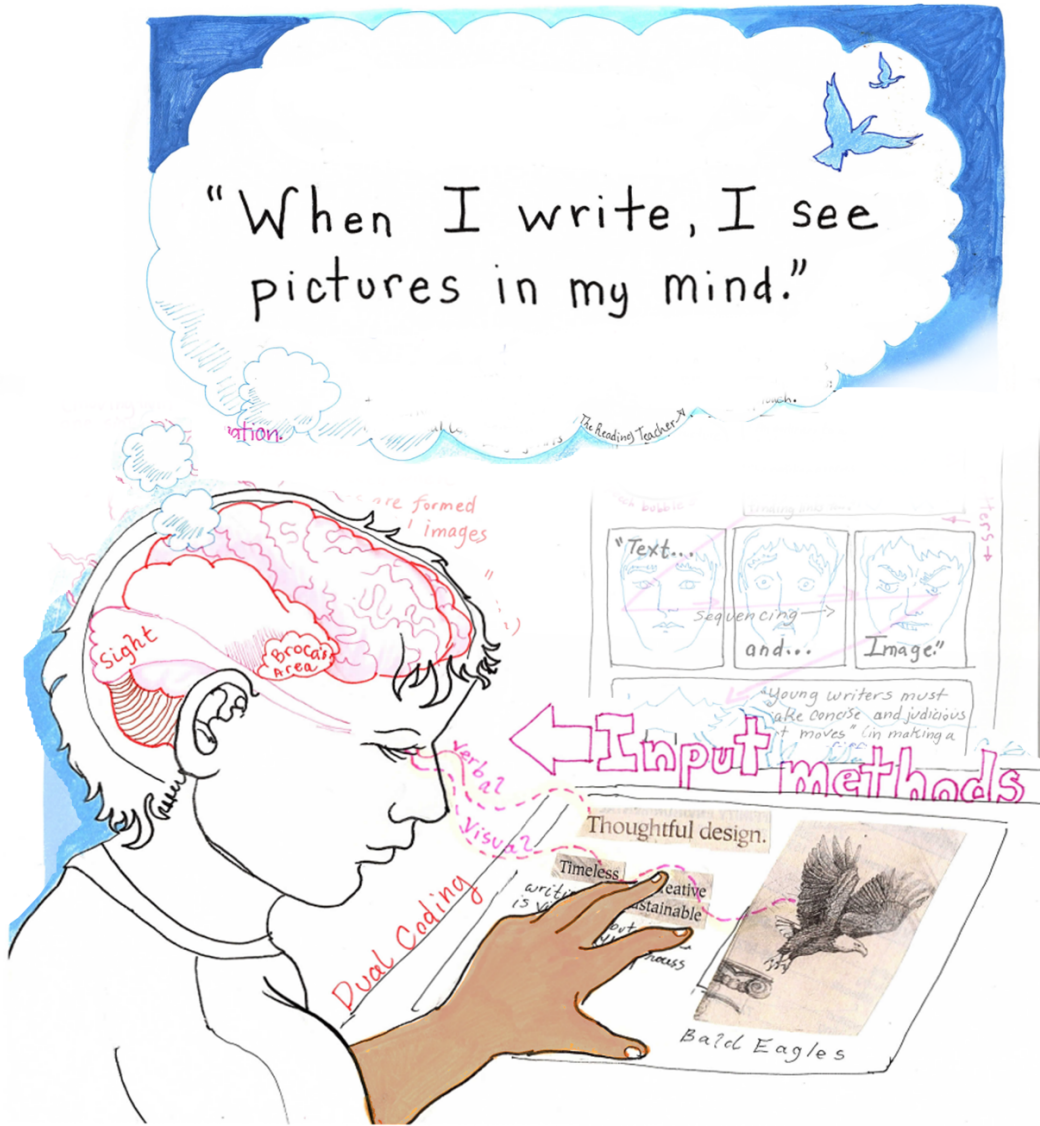


# Montana English Journal

Montana Association of Teachers of English Language Arts



Spring 2022  
Issue 43

# Editorial Board

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Katie Kotynski, retired, Great Falls Public Schools

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## From the Editors: Introducing the Spring 2022 Edition of the *Montana English Journal*

**Stephanie F. Reid** is an assistant professor at the University of Montana. Prior to her work at UM, she was a middle school ELA teacher for 15 years in both England and the United States.

**Katie Kotynski** is a retired journalism teacher and technology coordinator, who still teaches workshops and consults in technology, art, and English. She serves on several boards.

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### Introduction

Although this is an open-themed edition of the *Montana English Journal*, key thematic strands link many of the articles: (1) the importance of reading and composing with images, (2) identity and place, and (3) student voice and agency.

In the opening article, Dr. Allison Wynhoff Olsen shares a near-complete text of the keynote address presented at the 2020 MFPE Educators' Conference. Dr. Wynhoff Olsen describes how images tell important stories about ourselves, others, and the places we and others inhabit. This article highlights how pre-service teachers documented their experiences in a rural practicum through photographs and showcases the brilliance of the youth filmmakers who submitted their work to the International Youth Silent Film Festival: Yellowstone Regional. Image and visual texts offer significant opportunities for powerful and creative meaning-making work.

Three other articles in this edition also focus on interpreting and/or making visual texts. In a co-authored article, Dr. Stephanie F. Reid, Lela Horst Baumann, Bobbi Rodriguez, and Megan Sorg-Pignataro share their reflections on creating multimodal responses to scholarly readings encountered during a University of Montana writing methods class. Alexandria Perez, a doctoral student at Texas A&M University-Corpus

Christi shares her research on visual and verbal representations of gender roles in shonen manga. In *No Ordinary Time, No Ordinary Summer Program*, Dr. Jan Clinard of Helena College details a three-year documentary film production project funded by National Endowment for the Humanities. All three articles offer insights into how educators might engage students in working with visual texts.

The thematic strand of identity and place is also evident in the article authored by Dr. Chea Parton, creator of the Literacy in Place website. Dr. Parton's website and article are dedicated to amplifying, celebrating, and sustaining rural stories, identities, communities, and culture. In addition to sharing the web resources she has created, Dr. Parton shares an English language arts unit of study that centers around Nora Shalaway Carpenter's (2020) anthology of rural stories, *Rural Voices: 15 Authors Challenge Assumptions About Small Town America*. These pieces show how students' reading forms a foundation for their own story writing.

Dr. Donna L. Miller's contribution also focuses on honoring identities and explains the GREEN APPLE acronym she developed to support students in developing their understanding of identity and cultural differences. The ideas presented in this article are explored in more detail in her book, *Honoring Identities: Creating Culturally Responsive Learning Communities*. Rowman and Littlefield published the book in 2021. Dr. Miller's

## Social Collaboration in the Workplace

scholarship supports teachers in holding tough conversations in classroom contexts.

Two works in this edition also speak directly to the thematic strand of student agency and the importance of supporting students in developing writerly and readerly identities. Marilyn Keller Nicol, a doctoral student and SAGES fellow at Texas A&M University-Corpus Christi, explores the potential benefits of interactive writing and the importance of “sharing the pen” with our youngest authors in early childhood settings. In the final piece published in this journal edition, Ashley R. Olsen, a Montana elementary teacher and graduate student at the University of Montana, presents significant literacy experiences and realizations through poetry and art. She explores the frustrations she experienced in school and the idea that her English classes offered a means of escape and a way to comprehend the world around her.

In this edition of the *Montana English Journal*, we are also excited to present a chapter excerpt from Jean C. O’Connor’s (2020) *The Remarkable Cause: A Novel of James Lovell and the Crucible of the Revolution* published by Knox press. Jean C. O’Connor is a longtime Montana educator and former recipient of MATELA’s Distinguished Educator Award and the NCTE High School Teacher of Excellence Award. Accompanying the chapter, reprinted with permission here, are essential background information, essential vocabulary and questions, various writing opportunities, and links to different disciplinary standards.

We are also fortunate to include two book reviews. Dr. Ann Siegle Drege reviewed the edited volume *A Symphony of Possibilities: A Handbook for Arts Integration in Secondary English Language Arts*, published in 2019 by NCTE and edited by Katherine Macro and Michelle Zoss. This review highlights several chapters and the arts-integration learning experiences designed by each chapter author for their students. Whitney L. Wichman, a recent graduate from Montana State University, reviewed *The Art of Reflective Teaching: Practicing Presence* by Carol R. Rodgers. This book was

published in 2020 by Teachers College Press. This book review provides a comprehensive overview of the book and the four phases of the reflective process posed by Rodgers. Wichman also highlights the importance of being present to the multiple and unique combination of factors that influence what happens in any given classroom.

Finally, we wish to take this opportunity to thank everyone who made this issue possible. We appreciate the authors who were willing to share their work through this publication venue, the editorial board members who participated in our peer review process, and Heather Parrish, who helped the new editorial team navigate the publication process. It is also essential that we recognize the artist of our Spring 2022 front cover, the talented Lela Horst Baumann. We also value very much the leadership of MATELA President Dr. Donna Bulatowicz, Montana State University Billings.

We hope that you enjoy reading the contributions to this edition of the *Montana English Journal* and that you find value in the ideas, texts, and teaching strategies shared. We hope you will consider submitting your teaching ideas, book recommendations, and artistic endeavors for publication in our next edition. Please visit our website for further details regarding submissions (<https://scholarworks.umt.edu/mej/>). You are welcome to reach out to the editorial team before the submission deadline to connect with us regarding any potential publication ideas.

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