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.
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.
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 regular literacy lessons in the classroom. Students will engage in 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.

**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 storytelling, 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
Essential Questions:

► Why are literacy skills essential for all?
► Why is functional illiteracy a social justice issue?

Word Bank

<table>
<thead>
<tr>
<th>Access</th>
<th>the right or opportunity to use or benefit from something</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>the ability to read and write</td>
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<td>Illiterate</td>
<td>unable to read or write</td>
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<tr>
<td>Functional illiterate</td>
<td>lacking the literacy necessary for coping with most jobs and many everyday situations</td>
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<tr>
<td>Quality</td>
<td>the standard of something as measured against other things of a similar kind; the degree of excellence of something</td>
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Source: Oxford Dictionary. en.oxforddictionaries.com

Materials And Resources

- Through the Looking-Glass, and What Alice Found There, written by Lewis Carroll, illustrated by John Tenniel (Books of Wonder, 1993, First Published in 1871)
- Chart paper or markers
- Computers or tablets
- Appendix 1: Provincial Curriculum Correlations
- Appendix 2: Classroom Observation Forms
- Appendix 3: Social Justice Booklist - Grades 7 to 12
- Blackline Master 2: Book Drive Criteria

Educator's Note: The Knowledge Is Power classroom resource 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.

Source: Oxford Dictionary. en.oxforddictionaries.com
Lesson 1:

Understanding 21st-Century Literacy

Suggested Time: 40 minutes

Learning Goals: Students will:
- Identify the difference between basic literacy and 21st-century literacy skills
- Introduce the concept of functional illiteracy

Investigate and Learn

1. Recommended Assessment For Learning: Prior to students entering the classroom, place two large pieces of chart paper on the wall. On the front board, place the questions: What is literacy? How do you interact with literacy every day? What does it mean to be literate in the 21st century? Distribute markers and have students write down their thoughts and opinions on the chart paper to create a graffiti board.

2. Ask students to create small groups. Distribute chart paper and markers to students. In their groups, ask students to think about their current morning routine and the process of coming to school. Have students create a list of their interactions with literacy and how they use their currently developed literacy skills. After students have created the list, have them reflect and write down alongside the interactions how they think they would function without these learned skills.

3. Recommended Assessment As Learning: Show students the video “What Does it Mean to be Literate in the 21st Century?” www.youtube.com/watch?v=WnO_H-kyxxU (8:02). In their small groups, ask students to discuss and answer the following questions by writing their responses on the chart paper:
   a. What are basic literacy skills?
   b. How do 21st-century literacy skills differ from basic skills?
   c. Should students learn basic skills before they learn 21st-century skills?
   d. How has industrialization changed literacy development?

4. Place the following scenario and question on the front board. “I am a migrant from Portugal and have moved to Canada recently. In Portugal, I was a dentist. I can only speak Portuguese and find it difficult to read, write, understand and communicate in English. This has affected my job prospects in Canada.” Is this person literate or illiterate? In the same groups, discuss the scenario.

5. Recommended Assessment Of Learning: Based on the discussion conducted in their small groups, complete the following reflection. Ask each student to consider if the person from the scenario is literate or illiterate and provide a justification from their understanding of 21st-century literacy.

Educator’s Note: The instructional strategy of a graffiti board is a shared writing space where students record their comments and questions about a topic. This allows students to “hear” each other’s ideas. For any assessments during the lesson, use the Appendix 2: Classroom Observation Forms to collect any relevant student data.
Lesson 2:

**Functional Illiteracy**

**Suggested Time:**
75 minutes

**Learning Goals:**
Students will:

- Understand what it means to be functionally illiterate
- Identify the cause and effect of functional illiteracy on individuals

1. **Recommended Assessment As Learning:**
In pairs, ask students to read aloud the text "The Jabberwocky Poem," by Lewis Carroll. [www.jabberwocky.com/carroll/jabber/jabberwocky.html](http://www.jabberwocky.com/carroll/jabber/jabberwocky.html). Ask students to reflect on the experience and, using the following prompts, discuss the experience of reading a nonsense text. Use the Classroom Observation Forms in Appendix 2 to record student observations and reflections about the reading experience.

   a. Were you able to read the text? Were there words you did not recognize? Were you able to decode (sound out those words)?
   b. Did you understand all the words?
   c. Did you understand the content in the poem? What was it about?
   d. How did you feel while reading the text?

2. **Discussion:**
If you were able to read the words in the text, why did you not fully comprehend the information? How might this experience reflect that of someone who can decode a text but struggles to understand what they read? How could this affect their everyday life? What are some of the steps you will take to understand the text better?

3. **Recommended Assessment As Learning:**
Distribute an entry slip to all students. Ask students to reflect and write a short answer to the following questions after watching the video "My Struggle for Literacy in America," [www.youtube.com/watch?v=poZmf4FVe0](http://www.youtube.com/watch?v=poZmf4FVe0) (11:36). This video reflects on an individual's experience in the American education system and how she discovered her lacking literacy skills.

   a. What is functional illiteracy?
   b. Do I consider myself to be literate?
   c. Is the person in the video considered literate or illiterate in the 21st century?

4. As a class, discuss what it means to be functionally illiterate. Redistribute the exit tickets from the previous lesson. Take a poll of student opinions. Ask students if their opinion has changed. Is this person literate, illiterate or functionally illiterate? Explain to students that to be functionally illiterate is to lack the literacy skills necessary for coping with most jobs and many everyday situations.

5. Share the following information: According to the Programme for the International Assessment of Adult Competencies (PIAAC), Canada earns a “C” grade on the share of adults with inadequate literacy skills in comparison to other OECD countries. For the purpose of PIAAC, literacy skills are defined as “the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one’s goals and to develop one’s knowledge and potential.” Ask students: From their understanding of literacy, from the previous lesson, what are simple and concrete literacy skills? Have students speculate: Why has Canada received a “C” grade, and are these individuals considered functionally illiterate? What has contributed to this gap in literacy-skill development?

**Educator’s Note:**
In the next activity, students will be participating in a Socratic seminar. In this instructional strategy, students help one another understand the ideas, issues and values reflected in a text through group discussion. After students complete the seminar activity, they will come together to participate in the Jigsaw instructional strategy. In this cooperative-learning reading technique, students will teach the article content they have specialized in to members of their group.
6. **Recommended Assessment As Learning:** Divide the class into four groups. Distribute the following newspaper articles to each group. Invite students to read and discuss their article in a Socratic seminar and discuss the following questions:

a. How does the article describe literacy or functional illiteracy?

b. Are you surprised by the information about Canada’s literacy grade?

c. What is the article’s key message or opinion?

Display the questions on the front board.

**Articles about Functional Illiteracy:**


While students are participating in the seminar, circulate and record student answers on the Classroom Observation Forms (Appendix 2).

8. **Recommended Assessment As Learning:** In small groups, discuss the following scenarios and state if the person is either illiterate or functionally illiterate in relation to current Canadian society.

a. I am a 36-year-old man. I have completed high school and I can read books, but I find it difficult to understand what the books mean. I become frustrated when I have to read for more than five minutes.

b. I am 16 years old. I only know how to speak English. I’ve struggled with reading and writing for my whole life, and find it hard to understand written information.

c. I am from Japan. I was a teacher in my home country. I speak Japanese and understand little English.

d. I am a Canadian-born adult. I can understand, read and communicate in English, but have very basic written skills. However, I find it very difficult to interpret medical prescriptions and any information that contains numbers and measurement information.

e. I went to the doctor because I had a medical issue. The doctor gave me a pamphlet of information about my issue to read. I do not understand anything on that pamphlet.

f. I was born poor and have very basic speaking skills in one language.

7. After students have discussed the articles in their circles, have students form new groups of four, with each student having “expert” knowledge of one of the articles. Ask students to discuss and answer the following questions in their groups with the information they have acquired in the article they read. Student responses may vary in accordance with the specific articles they read. Encourage students to listen and debate with members in their group and answer the question considering the opinions of all members in their group.

**Questions for discussion:**

a. What are the causes of functional illiteracy?

b. How have Canadian adults become functionally illiterate?

c. How does being functionally illiterate impact an individual?

d. Why has the illiteracy rate remained the same?

e. Whose responsibility is it to ensure that the rate of adult functional illiteracy decreases?
Lesson 3:

**WE Read Together**

**Suggested Time:**
60 minutes

**Learning Goals:**
Students will:

- Identify possible solutions to address functional illiteracy in their community
- Take action through a book drive

**Action Planning**

**Educator’s Note:** The Whip Around Poll instructional strategy actively engages students and encourages participation by all. Students write down responses to a question or a prompt given to them by the teacher and share their responses with the class through a poll.

1. **Recommended Assessment As Learning:** Prior to students entering the classroom, place the prompt on the front board to stimulate student thinking and assess student understanding from the previous lessons.

   *Functional illiteracy is one of the barriers to literacy facing our community. What are possible solutions to solve this issue?*

   Using the Whip Around Poll instructional strategy, ask students to write down their response to the question on the front board or a sticky note. Once all responses have been written, randomly select three to five responses and write the answer on the board. Read the answers on the board and ask students with the same answer to raise their hands. Count the number of students and write the number beside the answer. Invite students with ideas not listed to share their answers and add these to the list on the front board. The list of ideas on the front board are possible solutions to solve the issue of functional illiteracy.

2. Introduce students to the WE Read Together campaign, [www.WE.org/wereadtogether](http://www.WE.org/wereadtogether). Explain to students that this campaign aims to provide a solution to functional illiteracy in Canada by creating the opportunity to access books through a book drive and sharing a love of reading.

   **Ask them the following question:**

   a. Will sharing a love for reading through the campaign address functional illiteracy rates in Canada? Is providing access to books a possible solution?
   b. Why is it important to understand functional illiteracy in Canada?
   c. How can participation in the campaign raise awareness about illiteracy in your school and local community?

3. Discuss the following question as a class: Does a book drive provide a holistic solution for the start of addressing a large issue?

4. In small groups, ask students to discuss how a book drive will act as a solution to functional illiteracy in their school and local community. How will having access to books impact individuals who struggle to decode and comprehend text?

5. As a class, create a goal for the book drive. What are students aiming to achieve by running this book drive? As a class, use Blackline Master 1: Action Planning and S.M.A.R.T Goals, to set goals for the book drive. Consider how the action effectively contributes to the campaign. Ensure that the goal links to creating a solution to the issue of functional illiteracy and raising awareness about the issue in their school and local community.

**Educator’s Note:** Advertise students that the action for this campaign is connected to their learnings about literacy and functional illiteracy, and how the action of a book drive is one solution. Encourage students to think critically about the issue and provide evidence as to how a book drive can address the issue effectively.

6. **Recommended Assessment As Learning:** As a class, create a list of criteria that will be assessed to ensure a book drive is an effective solution and medium to raise awareness about functional illiteracy. Use Blackline Master 2: Book Drive Criteria to conduct a pre- and post-assessment of the drive.

   **Example Criteria:**

   - Quality of the books: Ensure that each book donated to the book drive is of a high quality. A quality text ensures that the reading level is accessible for the population and that it is culturally relevant and interesting.
   - Conduct a needs assessment of your local community to understand who the book drive is going to target. What percentage of your community is functionally illiterate? What are the demographics of this population? Will the physical presence of and access to books be a solution?
   - Location of the book drive: Can those who are functionally illiterate access the book drive? How are those who do not have access going to participate in the drive? How will you spread the word of the book drive?
   - Once the books are donated, how are they being sorted and distributed?
7. As a class, have students reflect on the purpose of the book drive from their S.M.A.R.T Goals creation. Do they believe that a book drive will effectively address the issue of functional illiteracy in their school or local community, and will this book drive raise awareness about the issue? Create a list of add-on strategies that can be combined with the book drive to better address the issue. For example:

a. When a book is collected from the book drive, individuals have the option to sign up for a reading mentorship program. In this program, the individual will have the opportunity to read and discuss the book with a peer to better their own reading skills and comprehend the message of the text.

b. When an individual collects a book, they have the opportunity to sign up for a reading and discussion circle with peers.

8. Remind students that they can show they are successful in achieving their goal and raising awareness about the issue of functional illiteracy by gathering evidence. Remind students that this issue is quite personal and many individuals will not readily admit to having an issue with reading and comprehension, therefore assessing the overall impact of the goal may be difficult. Ask students to consider how the additional strategies that have been combined with the book drive will assist individuals.

**Types of evidence:**

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

9. 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 involved in the action phase.

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

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

12. Ensure students are actively participating and collecting data throughout the Take Action phase.
Lesson 4:
**Reflect on the Action**

**Suggested Time:**
90 minutes

**Learning Goals:**
Students will:
- Assess and reflect on the impact of their action on the issue of functional illiteracy

**Take Action**

1. Conduct the book drive in your school and local community. While conducting the book drive, collect evidence as to how the drive is contributing to the goals of raising awareness and providing a solution to the issue of functional illiteracy in the local community.

**Report and Celebrate**

2. In groups of three to four, using Blackline Master 2: Book Drive Criteria, ask students to discuss and reflect on the criteria created to assess the effectiveness of the book drive and reading-assistance strategy in providing a solution for the issue of functional illiteracy. What changes would they make to the book drive if they were to conduct it again?

3. **Recommended Assessment As Learning:** After taking action with the book drive, ask students to think about the goal they created prior to the action. Did students achieve this goal? Did they have a measurement process in place to assess if the action was a viable solution?

   **Questions for reflection:**
   - How was functional illiteracy measured in their school and community?
   - Does providing any type of reading material provide a solution to combating the issue of functional illiteracy?
   - How can they assess what an effective book drive entails? What is the criteria?
   - Were all the books in the drive taken by members of the community?

4. Create a presentation with video, photographs, anecdotes and statistics to demonstrate how the book drive can be revised to address and raise awareness about the issue of functional illiteracy. Share this presentation with members of the school and local community to ensure that the next book drive meets the goal more effectively.

5. Ask students to create a 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 the following reflection questions:
   - a. How will we ensure that the initiative we have started will continue to effectively impact the goal?
   - b. How will we continue to seek feedback from others about additional ways we can address the issue of functional illiteracy in our local community?
   - c. How can we share our knowledge and learning about the issue of functional illiteracy and the impact this has on an individual and community?

6. **Recommended Assessment Of Learning:** Have students write a reflective essay about the book drive they participated in. In the essay, ask students to provide a justification for their opinions using their learning from the lesson package, research or evidence from the Take Action phase.

   **How did the book drive contribute towards raising awareness and providing a solution for the issue of functional illiteracy in your school and local community?**

**Extension:** Additional opportunities to raise awareness about functional illiteracy, and further solutions to the issue.

- For those individuals who cannot physically access the books from the drive, create a collection of videos of individuals reading their favourite books. Share these videos in your local community or over the Internet as an online book drive.

- Reading Mentorship Programs: Students from grades 9 to 12 can provide reading instruction to students in grades 1 to 8. Reading instruction can be focused around ensuring students are able to decode text and teach comprehension skills to struggling readers.
## Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Alberta</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
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| Grade 9  
English Language Arts |
| Grade 10  
English Language Arts 10-1, 10-2 |
| Grade 11  
English Language Arts 20-1, 20-2 |
| Grade 12  
English Language Arts 30-1, 30-2 |
| The *Knowledge Is Power* lesson package helps to meet the aim of Alberta English Language Arts to have students understand and appreciate language, and to use it confidently and competently for a variety of purposes, with a variety of audiences, and in a variety of situations for communication.  
The *Knowledge Is Power* lesson package addresses the Alberta English Language Arts curriculum to highlight viewing and representing skills, and broaden the definition of context to purpose, audience and situation. |
| **Social Studies (2015)** |
| Grade 9  
Canada: Opportunities and Challenges |
| Grade 10  
Perspectives on Globalization, 10.1  
Living in a Globalizing World, 10.2 |
| Grade 12  
Perspectives on Ideology, 30.1  
Understandings of Ideologies, 30.2 |
| The *Knowledge Is Power* lesson package helps to meet the rationale of Alberta Social Studies to help students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens.  
The *Knowledge Is Power* lesson package specifically helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society. |
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Curriculum correlations made possible by Nelson

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<td>Prince Edward Island Grade 10 Social Studies SOC451 Grade 12 Global Issues GEO621A Nova Scotia Grade 12 Sociology 12 Newfoundland Grade 10 Canadian History 1201 New Brunswick Grade 11 World Issues 120</td>
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**Social Studies (2017)**

| Grade 10          |
| Social Studies 10 |
| Grade 11          |
| Comparative Cultures 11 |
| Political Studies 11 |
| Grade 12          |
| Social Justice 12 |

The *Knowledge Is Power* lesson package addresses the British Columbia English Language Arts curriculum rationale to have students gain a repertoire of communication skills, including the ability to interact, on a local and global level, with information from a variety of sources and in multiple modes.

The *Knowledge Is Power* lesson package addresses the British Columbia English Language Arts curriculum goal of having students use language to design and share information interpersonally, interculturally and globally.

The *Knowledge Is Power* lesson package can help address the British Columbia Social Studies curriculum goal, specifically to develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views.

The *Knowledge Is Power* lesson package also helps to prepare students to participate in society as responsible citizens.
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<td>Senior 4 English Language Arts</td>
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<td>Senior 4 English Language Arts: Language and Technical Communication</td>
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The *Knowledge Is Power* lesson package addresses the outcomes of the Manitoba English Language Arts curriculum to emphasize the importance of language in forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society.

The *Knowledge Is Power* lesson package addresses some of the general learning outcomes of the Manitoba English Language Arts curriculum where students listen, speak, read, write, view and represent to enhance the clarity and artistry of communication, and to celebrate and build community.

**Social Studies (2010)**

| Grade 9  |
| Social Studies: Canada in the Contemporary World |
| Grade 12 |
| Global Issues: Citizenship and Sustainability |

The *Knowledge Is Power* lesson package addresses the vision of the Manitoba Social Studies curriculum to encourage students to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

The *Knowledge Is Power* lesson package addresses specific goals of the Manitoba Social Studies curriculum, including to:

- Develop a commitment to social justice and quality of life for all the world’s peoples
- Respect the world’s peoples and cultures through a commitment to human rights, equity and the dignity of all persons
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Curriculum correlations made possible by **NELSON**

| Ontario |
|------------------|--------------------------------------------------|
| **English Language Arts (2007)** | The *Knowledge Is Power* lesson package helps to address the importance of literacy and language in the Ontario English curriculum where students become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. The *Knowledge Is Power* lesson package particularly supports the principles of the Ontario English curriculum that students use language to interact and connect with individuals and communities for personal growth, and for active participation as world citizens. |
| Grade 9  
English, Academic (ENG1D)  
English, Applied (ENG1P) | Grade 9  
English, Academic (ENG1D)  
English, Applied (ENG1P) |
| Grade 10  
English, Academic (ENG2D)  
English, Applied (ENG2P) | Grade 10  
English, Academic (ENG2D)  
English, Applied (ENG2P) |
| Grade 11  
English, University Preparation (ENG3U)  
English, College Preparation (ENG3C)  
English, Workplace Preparation (ENG3E) | Grade 11  
English, University Preparation (ENG3U)  
English, College Preparation (ENG3C)  
English, Workplace Preparation (ENG3E) |
| Grade 12  
English, University Preparation (ENG4U)  
English, College Preparation (ENG4C)  
English, Workplace Preparation (ENG4E)  
Business and Technological Communication, Open (EBT4O) | Grade 12  
English, University Preparation (ENG4U)  
English, College Preparation (ENG4C)  
English, Workplace Preparation (ENG4E)  
Business and Technological Communication, Open (EBT4O) |
| **Canadian and World Studies (2013) (2015)** | The *Knowledge Is Power* lesson package helps to address the goals for Canadian and World Studies in the Ontario curriculum, specifically: - Develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life. - Use appropriate technology as a tool to help them gather and analyze information, solve problems and communicate. The *Knowledge Is Power* lesson package particularly supports the development of an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change. |
| Grade 10  
Civics and Citizenship, Open (CHV2O) | Grade 10  
Civics and Citizenship, Open (CHV2O) |
| Grade 11  
Politics in Action: Making Change, Open (CPC3O)  
Regional Geography, University/College Preparation (CGD3M) | Grade 11  
Politics in Action: Making Change, Open (CPC3O)  
Regional Geography, University/College Preparation (CGD3M) |
| Grade 12  
World Issues: A Geographic Analysis, University Prep. (CGW4U)  
World Issues: A Geographic Analysis, College Prep (CGW4C)  
Canadian and International Politics, University Preparation (CPW4U) | Grade 12  
World Issues: A Geographic Analysis, University Prep. (CGW4U)  
World Issues: A Geographic Analysis, College Prep (CGW4C)  
Canadian and International Politics, University Preparation (CPW4U) |
### Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<table>
<thead>
<tr>
<th>Saskatchewan</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>The <em>Knowledge Is Power</em> lesson package addresses the aim of the Saskatchewan English Language Arts curriculum to help 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. The <em>Knowledge Is Power</em> lesson package addresses the common essential learnings of the Saskatchewan English Language Arts curriculum by developing social responsibility. Students explore their social responsibility and work towards common goals to improve the lives of others and the natural and constructed world.</td>
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<td>Grade 9 English Language Arts</td>
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<td>Grade 10 English Language Arts 10</td>
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<tr>
<td>Grade 11 English Language Arts 20</td>
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<tr>
<td>Grade 12 English Language Arts 30</td>
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<tr>
<td><strong>Social Science</strong></td>
<td>The <em>Knowledge Is Power</em> lesson package addresses the aim of the Saskatchewan Social Sciences curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse and interdependent world. The <em>Knowledge Is Power</em> lesson package addresses the goal of the Saskatchewan Social Sciences curriculum to examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment, and contribute to sustainable development.</td>
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<td>Grade 9 Social Studies 9</td>
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<tr>
<td>Grade 10 Social Studies 10</td>
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<tr>
<td>Grade 11 Social Studies 20, World Issues</td>
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<tr>
<td>Grade 12 Social Studies 30, Canadian Studies</td>
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Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

<table>
<thead>
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<th>Lesson/Activity:</th>
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Permission is granted by WE Charity to reproduce for classroom use.
## 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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## Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

<table>
<thead>
<tr>
<th>Lesson/Activity:</th>
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</table>

<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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</tbody>
</table>
Appendix 2: Social Justice Booklist - Grade 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
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
24. *A Long Walk to Water: Based on a True Story* written by Linda Sue Park, Clarion Books, 2010
25. *No Safe Place* written by Deborah Ellis, Groundwood Books, 2010

What am I raising awareness about?

What is my action?

Specific

Measurable

Agreed Upon

Realistic

Time Specific
## Blackline Master 2: Book Drive Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pre</th>
<th>Post</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the books: Ensure that each book donated to the book drive is of a high quality. A quality text ensures that the reading level is accessible for the population, the text is culturally relevant and interesting.</td>
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<td>Conduct a needs assessment of your local community to understand who the book drive is going to target. What percentage of your community is functionally illiterate? What are the demographics of this population? Will the physical presence of and access to books be a solution?</td>
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<tr>
<td>Location of the book drive: Can those who are functionally illiterate access the book drive? How are those who do not have access to the drive going to participate? How will you spread the word of the book drive?</td>
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<tr>
<td>Once the books are donated, how are they being sorted and distributed?</td>
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