

Entering the Conversation

TED-Talk Evaluation & Independent Reading #1

1. **TED-Talk Evaluation:** Pick a TED-Talk (it can be one of the three that you listed that you were interested in or something new now that you know this will be a year-long project) and complete the TED-Talk Evaluation below.

Student Name: _____

TED-Talk Name and Speaker:	
Field:	
Exigence:	
Audience:	
Purpose:	
Claim:	
1 Interesting Appeal/Move	
2 Interesting Appeal/Move	
What larger conversation is this speaker a part of? What topics and issues are related to what the narrower topic the speaker focuses on here?	

<p>Why did this talk interest you so much?</p>	
<p>What else would you like to know about this topic? What other issues related to this topic would you like to explore?</p>	
<p>Where do you stand on this topic right now?</p>	
<p>What do you think you can add to the conversation this talk is a part of?</p>	
<p>Other:</p>	

2. From Talk to Conversation: **Topic Selection**

The conversation I would like to enter this year is:

Remember, you will be working within this conversation/on this topic all year.

Some of the topics/issues/debates within that conversation that interest me are:

3. **Independent Reading #1:** Students will choose their first independent reading book based on the topic they have chosen to research this year. The book should be non-fiction and pertain in some way to the conversation they are choosing to enter.

Book title and author:

I know this book is non-fiction because:

The topic of this book is a part of the conversation I'm entering this year because:

Students must have their parents sign off on their choice on this Independent Reading Proposal sheet. If students are printing it out and turning it in as a hard copy, parents must sign below. If they are using Type On PDF and emailing it to me, they must CC their parents on the email.

I have read and approve of my student's choice for their Independent Reading #1 book.

_____ (Name) _____ (Sig) _____ (Date)

Confused? Let's look at the process I went through from TED-Talk to my Independent Reading choice:

- I chose Ken Robinson's talk on the topic that schools kill creativity.
- While doing my TED-Talk evaluation, I decided that this talk was part of the larger conversation about that state of education today (and, if you really want to get specific, education driven by high stakes testing versus education driven by common sense and critical thinking)
- So that led me to fill out parts 2 & 3 of this form as seen below:

2. From Talk to Conversation: **Topic Selection**

The conversation I would like to enter this year is:

Education: how is high stakes testing influencing the way we educate our citizens and what will the impact be the longer we let testing drive the decisions we make about what to do/include in the classroom.

Remember, you will be working within this conversation/on this topic all year.

Some of the topics/issues/debates within that conversation that interest me are:

Teaching novels versus excerpts, teaching to the test, the lack of writing instruction and authentic writing assignments in the classroom, the paperwork load and lack of conference time cutting into teacher ability to produce and grade quality assignments, the boiling down of teaching to standards formulas

3. **Independent Reading #1:** Students will choose their first independent reading book based on the topic they have chosen to research this year. The book should be non-fiction and pertain in some way to the conversation they are choosing to enter.

Book title and author:

Readicide: How Schools Are Killing Reading and What You Can Do About It
by Kelly Gallagher

I know this book is non-fiction because:

It's a teacher's argument/essay on the ways we can work reading back into the classroom. The only fiction in it will be the argument for more novel reading in the classroom.

The topic of this book is a part of the conversation I'm entering this year because:

High stakes testing means school districts create curriculum that they demand their teacher's

follow. Rigid curriculum that has to work in too many skills leaves little time for the reading that students need to do to have a well-rounded education. This book argues that reading is an important part of the classroom and that it is being pushed out by such high stakes curriculum and testing.