WRTG120 Lesson Plan: Literacy Artifact

Context:

In preparation for the literacy narrative assigned in Unit 1, students developed definitions of literacy based on understanding of the following terms: discourse, identity, domain, discipline, fluency, mastery, skill, access, sponsorship, and literacy event. Students realized that their definitions could apply to more than just reading and writing, and we discussed different possibilities for “literacies.” In my section, students could choose to write about a literacy domain outside of the traditional reading and writing, so long as they could prove their understanding of the definition by applying it to the literacy of choice.

Preparation:

Students read “Identities” in *Understanding Rhetoric* (p. 113-135) as homework for the day, and I asked them to bring evidence of their literacy in the form of an artifact. Students also created gallery cards responding to the following prompt:

What is this artifact? What literacy domain is represented? How does this artifact prove your literacy within this discourse community? Does this artifact call to mind a particular literacy event or sponsor?

Students were encouraged to creatively title their literacy artifact.

Also, the previous meeting included a discussion of rhetorical tropes.

Procedure:

Students set out the artifacts and corresponding cards around the room, and then spent time looking at the various items. Each student was responsible for commenting (with post-it notes) on at least three displays – either deepening the connection between the artifact and our literacy definition, pushing a classmates ideas in a different direction, or crafting another creative title using rhetorical tropes that we’d discussed previously. Students were expected to first comment on the artifact that first caught their attention, and reserve the remaining two (or more) responses for pieces that had few or no responses.

The activity was followed by a fastwrite reflecting on the artifact selection process and peer contributions.

Course Objectives Met:

Rhetorical Knowledge – students practiced using rhetorical tropes

Reflective Process – students reflected on their work and the comments of others and applied feedback to their work on the larger project

Writing Process – this activity served as part of the students pre-writing process for project one

Genre Conventions – we applied the conventions of a “gallery card” which resembled those found at any art or history museum

Multimodal Transformation – the application of our literacy definition to be later used in a narrative was adapted to fit the context and form of a gallery card

Other objectives met:

Citizenship – the activity added to the sense of community in our classroom

Identity – students explored and shared items of interest to them, most of the artifacts represented a moment of great pride for the respective student

Reflection:

We had everything from a full deer pelt and hair products to dance shoes and a container of water (this student is a swimmer). There was a keyboard, a Japanese textbook, an Invention Portfolio folder renamed “The Lucky Wicked Pocket.” They really went wild with this. It was such a fun day in WRTG120. The students took their time finishing their comments, and when 12:15 came, I actually had to tell them to shut it down. They were so involved that they didn’t want to leave. Also, they asked to take their peer comments home with them over the weekend to help them as they work on their Half Drafts – they asked!

Scholarship in support of this activity:

Calderwood, Patricia E. *Learning Community : Finding Common Ground In Difference*.

New York: Teachers College Press, 2000. *eBook Collection (EBSCOhost)*. Web.

1 Nov. 2015.

Erstad, Ola, et al. "Exploring ‘Learning Lives’: Community, Identity, Literacy and

Meaning." *Literacy* 43.2 (2009): 100-6. Web.

Oztok, Murat. "Tacit Knowledge in Online Learning: Community, Identity, and Social

Capital."*Technology, Pedagogy and Education* 22.1 (2013): 21-36. Web.

Scanlan, Mary. "Opening the Box: Literacy, Artefacts and Identity." *Literacy* 44.1

(2010): 28-36. Web.