



Conference schedule

The Literary Freedom Project seeks to restore the importance of reading books as an essential tool for creating intelligent, productive, and engaged young people.

The
Literary
Freedom
Project



The **Mosaic Literary Conference** presents creative ways for keeping books and reading valuable sources of knowledge and creativity. This day of professional-development workshops will help educators incorporate literature into existing curricula to further explore course work that focuses on cultures, history, and social studies.

Registration:
<http://mosaic.eventbrite.com>

Saturday

November 7, 2009
Hostos Community College
450 Grand Concourse at 149th St., Bronx, NY

Registration

Individual Registration: \$50
Group Registration: \$37

Registration includes gift bag, continental breakfast, lunch, and a 1-year subscription to *Mosaic*

<http://mosaic.eventbrite.com>

This event was made possible with support provided by the Bronx Council on the Arts, Hostos Community College, and The New York State Council on the Arts. Additional support was provided by AALBC.com, Black Expressions, Center for Black Literature at Medgar Evers, HarlemWorld, Off the Page w/Esther Armah, and Up South International Book Festival

SCHEDULE

9-10am, Registration/Breakfast

10:00-11:00

Mosaic Literary Magazine Workshop

Facilitator: Eisa Ulen

Mosaic's workshops and lesson plans help educators present creative ways for keeping books and reading valuable sources of knowledge and creativity.

This workshop will offer options for using *Mosaic* and Black literature in the classroom.

11:00-12:15 Concurrent workshops

Workshop #1

Harlem Renaissance Poets: Creating An Authentic Voice

Facilitator: Femi Lewis

The Harlem Renaissance is an artistic movement spurring African American and Caribbean American thought post World War I through the Great Depression. In this workshop, the following questions will be explored:

How can we help students understand the psyche of African Americans post World War I?

How can we help students understand how poetry is a reflection of not only cultural and political events, but is also an act of resistance against oppression?

How can we help students read and write about the Harlem Renaissance and its historical and literary significance in preparation for Regents examinations and college readiness?

This workshop will offer insight to educators and teaching artists on how to incorporate literature, art and history in the classroom. For parents, it will help them understand the connection between history and literature and how to help students become ready to ace standardized tests and hone reading and writing skills for college preparation.

Workshop #2

The Door of No Return: Finding Self and Home in Historical Fiction

Facilitator: Zetta Elliott

This workshop will ask participants to explore the concept and practice of Diaspora. Drawing on my historical time-travel novel, *A Wish After Midnight*, and an excerpt of Dionne Brand's meditative essay on *mapping home*, we will consider the metaphoric value of "the

Door of No Return.” How does the place we’re from shape our identity, and what is the significance of being able to trace our origins? How/has the rupture of the Middle Passage resulted in conflict and continuity throughout the African Diaspora? Though some feel that historical fiction only dredges up an abject past, speculative fiction generates narrative possibility that enables us to revise and re-view the past. What happens when a fictional character confronts or creates a portal? Can time and space be shaped by an author to satisfy needs left unfulfilled by reality?

12:30-1:45 Lunch

2:00-3:15 Concurrent workshops

Workshop #1

Integrating Literacy and Art in the Classroom: Using Historical and Current Events to Inform Literary Criticism and Visual Narratives

Facilitators: Gabrielle David and Nikita Hunter

For years, the general perception has been that literature is an isolated discipline worth of the humanists alone; that there are few, if any, connections between literature and other various art forms, and that culture is an all-inclusive phenomenon. As a result of the 21st century technological advancements that spur the increased exchange of information and ideas, the popular perception of the world shrinks to a global village.

Respective of this new age technology, scholars of all disciplines have begun to re-evaluate the way literature and culture fuse with other art forms and ways to continue to integrate the art forms of literature, culture, visual narratives in technologically influenced and creative ways.

Workshop #2:

Flipping the Script: Using Movie Adaptations to Generate Students’ Interest in Reading

Facilitator: Sofia Quintero

Many kids have watched the movies Twilight or Holes, but how many have actually read the novels on which these films are based? One challenge facing adults who strive to encourage reading among youth is the proliferation of competing media such as television shows and video games. This workshop aims to give participants’ concrete strategies on how to use movies adapted from books to spark interest in reading the books themselves. The goal of these exercises and activities is to reveal and create an appreciation for the richness that books contain that is often diluted if not missing when adapted for the big screen.

3:30-4:45 Concurrent workshops

Workshop #1

Story Quilting: Using Imagery & Descriptive Word Play to Develop Literature Appreciation

Facilitator: Khadijah Ali-Coleman

The “Story Quilting...” workshop engages workshop participants in an activity that will illustrate how arts-based activities can develop key language and literacy skills in emerging readers. Workshop participants will learn how to link books of different reading levels to relevant arts activities while also learning strategies to use arts activities as pathways to discussion to inquiry. This workshop will be useful for educators and parents of emerging readers and middle and high-school students who have difficulty with outlining and identifying central themes in literature--- necessary for analysis and generating reports.

Workshop #2

Literary Mentorship: Building a Pipeline of Great Readers, Writers, and Thinkers

Facilitators: Tracey Michael Lewis and Jessica Harris

Parents, educators, and writing professionals can play a critical role in the development of literary talent and literary appreciation in young people. In fact, individual or organizational mentorship is one way we can make a significant impact in the way student’s view reading and writing, as well as in their ability to increase their literacy and critical thinking abilities. As we know, literature can be a particularly inviting way for students to reflect on their lives, their learning, and their language -- to engage in literate activity. When students read literature, “horizons of possibility” come to mind, moving them to reflect on and interpret ideas at hand. In the classroom, this manifests itself in a student raising questions, recognizing problems, seeking causes and solutions, and making connections. In other areas of their lives, they can explore multiple perspectives and imagine scenarios beyond their current circumstances. This type of thinking is at the heart of literate thought and often translates into other areas of learning or into the development of career writers who can be transformative in the publishing industry.

This workshop will define literary mentorship, discuss the many ways that relationships can be structured (at the individual or organization level), and will examine the benefits of literary mentorship by providing real-life examples of how they can work and how they advance literacy in general.