

# Workshop 2

## Engagement and Dialogue: Judith Ortiz Cofer and Nikki Grimes

### Video Program Overview

The program begins with a profile of the writer Judith Ortiz Cofer and then moves to Vista, California, where Akiko Morimoto and her eighth-grade students read short stories by Ortiz Cofer. They respond personally to the works, examine the author's use of figurative language, and then make intertextual connections with books they've read throughout the school year. In a culminating project, the students create their own visual symbols to represent the characters and events in the text. They then explore works by Nikki Grimes and examine her craft as a writer. Grimes visits the classroom, answers questions about her work, and attends an after-school reading of student poetry.

### Workshop 2 Reading List

(Works marked with an \* are sources for materials available online at [www.learner.org/channel/workshops/tml](http://www.learner.org/channel/workshops/tml); see *Support Materials, Workshop 2 Readings*.)

\*Grimes, Nikki. *Bronx Masquerade*. New York: Dial, 2002. ISBN 0803725698

\*Ortiz Cofer, Judith. *An Island Like You*. New York: Puffin, 1995. ISBN 014038068X

# Workshop Session (On-Site)

---

## Getting Ready (30 minutes)

- Divide into small groups of three or four people.
- **Share** your observations of how Ortiz Cofer and Grimes reveal character, setting, and theme.
- **Share** your drawing or picture with the group.
- **Describe** how you came up with your symbols. How did your visual representation deepen your understanding of character and/or theme? How might your responses be similar to or different from those of your students?

## Watch the Workshop Video (approximately 60 minutes)

## Going Further (30 minutes)

- **Discuss** as many questions as time permits.
- How did the combination of strategies and activities help the students understand the literature?
- Which activities/strategies are you most interested in trying in your own class? What modifications would you make?
- How did the teacher create a learning environment that promotes collaboration and respect for others' ideas?
- How did the strategies help build students' language arts skills?
- If you were to teach any of the featured literature, what resources, authors, and/or experts from your community might you use to help build students' background knowledge and contextualize the works?
- You may want to continue to explore these questions further in your journal and to share your ideas on Channel-Talk.

# Between Sessions (On Your Own)

---

## Homework Assignment

- **Go to the Web site** at [www.learner.org/channel/workshops/tml](http://www.learner.org/channel/workshops/tml) and:
- **Review Workshop 2** (overview, information about the authors and literature, teaching strategies, video summaries, commentary, student work, and resources).
- **Prepare for Workshop 3** (preview the overview and information about the authors and literature).
  - **Print** the K/W/L chart (available online; see Support Materials, Workshop 3 Readings).
  - Before you read the literature and the online materials, fill in two sections of the K/W/L chart: What do I **know** (or think I know) about the literature, authors, and Indian boarding schools? What do I **want to know** (or need to know) about the literature, authors, and Indian boarding schools? Then complete the readings. As you read, notice which of your questions are addressed.
  - **Read** "The Names" by Laura Tohe (available online; see Support Materials, Workshop 3 Readings).
  - **Read** *My Name Is Seepeetza* by Shirley Sterling.
  - After you have read the literature and the online information, fill in the third column of the K/W/L chart: What have I **learned** about the literature, authors, and Indian boarding schools? Add any new questions you may have to the second column: What do I **want to know** (or need to know) about the literature, authors, and Indian boarding schools? If you were going to do a research project on Indian boarding schools, what question/topic might you choose?
- **Bring your texts and your K/W/L chart** to the next workshop session.

### Workshop 3 Reading List

(Works marked with an \* are sources for materials available online at [www.learner.org/channel/workshops/tml](http://www.learner.org/channel/workshops/tml); see Support Materials, Workshop 3 Readings.)

Sterling, Shirley. *My Name Is Seepeetza*. Toronto, Ont.: Groundwood Books/Douglas and McIntyre, 1992. ISBN 0888991657

\*Tohe, Laura. *No Parole Today*. Albuquerque: West End Press, 1999. ISBN 0931122937

## Ongoing Activities

- **In your journal**, include thoughts, ideas, or questions you have as you review the online materials and reflect on the workshop. Note how your participation in the workshop session influenced you as a learner and as a teacher.
- **Online**, click on the Interactive Strategy Workbook. In this activity, you can read two poems and reflect on the teaching strategies featured in this workshop.
- **Share ideas** on Channel-Talk.

# Notes

---