and \$250 after. Open to grades 5-12 (as of Fall 2018). Interested teachers or parents can find out more about these opportunities at yellowstonewritingproject.com

Elk River Writing Project

The Elk River Writing Project is hosting the Worlds Apart But Not Strangers conference at MSU-Billings June 10-15. Designed for individuals and teams currently teaching or interested in teaching the Holocaust and/or the Montana-mandated Indian Education for All. Participating educators will have the opportunity to discover ways to make connections between these two topics.

Sponsored by The Olga Lengyel Institute (TOLI), the seminar will explore the past, including the history of the Holocaust and the impact of U.S. policies on Native peoples in this country. The lens will also focus on the present, as participants consider the roles – perpetrator, ally, bystander – individuals choose in their daily interactions with one another, as well as the stereotypes and prejudices that continue to affect local schools and communities today.

Educators will be asked to imagine the world they would like to live in and design an action plan to help their classroom, school and/or community move toward that ideal. Program highlights include guest speakers from Billings' Jewish community and the Native peoples of Montana. More: toli.us/satellite-program/montana/ ♦

MATELA Membership Form

Please join/renew by filling out this form, making out a check, and mailing both to MATELA's treasurer at the address on the bottom of this form.

Name _____

Street/Box _____

City _____ Zip Code _____

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School _____

Grade Level _____

Phone (w/h) _____ (c) _____

PLEASE CHECK ONE:

Student membership: \$10 _____

Retired membership: \$10 _____

Regular yearly membership: \$25 _____

Special 3-year membership: \$65 _____

Special combined membership \$51 _____
(includes MCTM, MSTA)

New member: _____ Renewal: _____

Mail your check and this form to
Dana Haring, MATELA Treasurer
620 First Avenue West, Kalispell, MT 59901

Or sign up online at www.matelamt.com
Credit cards accepted online only

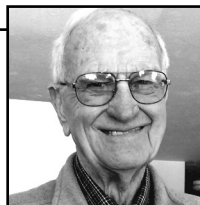
TEACHING POETRY

Teacher Builds Compilation Website to Make Quality Poetry Accessible for Kids

By Robert O'Neil



I well remember my frustration with reading poetry, particularly contemporary poetry, during my first couple of years in college.



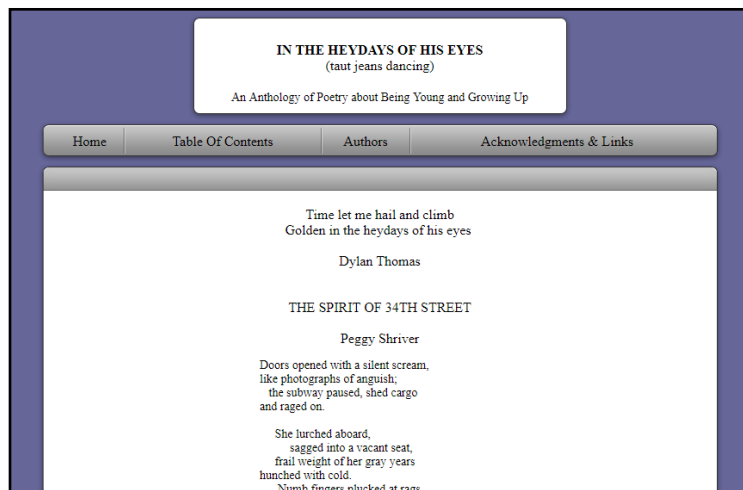
The notion goes back my own undergraduate bafflement with, especially, some contemporary poetry, and, later, my concern with how to teach poetry. So I was likely not to teach it.

With more experience, I began to form some ideas: Would writing poetry and reading it work best in tandem? What kind of poetry? Poetry about growing up?

This subject about coming of age is familiar to kids, so it gives students a head start on understanding. Then Kenneth Koch's idea of giving kids forms to work with came to mind. So what about combining the two? I tried it and the idea worked, so I have since compiled an anthology of accessible poems about growing up with suggestions for imitating them.

Now, I give awards to high school students for writing poems. Along the way I came to some conclusions about teaching poetry. Why not begin with accessible poetry and work toward more difficult reading, as we do with prose. The poems will be accessible when the subject matter (being young and growing up) is familiar to young readers. Then, link reading with writing. Students are likely to say, "That's not so hard. I can write something like that." I don't have a better way of answering, "What can I write about?"

I can think of no better way to show students the subtle im-



www.heydays.ws

portance of word meanings than by having them write personal poetry (Integrity, anybody?). They will have examples of form as well as subject matter. Working back and forth from reading to writing, students learn from the poets, many of whom are contemporary and can be contacted for discussion of their works.

But, how to get the poems? The internet, of course. I found poetry that filled the need, but it was scattered, very difficult to find, and unconnected to writing. So, I began collecting poems and adding sparing comments; no interpretation (No longer necessary. Good riddance).

But I still had the problem of getting the poetry into the hands of students. Being an old fogey, I had first thought of publishers, but why that in the age of the internet? Publishing would mean money burden on school districts for buying books. I began getting permissions and was gratified by the favorable responses from poets and publishers.

This, then, became a website. I call it, "In the Heydays of His Eyes" in honor of Dylan Thomas: www.heydays.ws. Soon after I posted it, I got a note from a teacher in Australia thanking me for the accessible poems, and so it went. There is no compromise with quality, and accessible classics are included: Shakespeare, Whitman, Dickinson. ♦

Montana Institute on Educational Technology (MIET) Offers 2 Grad. Credits

By Katie Kotynski

Registration for MIET 2018 Tech Days June 12-13 at Great Falls College MSU is now open. Join us for over 50 sectionals on topics such as virtual reality, best ELA websites, and how to set up Google Classroom.



The featured speaker is Kelly Hilton, co-creator of HyperDoc Digital Lesson Design, The HyperDoc Handbook, and co-founder of Teachers Give Teachers, an online platform for teachers to share ideas. Hilton will present sectionals on how to use HyperDocs as well as giving the keynote.

Cost for Early Bird registration is \$110 if registered by May 18, which includes lunch both days and a vendor reception with heavy hors d'oeuvres and drinks. After this date, the price rises to \$135. Cost includes OPI renewal unit credit.

Groups of five or more can register at \$100 each if registered by May 18 and all registrations are received together.

Be sure to check the posted schedule at www.miettechdays.weebly.com to see session topics and for more information.

One or two graduate credits as well as CEUs are available for an additional cost. ♦

CONFRONTING HARASSMENT AND MARGINALIZATION

Selecting Literature to Open the Classroom to Collaborative Conversation about Tough Topics

By Donna L. Miller

American Heart (Harper Collins, 2018) by Laura Moriarty is an important book for today's young adult because it enables readers to see other people's experiences, to walk into worlds they might not otherwise have imagined, or to see their own experiences reflected back at them.



With Moriarty's book, readers learn that being born into a different family or a different country can make all the difference for a person. Books like *American Heart* open our eyes, making us aware of the urgent social need to interrupt any hate and oppression we encounter. That interruption can begin with collaborative classroom conversation and by encouraging readers to consider a topic from multiple angles, to pose unfamiliar questions, to devise ingenious solutions, and to take interpretive risks.

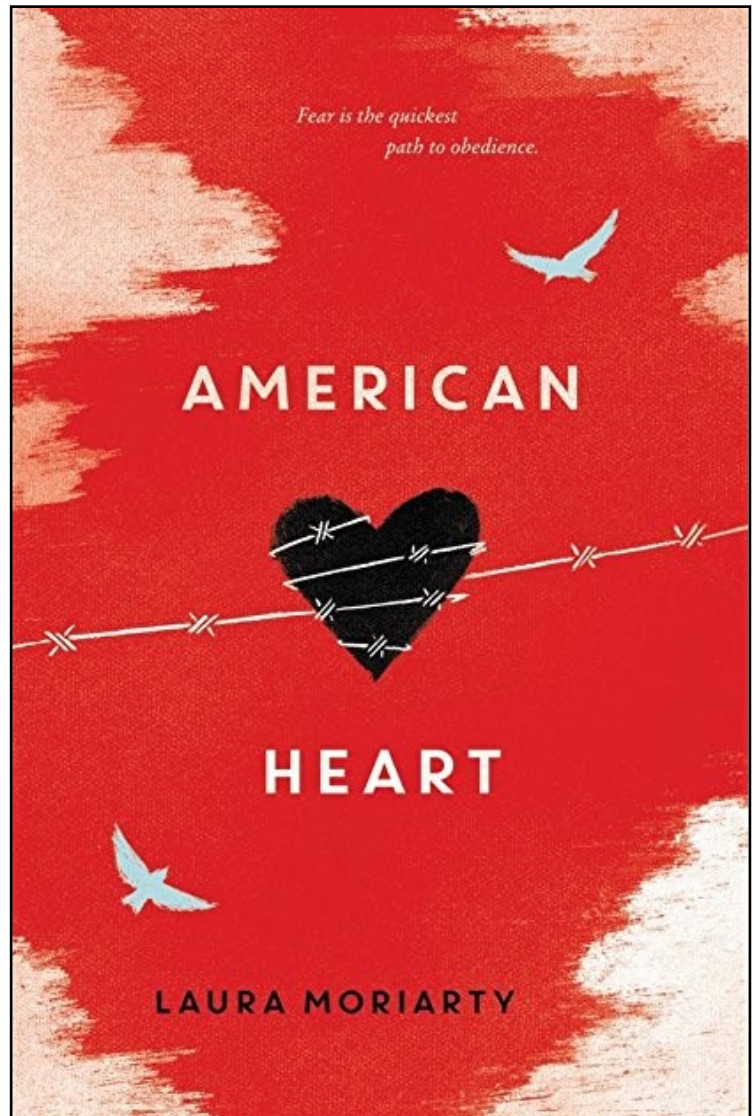
Armed with the skills to deconstruct arguments, readers are better prepared to notice differences, think critically, consider alternate positions, and make more informed, ethical choices. In classrooms that foster dialogic exchange, mutual respect, and an obligation to decency, students might experience a climate where individuals speak from a distinct perspective while remaining open to alternate perspectives.

Silencing an individual who asks a sensitive question about race or gender identity, for example, or pretending deafness when we hear a slur is not a solution, and authors who tackle these tough topics open the dialogue.

Set in the not-too-distant future, *American Heart* tells the story of 15-year-old Sarah-Mary and her 11-year-old brother Caleb who have been abandoned by a mother who can't love like a normal mom, so they live with their ultraconservative Aunt Jenny in Hannibal, Missouri. And even though Sarah-Mary is normally a rule-abiding, responsible girl, her best friend Tess Villalobos convinces her to exchange school for a road trip to St. Louis to see the Arch.

While there, a mild case of claustrophobia and acrophobia overwhelms Sarah-Mary. Because she passes out, she is found out, so her aunt tightens the rules and sends Sarah-Mary to Berean Baptist, a strict private school, not only to teach her the value of discipline but to separate her from Tess and the temptation of negative influence. Unsure whether she has been sentenced to hell or prison, Sarah-Mary craves her freedom and wishes to make her own decisions about how she lives.

Due to a series of coincidences, Sarah-Mary—who prides herself in keeping her promises—vows to help Sadaf Behzadi, a Muslim fugi-



tive, when her brother Caleb, who is sensitive and deeply cares when other people hurt, convinces his sister that it is the right thing to do. The promise sets in motion an adventure for which Sarah-Mary is largely unprepared.

Using tact and timing to stretch the truth and performing under the pretense that she is hitchhiking to Canada with her Aunt Chloe from Portugal, Sarah-Mary takes the reader on a journey of enlightenment. We learn some differences between Sunni and Shia Muslims, about the practice of prayer, and about what it means to have an American heart, even if you are born somewhere else.

But this cross-country trek involves more than Muslim myth busting. As the two women accept rides from an African American family, a group of Amish, and a woman with Mexican immigrant parents, the reader grows along with Sarah-Mary, who unlearns many of her profiling habits and her parochial views about ethnic identity and religious practices.

See HEART Page 6

HEART From P. 5

Examining Biases Important First Step toward Eliminating Prejudice, Stereotypes in Classroom Discussions

Her willingness to examine her biases is an important step in understanding the roots of stereotypes and prejudice that exist in society. Sarah-Mary also learns that misery isn't a movie and that when somebody looks and talks like the majority, that individual is more readily accepted, but for those outnumbered, it's more difficult to find a place of belonging.

This thought-provoking novel with its controversial premise that explores the effects of jingoism invites readers to wonder: What if a Muslim registry went into effect and Muslims were being bused to detention centers called "safety zones" en masse? How might an extremist patriotic ideology lead to segregation, mistrust, and the bandwagon effect?

Moriarty creates a frighteningly believable setting of fear and brainwashing gone awry as she traces Sarah-Mary's journey to help Sadaf find the freedom she sought when she immigrated to the United States. Like Arthur Miller's classic play *The Crucible*, *American Heart* develops several similar themes, namely that there are situations in which virtue is not strong enough to counter diabolical occurrences and that truth has no meaning when people believe only what they want to believe.

A catalyst for sparking conversations on complex social issues like religious and ethnic diversity and the effects of prejudice and parochialism, *American Heart* is also similar to Alan Gratz's novel *Code of Honor* (Scholastic, 2015), Maria Padian's *Out of Nowhere* (Alfred A. Knopf, 2013), and *Hostage Three* (Bloomsbury, 2013) by Nick Lake—all books that raise social consciousness and welcome collaborative conversation about tough topics. These authors, like Moriarty, invite readers to engage with their characters, to experience a truth informed by facts, and ultimately to explore the question: What would I do if this were happening to me?

These stories also encourage ally behavior, provoking us to use our time and resources to change the status quo, while also suggesting that one person alone isn't enough; we can only make a difference in the world by working together. Reflective of our ever-growing diverse society, these novels represent diverse ethnic and cultural groups and have potential to stretch our vision of ourselves and our world.

What if a Muslim registry went into effect and Muslims were being bused to detention centers called 'safety zones' en masse?

Reading novels that focus on cultural identity is critical to opening conversations about topics like racism, oppression, hate, and diversity. Topics like these are in dire need of discussion, and with teacher guidance, readers can learn to ask questions from the angles of gender, religion, ethnicity and race, socioeconomic status, name/family, age, place, perception of belonging, language, and exceptionality—an identity element that lies on a spectrum, not necessarily linear, from gifted to challenged.

When a text is examined through these lenses, students develop strategies for

- seeing differently and analytically, supplying tools that can help them read various cultural elements
- learning to appreciate the power of multiple perspectives
- enhancing textual reading and building meaning by providing frames in which a variety of interpretations can be articulated
- understanding that meanings are constructed
- encouraging recognition of diversity and respect for difference
- bringing greater visibility to issues of class, language, ethnicity, age, race, geography, religion, exceptionality, and gender that are embedded in texts
- asking big questions (What is happening and how did it get this way? Why do people think that? Is there a better way of knowing/being?)
- exercising a kind of mental flexibility
- revising current ways of knowing
- reading rigorously and seeing more deeply, completely, and intelligently

Using questions framed from the 11 angles of gender, religion, ethnicity and race, socioeconomic status, name/family, age, place, perception of belonging, language, and exceptionality will not only enable diverse students to tell their stories but will encourage all of us to see beyond ourselves as we sharpen our vision and think more critically about dif-

See HEART Page 7

HEART from Page 6

Other Novels for Sparking Complex Conversations Cited

ference, inclusion, and what we call normal. As we enlarge our vision and realize there is another way to see, hopefully we can mitigate human cruelty for a more just world.

Annotations of Books Cited

Code of Honor by Alan Gratz: A catalyst for sparking conversations on complex social issues like bullying, diversity, and the effects of prejudice, Gratz's novel uses a sports story to explore the contemporary topic of cultural collisions.

Protagonist Kamran Smith, a high school senior and star running back, has dreams of going to West Point to follow in his brother Darius's footsteps as an Army Ranger. All of Kamran's dreams are destroyed when Darius is accused of being a radical Islamic terrorist and Arizona congresswoman rescinds Kamran's letter of nomination.

In the wake of Darius' acts of apparent terrorism, Kamran becomes a target for the hatred and bullying of others who call him "towel head" or "camel jockey." Because he's olive skinned and because people often care little for the facts, Kamran experiences derision and hatred.

Out of Nowhere by Maria Padian: Set in Enniston, Maine, Padian's novel features high school senior and soccer team captain Tom Bouchard. Tom's quiet hometown becomes the home to an influx of Somali refugees who have survived a civil war and transatlantic migration only to face more conflict when certain townspeople exhibit less than hospitable reactions to their new neighbors.

When the local soccer team—with the talent of its Somali teammates—begins to win and threatens to take State, additional conflict ensues. Through Tom, readers accept that life hurts and it's hard, but that unless we put aside our fury and have hope, life cannot progress positively. Inevitably life will throw curves; they'll come out of nowhere, but these challenges are best met by adapting with grace since raging only makes life harder.

Hostage Three by Nick Lake: The Fields' life of luxury is shattered when their yacht is boarded by gun-wielding pirates who demand a hefty ransom and reduce the passengers to labels: Amy is Hostage Three.

From one of their captors, Farouz, a young Somali, Amy ironically learns about love and family loyalty. She also learns to look at life and circumstances from another perspective, one without luxury but rooted in survival, one where desperate times call for desperate measures.

Once she learns Farouz's story, once she understands his motives, she grows to hate him less, realizing that everyone has a story. ♦



Join NCTE for Annual Convention: Raising Student Voice: Speaking Out for Equity and Justice

Franki Sibberson



Our students' voices matter. Their voices matter in our schools, our communities, and beyond. As teachers, we want our students to discover their own voices. We want them to know the power of their voices. We want them to know the power of others' voices, and we want them to know the power of their collective voices.

Most important, we want to help them discover how their voices might impact our world and to be empowered to use their voices to speak out for equity and justice.

Stories can help our students discover and clarify their own voices. Stories can help us to know our world better. Stories can help us to understand our world and the people in it. Authors, teachers, and librarians work to ensure that every child has books, digital texts, and other media in which they see themselves.

They also work so that students have books that can help them understand others. Our students deserve stories that impact who they are and who they can become. They deserve stories that help them understand people and situations that are different from their own. They deserve stories that help them build confidence and empathy. They deserve books that validate their world as well as books that challenge their views. And most important, they deserve to tell their own stories.

Digital tools invite our students to document and share their experiences with the world and to connect with others who are sharing their unique stories. Digital tools also offer unique opportunities to seek truth and challenge the status quo. Connecting with others often builds understanding and helps harness the power of a collective voice. Online spaces open the possibilities for students to expand their communities and to use their voices in active ways to make change when they see a need.

Our classrooms can be places where our students discover who they are, who they might become, and the issues that they care about. They can be places where our students learn to use their voices to build understanding, connect with others, and create change. They can be places where students discover the power of community and collective voice. They can be places where our students feel empowered to make change.

Teachers, and teachers of teachers, have both the opportunity and responsibility to create environments in which students can use their voices in powerful ways. Doing so can be a gateway to equity and justice. In thinking about this year's theme, begin with these questions:

- How can we create learning environments where every stu-



National Council of
Teachers of English

dent's voice is valued?

- How can we prepare future teachers to honor student voice, and know how to support it inclusively, across multiple media?
- What opportunities do our students have to document and share their perspectives? Their stories?
- How can our students use their voices to create change in their communities?
- Whose stories are valued in our classrooms? Whose stories are missing?
- How can we curate classroom and school libraries that open doors for our students?
- How can our students use digital tools to understand their world and to help others understand issues they care about?
- How can our students use digital tools to share their stories?
- How can our students use writing to speak out for equity and justice?
- In what ways are students empowered in our schools and communities?
- What is our role in supporting our students in sharing their stories?
- What is our role in supporting our students in creating change?
- How do we create classrooms that value childhood and humanity?
- How do we, as educators, raise our voices against injustices, acting as models for our students to raise their voices?

When we meet in Houston, Texas, in November, it is my hope that we will focus on the ways literacy creates change and the ways in which our students can raise their voices to impact their communities. NCTE members create spaces for students to sound their voices. In 2018, we'll come together in Houston to celebrate our students' voices and the impact they make in the world.

Franki Sibberson
2018 Program Chair
NCTE President-Elect

Dates and Deadlines:

- Mid-April: Notifications of acceptance/decline are sent by email
- June 18: Deadline to accept all invitations to present
- Aug. 31: Deadline for all program participants to register for the Convention and be included in the print program
- Nov. 15–18
Workshops: Nov. 15 and 18–19
George R. Brown Convention Center, Houston, TX

BOOK REVIEW

Antagonist's Dark Heart, Conniving Ways Lure Readers into Story

By Sue Stolp



The year I turned 12, I learned how to lie.

I don't mean the small fibs that children tell. I mean real lies fed by real fears – things I said and did that took me out of the life I'd always known and put me down hard into a new one.

It was the autumn of 1943 when my steady life began to spin, not only because of the war that had drawn the whole world into a screaming brawl, but also because of the dark-hearted girl who came to our hills and changed everything.

“Prologue,” (1)

Wolk, Lauren. (2016). *Wolf Hollow*. New York, NY: Dutton Children's Books

Wolf Hollow reeled me in instantly with its intrepid narrator, evocative language, and the way in which the author, Lauren Wolk, sets up suspense and the promise of troubling events to come.

The dark-hearted girl referenced in the prologue, Betty Glengarry, is a new arrival to protagonist Annabelle's intimate Wolf Hollow, Pennsylvania, community. Big, tough, older, and incorrigible are words used to describe this unwelcome interloper, and Betty's actions of deception and cruelty impact this quiet 1940s community in unimaginable ways.

Remember Nellie Oleson, the manipulative antagonist from *Little House on the Prairie* books and television? The infuriating Nellie who managed to snub the Ingalls girls on a regular basis? I don't recall the last time I was as incensed by a fictional character's ability to dupe peers and adults alike, but Betty Glengarry is truly conniving and dark-hearted.

Wolk's skillfully paced and beautifully styled narrative invites the reader to ponder predictions of Betty's impact. Chapters end leaving the reader with nuggets of reflection from Annabelle:

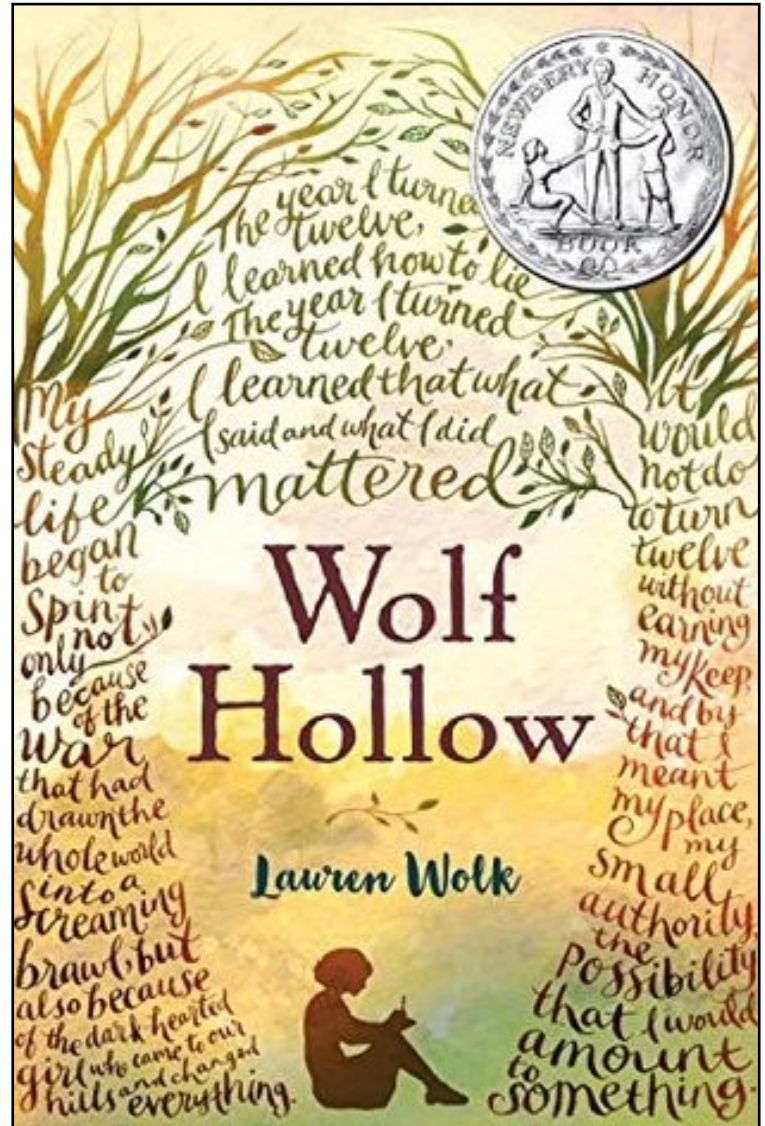
“I just didn't know how complicated things would become.”

Chapter 8 (81)

“I can't say I was glad, exactly, but I wasn't sorry.”

Chapter 11 (116)

And once Betty goes missing and the townspeople are hunting for her, Annabelle begins alluding to an inner voice, a recollection that caused me to feel as if clues were missed along the way.



“I felt like someone had reached out and tapped me on the shoulder. Somewhere from my memory, a whisper.” (166)

Toby, a misunderstood war veteran, Annabelle's two younger brothers, her supportive parents, and members of her extended family and community play significant roles in the story, which builds steadily toward its unexpected conclusion.

While satisfying on many levels, however, I was left with a wondering about the actions of Annabelle's parents. Why are they complicit with Annabelle's lies? Is there not an alternative to hiding their sense of decency and fairness? They do not seem to be ostracized from their community or to suffer socially. Do I just not fully understand the political implications of the time?

A second reading of this intricate novel will help fill in some of those gaps for me.

Wolf Hollow has received recognition as a 2017 Newbery Honor Book, a 2017 Charlotte Huck Honor Book, an ALA Notable Book, and *New York Times* Bestseller, among other accolades. ♦

CHARLOTTE HUCK AWARDS CELEBRATE COMPASSION

Books Recognized for 'Transforming Lives'

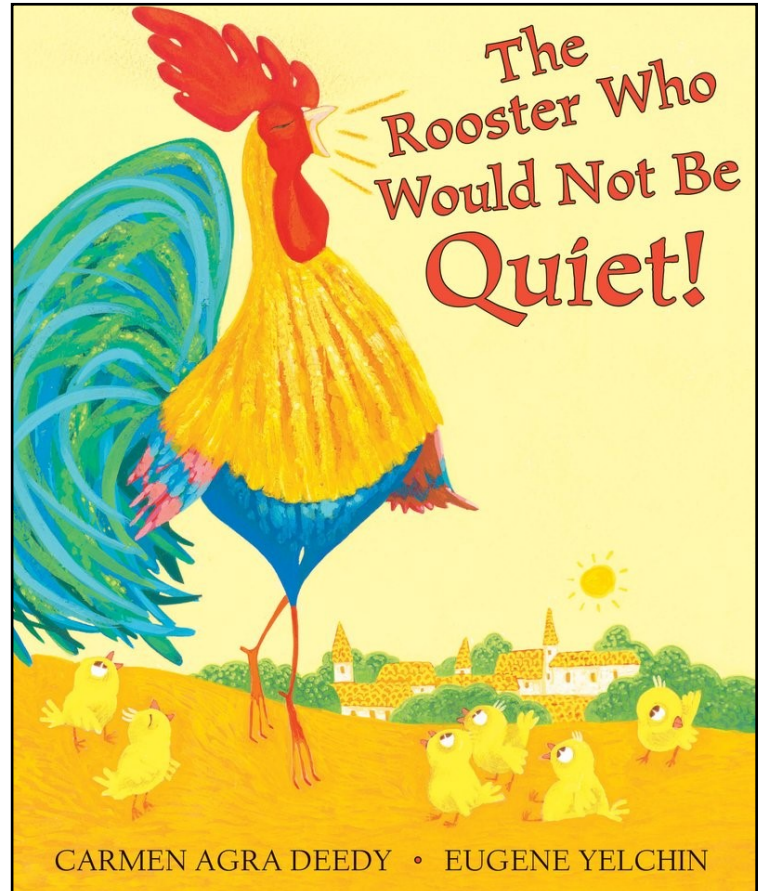
By Joyce Herbeck



The 2018 Charlotte Huck Award winner is *After the Fall: How Humpty Dumpty Got Back Up Again*, by author and illustrator Dan Santat. The Charlotte Huck Award recognizes fiction that has the potential to transform the lives of children. Winners of this award demonstrate compassion, imagination, or wonder that sparks a new worldview in young readers.

Santat begins the story as Humpty is leaving Kings County Hospital, having been healed in body, but not emotionally. With a lingering fear of heights, Humpty, who used to love to sit high on the wall near the birds, can now only watch his feathered friends from ground level.

Then he is inspired to assuage his longing by designing a paper airplane bird. After many trials, Humpty crafts a beautiful creature that soars across the sky, allowing Humpty to enjoy once again the



thrill of viewing the city from above, if only vicariously. But, as Humpty knows only too well, "accidents happen."

One day, a sudden gust of wind propels the paper bird over the wall! Now Humpty must gather all his courage to climb the wall and rescue the paper bird. But once Humpty is atop the wall, dramatic changes begin. His shell shows small cracks, then major pulsing from within. Small feathers squeeze out. Then wings open and spread and leap into the sky. Humpty is home!

Santat's text captures the fear and anticipation of Humpty's courageous climb, and the illustrations not only accurately visualize Humpty's stress for altitude, but also hint throughout at the surprise ending. This is a picture book that can be appreciated at all ages.

In addition to one winner, the Charlotte Huck Award also recognizes five honor books and eight recommended books each year. One of the honor books for 2018 is *The Rooster Who Would Not Be Quiet* by Carmen Agra Deedy, illustrated by Eugene Yelchin.

Into a city that has just outlawed noise of any kind comes an enthusiastic, energetic, outspoken rooster. Just by chance, this rooster nests in the mango tree under the mayor's window. The mayor tries to quiet the rooster by taking away, little by little, all that the rooster values.

Finally, after no punishment will silence the bird, the mayor asks him, "Why are you still singing?" And the rooster answers, "I sing

See HUCK AWARDS Page 11

HUCK AWARDS FROM P. 10

Animal Families Preparing for Winter Emphasizes Compassion for Others

for those who dare not sing --- or have forgotten how.” This is another picture book for all ages.

The rooster’s determination to have his voice heard, despite the resulting losses, encourages readers to speak out for social justice. Yelchin’s colorful and expressive illustrations highlight the rooster’s spunky personality and maintain a lighthearted feel to what could be a somber story.

Of the eight recommended titles, one of my favorites is *Shelter*, by Celine Claire, with illustrations by Qin Leng. A stunning picture book, the illustrations gently depict animal families preparing for a coming winter storm.

With plenty of food and firewood, the animals hunker down for their evening meal as little fox spies two strangers coming through the swirling fog. Even though all the families are comfortable and safe, they immediately feel threatened by the strangers, who turn out to be two bear brothers lost in the storm.

As the bears knock on each door, asking to warm by the fire or to have something to eat, they are turned away and sent to the next home.

With no one willing to help, the bears travel on. Only little fox worries about them and runs to give the bears an extra lantern. As the storm intensifies and snow begins to fall, the bears build a snow fort and keep themselves warm.

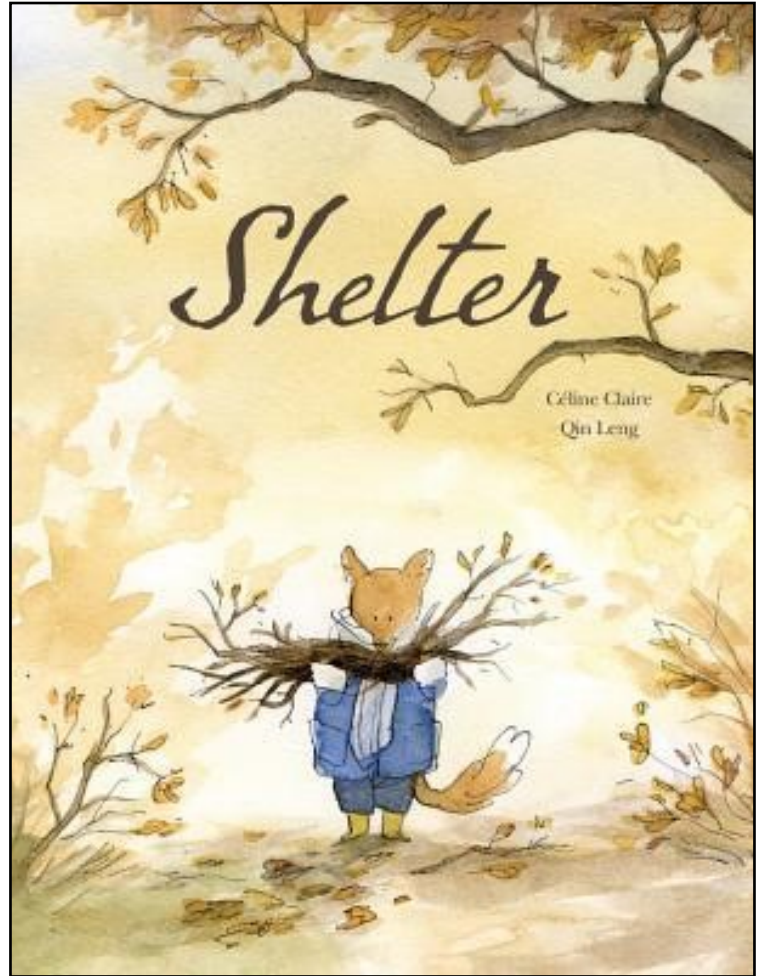
But the weight of the snow collapses the house of the fox family, and they are forced to brave the cold. Then little fox sees a glow in the snow that turns out to be the snow house of the bears.

When the fox family asks for shelter, the bears do not hesitate:

“

*‘Why are you still singing?’
The rooster answers, ‘I sing
for those who dare not sing—
or have forgotten how.’*

”



“Our den is small and crowded and we have nothing to eat, but our tea will warm you.... Come in! Come in!”

Unconditional compassion creates warmth beyond that of a fire or a cup of tea. *Shelter* truly meets the Charlotte Huck criteria of having the potential to transform lives.

For more titles that have been honored with the Charlotte Huck Award, visit www2.ncte.org/awards/ncte-childrens-book-awards/charlotte-huck-award.

The awards are announced each year at the annual conference of the National Council of Teachers of English. ♦

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