Knowledge Is Power

A classroom resource for understanding the importance of literacy and for everyone to have access to great books. This resource is part of the WE Read Together campaign.

Grades 7 to 8
American Edition
Dear Educator,

Welcome to the WE Movement. We are so glad you’ve joined us on our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Our exciting partnership with KPMG strengthens this commitment to making the world a better place. KPMG is a professional services firm dedicated to helping develop the next generation of leaders through lifelong learning. Together with KPMG’s Family for Literacy program, we want to provide a better understanding of the barriers to literacy and the possible solutions.

Through this classroom resource, your students will be engaged in understanding the importance of literacy and the barriers to literacy that may exist in their local communities. Students will learn how a lack of access to books is a barrier to literacy development and raise awareness about this issue through the creation of individual picture books. This resource is also designed to prepare your students to participate in the WE Schools WE Read Together campaign.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and passion to bring WE into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
**Essential Question:** What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

**WE Schools**

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

**What Is Experiential Learning?**

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

**The Four Steps of WE Schools**

1. **Investigate and Learn**
   Students explore topics related to a real-world challenge or opportunity.

2. **Action Plan**
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. **Take Action**
   Students implement their action plan.

4. **Report and Celebrate**
   Students present the results of their service-learning initiatives.

**Setting Students Up For Success: In School, the Workplace and Life**

WE Schools Introduction: [WE.org/we-at-school/we-schools/](http://WE.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

**Reflection** is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
Knowledge Is Power Overview

The Knowledge Is Power classroom resource engages learners in understanding the importance of literacy and the barriers to literacy that likely exist in their local communities. Students will learn how a lack of access to books is a barrier to literacy development and raise awareness about this issue through the creation of individual picture books.

This classroom resource includes collaborative activities, strategies for assessment, differentiation and blackline masters. The activities inform, engage and empower students to understand that books are great tools for learning about social justice issues in their communities.

This resource is designed as an alternative to literacy lessons in the classroom. Students have the opportunity to demonstrate both reading and writing to ensure they are developing skills and content understanding. After participating in this resource, students will be ready to take action in the WE Read Together campaign.

Rationale
KPMG is a professional services firm that is passionate about combating childhood illiteracy and increasing access to quality books for all young people. KPMG's Family for Literacy program is focused on providing new books to children from low-income families to begin the process of increasing a child’s literacy outcomes. KPMG has partnered with WE to raise awareness about the importance of developing strong reading and literacy skills, and to ensure that students have the opportunity to become reflective, critical and independent learners and responsible citizens.

Assessing The Learning
You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL) and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include story-telling, think-pair-share, questioning, reflective discussion and peer-to-peer critical evaluation.

Assessment strategies include observations, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and the creation of a picture book.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

► Explore our resources and current campaign offerings at WE.org
Subject(s): English Language Arts, Social Studies

Recommended Grade Level:
Grades 7 to 8

WE Learning Framework Skills:

Essential Questions:
► Why is literacy development essential for all?
► Why are barriers to literacy a social justice issue?

Educator’s Note: The Knowledge Is Power classroom resources includes a variety of books for students to engage in. If your school does not have access to the physical copies of these books, they can be sourced in an online version. Connect with your Teacher-Librarian to source these texts.

Word Bank

<table>
<thead>
<tr>
<th>Access— the right or opportunity to use or benefit from something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue— an important topic or problem for debate or discussion</td>
</tr>
<tr>
<td>Literature— written works, especially those considered of superior or lasting artistic merit</td>
</tr>
<tr>
<td>Literacy— the ability to read and write</td>
</tr>
<tr>
<td>Barrier— a circumstance or obstacle that keeps people or things apart or prevents communication or progress</td>
</tr>
<tr>
<td>Illiteracy— the inability to read and write</td>
</tr>
<tr>
<td>Functional illiteracy— reading and writing skills that are inadequate to manage daily living or employment tasks that require reading skills beyond a basic level</td>
</tr>
</tbody>
</table>

Source: Oxford Dictionary. [en.oxforddictionaries.com](http://en.oxforddictionaries.com)

---

Materials And Resources

- The Wednesday Surprise, written by Eve Bunting, illustrated by Donald Carrick (HMH Books for Young Readers, Boston, 1989)
- The Librarian of Basra: A True Story from Iraq, written by Jeanette Winter (HMH Books for Young Readers, Boston, 2004)
- Chart paper and markers
- Computers or tablets
- Appendix 1: Classroom Observation Forms
- Appendix 2: Social Justice Booklet- Grades 7 to 12
- Blackline Master 1: Causes, Challenges and Effects
- Blackline Master 2: Picture Book Planner
- Blackline Master 3: Planning the Book

---

Educator’s Note: The Knowledge Is Power classroom resources includes a variety of books for students to engage in. If your school does not have access to the physical copies of these books, they can be sourced in an online version. Connect with your Teacher-Librarian to source these texts.
Lesson 1:

Understanding Literacy

Suggested Time:
40 minutes

Common Core Alignment (Grades 7–8)

• CCSS.ELA-LITERACY.SL.7.1.B - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
• CCSS.ELA-LITERACY.W.7.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
• CCSS.ELA-LITERACY.SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
• CCSS.ELA-LITERACY.W.8.1.B - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Learning Goals:
Students will:

• Recognize that literacy is the skill to read and write
• Understand why it is important to be able to effectively read and write

Investigate and Learn

1. **Recommended Assessment For Learning:** In pairs, ask students to complete the entry slip with the statement: To be literate is to be able to _______________________.

2. Using student responses from the assessment for learning, create a class definition of the term literacy. What does it mean to be literate? Explain to students that, the Oxford dictionary defines literacy as the ability to read and write. Ask students: Has the term literacy changed in the 21st century? How so?

3. Show students the video “What Is Literacy in the 21st Century?” www.youtube.com/watch?v=E0poR8ZfAls (4:35). In small groups, ask students to discuss:
   a. What types of written information are you exposed to in your everyday life?
   b. What skills do you need to be able to communicate with others?
   c. Why is it important to be able to effectively read and write?

4. Write the quote: “Reading is to the mind, what exercise is to the body (Anonymous),” on the front board. Ask students: If the body is improved by continuous exercise, how does continued reading improve the mind? How do we become better readers?

5. **Recommended Assessment As Learning:** Create groups of three to four students. Distribute chart paper. Ask students to create a chart on the chart with three columns. Label the columns with the headings: Cause, Challenge and Effect. Distribute Blackline Master 1: Causes, Challenges and Effects as a template. Ask students to discuss how each challenge would affect a person; what are the consequences of the challenges?
   a. I do not have any books in my house.
   b. My parents do not know how to read in English.
   c. I do not like the books my teacher gives me to read.
   d. I cannot understand the books in my classroom and library.
   e. I fear making mistakes when I read, so I don’t.
   f. I like reading but I don’t like reading books.

6. After students have completed the charting activity, share some of the effects of the challenges.
   a. Why is reading an important skill?
   b. What occurs when individuals do not have the ability to read or write well?
   c. How does that affect them?

7. **Recommended Assessment Of Learning:** On an exit slip or sticky note, ask students to complete the following sentence: Without the skills to read and understand information, I would not be able to....

**Educator’s Note:** While literacy development for children is focused on developing skills of reading and writing, the following activities focus on reading and the barriers preventing this skill from developing in some children.
Lesson 2: Barriers To Literacy

Suggested Time:
50 minutes

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

Learning Goals:
Students will:
- Identify barriers that challenge literacy development
- Discuss the causes and effects of barriers to literacy

1. Recommended Assessment For Learning: Divide the class into three groups. Distribute chart paper and markers. Allocate each group one of the following picture books. In groups, ask students to read the text, identify the key message and record the message on the chart paper. Students should also identify the challenges characters face: what is leading to this challenge and the consequences?

   Picture Books:

2. Ask students to return to the small groups from the charting activity in the previous lesson. Distribute the “Causes, Challenges and Effects” charts to groups. Remind students that each challenge identified affects people. Ask students to focus on the “Causes” column in the chart.

3. Recommended Assessment As Learning: Invite students to think about each challenge and why that challenge occurred. What was the cause? E.g., Challenge: I don’t like to read books. Effect: I haven’t effectively developed my reading skills because I don’t practice reading. I therefore have difficulty understanding material and participating in class. Cause: The books I’m given to read are not interesting or books that I do not relate to.

4. After students have completed the activity, discuss as a class how the causes can be considered barriers to literacy and why this is a social justice issue.

5. Prior to showing students the following video, explain to them that this video addresses some of the barriers to literacy in local communities. The term “functional illiteracy” is used to describe an individual who has the skills to decode words but has not developed comprehension skills.

6. Show the video “My Struggle for Literacy in America” [www.youtube.com/watch?v=poZmf4JFoQ](https://www.youtube.com/watch?v=poZmf4JFoQ) (11:36). As a class, list some of the barriers to literacy identified in the video. How did developing effective reading skills affect Samantha? Add these barriers to literacy to the “Challenge” column of the chart.

7. Recommended Assessment Of Learning: Individually, ask students to write a reflection on the following question: How can having access to quality, age-appropriate and engaging books help address one of the barriers to literacy? How does this access affect people’s literacy skills?
Lesson 3:

Creating A Picture Book

Suggested Time:
Part 1: 75 minutes, Part 2: 60 minutes, Part 3: Time as required

Common Core Alignment (Grades 7–8)

• CCSS.ELA-LITERACY.W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
• CCSS.ELA-LITERACY.SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
• CCSS.ELA-LITERACY.W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
• CCSS.ELA-LITERACY.SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Goals:
Students will:

• Research and understand the effect of barriers to literacy in the local community
• Plan and create a picture book that raises awareness about barriers to literacy

Part 1: (75 minutes)

1. **Recommended Assessment For Learning:** Individually, ask students to select one of the challenges caused by having barriers to literacy. Invite them to respond verbally or write on a sticky note, describing the impact that this challenge has on an individual’s literacy development.

2. As a class, discuss how these barriers or challenges were addressed in the picture book and videos discussed in the previous lesson. Using the understanding they developed from the discussion, ask students to choose one barrier and research how this barrier affects local communities.

The following questions may guide students’ inquiry and research:

a. What is the barrier or challenge?

b. Who does the barrier affect?

c. How does this barrier affect people? What are the consequences of this barrier?

e. Is there anyone else working to remove this barrier? Who? What are they doing?

f. What can I/we do to raise awareness about the barrier?

Remind students all websites, books and articles must be sourced. They can also use information from discussions and reflections gathered in the previous lesson.

Action Planning

**Educator's Note:** Students will now plan and create their picture books. Action planning begins during the process of creating their picture book to showcase their learning about barriers to literacy. Through sharing their stories, students take action on raising awareness about the barriers to literacy in local communities.

Part 2: (60 minutes)

1. Invite students to create a picture book to raise awareness about barriers to literacy in their local community. They will write a book to share with second to fourth grade students. The book should address:

   a. The social justice issue of barriers to literacy; students can choose one barrier, such as a lack of access to books, and explore how this affects people’s literacy development.

   b. How picture books are vehicles for the communication of important issues through a relevant and age-appropriate medium.

   c. How they, as the author, want to present the issue to their audience.

2. **Recommended Assessment For Learning:** As a class, ask students to think about their favorite picture books and the books they read in the earlier lessons. What made those books engaging and entertaining? Why did they enjoy reading those books? In small groups, ask students to create a list of items that help picture books successfully communicate their message to their audience.

3. Ask groups to share these ideas with the class and create a collective list on the front board. Ensure that the list includes: illustrations, characters the audience can connect with, a story or theme that is relatable and relevant for second to fourth grade students, a strong message and a story that raises awareness about the social justice issue.
4. Distribute Blackline Master 2: Picture Book Planner. Review with students what a proposal is—a plan that explains their idea—while showing them the different components they will complete on the blackline master. Encourage students to complete their proposal to outline their story and ideas before beginning the writing process.

5. Recommended Assessment As Learning: Individually interview students so that they can share their proposal. Discuss their ideas about the story. Encourage them to think about the perspective of the characters in their stories and the key message they want to communicate. Ask them:
   a. Who is the narrator of the story?
   b. Has the issue of barriers to literacy affected them?
   c. If students have selected an issue of personal significance, encourage them to place themselves in the character’s mind.

6. Distribute Blackline Master 3: Planning the Book. Encourage students to map each page of their picture book outlining the written story and sketching what the illustrations will be.

Educator’s Note: If there are time constraints, finish the lesson at this point. Students will still have a rough version of their planned book to share with peers and the school community for the next lesson.

Part 3: (Time as required)

1. Ask students to write the story for the picture book. Encourage them to think about what would create an engaging and entertaining story that also raises awareness about the barriers to literacy. Read and assess student writing before they begin to publish the story.

2. Ask students to publish their story using a paper or digital format such as PowerPoint, Word, StoryBird or Scribbit.

Take Action

3. Recommended Assessment Of Learning: Have students share their stories with the class. Encourage students to do a dramatic reading of the story and ask their peers questions about the characters, theme and plot of the book. What issue was the story raising awareness about? Who was the issue affecting? What was the complication in the story? What were the consequences of the issue? Was there a solution?

4. In pairs, have students swap books and reflect on the picture book their partner created. Ask students to imagine they were an editor interested in publishing the book. Have them provide feedback on how well the book addressed the social justice issue and if, from the perspective of a second to fourth grade student, how relevant the issue is for students to understand, relate to and raise awareness about.

Extension: Invite students to record themselves reading their picture books using a video camera or PowerPoint. Share these stories with members of the school community as a collection of stories to raise awareness about social justice issues in their local and global communities.
Lesson 4: WE Read Together

Suggested Time: 120 minutes

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.RL.7.3 - Describe the setting and how it enhances the text; summarize the development of the central plot and its relationship to characters.
- CCSS.ELA-LITERACY.RL.8.3 - Analyze how the authors present visual information through visual displays in a text. Compare these visual displays with textual descriptions.

Learning Goals:

Students will:

- Explore ways to take action to raise awareness about the barriers to literacy in their local communities
- Reflect on the issue of barriers to literacy

Educator's Note: This lesson is an assessment of learning and is designed as the summative task for the lesson package. Students have had the opportunity to understand and research the social justice issue of barriers to literacy and create a picture book that raises awareness about the issue. This lesson gives students the opportunity to share their created picture books with people in their school and local community, and raise awareness about the importance of having access to books.

1. In groups of three or four, ask students to discuss the following questions about their picture books and critically evaluate their work and their peers' work.
   a. Which barrier to literacy is your picture book addressing?
   b. What message are you sharing with your audience?
   c. How are your characters affected by the issue?
   d. Is there a solution to the issue in your story?

2. Introduce students to the WE Read Together campaign www.WE.org/wereadtogether. Share with students that this campaign aims to increase young people’s access to books so that more people have the opportunity to develop the skill of reading and become leaders in their community.

Ask them the following questions:

a. How can you share your love of reading through the WE Read Together campaign?

b. Why is it important to have many types of books to read? What can books teach you?

3. As a class, in small groups or individually, ask students to think about how they can contribute to the WE Read Together campaign in their school and local community, and raise awareness about the importance of access to books. Ask students to create a list of actions and share it with the class.

Educator's Note: The core action for this campaign is to link student learning about the barriers to literacy in their local communities to the sharing of the books they created that raise awareness about these barriers. Students can:

- Share the book with their school community in a readers’ conference, where students discuss why they chose a specific barrier and how this is impacting their local community.

Other example actions to showcase student knowledge and learning, and to raise awareness about the barriers to literacy in their local community include:

- Organizing a book drive in the school community. Students in your school or local community may not have access to quality reading materials. Collect your favorite stories and books and share them. Students can contribute the books they have created to this drive.

- Create a collection of videos of individuals reading their favorite books. Share these videos in your local community or over the Internet to give access to individuals who could not physically participate in the book drive.

- Ask your teacher to share their favorite picture book from their childhood. Film them reading the book and answering the following questions:
  - What is the book about?
  - Why is reading important?
  - Why is this your favorite book?

- Reading Mentorship Programs—students from grades 7 to 8 will raise awareness about the importance of reading and having access to books by sharing and discussing their favorite book with a student or class in a younger grade level. Ensure that the conversation is focused around the theme, the message of the text and why the book is important.

- Invite an author or your local librarian to your school. Ask them to talk about their passion for reading and books, and why the local library is a place for students to access a variety of books.

- Raise awareness about equal access to books and educational opportunities through Fundly and First Book’s campaign support.firstbook.org/campaign/national-kpmgs-family-for-literacy/c128802. This campaign provides books to low-income neighborhoods to promote lifelong learning.
4. Once the action has been selected by the class, ask students to think about the goal for the action. How will this action raise awareness about the importance of reading and having access to quality books? As a class, using Blackline Master 4: Action Plan and S.M.A.R.T. Goals, set goals for the action and discuss how each goal will be measured. How will you know that people are aware about the issue in your school or local community?

5. Remind students that they can show that they are successful in raising awareness about the issue by gathering evidence.

**Types of evidence:**

- Photographs and visual aids
- Surveys and questionnaires
- Websites and Twitter posts
- Oral and written feedback

6. Create an actionable timeline with roles and responsibilities allocated for each student. Review the timeline and roles, and provide guidance for students to ensure that their set goals are achievable. Get parents and members from the school and local community in on the action.

**Take Action**

7. Before interacting on social media, review the classroom and school guidelines on using social media. Ensure that all actions are moderated.

8. Before interacting with members of the wider school and local community, review classroom guidelines on etiquette and respect.

9. Ensure students are actively participating and collecting data throughout the Take Action phase.

**Report and Celebrate**

10. Encourage students to share their learning process and the actions they took with their peers. Challenge students to think about how they can continue to raise awareness about the importance of reading and having access to books by the actions they take everyday.

11. Create a presentation with video, photographs, anecdotes and statistics to show your school and local community the impact of the WE Read Together campaign in raising awareness about access to quality literature and the importance of reading. Post the presentation link on Twitter or Facebook with #WEReadTogether.

12. Ask students to create a video, blog or written visual reflection to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts. Students should respond to two of the following Reflection Questions:

- How will we ensure that the initiatives we started will continue?
- How might we support the initiative so that it can spread to other communities?
- How will we continue to seek feedback from others about additional ways we can make change in our communities?
- How can we share our knowledge about the importance of reading and having access to books?
- Do schools have a duty or responsibility to teach students about the importance of access to books?
- Who is responsible for ensuring that all children and youth have access to reading materials and literature?
- What additional steps can you take to raise awareness about this issue?
## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson/Activity:**
# Appendix 1: Classroom Observation Forms

## Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson/Activity:
Appendix 2: Social Justice Booklist - Grades 7 to 12

1. Sadako and the Thousand Paper Cranes written by Eleanor Coerr, Puffin, 1999
5. Out of My Mind written by Sharon M. Draper, Atheneum Books for Young Readers, 2010
8. Parvana: Bread Winner Series written by Deborah Ellis, Allen & Unwin, 2002
11. Indian Horse written by Richard Wagamese, Douglas McIntyre, 2012
13. Does My Head Look Big In This? written by Randa Abdel-Fattah, 2007
15. Beyond Magenta written by Susan Kuklin, Candlewick Press, 2014
19. How Dare the Sun Rise written by Sandra Uwiringiyimana and Abigail Pesta, Katherine Tegen Books, 2017
22. ME to WE: Finding Meaning in a Material World written by Craig Kielburger and Marc Kielburger, Fireside Books, 2006
23. War Brothers written by Sharon E. McKay, Puffin, 2008
25. No Safe Place written by Deborah Ellis, Groundwood Books, 2010
# Blackline Master 1: Causes, Challenges and Effects

<table>
<thead>
<tr>
<th>Causes</th>
<th>Challenges</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I do not have any books in my house.</td>
<td>b. My parents do not know how to read in English.</td>
<td></td>
</tr>
<tr>
<td>c. I do not like the books my teacher gives me to read.</td>
<td>d. I cannot understand the books in my classroom and library.</td>
<td></td>
</tr>
<tr>
<td>e. I fear making mistakes when I read, so I don’t.</td>
<td>f. I don’t like reading books.</td>
<td></td>
</tr>
<tr>
<td>g. New books are too expensive.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Blackline Master 2: Picture Book Planner

Title: ___________________________ Social Justice Issue of Focus: ___________________________

Characters: ________________________ Pages: ___________________________

Orientation: (Who, what, when, why, where and how)

Complication: (How does the issue affect the characters?)

Resolution: (What is the solution to the issue? Is there a solution? Short-term or long-term?)
Blackline Master 3: Planning the Book

Use the following table to plan each page of your picture book. Remember to include the story, illustrations and dialogue.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What am I raising awareness about?

What is my action?

Specific

Measurable

Agreed Upon

Realistic

Time Specific