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**Praxis Paper**

Our multiliteracies project incorporates our teachable subject; the Dramatic Arts. We use drama as a vehicle to explore the social justice issues of implied gender roles, which affect us as human beings who are immersed in it daily. The tool we have created is a 21st Century literacy style video that showcases a puppet performance which demonstrates different elements of characterization, with underlying gender stereotypical dialogue.

We have connected our tool to a lesson plan that incorporates hands on activities with heads on engagement (4, Mraz & Vacca). Throughout our lesson plan we provide opportunities  for students to reflect on the different topics of characterization and stereotypical gender roles; before, during, and after activities and discussions, (141, Mraz & Vacca).

As a group we decided to create a video to open a dialogue for students to discuss the role of media in society, specifically gender roles. (30, Mraz & Vacca). The anticipation guide that is designed for our introductory activity will help students form their own opinions about gender roles in their lives. (188, Mraz & Vacca). During discussions we encourage the teacher to promote critical thinking through the use of appropriate content language. (ie: voice elements, movement elements, costume etc) (63, Mraz & Vacca). The concluding activity is formulated to help differentiate assessment among students (96, Mraz & Vacca). The students are being asked to create a gender neutral character for a monologue presentation. Through the use of the anticipation guide, the video, and the discussion activities students have the opportunity to draw from multiple sources when creating their character. Our lesson plan is structured towards the teacher having flexibility on their own approach to the topic guiding the conversation as they see fits for their students (149, Mraz and Vacca).

As educators we feel that it is important to create opportunities in the classroom for students to develop their own personal opinion on subjective topics. The ability to develop and defend an individual opinion while comparing it to others is a valuable life skill for students to develop.  Our tool allows for students to disrupt the common place of what societal standards dictate and to challenge why they have been accepted. Teachers have a curriculum to follow which is why we have interconnected the dramatic elements of characterization to the social justice issues of gender stereotypes in society. In conclusion, we feel that social justice issues are not always addressed in the basic curriculum, but it is easy to incorporate it to subject matter learning.

Works Cited

Mraz, Maryann. Vacca, Jo Anne L. & Vacca Richard T. *Content Area Reading: Literacy and Learning Across the Curriculum 11th Ed.* Pearson Press. Print