



Chicago Area AATSP

Spring 2014 Newsletter

chicagoaatsp.org

**NATIONAL
SPANISH
EXAMS
AWARDS
CEREMONY
MAY 17TH
NILES NORTH

340 WINNERS!**

NSE Scores have been sent to the chapters, and Chicago NSE winners have been determined. We'll gather at Niles North H. S. at 10 a.m. on May 17th. After entertainment by an area dance troupe, we'll award cash prizes of almost \$19,000.

We also support senior and travel scholarships. If you'd like more information check out www.nationalspanishexam.org. or contact Beth Sanchez at NSEChicago017@gmail.com.

RECENT EVENTS — Something for Everyone Taller Invernal/Winter Workshop

Chicago AATSP held a very successful winter workshop on Feb. 22nd at Barrington High School. Under the leadership of Marta Constenla and Beatriz Rodriguez, two Barrington teachers who co-chaired this event, about 50 teachers from the area gathered for the morning. Attendees were able to choose 3 of 6 possible sessions that truly offered something for all levels. Julie Jezuit guided the audience through her Pinterest site as well as offered general site tips and insights. Barb Pietroski's sessions centered on connecting poetry and holidays to all aspects of the language and culture. José and Jody Acosta shared ideas for AP, and José presented separately on the topic of persuasive essays. Finally, another Barrington pair, Jennifer Quinlan and Sheila Soss, addressed effective and efficient use of technology for instruction.

COMING UP — June 7th Luncheon TAPAS GITANA, Northfield

Invitations have gone out and are also included in this newsletter. We welcome all members to this annual end-of-year celebration that allows us to relax with colleagues in an attractive setting and taste a variety of Spanish cuisine. The menu offers vegetarian choices as well. This is also an occasion to honor member retirees. If you or someone you know is retiring from the profession, please let us know so they can be our guest. All of the arrangements have been made by Susan Ranft, who is accepting checks sent to her school address (Niles North) as indicated on the invitation. Please join us for food, raffles, and a fun way to end the school year.

GET TO KNOW YOUR CHICAGO AREA CHAPTER EXECUTIVE COUNCIL: *Barb Pietroski, Lori Willer, Tracy Ojeda Turner, Jannette Wanner, Mary Jo Aronica, Laure Aronica, Beth Sanchez, Laura Jacobson, Danielle Moore, José Acosta, Fran Mirro, Elia López, Mary Benítez, Tere Blair, Stephen Johnson, Marta Constenla, Beatriz Rodríguez, Yolanda Rodríguez, Leslie Rathunde, Kia London, and Susan Ranft.* We are always looking for professionals to join us. The council meets 5 times a year, and we host several big events for students and teachers: Fall Poster and Poetry Contest, Winter Workshop, Awards Ceremony, and June Luncheon. Contact barb.pietroski@gmail.com for information.

NATIONAL POSTER CONTEST

The national AATSP has recently expanded their FLES poster contest so that students in grades PreK – 12 can participate. New this year for grades 9—12 is a digital poster category as well. Since national requirements are different from the Chicago chapter's, our students' poster entries have not been able to participate on the national level. However, we will reevaluate our chapter requirements and look forward to creating some avenue to allow participation in both. If you have questions about the national contest, please look at the national site or contact Crystal Vicente at cvicente@athensacademy.org



CHICAGO POSTER CONTEST GRAND PRIZE WINNERS:

These 3 posters all received the Grand Prize Award of \$50 from the Fall Poster Contest. From left to right, we honor

Kaylee Baumbach-Hinsdale South

Nailah Golden-Providence St. Mel

Juliana Livieri-Niles North

This is an excellent opportunity for your students to showcase artistic talents as well as be a voice for language advocacy.

SHH

From our Chicago Area Secretary and Illinois State Director of the SHH, also recently appointed Region III Director of the SHH—Susan Ranft

Does your school have a Spanish Honor Society chapter?

There are so many benefits for students when they become members. Not only do they earn the recognition of having been inducted into a national honor society, they are also given opportunities to serve their communities and to grow as leaders. Students who are members of the Sociedad Honoraria Hispánica are encouraged to submit their original Spanish poetry, prose or their artwork for publication in *¡Albricias!*, the national magazine of the SHH. There are also wonderful scholarships available to your students who are members. Each year your SHH chapter can select one of your junior students to apply for a travel scholarship and a senior to apply for a college scholarship. For more information, please visit the SHH website at www.aatsp.org/?SHH, or contact the Illinois State Director, Susan Ranft at susran@d219.org or 847-626-2136.

2014 AWARD FOR PROFESSIONAL DISTINCTION

The Chicago Area Chapter AATSP Award for Professional Distinction will honor 2 AATSP members: José Acosta and Barb Pietroski. Both teachers have been involved with the council throughout their careers. José has been a facilitator for the AP Mesa Redonda which he also initiated. He brought together AP teachers and experts to share best practices in this crucial year of a changing AP test structure. José also made 2 presentations at our winter workshop. Barb is currently the president of the Chicago Chapter, and she has been especially active in the planning of workshops and the Awards Ceremony. She presents many times a year at both local and state gatherings. Her work at elementary through high school levels is reflected in her sessions, which are well received for their practical and adaptable nature over a range of topics. Besides the council's gratitude for outstanding service, these teachers will receive a cash award at our June luncheon. We encourage you to honor a colleague next year for this award. At the start of the 2014-15 school year, new forms will be available at our website.

SPRING AND SUMMER 2014 OPPORTUNITIES

A.C.T.F.L.'s Oral Proficiency Interview (O.P.I.) Training

August 4-7, 2014 (**Registration Deadline: July 1, 2014**)

Session will take place at Glenbrook North High School in Northbrook, IL

The Full O.P.I. Workshop is an intensive, four-day introduction to the technique of administering and rating the Oral Proficiency Interview. Participants will learn the rating scale, learn how to elicit a ratable sample, observe live demonstration interviews, and practice their own interviews with volunteer candidates. Following the workshop participants may apply to become A.C.T.F.L. O.P.I. Raters and Testers. (from ICTFL announcement)

ANNUAL CURRICULUM FAIR—ART INSTITUTE OF CHICAGO

May 15, 2014 4:00pm–7:00pm Ryan Education Center Free 3 CPDUs

The museum's schedule of workshops and seminars concludes each year with the Curriculum Fair in May—a large and informal event that gives educators the opportunity to gather and share lesson plans inspired by artworks in the museum, along with related classroom- and museum-based activities and student work samples. Anyone who has participated in Art Institute professional development programs or used resources from the Crown Family Educator Resource Center during this school year is eligible to submit a curricular project for the Fair. Scroll down for submission guidelines and application after you register. Educators are not required to present a lesson plan in order to register and attend the Curriculum Fair.

Reprinted from <http://www.artic.edu/visit/calendar/annual-curriculum-fair>

Peace Corps Correspondence Connection by Mary Benitez 4-30-2014**What is *maki* when used in Peru? It is "hand."**

My students found that particularly interesting when we communicated via Facetime with our Peace Corps volunteer, Natalie Lake. They learned many regional vocabulary words and interesting facts about Peru. Most importantly, students were able to exchange language and culture beyond our classroom walls of Des Plaines, IL. They also were inspired to travel and created good memories through the experience.

Last year, I attempted to facilitate an international exchange through the online organization *epals.com*. I had emailed thirty different teachers, and waited for responses. Disappointed, I was unable to obtain a committed connection with a class abroad.

This year, I was very fortunate to learn about the Peace Corps volunteer correspondence through the BER conference, *Using Cutting Edge Technology to Enhance World Language Learning*, led by Lauren Rosen, Dr. Ricardo Varguez, and Diego Ojeda. One of the seminars promoted global communities through digital media. Of the many digital networks presented, I chose to work with the World Wise Schools organization.

I went to their website and applied to be matched with a Peace Corps volunteer. The correspondence is a two-year commitment. My first through eighth graders wrote letters to our Peace Corps volunteer, Natalie Lake, and her students. Many of my students said that the letters and Facetime were the most fun activities of the year. The Peruvian students, Lake, and her colleague also enjoyed the exchange. They practiced their English writing skills - and we, our Spanish.

Lake was teaching environmental education in Peru and was in charge of various projects. The projects involved organic waste, solar panel installation, and reforestation. Lake also headed turbine-building projects to give local schools energy, and the Energy and Climate Partnership of the Americas (ECPA) sponsored them.

During our exchange, we learned that Peru is the eleventh most diverse country in regards to ecosystems. Its one hundred ecosystems geographically span coastal life, desert, mountains, and jungle. In fact, the divisions are further broken into 116 microecosystems and 11 eco-regions. Ms. Lake also showed us some different potatoes grown in Peru. Peru has almost 4,000 potato types. We learned so many more interesting facts and also shared personal stories and ideas. Students had fun asking Ms. Lake questions about her favorite foods, movies and places.

I would highly recommend for classrooms to connect with schools abroad. The World Wise Schools organization does an excellent job matching Peace Corps volunteers with U.S. teachers and classrooms. Matches include volunteers from countries all over the world. The volunteers, students, and teachers enjoy, learn and grow from the experience!

Reseña de *El juego de Ripper* de Isabel Allende. Plaza Janes, 2013.

Reseñadora: Teresa T. Blair

La novela está dedicada en la primera página a Willie Gordon, el segundo esposo de Isabel Allende quien escribe novelas de criminales (anda por la sexta). *Ripper* es una novela policial/detectivesca como las que él escribe. Así que desde su inicio / inepción se introduce el género policial que, en el epílogo y, al final, en los agradecimientos, se reitera. En adición, la estructura de la novela está diagramada como un cuaderno de investigaciones, con entradas por mes y por día, desde enero hasta abril con el epílogo en agosto.

La narración se inicia con una cita: “mi madre todavía está viva pero la matarán el Viernes Santo a medianoche.” Es decir, que empieza casi al final de la novela. Es una visión espiritualista / un avance / un pronóstico / una clarividencia, de la desaparición o secuestro de Indiana Jackson, la madre de Amanda, la protagonista que en ese momento tiene 17 años. La cita se vuelve a repetir 91%: “(en el Kindle, donde no hay paginación)” avanzada la narración. En ese momento se cierra el periplo y empieza el desenlace. El resto, en el medio, es un salto temporal, o mejor dicho, varios, que nos colocan e informan sobre los personajes hasta ese punto donde se revelan las personalidades de los diferentes actantes. La novela fluctúa entre los 14 y los 17 años de Amanda.

El primer salto temporal es el asesinato número uno - el crimen del “bate fuera de lugar”, de Ed Staton, guardia de seguridad de la escuela pública Golden Hills de San Francisco. El segundo crimen es el de Doris y Michael Costanate, cuidadores de niños, “el doble crimen del soplete”. El tercer crimen es el del psiquiatra Richard Ashton, “el del electrocutado”. El cuarto crimen es el de la jueza Rachel Rosen, “el crimen de la ajusticiada / la carnicera”. El quinto crimen es el de Alan Keller con disfunción eréctil, “el crimen del flechazo”, el enamorado de Indiana Jackson, madre de Amanda. El sexto es el del mártir de la novela, Ryan Miller, un Navy Seal, con síndrome postraumático y una prótesis en vez de una de sus piernas, también enamorado de Indiana. El séptimo, que se evita y que abrió la novela con el pronóstico, es el de Indiana Jackson. Todos los crímenes son en San Francisco.

Así estos crímenes tergiversan el juego original y pasan a ser el tópico del juego electrónico de *Ripper* de 5 adolescentes y 1 abuelo (Blake Jackson) y más tarde otro adulto (Denise West / Ryan Miller cuyo alter ego es Jezabel). Se transforma el juego en un método de investigación criminal que ayuda a Bob Martín, papá de Amanda, en su trabajo de Jefe del Departamento de Homicidios. Todos los participantes del juego son “frikis” repartidos por el mundo: un chico de Nueva Zelanda, parapléjico, cuyo alter ego es Esmeralda, una gitana; un adolescente de New Jersey, solitario, tímido y recluso, cuyo alter ego es Sir Edmond Paddinton, experto en armas y estrategias militares; una joven de Montreal de 19 años con trastornos de alimentación, Abatha, psíquica capaz de leer el pensamiento, inducir recuerdos y comunicarse con fantasmas; un huérfano afroamericano de 13 años, superdotado, en Reno, Sherlock Holmes; y Blake, el esbirro Kabel (anagrama de Blake), abuelo de Amanda que es la maestra del juego. Todos se comunican por internet para atrapar a *Jack el destripador*, sin embargo, habiéndose desplazado la meta de su juego; en vez de jugar al Ripper de Londrés, área nebulosa y en los 1880, los objetos de investigación se concentran en los crímenes actuales en San Francisco, área nebulosa también (vasos comunicantes entre las 2 situaciones) en 2012. Éstos

La utilización del metalenguaje (lenguaje que comenta su propia producción) y la intertextualidad (mención de personajes o novelas de autores fuera del texto) a través de la narrativa le dan al libro una dimensión lúdica, a veces, o profundas, otras veces. Ejemplo de metalenguaje: Blake Jackson es un farmacéutico de profesión que piensa escribir un libro, el cual resulta ser el que estamos leyendo *Ripper*. Su nieta le comenta: “tengo una idea para tu libro [...] una novela policial. Escoge cualquiera de los crímenes que estamos investigando, lo exageras un poco, lo haces bien sangriento, le metes algo de sexo, mucha tortura y persecuciones en coche [...]. -Se necesita un héroe [...] detective. -Yo- dijo Amanda.” Luego, más tarde le comenta el parecido que existe entre la novela policial y el auto sacramental: “La fórmula de la novela policial es parecida [a la del auto sacramental]. El mal está encarnado por un criminal que desafía la justicia, sale perdiendo, recibe su castigo y triunfa el bien, así queda todo el mundo contento [...]. Hazme caso, viejo. Si te ciñes a la fórmula, no tienes como perderte.” para hacer hincapié; el lenguaje está comentando su propia producción. Como ésta, muchas otras citas desparramadas a través de la novela hacen la misma función. Un ejemplo de intertextualidad, entre muchos, está al principio de la novela. En el libro que Blake Jackson piensa escribir, pero en rigor lo está escribiendo, “Amanda era vegetariana (no cocinaba) [...] los asesinatos hubieran ocurrido de todos modos pero ella (Amanda) no se habría visto involucrada si no hubiera leído novelas policiales de autores escandinavos con tanto ahínco [...]” Aquí se refiere, probablemente, al autor Steig Larson y su trilogía *The Girl with the Dragon Tattoo*, *The Girl Who Played With Fire* y *The Girl Who Kicked the Hornet's Nest* con su heroína Lisbeth Salander. Obviamente, se está aludiendo a la sangre, la tortura, episodios macabros, etc. que aparecen en tanto en la novela *El juego de Ripper* de Isabel Allende como en las de Steig Larson. Otro ejemplo de intertextualidad aparece cuando se presenta el personaje Samuel Hamilton, Jr. (detective privado, encargado por Allan Keller para vigilar a Indiana, su enamorada): “Poseía la misma nariz de sabueso de su célebre padre, un reportero de prensa que resolvió varios crímenes en San Francisco en los 60's y fue inmortalizado en las novelas policiales del escritor William C. Gordon.” (Personaje prestado de otro autor.) Otro más obvio es la repetida mención de *Jack the Ripper*, además de la conexión con *El lobo estepario* de Herman Hess. Hay mucho más intertextualidad que se puede mencionar aquí.

Los temas que se tratan en la novela son abundantes desde la reivindicación de los “frikis” marginados por la sociedad que resuelven los crímenes y salvan a la última víctima, Indiana Jackson, hasta la mutilación femenina practicada en Etiopía y más: la clarividencia (Celeste Roko, Abatha), la medicina alternativa (Indiana Jackson), el lesbianismo (Yumiko Sato y Nana Sasaki), los homosexuales, los travestis (Danny D'Angelo), el feminismo (el abuelo cría a Amanda / el nombre de Indiana Jackson – mujer evoca al de Indiana Jones -hombre), la inmigración ilegal (Elsa Domínguez y sus 4 hijos), la mutilación femenina ya mencionada (Ayani) y la disfunción eréctil (Allan Keller), crítica al sistema...las autoridades corruptas ... los pobres siempre pagan el pato, pandillas, etc., etc.,...

Para terminar, el rescate de Indiana se conecta a la misión para eliminar a Osama Bin Laden y, por último, la forma planeada por el criminal para ejecutar a Indiana (mujer) con la crucifixión de Cristo (hombre) durante la Semana Santa (aspecto lúdico del libro). Puedo añadir mucho más pero me estoy extendiendo demasiado. Mil perdones.

El juego de Ripper de Isabel Allende es entretenido. Aunque tiene algunas inconsistencias, vale la pena leer.



AATSP - Capítulo de Chicago

Almuerzo anual 2014

En homenaje a los miembros del Concilio y a los que se jubilan

Cuándo: Sábado, 7 de junio a las 12:30

Dónde: Tapas Gitana

310 South Happ Road
Northfield, IL
(847)784-9300
www.tapasgitana.com

Almuerzo incluye:

Tapas Frías:

Pollo al Curry, Ensalada Marinades, Tortilla Española y Aceitunas

Tapas Calientes:

Patatas Bravas, Gambas a la Plancha,
Pincho Solomillo, Queso de Cabra y Dátiles con tocino

Paella:

Valenciana o Vegetariana (* favor de mostrar su preferencia abajo)

Postre:

Profiteroles del Pirineo
Mousse de Mirtilos y Chocolate Blanco

Bebidas:

Refrescos y Té helado

RSVP para el 30 de mayo: Susan Ranft
Niles North High School
9800 Lawler Ave.
Skokie, IL 60077

Favor de extender el cheque a nombre de AATSP - Chicago chapter - \$25 por persona

Nombre _____

◇ Podré asistir Número de invitados: _____ Se incluye un cheque por \$ _____

◇ Prefiero paella Valenciana (pollo, gambas, almejas y mejillones) ◇ Prefiero paella de Verduras

◇ No podré asistir, pero quisiera contribuir \$ _____ a AATSP - Chicago Chapter

*** Si usted se jubila este año, o conoce a alguien que sí, favor de ponerse en contacto con Susan Ranft:
susran@d219.org o (847) 626- 2136