

Writing as Thinking Across the Curriculum

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Madison Country Day School
11/10/17

30 Second Preview... Spoilers Ahead

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1. Writing is thinking.

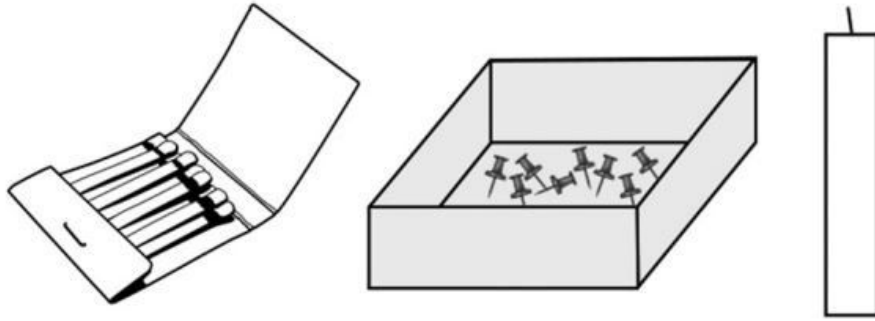
30 Second Preview... Spoilers Ahead

1. Writing is thinking.
- 2. Transfer is hard.**

30 Second Preview... Spoilers Ahead

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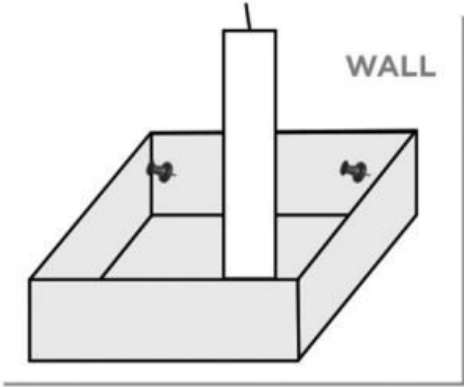
We want to co-create this



Challenge: **Draw a sketch** showing how you could **illuminate** this room using the materials above.

- Constraints: **Mount** your “light” to the wall.
- Do it **without dripping wax** on the floor.

Functional Fixedness





Applause from Ashley Collegnon, Skylar L. Primm, and 1 other



Karla Rempe

Reader, learner, teacher.

Apr 3 · 4 min read

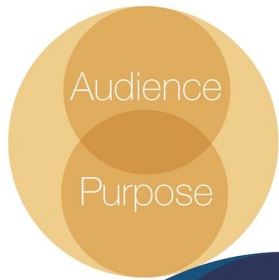
Far Transfer

Getting students to apply what they've learned

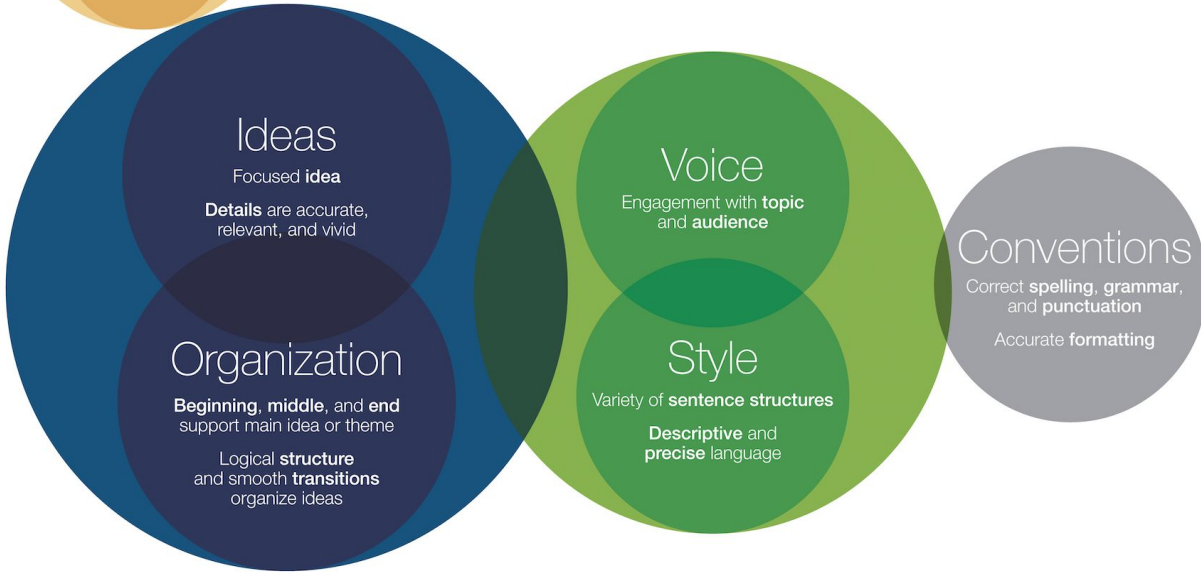
I have a confession to make. It has taken me a long time to admit this, but I feel I must get this off my chest. For years, I have been riddled with guilt, so please excuse me as I take this time to profess my wrongdoing.

I have blamed the English teacher. When students neglected to indent paragraphs in my history class, I pointed my finger at the English teacher. Poorly written topic sentences? I accused the English teacher. Silly punctuation errors? I condemned the English teacher.

Then about seven years into my career, Karma knocked on my door and paid me a visit. I *became* the English teacher. Within a few months of that first school year teaching both English and history, I realized my transgression. It wasn't the English teacher's fault. I *was* the English teacher. Why was I reading poorly written paragraphs in history class when I could account for the lessons on paragraph writing in English? Why would my students apply punctuation and grammar rules to their writing in English, but fail to do so in history class? Was my instruction ineffective or were my students just lazy?



MCDS Writing Process



Brainstorming

- Consider audience and purpose
- Develop ideas
- Organize content
- Gather details

Drafting

- Study mentor text
- Imagine reader, develop voice
- Add details
- Complete full draft

Revising

- Improve organization
- Integrate style lessons

Editing

- Confirm accuracy of spelling, punctuation, grammar, and formatting



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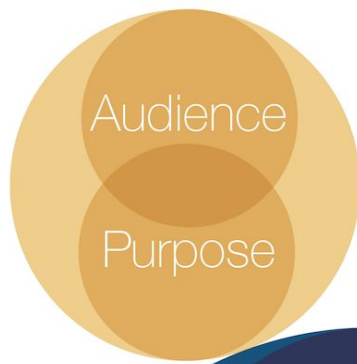
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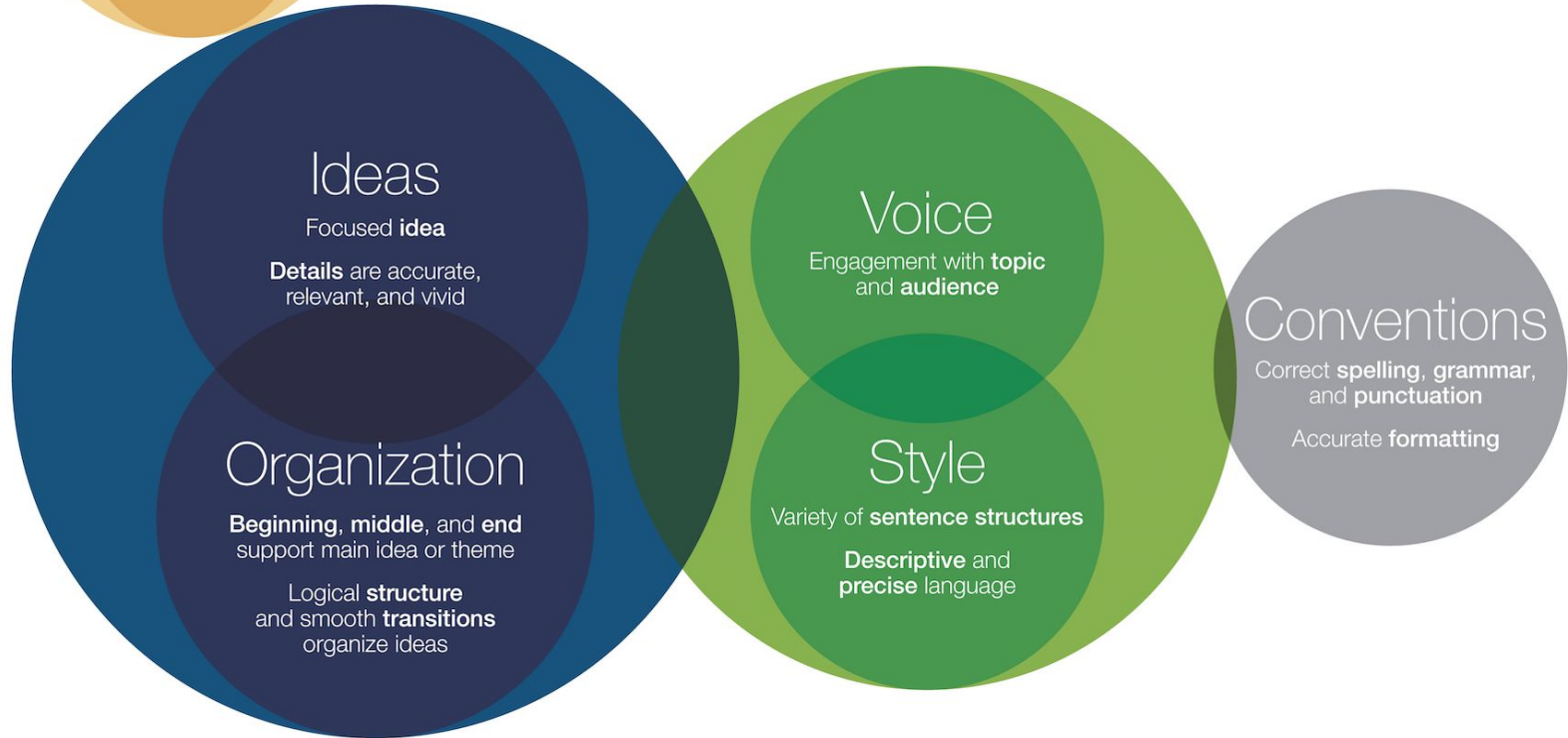
Publishing

Workshop Model

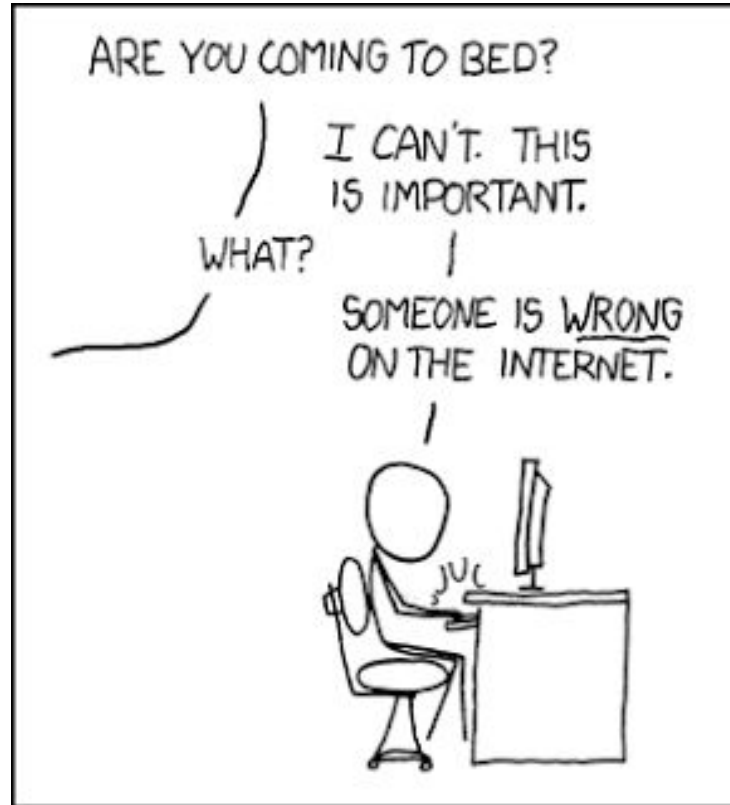


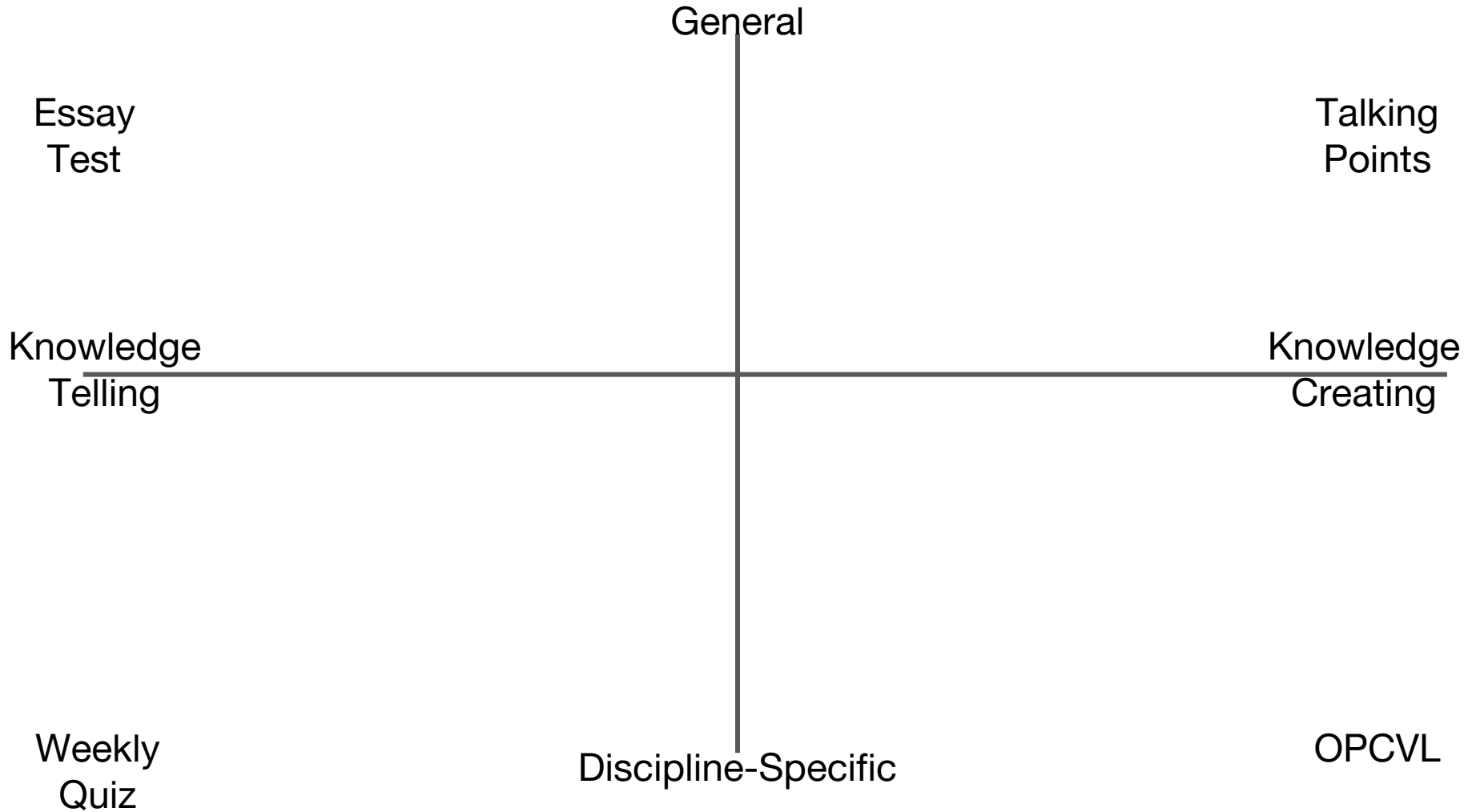


MCDS Writing Process



What is the function of writing in your class?





Resources & Support



[National Writing Project](https://www.nwp.org/) - <https://www.nwp.org/>

Writer's Workshop [Youtube Playlist](http://bit.ly/2zYjyzh) - <http://bit.ly/2zYjyzh>

Annenberg Foundation [Writing Workshop](http://bit.ly/2ig9XcG) - <http://bit.ly/2ig9XcG>

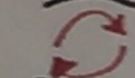
Google Drive Shared Folder For [Writing as Thinking](http://bit.ly/2iK3xlv) (<http://bit.ly/2iK3xlv>)

Further Questions? **Contact Us:**

Mark Childs: mchilds@madisoncountryday.org

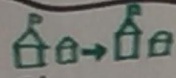
Jake Eaton: jeaton@madisoncountryday.org

THINKING LIKE A HISTORIAN



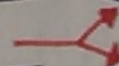
Cause & Effect

- What were the causes of past events?
- What were the effects?
- Who or what made change happen?
- Who did or did not support change?
- How did events affect people's lives, community, & the world?



Change & Continuity

- What has changed?
- What has remained the same?
- Who benefited? Who didn't?



Turning Points

- How have decisions affected choices?
- How have decisions transformed people's lives?



Using the Past

- How does the past help us make sense of the present?
- What is the same? Different?
- What can we learn from the past?



Through their Eyes

- How did people view their world?
- How did their world view affect their choices & actions?
- What did people need to succeed?

HEADING FORMAT:

Karla Rempe (First Name and Last Name)

Oh, no-not another learning experience!