Curating a Writing Museum



materials: Student writing, Notecards, Pad of paper activity time: at least 60-90 minutes

purpose: individual and collegial reflection on writing/writing instruction

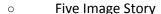
PREPARE A WEEK PRIOR TO ACTIVITY: Please bring a small set of student writing samples (2-4 pieces) for personal reflection and collegial examination. The writing samples may represent what you have "tried" on account of our professional development in the past weeks.

I. Create a display for our gallery of student work – Prepare for collegial spectators (25-30 Minutes)

<u>Curating</u>: Write responses to 4 or 5 of the following questions to help spectators understand the context of your students' work. You can write on a pad OR on your laptop. <u>Leave this writing, your "curator's notes" next to your museum piece(s)</u>.

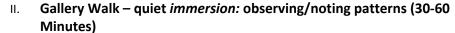
- 1. What is this work? Where did it come from?
- 2. What prior HVWP experiences inform this work? How so?
- 3. How well did the assignment fulfill your purposes?
- 4. What is promising about this work? What worked and why?
- 5. What parts were difficult for students? How so?
- 6. What surprises are there in the way students completed the assignment?
- 7. What will happen next?
- 8. What, if anything, would you do differently next time, and why?

<u>Create Title Cards for your "Museum" pieces</u> (fold note cards like a tent and leave next to the pieces of student writing). Write minimal contextual detail on title cards for spectators to see (type of work, class, and your name).



- o 12th grade AP World History, Fall 2014
- o Amv

<u>Visitor's Pad</u>...Place a long piece of paper next to the display and label it "Visitors' Pad."



- Sit at colleagues' displays and read curators' notes and the work: Take notes about what you see.
- Leave response on Visitors' Pads: Point out specific aspects that you appreciate about the work, connections, questions, and suggestions on the visitors' pad/paper.
- III. Finding patterns and speculating Our group discussion (15 -30 minutes)
 - What patterns do you notice across the displays of student work? What



- seems promising?
- What instructional practices do we seem to value? What work would you like to try with your students?
- We just tried a "writing museum" and "gallery walk." What did you think?