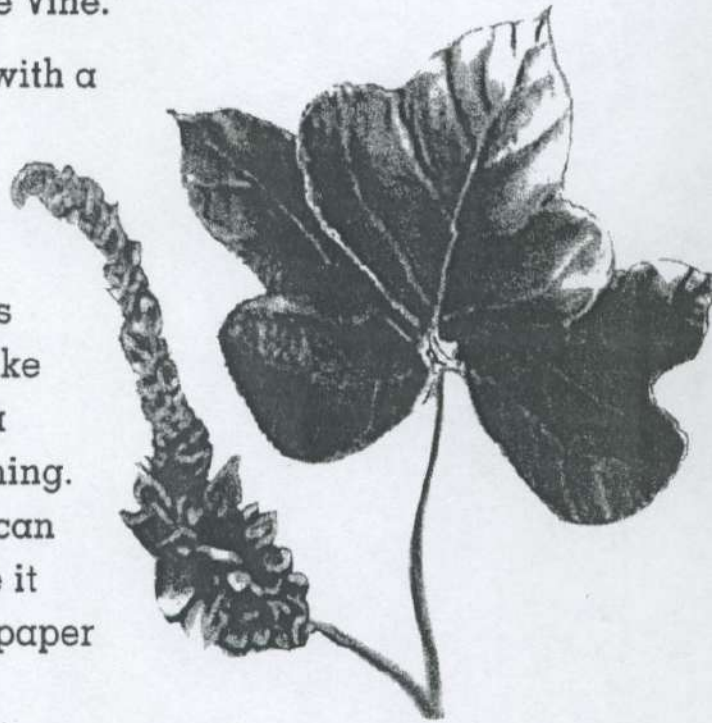


The Curse of the Miracle Vine

People have called it "the Miracle Vine."

It is the perfect plant—the plant with a hundred uses.

First, it is beautiful to look at. Its broad leaves are colored a rich green. Its delicate purple-pink flowers fill the air with perfume that smells like grapes. You can make a healthful tea from its leaves. It yields fiber for clothing. Dried, it makes great insulation. You can use it in place of rope. You can weave it into baskets and hats. You can make paper from its leaves.



Are you hungry for something sweet? The blossoms of the Miracle Vine make a delicious jelly and syrup. Want a tasty vegetable snack? Crunchy French-fried leaves are as satisfying as potato chips. For something more filling, cumble the leaves into a casserole.

Did you cut yourself? The Miracle Vine can help. Some people put a bit of wet, ground-up root starch on a bandage to help heal the cut.

Above all, the Miracle Vine is a gift to the farmer. Cows love to eat it, and when they do, they give more milk. Cut and dried, It makes great hay for horses. And it is wonderful for preventing soil erosion. Its strong roots anchor the soil and stop it from washing away.

The miracle vine is not native to the United States. It comes from East Asia. Back in the 1930's and 1940's, the government encouraged farmers across the South to plant it to feed their animals and to keep the soil from washing away in the region's heavy rainstorms.

But soon, this wonderful vine became one of our most hated plants.

Presenter Prepared Notes: Effective Teaching Strategies

Summarizing and Note Taking

I. What It Is

Summarizing and note taking are strategies in which large pieces of information or text are reduced to the main ideas and key points. Effective summarizing and note taking will lead to an increase in student learning.

II. Summarizing

- A. To effectively summarize, students must delete some information, substitute some information, and keep some information.
 - Rule Based Strategy (Keep, Delete, and Substitute) has students interact with the text, and highlight important information, delete trivial and redundant material, and substitute short phrases or words for a single idea.
- B. In order for students to effectively delete, substitute, and keep information, students must analyze the information.
 - 1. Reciprocal teaching begins with the generation of a summary statement, but the questioning, clarifying and predicting engages students in analyzing the information.
- C. If students are aware and familiar with the text structure they will be able to summarize the information with greater ease.
 - 1. Summary frames increase reading comprehension when students can effectively incorporate this tool.
 - a. The Narrative Frame
 - b. The Topic-Restriction-Illustration Frame
 - c. The Definition Frame
 - d. The Argumentation Frame
 - e. The Problem/Solution Frame
 - f. The Conversation Frame

III. Note Taking

- A. Note taking is a strategy related to summarizing that teachers use to support student learning.
 - 1. Verbatim note taking is, perhaps, the least effective way to take notes. Students do not engage in synthesizing of information when they simply copy notes.
 - 2. Notes are a work in progress. The review and revision of notes is a powerful activity, and may help students identify any misconceptions they have recorded in notes.
 - 3. Notes can be a study guide. "Research supports that there is a strong relationship between the amounts of information students take in notes and students' achievement on examinations" (Marzano, 44).
 - 4. Different students might prefer different note taking formats. Therefore it is important to incorporate and model more than one note-taking strategy in the classroom.
 - a. Teacher-Prepared Notes
 - b. Informal Outline
 - c. Two Column
 - d. Webbing
 - e. Combination Notes

Reference:

Marzano, Robert. Classroom Instruction that Works. Upper Saddle River, New Jersey: Pearson Education, 2005.

It is kudzu—pronounced to rhyme with “mud zoo”—and it has started to eat up the country.

In the warm, moist climate of our Southern states, kudzu grows like something out of a science fiction movie. It can grow over a foot a day. Its vines cover fields, buildings, roads, railroad tracks, and abandoned cars. No other plant has a chance where kudzu is growing. Kudzu vines snake up trees and strangle them. They climb telephone poles and utility poles, causing short circuits. They grow through windows and into cracks in houses. Drought seems not to affect kudzu. It grows even in a dry summer when everything else is burnt and brown. It doesn't respect its friends. In the early days, one radio personality started a Kudzu Club. Kudzu vines ate his house.

How can you stop this vegetable monster? Cut it down or chop it up? Go ahead. It grows right back.

What about tearing its roots out of the ground with a bulldozer? Sure, but you'd better have a strong bulldozer. A plant that's not yet 20 years old can have a root that weighs over 200 pounds. You probably won't get it all out. And in a couple of years, it's back.

A weed-killer named Transline will do the job, but it's not very practical. A gallon of the stuff costs several hundred dollars, and it pollutes the groundwater so badly that at least one state has banned it.

There is a beetle in Asia that eats kudzu and keeps it under control. But right now, it's illegal to import the beetles. We don't know what else they might eat. Scientists are afraid that they could eat crop plants as well as kudzu. They could cause as much damage as kudzu has.

So far, the most practical control is sheep and goats. But it will take a lot of animals to eat up all the kudzu in the South. Right now, kudzu covers an area the size of Massachusetts.

And in recent years, with warmer winters and summers, kudzu has started to head north. Kudzu patches have been found in New York, Massachusetts, and Connecticut.

Where will it stop? What will stop it?