2014 Yale National Initiative Seminars

Understanding History and Society through Images, 1776-1914
Timothy J. Barringer, Professor of History of Art

This seminar will look at methods for understanding culture and society through art in museum collections and using library and online resources. It will focus on skills in the description and critical analysis of images – not art history jargon, but historical analysis which will enable students to engage with historical actors and situations, and to be more critical in their approach to images today. We discuss how to look at real paintings, drawings and prints, using works in the Yale museums as a case study. The challenge is to put them in to a historical context, and find strategies for allowing students to understand their meanings. The examples will mainly be from American and British history, from 1776 to 1914.

The kinds of questions we might ask would include:

- What were the artist's intentions?
- Who was the image intended to appeal to/who were the audience or patrons?
- What does this image tell us about society at the time?
- How does the artist represent differences of gender/class/race?
- Are there parallels with concerns in our contemporary world?

The seminar will also provide an introduction to the materials and techniques of art history – painting, drawing, printmaking, photography, sculpture. Often described in obscure technical language, these can be interesting and straightforward topics. Fellows will be able to apply these transferable skills in local museums, historic houses, or collections near their schools.

The sessions will be organized according to three main themes:

A. Gender and Society; B. Class and Society; C. Race and Society

For each of these themes we will look at carefully selected examples of portraiture, history painting, genre painting, prints and commercial graphics/advertisements, photography and film.

We'll develop each theme with relation to readings and images from nineteenth- and twentieth-century history, and think about ways in which these questions can be formulated as part of lesson plans in today's classrooms. The similarities, and the differences, between society as it appears in historical images, and society as we see it today. We will end by looking closely at images so familiar we hardly notice them – in magazines, on Web sites and on TV – and see how the techniques we have learned using the historical collections make us look differently at images today.

As the Fellows prepare their own curriculum units, the seminars will accommodate discussion of relevant material.

Playing with Poems: Rules, Tools, and Games
Langdon L. Hammer, Professor of English

Most approaches to poetry, from the primary grades to college, focus on meaning. When it works, the approach makes poetry meaningful for students: it becomes a way of knowing the world and oneself. When it doesn't work, the approach makes poetry seem alien, locked with no key, dismayingly serious, and not something a student might produce.

But even when it does work, an approach that focuses on decoding meaning loses the specificity of poetry – the formal dimensions that distinguish it from other types of communication and language use. And that's a lot to lose, because the formal patterning of poetry makes it uniquely well positioned to sensitize students to the material aspects of language on which communication always depends. Grasping language whole, which poetry encourages, is essential to both basic literacy and advanced interpretation. Or to put it another way: the formal dimension of writing is a fundamental part of meaning, not an adjunct or alternative to it.

This seminar will provide teachers with ways to help students tune into what I'm calling the material aspects of communication by studying poetry's strategies for organizing language. We will examine how poets use specific rules to generate and structure their writing, ranging from the tools of traditional English versification to modern and contemporary experiments. We will look at poetry in meter and rhyme, poetry organized by counting syllables (like the Haiku), poems that use refrains, and poems that repeat whole lines (the pantoum) or individual words (the sestina).

We will also read poems and occasionally other writings that invent eccentric rules: a poem in the shape of car key; a poem composed on adding machine tape (which limits line-length to a narrow strip and the size of the poem to the length of the tale). We will look at poems that limit the letters that can be used, or that use found language or words picked from a hat. We will consider some cases of automatic writing, including poetry based on Ouija board transcripts.

Poetry always involves some kind of game. The rules we will be interested in are all rules of play, designed to produce poetry. We will study poems that explicitly present themselves as a game: for instance, the riddle poem. But we will also consider poems that include word games like anagrams, and we will think about how Scrabble and other word games can be used by students as a way into poetry.

The aim is to make poetry available to students to play with, as readers and writers both. If poetry is serious, it is playful, even seriously playful, and the game is always about making meaning, not decoding it.

Place Value, Fractions, and Algebra: Improving Content Learning through the Practice Standards
Roger E. Howe, Professor of Mathematics

A distinctive feature of the Common Core Standards in Mathematics are the Practice Standards – 8 habits that promote successful mathematics learning.[1] It is important to realize that the Practice Standards cannot be taught directly – they are emergent values, that grow gradually over time. They cannot be learned independently of content mastery. However, they can be fostered by appropriate instruction in key mathematics content, and when used well, they will enhance content learning. Especially, keeping the Practice Standards in mind when planning instruction can help in creating lessons that promote long term learning. Students who develop the habits described by the Practice Standards will learn content more effectively and more thoroughly.

This seminar will focus on using the Practice Standards to improve instruction in one of three main content areas of K-12 mathematics – place value computation, fractions, and algebra. Teachers will reflect on how thinking in terms of the practice standards can make instruction more focused and effective over the long term. They will create units that incorporate key ideas of one of these topics, appropriate to their grade level, in lessons whose coherence and connectedness promote the Practice Standards.

[1] *1: Make sense of problems and persevere in solving them. 2: Reason abstractly and quantitatively. 3: Construct viable arguments and critique the reasoning of others. 4: Model with mathematics. 5: Use appropriate tools strategically. 6: Attend to precision. 7: Look for and make use of structure. 8: Look for and express regularity in repeated reasoning.*

Immigration and Migration and the Making of a Modern American City
Mary T. Y. Lui, Professor of History and of American Studies

Cities, whether small or large, comprise an indelible part of the American landscape. The rise of major metropolitan cities that we are familiar with today such as New York, Chicago, and Los Angeles did not occur overnight but took centuries to develop. Moreover, the historic development of cities has been largely contingent on histories of immigration and internal migration that have reshaped urban neighborhoods, workplaces, public spaces.

This seminar aims to examine the period from the early nineteenth to the late twentieth centuries as the key period when immigration and migration profoundly shaped the modern American city. For example, looking at New York City that city's population changed profoundly in the mid-nineteenth century with new streams of Irish and German immigration. Whereas the city's population hovered around 330,000 in the early 1840s, by 1860 the population had climbed to 800,000 with over 50% of the city's population born outside of the U.S. In the postbellum period, the end of slavery and Reconstruction also allowed for new streams of African American migration into northern cities that further change urban compositions across the country. Lastly, the rise of urban industrialization and urban commercial life further attracted rural migrants further fueling urban growth. The changes in population from immigration and internal migration connotes more than simple urban demographic changes. Migration increased class and ethnic diversity of the city's population and brought new social and geographical divisions based on race, class, ethnicity, and religion.

The seminar will explore these changes in migration and urban development through three distinct historic phases. The mid-nineteenth century will focus on Western European immigration streams and rural to urban migration within the domestic U.S. The late nineteenth to early twentieth centuries will examine the histories of new European immigration from Eastern and Southern Europe, Asian immigration, and African American migration. The mid-twentieth century to the post World War II era will focus on the second great African American migration, Latino migration, and new immigration from Asia after the passage of the 1965 Immigration Act. Readings will focus on key historic works in the field of U.S. urban history. At the same time, teachers will learn to locate and analyze a range of primary sources – photography, films, newspaper articles, cartoons, census data, maps – that will bring this history to life in their own classroom teaching.

Eloquence
Classical rhetoric, from Demosthenes to the digital age: the theory and practice of persuasive public speaking and speech writing.
Joseph R. Roach, Sterling Professor of Theater and Professor of English, of African American Studies, and of American Studies

Honoring the foundational principles of persuasion in the rhetorical treatises of Aristotle, Cicero, and Quintilian and demonstrating their relevance in contemporary media, Eloquence explores the uses of Ethos (appeal by character), Pathos (appeal by emotion), and Logos (appeal by argument) in oratory, past and present. Readings include great speeches and debate performances, along with critiques of the speakers' and writers' strategies of rhetorical persuasion, focusing on invention, arrangement, style, memory, and delivery. Writing exercises include short-form and long-form speech composition (writing for oral delivery), culminating in a final oration. Platform exercises include declamation (recitation of oratorical highlights), delivery of persuasive speeches in the first person, elementary forensics, and sound-bite retorts.

Selected readings: Aristotle, *Rhetoric*; Cicero, *De Oratore*; Quintilian, *Institutio Oratoria*; Corbett, *Classical Rhetoric for the Modern Student*; Wills, *Lincoln at Gettysburg*; Safire, *Lend Me Your Ears*; Fields, *Union of Words*; Sorenson, *Let the Word Go Forth*; Noonan, *On Speaking Well*; Raphael, *The President Electric*

Microbes Rule!
Paul E. Turner, Professor of Ecology and Evolutionary Biology

Microbes, especially bacteria and viruses, dominate our planet. These microscopic creatures evolved billions of years before other organisms, and changed the oxygen composition in the atmosphere, making evolution of other life forms possible. Microbes are still vital players in the ecosystem, helping to regulate global photosynthesis levels, and contributing to earth's water cycle. It is increasingly apparent that the microbes associated with our bodies – the human microbiome that outnumbers our own cells 10 to 1 – impact your health in amazing ways, such as allowing you to maintain a healthy immune system and perhaps even affecting traits like your body weight. Microbes can invade the genomes of other organisms too; the Human Genome Project revealed that virus-derived genes comprise perhaps 10 percent or more of the human genome. The negative impact of some microbes on our health and economy is also dramatic, due to their huge disease toll in humans and in domesticated plants and animals. Microbial diseases can be devastating, causing extreme morbidity and mortality that have literally changed the course of human history. However, scientists and engineers have discovered that microbes can be harnessed in useful ways to solve many of our most difficult problems. Long ago, humans 'domesticated' microbes for production of foods, such as yogurt, cheese, bread, and alcoholic beverages. More recently, we have used beneficial microbes and their naturally and artificially-engineered products to exert warfare (biocontrol) against harmful microbes that would otherwise devastate our food supply, thus protecting multi-billion-dollar food industries from collapse. In addition, microbes are being developed to treat deadly diseases of humans, such as auto-immune disorders and cancers. There is even the possibility that microbes will help solve society's energy problems associated with our ever-expanding population size, through creation of biofuels and even longer-life batteries. Microbes rule the planet, affecting our lives for better and for worse. This seminar explores the fascinating world of microbiology, and should especially appeal to biology teachers of all grade levels, who can use the subject to enrich classroom units on a wide variety of biology topics.

CTI Yale National Fellows Eligibility Requirements

Prospective CTI Yale National Seminar Fellows must meet the following eligibility requirements:

- Attend the CTI Teacher Leadership Meeting Wednesday, January 15, 2014
- Teach students attending one of the approved CTI schools in CMS
- Teach at least one core subject: English, history/social studies, language, art, science, math
- Teach course(s) that relate closely to the seminar topics
- Have been a 2013 CTI Fellow and commit to being a 2014 CTI Fellow
- Intend to remain in the CMS district for a number of years
- Demonstrate commitment to serving as a teacher leader in CTI
- Propose ideas for curriculum unit(s) that align with district standards and school plans
- Receive written Principal guarantee that curriculum unit(s) may be taught
- Submit application on time

A Yale National Seminar Fellow must agree to uphold the following requirements:

- Attend and participate in all required seminars at Yale University: May 2-3 and July 7-18
- Attend the Yale National Initiative Annual Conference: October 31-Nov. 1
- Complete a curriculum unit, subject to the Seminar Leader's approval
- Complete a final seminar evaluation
- Act in accordance with the Yale National Initiative stipulations regarding collaboration/collegiality
- Serve as an ambassador and leader for CTI