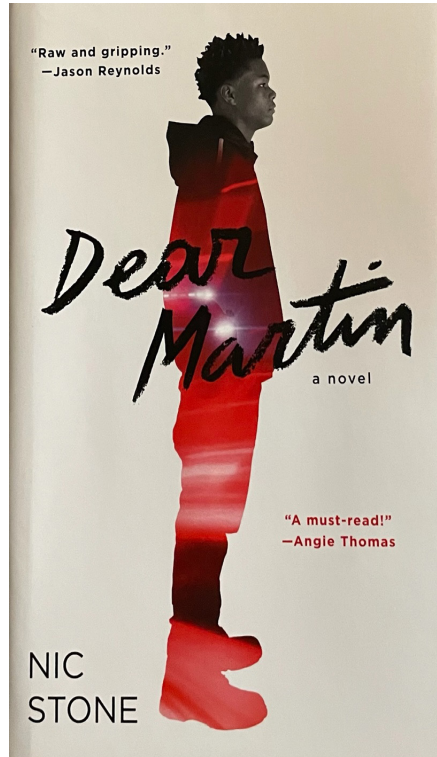


LAD LEAF

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Monett High School removes book from curriculum



Jason Reynolds (author of *Long Way Down*) says the book *Dear Martin* by Nic Stone is “raw and gripping.” Angie Thomas (author of *The Hate U Give*) says it’s “a must-read.” Monett High School says the book will not be taught to freshman at the school.

According to *The Monett Times* (15 Jan. 2022 monett-times.com), Mark Drake, Monett superintendent, said the book was removed because protocol was not followed. The book, which required a permission slip, was not submitted to the administration for approval, he said. The book is still available in the library, said Drake.

Dear Martin is Stone’s first book and examines current events through the lens of Dr. Martin Luther King Jr.’s teachings. Main character Justyce McAllister, a black honor student set to attend Yale, finds himself arrested and in handcuffs when he tries to help a friend. The incident shakes him and he begins a series of letters to King to see if King’s teachings are still relevant.

LAD Winter Meeting

5-7 p.m. Thursday, Jan. 27, at Central High School

For More Information: See Page 4 or
Go online to LAD Community on FB

Nic Stone reacts to book’s removal in Instagram post



Nic @getnicced · 1d

Okay this is the thing: I am obviously no stranger to “concerned citizens” sounding the alarm about my books (this one especially) when they catch wind of students actually reading them. I usually just roll my eyes and watch sales skyrocket.

Posted 17 Jan. 2022, Instagram

Stone’s post continues with her thoughts about *To Kill a Mockingbird* replacing *Dear Martin*.

Stone writes:

But this one is annoying for a few reasons:

When *To Kill a Mockingbird* was first published in 1960, the “concerned citizens” of THAT time were just as mad about it and opposed to young people reading it as the current “concerned citizens” are about *Dear Martin*, *The Hate U Give*, *Stamped*, etc. None of this is about content. It’s about comfort.

But, as we head into MLK Day, and I look at where we are vs. where we were when he was DAILY laying his life on the line for the sake of making the world a more habitable place for ALL people, I am reminded that eventually, with enough of us pushing back, humanization prevails.

So: cool, haters gonna hate, but can’t stop won’t stop. And shout-out to @monett_r1_schools for making it even more likely that your students will read *Dear Martin*.

Get Everyone Involved

Tips for entering original anthology by a class

from Kathy McQueen

The best thing about entering a class anthology is that it gives every student a chance to participate. Follow these steps to create anthologies without lots of extra work.

1. Don't make it harder or more work for yourself. Use writing from class assignments or students' portfolios.

Put the Kids in Charge

2. Put the kids in charge. Instead of worrying about which pieces to use from students, ask students to pick their best pieces that they want to include in the class anthology. For example: for poetry anthology: two best poems; for prose and poetry anthology: one poem, one piece of prose; for prose anthology: high school, one piece per student is enough; for

lower grades, you might want to include two pieces.

Judges Like Variety

Hint: Judges like to read a variety of work. So, instead of having every student turn in a haiku, let students choose whichever writing they want. The variety will take care of itself. Same thing with prose. Don't use every student's personal narrative; let students choose which pieces to submit to the class anthology.

Create a Title, Cover

3. Take a few minutes of class time for students to suggest titles for the class anthology.

Prompt them if needed: "What describes this class," "What makes this class unique, Do we want a funny or serious title?"

This is a good teaching moment. Discuss the importance of

titles. "Why are titles important? Have you ever picked a book or watched a show because the title caught your attention?" I throw out some examples. The original title for *To Kill a Mockingbird* was *Atticus*.

Write the possible titles on the board and take a class vote.

4. Ask the class, "Who is a good artist?" or "Who is good with a camera?" Ask whoever the kids have suggested if he/she is willing to make a cover for the anthology that includes the title.

If you have several good artists in class, you can use some of them for the group anthologies.

5. Give students a deadline to have things turned in for the anthology. Things get busy the week of LAD deadline, so be nice to yourself and make the class anthology deadlines two weeks before the LAD deadline.

Original Poetry Anthology by a Class: Category 31
Original Prose Anthology by a Class: Category 35
Original Prose & Poetry Anthology by a Class: Category 39

THE LAD LEAF is published quarterly and is available online on LAD's website—www.ladfair.com; on LAD's public Facebook page—Language Arts Department of Southwest Missouri (LAD); and on LAD's private Facebook page—LAD Community. The publication will be emailed upon request. The issues are published in PDF form for easy printing.

Contributions dealing with the field of English Language Arts (ELA) instruction at all levels (elementary, middle school, junior high, high school, and college) and suggestions for articles are welcome. Send contributions to Kim Chism Jasper, *LAD Leaf* editor, at kchismjasper77@gmail.com

LAD Leaf Advisory Team: Casey Daugherty and Melissa Troxell.

Winter 2022 Proofreading Team: Karen Haraldson, Dana Whitesell Martin, Kathy McQueen

Member of the NCTE Information Exchange Agreement.

Small Group Tips

Enter students' works in small group anthologies

from **Kathy McQueen**

Students may work together in small groups to create anthologies. A small group in LAD is 10 students or fewer. Basically, steps for entering small group anthologies are the same as for entering a class anthology.

1. The question is how do you assign the groups? LAD rules state that the teacher/sponsor can enter only four entries per category. I just took the number of kids I had in class and divided by four. If I had 28 students, then each group had seven members.

The easiest way to divide the students into groups is to have

them number off. Then all the 1's get together, all the 2's, etc. I also have done it by rows: these two rows are one group, the next two rows are another group, etc.

2. Put the kids in charge. Each group decides how many pieces each student will submit for the anthology.

3. Groups come up with their own titles and pick someone to design the title page.

4. Give students a deadline and you've got four anthologies by a small group.

Personal note: One year I had a group that decided that for a

judge to understand their writing, the judge needed to know something about them. They wrote an introduction to their anthology describing who they were as individuals and as a group. I had no idea they were doing this until the anthology was turned in. I was so proud of them.

Editor's note: Since small group anthologies are judged separately from class anthologies, a student's work may appear in both a class anthology and a small group anthology. A student's work should not appear in more than one small group anthology competing in the same category.

Original Poetry Anthology by a Small Group: Category 30

Original Prose Anthology by a Small Group: Category 34

Original Prose & Poetry Anthology by a Small Group: Category 38

Creative nonfiction writing idea for elementary students

from **Stephanie Summers**

Creative Nonfiction (Category 23) is a category that has been hard for me to figure out how to teach or model for first-graders.

We have several Nicola Davies books that I think will help show students some examples. Her books have lots of great facts, but also have silly cartoon characters, a parallel fiction story, or other fic-

tional features.

There may be more of her books that would fall into this category, but these are the ones I am familiar with:

Just Ducks!

Bat Loves the Night

One Tiny Turtle

Outside Your Window

Surprising Sharks

Hint for entering formula poems

from **Kim Chism Jasper**

Do you have a formula poem that all your students write? Perhaps an I Do Not Understand Poem or maybe a sestina.

Here's a hint: Don't enter four of the same formula, unless the works are substantially different..

Judges like variety and freshness, and you don't want your students' works to all sound the same.

Important Dates: Sort Day, March 25; Judging Day, March 26; Fair Setup Day, April 29; LAD Fair, April 30

Jasper represents LAD at NCTE business meeting

Kim Chism Jasper, LAD's National Council of Teachers of English liaison, was one of more than 100 online attendees at the NCTE business meeting Wednesday, Nov. 3, 2021. Affiliates are obligated to send a representative to the business meeting every three years to continue their tax-exempt status under the umbrella of NCTE. The meeting was held prior to this year's NCTE conference, which was Nov. 18-21 and also held online. The meeting was online for the first time in the history of the organization. A business meeting was not held in 2020.

Emily Kirkpatrick, NCTE executive director, reported that membership has suffered a tremendous loss during the pandemic. She attributed the loss in membership to having no conference in 2020 and having to go virtual in 2021.

Regarding the NCTE conference: I was impressed with the quality of the sessions I attended and the adaptability of presenters to present information virtually. I was still able to upload many handouts at the sessions.

I also was able to visit vendors virtually. I could have entered several drawings also. The M.R.R. Robinson dinner was held virtual-

ly, but I was not able to attend, so I'm not sure how that worked!

Delegates to the convention approved two resolutions, which now must be voted on by the general membership:

- Resolution on Supporting Educators' Right and Responsibilities to Engage in Antiracist Teaching

- Resolution on Size-Inclusive Language and Literacy

NCTE members have until Feb. 10 to vote on these resolutions. If you are an NCTE member, you likely received a ballot via email. Details about the resolutions are available on the ballot.

LAD meeting January 27, Central High

LAD's Winter Meeting is set for 5-7 p.m. Thursday, Jan. 27, at the Central High School library on the second floor. Parking will be across the street from the main entrance (Central Street) or street parking on the Drury side (Benton Avenue). The front door will be open shortly before the meeting.

If you arrive late or the door is locked, please text 239-821-1164.

If there is an option to join virtually, the information will be posted on LAD Community's Facebook page.

2022 Sejong Writing Competition Submission Deadline, March 31, 2022

Open to all residents of the US and Canada regardless of ethnic background.

The sijo is a traditional three-line Korean poetic form organized technically and thematically by line and syllable count. Using the sijo form, write one poem in English on a topic of your choice. Only one entry per applicant is permitted.

Adult sijo division: open to everyone age 19 and older

Pre-college sijo division: open to students age 18 and younger

Website: sejongculturalsociety

Answers to frequently asked LAD questions

from Kim Chism Jasper

Q: Can I enter my own child's work into LAD?

Short Answer: Yes

Long Answer: Each LAD member can enter up to four entries per category; you decide which students works to enter.

Recommended: Visit with your child's teacher to see if he or she will join LAD. **Even better:** Offer to pay the teacher's membership and to help with LAD entries.

Q: What if my child attends a different school?

A: The answer is the same as above; however, when you enter the works, use the student's school on the entry form.

Q: Can two different entries from the same student be entered in one category?

Short Answer: Yes

Long Answer: Each LAD member can enter up to four entries per category; there is no rule against entering more than one piece by a student in the same category. So if you have a student who wrote two really good short narrative poems, you can enter both of them in that category; you just can't exceed four entries per category. **Note:** I would generally try to enter four different students' works, but sometimes you get that student who just has a couple of outstanding pieces that fit in the same category.

Q: Does the student have to take the photos that accompany the essay with original photos category?

Short Answer: No

Long Answer: The photos should be original photos. In other words, they should not be internet photos or graphics. However, the photos may be taken by someone else. For example: A student might write about her grandparents and include photos of the grandparents. Photo credits should be given, when possible.

Q: Does the student have to create both the artwork and writing for an original poster poem?

Answer: Yes

Q: Do the journalism entries have to appear in school publications (either online or in print)?

Short answer: No

Long answer: In an ideal situation, the articles would appear in publications, but they do not have to. For example, a fifth-grader might write a sports story about a skateboarder. The entry should be written in the style of a sports story and could be formatted in columns, though that is not a requirement either.

Q: Can a student's work be entered in more than one category?

Short answer: Yes

Long answer: Let's say you have a student who has written a wonderful long narrative poem that also happens to rhyme. You may enter the piece in both the long narrative poetry category and the long rhymed poetry category. **This works for anthologies too:** The same work by one student (say a personal opinion) may be entered as an individual entry, as part of an anthology by a small group and as part of an anthology by a class. **Just remember:** A student can have works in only one anthology per category, so if a student's work is in one small group poetry anthology, it should not appear in another small group poetry anthology.