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 4 to 6
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.

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.

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.

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

WE Schools Introduction: 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

Knowledge Is Power is a classroom resource that will engage learners in understanding why reading is an essential lifelong skill and the contribution reading and having access to great books makes in our lives. Students will learn about social justice issues through fiction texts. They will understand and communicate the message within the text and reflect on the value of great books for learning.

This classroom resource includes engaging 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 local and global communities.

This resource is designed as an alternative to the literacy lesson in the classroom. It engages students in both reading and writing components to ensure that they are developing skills and understanding the content.

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 also 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 literacy circles, story-telling, think-pair-share, questioning and reflective discussion.

Assessment strategies include observations, entry and exit slips, 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 4 to 6

**WE Learning Framework Skills:**

**Essential Questions:**

► How do books create opportunities to learn?

► How can picture books be an effective tool in raising awareness about social justice issues?

**Educator's Note:** The Knowledge Is Power classroom resource includes a variety of picture 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**

**Access**—the right or opportunity to use or benefit from something.

**Issue**—an important topic or problem for debate or discussion.

**Literature**—written works, especially those considered of superior or lasting artistic merit.

**Literacy**—the ability to read and write.

**Barrier**—a circumstance or obstacle that keeps people or things apart or prevents communication or progress.

**Illiteracy**—the inability to read and write.

**Materials And Resources**

- *The Wednesday Surprise*, written by Eve Bunting, illustrated by Donald Carrick (HMH Books for Young Readers, Boston, 1989)
- *Beatrice’s Goat*, written by Page McBrier, illustrated by Lori Lohstoeter (Aladdin, Toronto, Canada, 2004)
- *The Name Jar*, written and illustrated by Yangsook Choi (Dragon Fly Books, Canada, 2003)
- Chart paper and markers
- Computers or tablets
- Appendix 1: Classroom Observation Forms
- Appendix 2: Social Justice Booklist - Grades 1 to 6
- Blackline Master 1: Examining the Book
- Blackline Master 2: Analyzing the Social Justice Picture Book
- Blackline Master 3: Picture Book Planner
- Blackline Master 4: Planning the Book

**Source:** Oxford Dictionary. en.oxforddictionaries.com
Lesson 1:  
**Social Justice Issues**

**Suggested Time:**  
Part 1: 45 minutes, Part 2: 75 minutes

**Common Core Alignment (Grades 4–6)**

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story; drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.SL.5.1.D - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.SL.6.1.D - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Learning Goals:**

Students will:

- Learn about a variety of social justice issues through picture books
- Understand how a picture book communicates a message

**Investigate and Learn**

**Part 1** (45 minutes)

1. Prior to the class, place three pieces of chart paper around the classroom with the following questions:
   
a. What is an issue?
   
b. List a current local or global issue
   
c. How can we help address local or global issues?
Part 2 (75 minutes)

1. Recommended Assessment As Learning: Divide students into small groups. Allocate each group a picture book that focuses on a different social justice issue. Text options are provided above. Distribute Blackline Master 1: Examining the Book. In groups, ask students to create predictions about the text, read the text, discuss the social justice issue discussed in the book and reflect on how we can create solutions for the issue in our local and global communities.

2. After students have read and completed Blackline Master 1: Examining the Book and discussed the key messages of their text, have them create a written reflection about the story using the following questions: Why might the author have written about this social justice issue? What was the purpose of the picture book? Why is it important to create awareness about the issue?

3. Recommended Assessment Of Learning: Individually or in small groups, have students create a poster or multimedia (e.g., PowerPoint, Sway, Prezi) presentation summarizing the story and message of the text. The goal of this activity is to ensure that all students have developed an understanding of the range of issues that exist locally and globally, and how picture books can help to raise awareness about these issues. In this presentation, students should focus on the following areas:
   - What is the plot of the story?
   - What is the issue addressed in the story?
   - How are the characters affected by this issue?
   - What are the consequences?
   - How did the author use this book to help raise awareness for this issue? How can you help the issue?

4. Using a gallery walk, ask students to present their poster or multimedia presentation. As students circulate, ask them to consider which text addressed a social justice issue they feel strongly about or want to learn more about. What issues are important to them?

5. Have students write a reflection or exit ticket describing how the picture book helped them learn more about a social justice issue, and why this issue is important to them.

Educator’s Note: As students read and reflect on the text individually and in pairs, move around the classroom and have one-on-one discussions with students about their predictions about the book and what issue the book is addressing. Ask students: Why is this issue significant? Why is it important to know and understand this issue? Which communities does this issue affect? Is it a local or global issue? Capture your observations and discussions with the Classroom Observation Form in Appendix 1.

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a. The Wednesday Surprise written by Eve Bunting (1989) addresses the issue of barriers to literacy. In the story, the grandmother was not able to develop her reading skills in her youth and therefore faced many challenges throughout her life.

b. The Carpet Boy’s Gift written by Pegi Deitz Shea (2003) addresses the issue of child labor. This fictional story honors the legacy of Iqbal Masih, a real boy who escaped from a factory and worked to liberate thousands of child workers like Nadeem.

c. Beatrice’s Goat written by Page McBrier (2004) addresses the issue of poverty and opportunity. This true story is about how one child, given the right tools, can lift her family out of poverty.

d. The Name Jar written by Yangsook Choi (2003) addresses the issue of inclusion and diversity. Being the new kid at school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that the American kids won’t like her.
Lesson 2:
Engaging With Books

Suggested Time: 60 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Learning Goals:
Students will:

- Identify the social justice issue in a picture book
- Describe the issue of access to books using the context of the picture book
- Make connections about the presence of the issue in their school and local community

Educator’s Note: In this lesson students will explore the text Richard Wright and the Library Card written by William Miller (1997). This book is about a boy in the segregated American South, young Richard Wright—now a noted American author—was determined to borrow books from the public library. (Source: Good Reads.) This picture book focuses on barriers to literacy and the inability to access books. The in-depth study of the text will be used as a reference for students to develop their own picture books.

If students require additional support in building their own stories, show students the video “Parts of a Story” www.youtube.com/watch?v=GTkpii_ZgHU (1:44).

1. Ask students: What are the main parts in a story? What do you think about when you write a story? Write student answers on the front board and create a list of the main components in a story.

Remind students that they are learning about social justice issues through picture books. This picture book addresses the social justice issue of barriers to literacy, specifically access to books.

2. Recommended Assessment For Learning: Show students the book Richard Wright and the Library Card. Have students look at the visual images and title on the cover of the text. Ask students to predict: What is the social justice issue this text is addressing? Have students justify their answers.

3. Distribute Blackline Master 2: Analyzing the Social Justice Picture Book. Have students complete the worksheet as the story is being read. Ask students to assess how well the text raised awareness about the issue.

4. Read the picture book Richard Write and the Library Card to students. Display the story on the front board for students to follow with as it is being read.

5. Recommended Assessment As Learning: As a class, discuss the following questions to ensure students have a sound understanding of the book.

a. What issue did the text Richard Wright and the Library Card feature?

b. Is this issue occurring in your community currently?

c. Why is it important to raise awareness about the issue of access to books? Why does each person have the right to access books?

d. How can we raise awareness about issues that are important to us? Why is it important to raise awareness?

e. Why do you believe the author used a picture book as a tool to raise awareness about this issue? Is this an effective tool? Do you feel more aware about the issue?

6. Exit ticket: On a sticky note, ask students to write down a social justice issue they are passionate about and feel that their local and global community should understand more about. Have students place the note on the front board with their names.
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 4–6)

- CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CCSS.ELA-LITERACY.SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CCSS.ELA-LITERACY.SL.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.W.6.3 - 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.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Learning Goals:
Students will:

- Research and understand the impact of one social justice issue on a local or global community
- Plan and create a picture book that raises awareness about a social justice issue

Educator’s Note: In Part 1 of this lesson, students will research an issue to use as the focus of their picture books. Part 2 will focus on planning and outlining the story. In Part 3 students will create and publish the text.

Part 1 (75 minutes)

1. **Recommended Assessment As Learning:** Individually or in pairs, ask students to discuss the social justice issue that was addressed in the picture book Richard Wright and the Library Card or the book read and discussed in Lesson 1. Using the understanding they developed from the discussion about the text, have students research and organize information about how the issue affects local and/or global communities.

   The following questions can guide students’ inquiry and research:
   
   a. What is the issue?
   b. Who does the issue affect?
   c. How does this issue affect people? What are the consequences of being affected by this issue?
   d. Is it a local or global issue? Where are people affected by the issue?
   e. Is there anyone else working on this issue? Who? What are they doing?
   f. What can I/we do to raise awareness about the issue?

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

Part 2 (60 minutes)

1. Explain to students that they will create a picture book describing and raising awareness about the social justice issue they researched. They will write the book to share with first to third grade students. The purpose of the book is to raise awareness for their younger peers about an issue, like the books they read in earlier lessons.

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 make the picture books successful.

3. 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: relatable and relevant for fourth to sixth grade students
   - A strong message: focuses on raising awareness about a social justice issue
4. Distribute Blackline Master 3: Picture Book Planner. Review with students what a proposal—a plan that explains their idea—is while showing them the different components they will complete on the blackline master. Ensure that students have completed the proposal to outline their story and ideas before starting the writing process. Encourage students to think about what a “good” story would be for first to third graders to raise awareness about the issue.

5. Recommended Assessment As Learning: Have students share their proposal with the classroom teacher. Discuss student ideas about the story. Encourage students to think about the perspective of the characters in their stories:
   a. Who is the narrator of the story?
   b. Has the issue 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 4: Planning the Book. Have students map each page in their picture book with the written story and illustrations.

**Extension:** Have students record themselves reading their picture books using a video camera or PowerPoint. Share the videos with members of the school community as a collection of stories to raise awareness about social justice issues in their local and global communities.

**Educator’s Note:** In Part 3, students will create their social justice picture books. Have students complete the writing process before beginning the publishing. This activity is an Assessment Of Learning.

**Educator’s Note:** If there are time constraints, finish Lesson 3 at this point. Students will still have a version of their planned book to share with peers and the school community in Lesson 4.

## Action Planning

### Part 3 (Time as required)

1. Have students write their story for the picture book. Encourage them to create an engaging and entertaining story that raises awareness about the issue they want to communicate using the research they accumulated. 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 Scriblit.

3. 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 the plot of the book. What issue was the story raising awareness about? Who was the issue affecting? What were the consequences of the issue? What was the complication in the story? Was there a solution?

4. In pairs, have students swap books and reflect on the picture book their partner has created. Ask students to imagine if the book was displayed in a bookstore. Ask students to write a short paragraph describing the story and the issue.
Lesson 4: WE Read Together

**Suggested Time:**
120 minutes

**Common Core Alignment (Grades 4–6)**
- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RL.5.5 - Include multimedia components (e.g., graphics, sound) in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.RL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) in presentations to clarify information.

**Learning Goals:**

Students will:

- Explore ways to take action to raise awareness about local and global social justice issues through books
- Reflect on the issue of barriers to literacy, such as unequal access to books

**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 evaluate fiction texts, understand and research a social justice issue and create a picture book that raises awareness about their chosen issue. This lesson gives students the opportunity to share their picture books with people in their school and local community, and raise awareness about the importance of 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. What social justice issue is your picture book based around?
   - b. What message are you sharing with your audience?
   - c. How are your characters impacted 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](http://www.WE.org/wereadtogether). Share with students that this campaign aims to increase young people’s access to books so more people can use their reading and literacy skills to 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?
- c. How can your participation in the campaign have an impact on your school and local community?

**Action Planning**

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 them with the class.

**Example actions:**

- Organize a book drive in your school. Students in your school or local community may not have access to quality reading materials. Collect your favorite stories and books, and share them with others.
- 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.
- Share your own picture books with students in your school community. Read your story to a group of students or a class. Ask them to discuss the story, characters and the plot. Discuss why you decided to write the story from an author’s perspective.
- Ask your teacher to share their favorite picture book from their childhood. Film them reading the book and answering the following questions:
  - a. What is the book about?
  - b. Why is reading important?
  - c. Why is this your favorite book?
- Reading Mentorship Programs—students from grades 4 to 6 will raise awareness about the importance of reading and accessing 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 the school community. Ask them to talk about their passion for reading and 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](http://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? Using Blackline Master 5: Action Plan and S.M.A.R.T. Goals, set goals as a class for the action and discuss how each goal will be measured. How will you know that people are aware of 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. Encourage parents and members from the school and local community to get involved in 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 other students from the class or from another class. 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 every day.

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 spreads 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

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# Appendix 1: Classroom Observation Forms

## Classroom Observation Form 2

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Appendix 2: Social Justice Booklist - Grades 1 to 6

1. *The Wednesday Surprise*, written by Eve Bunting, illustrated by Donald Carrick, HMH Books for Young Readers, Boston, 1989


6. *Beatrice’s Goat* written by Page McBrier, illustrated by Lori Lohstoeter, Aladdin, Toronto, Canada, 2004


9. *Brothers in Hope: The Story of the Lost Boys of Sudan*, by Mary Williams, Lee and Low Books, 2005


12. *I Have the Right to be a Child*, by Alain Serresor, Groundwood Books, 2012


15. *Nasreen’s Secret School: A True Story from Afghanistan*, Beach Lane Books, 2009


Appendix 2: Social Justice Booklist - Grades 1 to 6

27. *The Can Man*, by Laura E. Williams, illustrated by Craig Orback, Lee & Low Books, 2010
33. *Parvana’s Journey*, by Deborah Ellis, Groundwood Books, 2002
Blackline Master 1: Examining the Book

1. What are your predictions about this book? How do you know?

2. After reading the first pages, has your prediction changed? Why has it changed?

3. What social justice issue does this book address?

4. Why is this issue significant?

5. In your opinion, why did the author of the book want to address this specific issue?
Blackline Master 2: Analyzing the Social Justice Picture Book

Title: ___________________________  Author: ___________________________

Social Justice Issue: ___________________________

How does the issue connect to:

• Characters

• Plot

• Theme

• Conflict

• Solution:

How did the text raise awareness about the social justice issue?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Blackline Master 3: 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? Is it short-term or long-term?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Blackline Master 4:**
**Planning the Book**

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

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What am I raising awareness about?

What is my action?

Specific

Measurable

Agreed Upon

Realistic

Time Specific