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
Canadian 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.

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 honoured 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.

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 lesson package 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 this classroom resource, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

Explore our resources and current campaign offerings at WE.org
Subject(s): Language, 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.

Functional illiteracy—reading and writing skills that are inadequate to manage daily living or employment tasks that require reading skills beyond a basic level.

Source: Oxford Dictionary. 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: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms
- Appendix 3: 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: Planning the Book
- Blackline Master 4: S.M.A.R.T. Goals
- Blackline Master 5: Picture Book Planner
Lesson 1:
Social Justice Issues

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

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?

2. Recommended Assessment For Learning: Show students the video “How to Change the World (a work in progress) Kid President,” www.youtube.com/watch?v=4z7gDsSKUmU (3:43). After watching the video, have students rotate around the classroom in small groups and answer the questions above. Use Appendix 2: Classroom Observation Form to collect assessment details and notes about student’s prior understanding.

3. Using student thoughts and opinions, create a class definition about the term “issue.” Ask students to consider: How can we be a part of solving issues in our local and global communities? Explain to students that throughout the lessons they will be introduced to some of the current issues in their local and global communities.


5. In pairs, ask students to predict the plot of the book through the title and visual images on the book’s cover. Distribute Blackline Master 1: Examining the Book. After discussing with their peers, have students write down their thoughts in the first sections of the worksheet. Ask a few students to share their predictions with the class.

6. Read the book Fly Away Home, with students. If possible, display the text to allow students to read along. During the reading of the story, ask students to change or justify their initial prediction about the story. Was their assumption about the plot correct?

   Educator’s Note: The picture book Fly Away Home, addresses the issue of homelessness in a non-judgmental manner. In the story, a homeless boy who lives in an airport with his father, moving from terminal to terminal trying not to be noticed, is given hope when a trapped bird finally finds freedom. (Source: www.goodreads.com/book/show/855685.Fly_Away_Home)

7. Recommended Assessment As Learning: After reading the picture book, ask students to identify the issue the text was addressing. Reflect on the list of issues students created at the beginning of the lesson. Using think-pair-share and Blackline Master 1: Examining the Book, ask students to discuss what they believe is the issue in the book. Does it affect individuals in their own communities? In your opinion, why did the author of the book want to share this message with the readers?

8. Distribute chart paper to students. In groups of four, ask students to create a mind-map exploring homelessness, as discussed in Fly Away Home. Using their own knowledge and research, ask students to answer the following questions on the mind-map to create a database of information.
   a. What is the social justice issue discussed in the text?
   b. Why is this issue important?
   c. Who does this issue affect?
   d. Can this issue lead to additional problems for the individual?
   e. How can we be a part of solving this issue in our local and global communities?
Part 2 (75 minutes)

Educator’s Note: Using the list of books below, introduce students to a range of social justice issues discussed in picture books. Collaborate with the school’s Teacher-Librarian to choose texts that students will find engaging. Additional options for texts are provided in the Appendix.

We encourage at least one group to read and reflect on a text that addresses the social justice issue of access to books.

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.

   **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 2.

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.

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Educator’s Note: The list of books below introduces students to a range of social justice issues discussed in picture books. Collaborate with the school’s Teacher-Librarian to choose texts that students will find engaging. Additional options for texts are provided in the Appendix.

- **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 labour. This fictional story honours 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

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

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, by William Miller (1997). 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.

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=GTkpi_ZgHU (1:44).
Lesson 3:

Creating a Picture Book

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

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 that 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 favourite 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 first to third grade students
   • A strong message and 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.

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)

**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.

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 Scribblit.

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.

**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.
Lesson 4:

WE Read Together

Suggested Time:
120 minutes

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 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 favourite stories and books, and share them with others.
   • Create a collection of videos of individuals reading their favourite 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 favourite 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 favourite book?
   • Reading Mentorship Programs—students from grades 4 to 6 will raise awareness about the importance of reading and having access to books by sharing and discussing their favourite 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.

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: 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: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

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<th>Alberta</th>
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- Explore thoughts, ideas, feelings and experiences  
- Comprehend and respond personally and critically to oral, print, and other media texts  
- Manage ideas and information  
- Enhance the clarity and artistry of communication  
- Respect, support, and collaborate with others  |
| Discover and Explore |  |
| Clarify and Extend |  |
| Respond to Texts |  |
| Create Original Texts |  |
| Plan and Focus |  |
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- Read widely and experience a variety of children's literature  
- Explain why a particular text matters to them and demonstrate an increasing ability to make connection among texts  
- Explore, reflect on and express their own ideas, learnings, perceptions, and feelings  
- Contribute thoughts, ideas and questions to discussion and compare their own ideas to those of others  
- Independently select texts appropriate to their range of interests and learning needs |
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<td><strong>Grade 6</strong></td>
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**Language Arts (2010)**

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Reading and Viewing</th>
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<tbody>
<tr>
<td>The <em>Knowledge Is Power</em> lesson package addresses the Atlantic Canada Language Arts curriculum, which is shaped by a vision of enabling and encouraging students to become reflective, articulate and literate individuals who use language successfully for learning and communicating in personal and public contexts. The <em>Knowledge Is Power</em> lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:</td>
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<tr>
<td>- Read widely and experience a variety of children’s literature</td>
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<td>- Explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts</td>
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<td>- Explore, reflect on and express their own ideas, learnings, perceptions and feelings</td>
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<td>- Contribute thoughts, ideas and questions to discussion and compare their own ideas to those of others</td>
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<tr>
<td>- Independently select texts appropriate to their range of interests and learning needs</td>
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</table>
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>British Columbia</th>
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<tbody>
<tr>
<td>Grade 4</td>
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</table>

**Language Arts (2016)**

Comprehend and Connect
Create and Communicate

The *Knowledge Is Power* lesson package addresses several core competencies of the B.C. curriculum, especially:
- Communication
- Critical thinking
- Social responsibility

The *Knowledge Is Power* lesson package also helps address the B.C. Language Arts curriculum goals to:
- Become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations.
- Appreciate language and learning as lifelong sources of joy, curiosity, and passion.
- Think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning.
- Appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life.

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<tr>
<th>Grade 5</th>
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**Language Arts (2016)**

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Create and Communicate

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- Think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning
- Appreciate the power, beauty and artistry of language and texts and their impact on personal, social and cultural life
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<td><strong>Grade 6</strong></td>
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### Language Arts (2016)

- Comprehend and Connect
- Create and Communicate

The Knowledge Is Power lesson package addresses several core competencies of the B.C. curriculum, especially:

- Communication
- Critical thinking
- Social responsibility

The Knowledge Is Power lesson package also helps address the B.C. Language Arts curriculum goals to:

- Become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations
- Appreciate language and learning as lifelong sources of joy, curiosity and passion
- Think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning
- Appreciate the power, beauty and artistry of language and texts and their impact on personal, social and cultural life
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<tr>
<th>Manitoba</th>
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<tbody>
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<td><strong>Grade 4</strong></td>
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</table>

| Language Arts (2016) | The *Knowledge Is Power* lesson package helps addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.  
The *Knowledge Is Power* lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning. |
| Plan and Focus |
| Select and Process |
| Present and Share |

| **Grade 5** |

| Language Arts (2016) | The *Knowledge Is Power* lesson package addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.  
The *Knowledge Is Power* lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning. |
| Plan and Focus |
| Select and Process |
| Present and Share |

| **Grade 6** |

| Language Arts (2016) | The *Knowledge Is Power* lesson package addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.  
The *Knowledge Is Power* lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning. |
| Plan and Focus |
| Select and Process |
| Present and Share |
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Ontario</th>
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<td><strong>Grade 4</strong></td>
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</table>
| **Language Arts (2006)** | The *Knowledge Is Power* lesson package can help address the principles for Language Arts, specifically to:  
- Communicate—that is, read, listen, view, speak, write, and represent—effectively and with confidence  
- Think critically  
- Make meaningful connections between themselves, what they encounter in texts and the world around them  
- Use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens  
The *Knowledge Is Power* lesson package also helps address the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills. |
| Oral Communication |  |
| Reading |  |
| Writing |  |
| Media Literacy |  |
| **Grade 5** |  |
| **Language Arts (2006)** | The *Knowledge Is Power* lesson package can help address the principles for Language Arts, specifically to:  
- Communicate—that is, read, listen, view, speak, write, and represent—effectively and with confidence  
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| Oral Communication |  |
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| Writing |  |
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| **Grade 6** |  |
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| Reading |  |
| Writing |  |
| Media Literacy |  |
# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

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<th>Saskatchewan</th>
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<td><strong>Grade 4</strong></td>
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<tr>
<td><strong>Language Arts (2010)</strong></td>
<td>The <em>Knowledge Is Power</em> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</td>
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<tr>
<td>Comprehend and Respond</td>
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<td>Compose and Create</td>
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<td><strong>Grade 5</strong></td>
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## Appendix 2: Classroom Observation Forms

<table>
<thead>
<tr>
<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
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# Appendix 2: Classroom Observation Forms

## Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
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<tr>
<td>Lesson/Activity:</td>
<td>Observations</td>
<td>Questions/Concerns</td>
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Appendix 3: Social Justice Booklist - Grades 1 to 6

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


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


Appendix 3: 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?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
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.

<p>| | | |</p>
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What am I raising awareness about?

What is my action?

Specific

Measurable

Agreed Upon

Realistic

Time Specific