



Choices Activate Students' Voices



Cathie Lawson

Premise 1

- ◉ When students can choose...
 - which books to read
 - ways of tackling a problem
 - methods to effectively communicate
 - sometimes, even their partners/groupsthey see meaning in expression and take ownership in their decisions/choices.



Conclusion 1

This confidence
inspires students to
risk...

- the new
- the untried
- the challenge

This boldness can
result in both
verbal and written
voice development.



Premise 2



When students...

- know
- can see
- or meet in an online discussion



they know exactly who makes up their audience and target their products for this specific audience

Conclusion 2

This knowledge inspires students to...

- choose appropriate and lively diction
- create an engaging persona
- connect to the "human" aspect of audience

This effort can result in distinct voices representing who the students view themselves to be

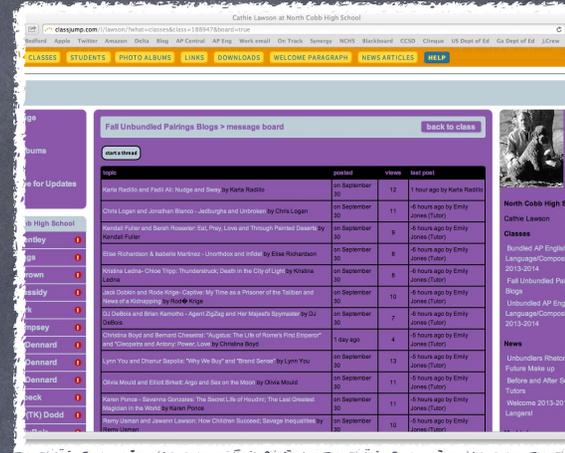


These premises and conclusions lead us to ask...

- What choices have you offered to your students?
- What has worked?
- What has not worked?
- What digital writing have you tried?
- Can we resolve problems others have experienced?
- Suggestions? Questions?

4 Long-term Choice-based Activities/ Assessments for Your Evaluation

Little-known
Advocate
Individual
Project



Pairings
Blogs

Journalists Reveal
Americans in Crisis
Group Project



Rhetoric for
the Future
Group
Project



Little-known Advocate Individual Project



Components:

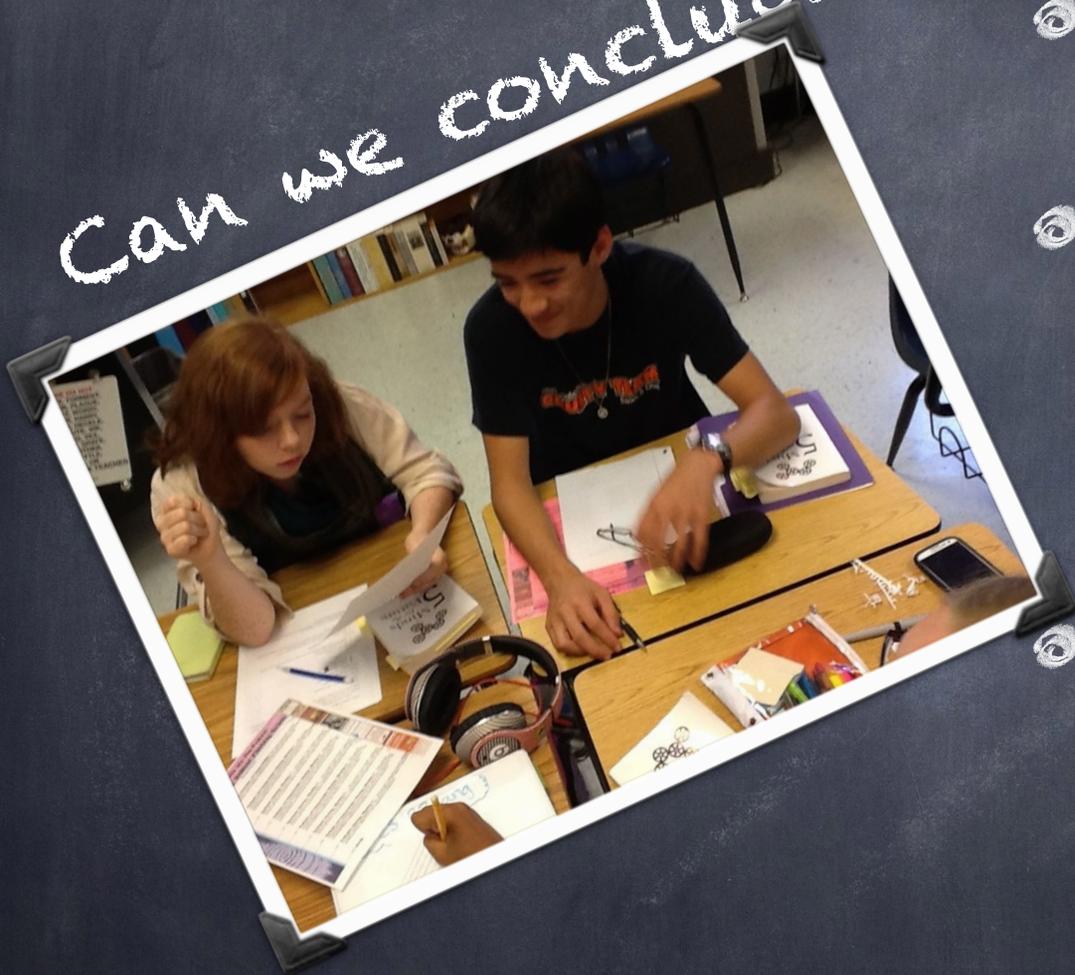
1. Research to find advocate of interest
2. Okay choice with me to make sure advocate is truly "little-known"
3. Research to fulfill project requirements
4. Analyze audience
5. Determine how to create a manipulative product
6. Construct product
7. Display products and browse the "museum"

Let's Evaluate Premise 1

- ◉ Students chose...
 - ✔ ways of tackling a problem
 - ✔ methods to effectively communicate
 - ✔ and, of course, their topic: an advocate
- 👍 They saw meaning in expressing to others who the advocates are and why the audience should know about him/her
- 👍 They took ownership about ways to present advocates' accomplishments and evidence to support their claims

...and Conclusion 1

Can we conclude...



- Confident because...?
- How did they risk...
 - the new?
 - the untried?
 - the challenge?
- How did this boldness result in both verbal and written voice development?

Let's Evaluate Premise 2

⦿ When students...

✓ know

✓ can see

⦿ they know exactly who makes up their audience (who is _____)

⦿ and target their products for this specific audience



...and Conclusion 2

Can we conclude...

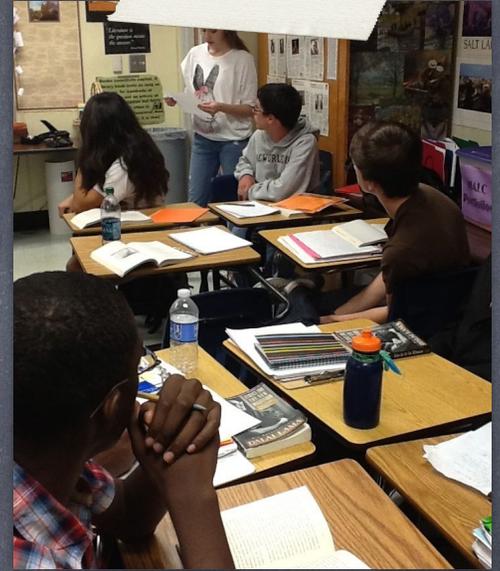
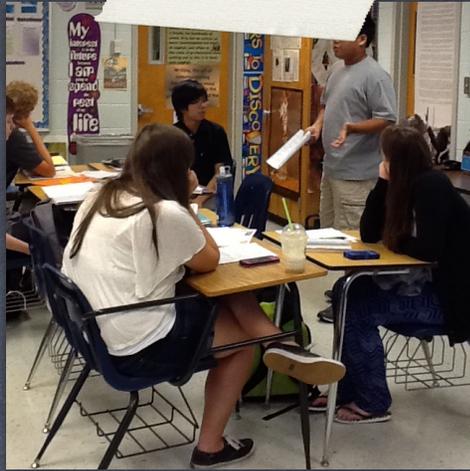
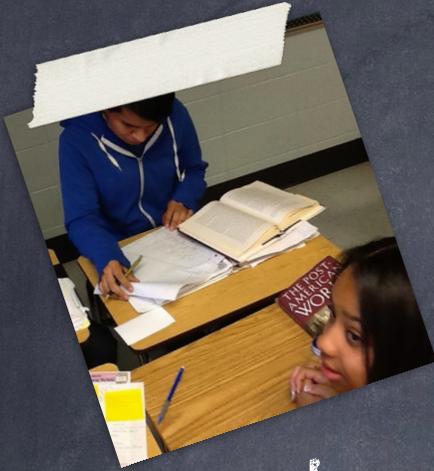


👍 That this knowledge inspired students to...

- choose appropriate and lively diction?
- create an engaging persona?
- connect to the "human" aspect of audience?

👍 That this effort resulted in distinct voices representing who the students view themselves to be?

Rhetoric for the Future Group Project



Components:

1. Rank books
2. Meet with group to determine roles and reading schedule
3. Discuss and analyze within groups
4. Share discussion within 4 minutes and take notes on each group's sharing
5. Discuss what they heard/learned and create synthesis and receive feedback and scores (last meeting add evaluation)
6. Share synthesis (last meeting add evaluation)
7. Receive feedback and scores for synthesis/evaluation

Let's Evaluate Premise 1

• Students chose...

✓ which books to read (ranked, not 100% free choice)

✓ ways of tackling a problem

✓ methods to effectively communicate orally

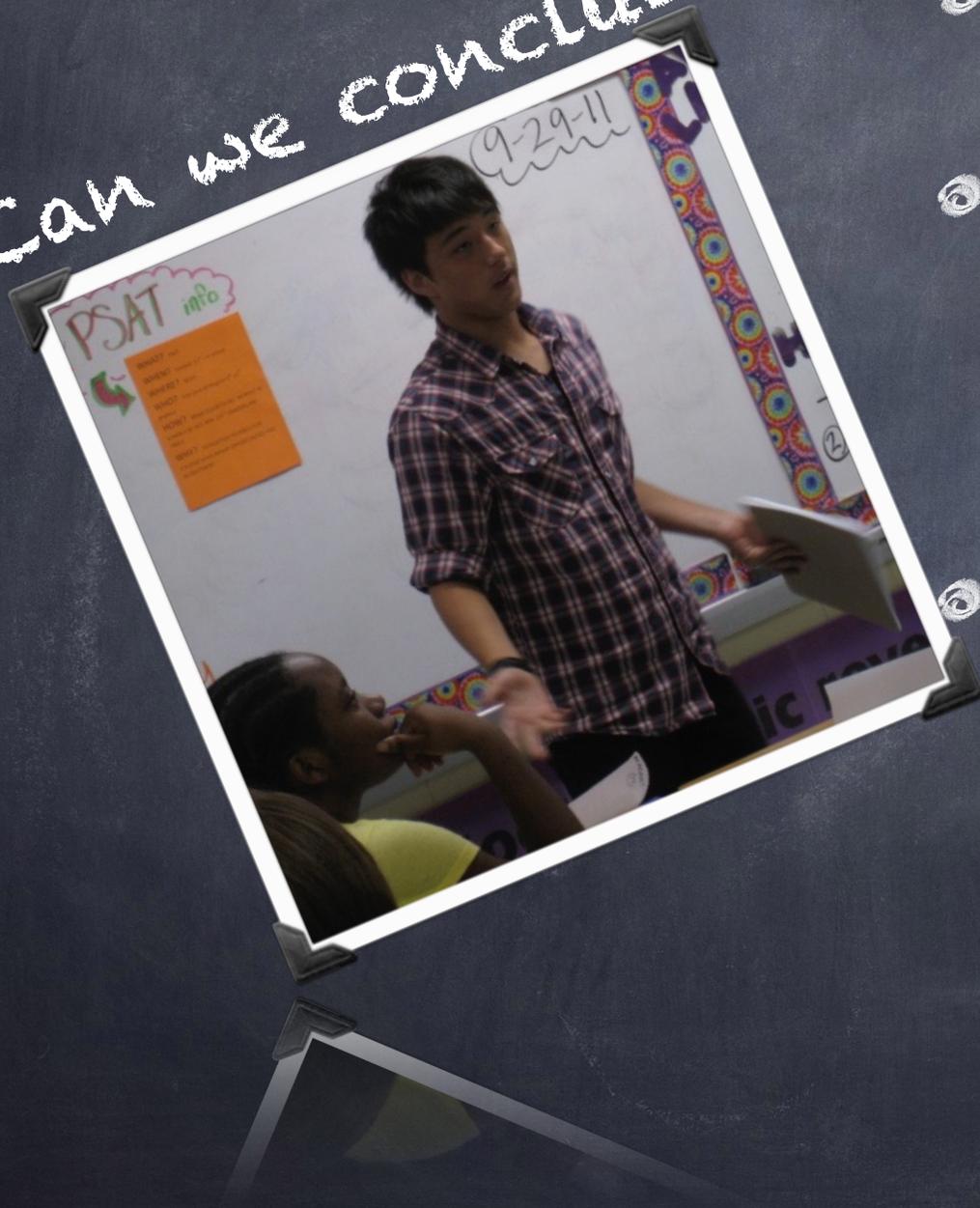
✓ some input on groups because of rankings and group style survey

👍 They saw meaning in sharing their reading experiences with others reading the same book and found meaning in determining how their book fit in with the other five books

👍 They took ownership in fulfilling their roles and determining how to best share their interpretations and synthesized new wholes

...and Conclusion 1

Can we conclude...



- Confident because...?
- How did they risk...
 - the new?
 - the untried?
 - the challenge?
- How did this boldness result in both verbal and written voice development?

Let's Evaluate Premise 2

⦿ When students...

✓ know

✓ can see

⦿ they know exactly who makes up their audience (who is _____)

⦿ and target their products for this specific audience



...and Conclusion 2

Can we conclude...



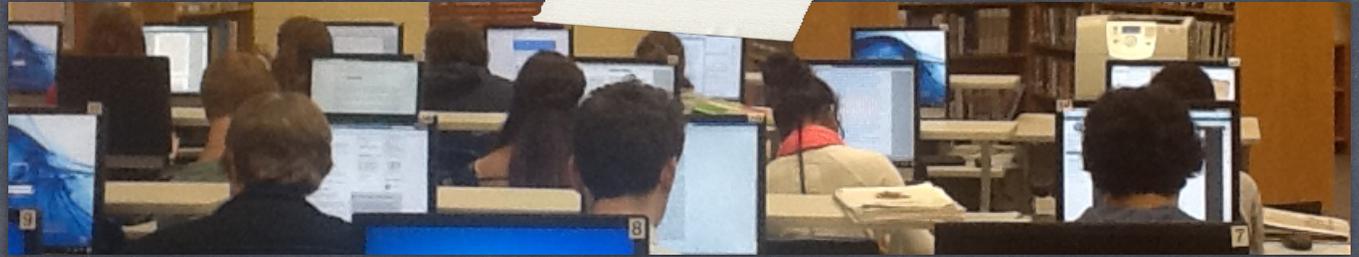
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Pairings Blog



Components:

1. Choose 10 pairs from 200 choices
2. Learn who partner is and what two books they will read
3. Obtain books
4. Set up blog with reading schedule and greeting
5. Receive tutor and teacher feedback on schedule and direction fulfillment
6. Read book 1 and blog 6 times, creating a convo with partner
7. Receive tutor and teacher feedback on quality of postings
8. Read book 2 and blog 6 times, continuing conversation and comparing the two books
9. Receive tutor and teacher feedback on quality of postings
10. Write synthesis entry
11. Write evaluative comparison entry

Let's Evaluate Premise 1

• Students chose...

- ✓ 10 potential book pairs to read
- ✓ ways of tackling a problem
- ✓ methods to effectively communicate through digital writing
- ✓ some input on partner because of 10 chosen pairs

👍 They saw meaning in sharing their reading experiences with a partner and found meaning in determining what to discuss and how to express their reactions, thoughts, and questions

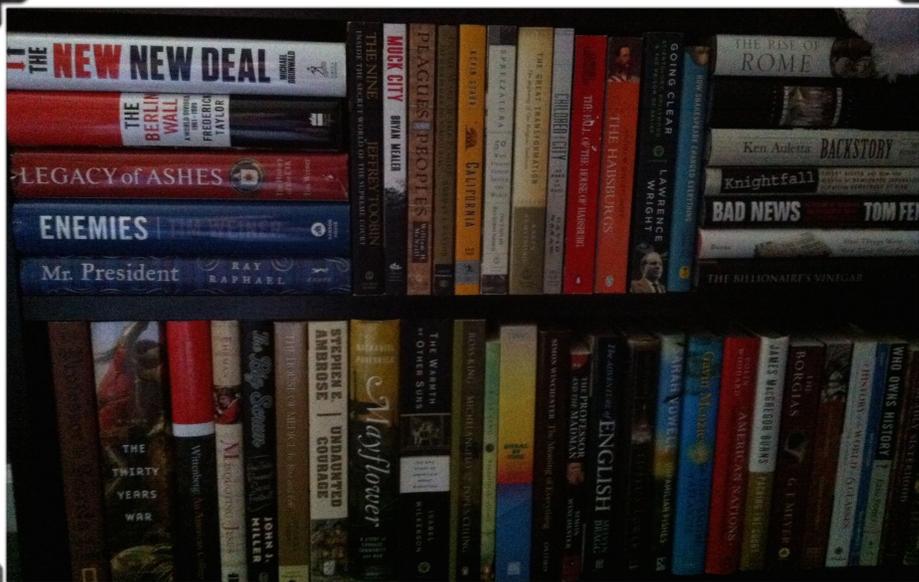
👍 They took ownership in creating and sustaining a conversation and maintaining their scheduled postings

...and Conclusion 1

Can we conclude...



- Confident because...?
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Let's Evaluate Premise 2

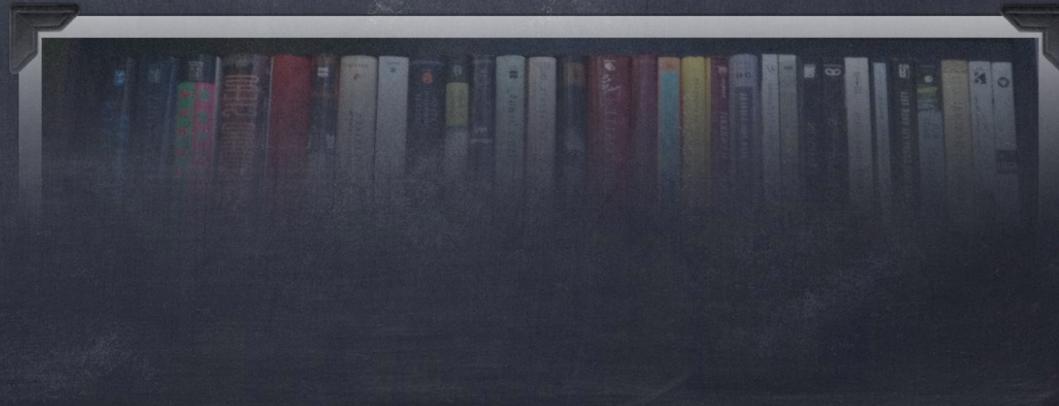
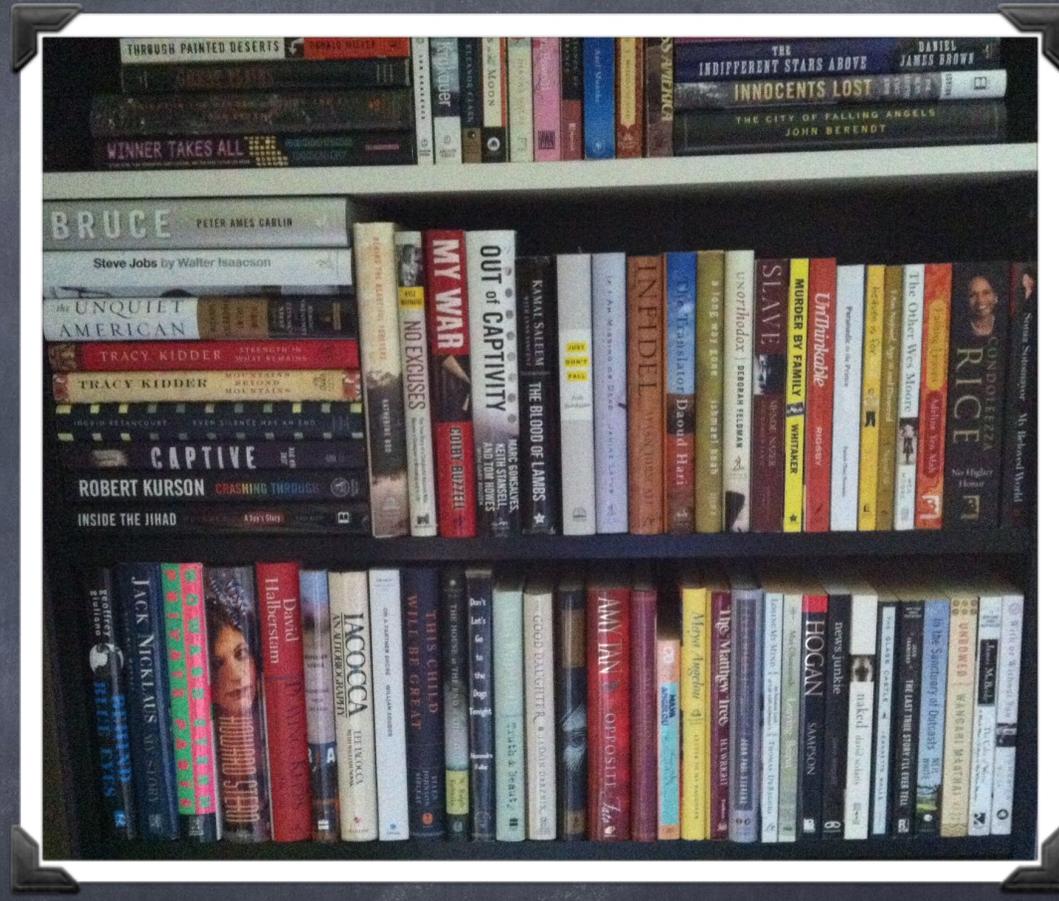
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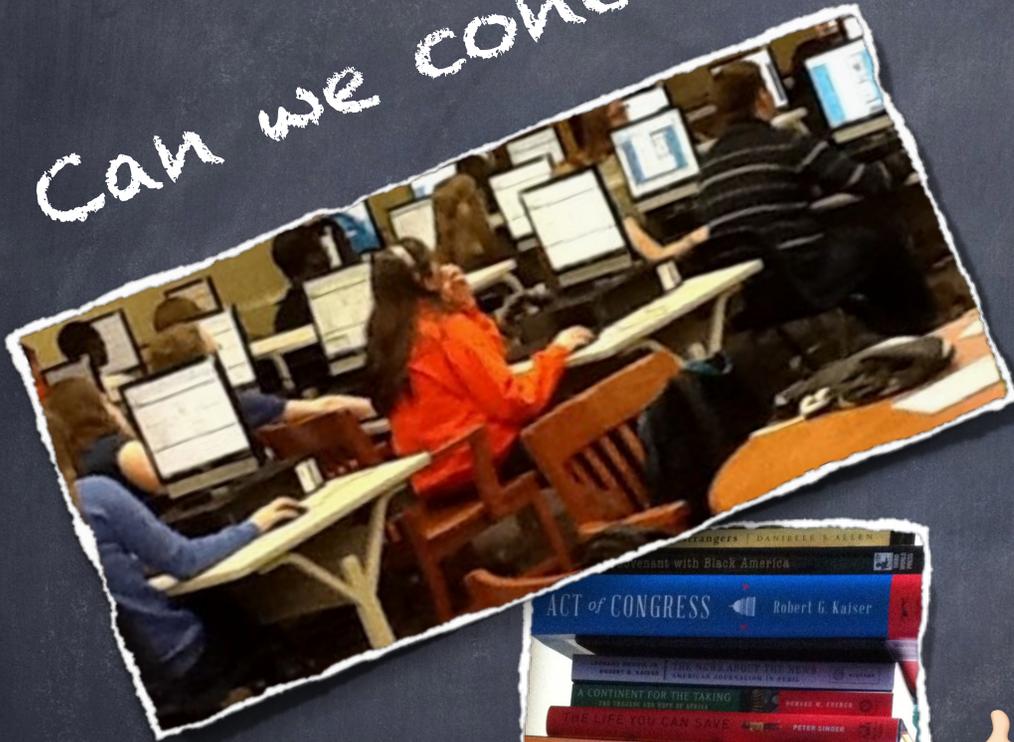
they know exactly who makes up their audience (who is _____)

and target their products for this specific audience



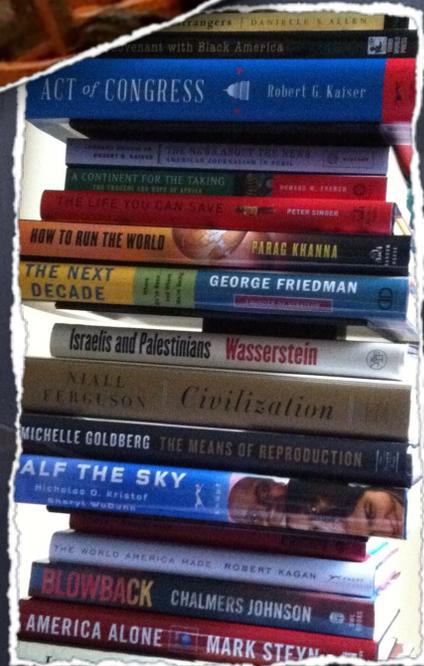
...and Conclusion 2

Can we conclude...



👍 That this knowledge inspired students to...

- choose appropriate and lively diction?
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👍 That this effort resulted in distinct voices representing who the students view themselves to be?

Journalists Reveal Americans in Crisis Group Project



Components:

1. Determine groups
2. Within groups determine which pairs will read which book
3. Determine roles and read project directions and requirements
4. Each week discuss in pairs then in groups
5. Create a high-level question for another group
6. Post question by given time in appropriate blog
7. Finish group discussion and determine what to post
8. Respond to question another group posted
9. Post discussion summary

Let's Evaluate Premise 1

• Students chose...

- ✓ between 2 books
- ✓ ways of tackling a problem
- ✓ methods to effectively communicate both orally and digitally
- ✓ depending on the class dynamics, they may choose their groups

👍 They saw meaning in sharing their reading experiences with a partner and then sharing their conversations with their entire group, creating another conversation and found meaning in determining what to ask another group

👍 They took ownership in determine what to post about their discussions and how to answer another group's question

...and Conclusion 1

Can we conclude...



- Confident because...?
- How did they risk...
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Let's Evaluate Premise 2

⦿ When students...

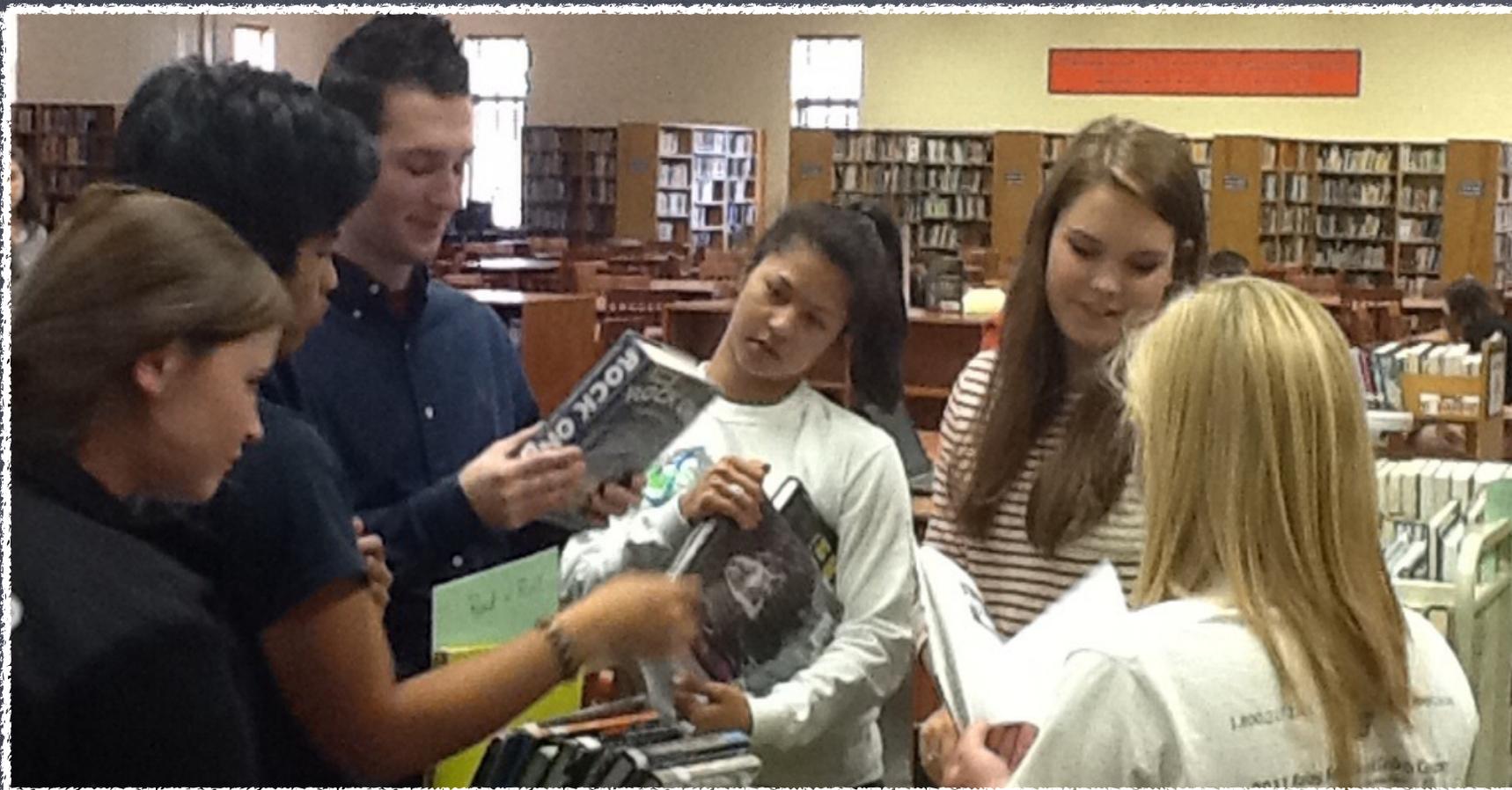
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⦿ they know exactly who makes up their audience (who is _____)

⦿ and target their products for this specific audience





Questions? Sharing?

Thanks for attending!
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