

# Critical Literacy Plan

## Lesson Plans

<p>I. Introduction</p> <p><b>Focus Question:</b> <i>What role does UNICEF play in helping children around the world?</i></p> <p><b>Key Strategies:</b> <i>Think-Pair-Share</i> <i>Focused Viewing</i></p>	<ul style="list-style-type: none"><li>▪ Teacher presents students with a UNICEF box and ask:<ul style="list-style-type: none"><li>- <i>What is this?</i></li><li>- <i>What do you know about it?</i></li><li>- <i>What is it for?</i></li><li>- <i>Why is it necessary?</i></li><li>- <i>Who might benefit?</i></li><li>- <i>Who might not?</i></li></ul></li><li>▪ Students have the opportunity to research UNICEF to discover its purpose and focus (e.g., pamphlets, Internet)</li></ul>
<p>II. Our Rights</p> <p><b>Focus Questions:</b> <i>What might others think about our class' rights? Why?</i></p> <p><b>Key Strategies:</b> <i>Modeled Reading</i> <i>Thinking Aloud</i> <i>Mind-Alternative</i> <i>Anchor Chart</i></p>	<ul style="list-style-type: none"><li>▪ Teacher asks students to reflect on the class's Charter of Rights (developed earlier in the year)</li><li>▪ Thinking aloud, teacher models for students how to take a critical stance (e.g., "<i>I wonder what other children might think about our Charter of Rights</i>")</li><li>▪ Teacher reads aloud the text, <u>The Carpet Boy's Gift</u></li><li>▪ Teacher uses a <b>think aloud</b> strategy to model <b>questioning</b> and <b>making connections</b> as strategies for deepening understanding</li><li>▪ Possible "thinking" points:<ul style="list-style-type: none"><li>▪ <b>Power relationships</b> (e.g., <i>Who holds the power? How is power represented?</i>)</li><li>▪ <b>Point of view/alternative voices</b> (<i>How might the master's experiences have influenced how he behaves today?</i>)</li><li>▪ <b>Symbolism</b> (e.g., <i>How has the author represented literacy and freedom? How might you represent literacy and freedom?</i>)</li><li>▪ <b>Text-illustration interplay</b> (e.g., <i>What story do the illustrations tell? How do they support the story? How might you have illustrated this book?</i>)</li><li>▪ <b>Language</b> (e.g., <i>How does the author's choice of words shape the message? How</i></li></ul></li></ul>

	<p><i>might the story be different if different words were used?)</i></p> <ul style="list-style-type: none"> <li>▪ Teacher develops (or refers to) an <b>anchor chart</b> containing critical literacy prompts to guide thinking (see Critical Literacy Anchor Chart)</li> </ul>
<p>III. Digging Deeper</p> <p><b>Focus Questions:</b> <i>How do our rights compare to the UN Rights of the Child? What are your reactions?</i></p> <p><b>Key Strategies:</b> <i>Accountable Talk</i></p>	<ul style="list-style-type: none"> <li>▪ Students examine the UN Rights of Child (on inside back cover of book)</li> <li>▪ Students compare the UN Rights and the rights they developed</li> <li>▪ Questions to prompt discussion: <ul style="list-style-type: none"> <li>- <i>What do you notice?</i></li> <li>- <i>What is similar?</i></li> <li>- <i>What is different?</i></li> <li>- <i>What might Nadeem think about our class's rights?</i></li> </ul> </li> <li>▪ Questions to dig deeper: <ul style="list-style-type: none"> <li>- <i>How might our rights look to others?</i></li> <li>- <i>How might we change our right? Should we?</i></li> </ul> </li> </ul>
<p>IV. Going Global (A) Inquiry</p> <p><b>Focus Questions:</b> <i>How does my life compare to the lives of other children across the world?</i></p> <p><b>Key Strategies:</b> <i>Focused Viewing</i> <i>Accountable Talk</i></p>	<ul style="list-style-type: none"> <li>▪ Students visit a number of sources (e.g., web, reference, magazines, poems) to learn more about child labour and the plight of Iqbal Masih and others</li> <li>▪ In pairs, students analyze the sources using such questions as: <ul style="list-style-type: none"> <li>- <i>Who created this website? Why?</i></li> <li>- <i>When was the information last updated?</i></li> <li>- <i>Which sites helped me to best understand the topic?</i></li> </ul> </li> <li>▪ Students write a journal entry (<i>What I learned.. or What I found out..</i>)</li> </ul>
<p>V: Going Global (B)</p> <p><b>Focus Questions:</b> <i>What might the photographer want you to think, feel, or do as a result</i></p>	<ul style="list-style-type: none"> <li>▪ Students visit <a href="http://www.unicef.org/crc/">www.unicef.org/crc/</a> to watch a photo essay of the UN Rights of Children</li> <li>▪ Students examine the images and discuss which right each image appears to represent</li> <li>▪ Students use role-play to re-create the images and to give voices to those in the images</li> </ul>

<p><i>of viewing this photo? What might be his or her message?</i></p> <p><b>Key Strategies:</b>  <i>Role Play - Tableau  Giving Voice</i></p>	<ul style="list-style-type: none"> <li>- <i>What might you be thinking or feeling?</i></li> <li>- <i>What might you want to tell others?</i></li> <li>▪ Students also role-play to create the images as they would look in North America <ul style="list-style-type: none"> <li>- <i>What might you be thinking or feeling?</i></li> <li>- <i>What might you want to tell others?</i></li> <li>- <i>What is your reaction to the other group?</i></li> </ul> </li> <li>▪ Students discuss what the images say to them about life around the world</li> </ul>
<p>VI. Going Local</p> <p><b>Focus Questions:</b>  <i>How are these rights represented in our community?</i></p> <p><b>Key Strategies:</b>  <i>Shared Reading  Think-Pair-Share</i></p>	<ul style="list-style-type: none"> <li>▪ Teacher opens a local newspaper and browses through, looking for headlines that illustrate how the UN Rights are represented in our community (e.g., "Food Bank Short on Children's Favourites: 60% of users are under 18")</li> <li>▪ Teacher thinks aloud to link headline to one of the nine UN Rights; cuts out headline and places it onto bulletin board</li> <li>▪ In pairs, students look through different local newspapers to find headlines that represent Rights of the Child</li> <li>▪ Students discuss which rights the headlines represent</li> <li>▪ Students attach headlines to the bulletin board</li> <li>▪ Teacher interacts with students to <b>assess</b> their thinking</li> </ul>
<p>VII. Research</p> <p><b>Focus Questions:</b>  <i>How do words influence the message?</i></p> <p><b>Key Strategies:</b>  <i>Repeated Read Aloud  Shared Reading  Think-Pair-Share  Guided Reading</i></p>	<ul style="list-style-type: none"> <li>▪ Teacher may re-read sections of <u>The Carpet Boy's Gift</u>; this time, the teacher <b>thinks aloud</b>, focusing on the author's use of loaded language to construct meaning and position the audience</li> <li>▪ Teacher presents students with an article connected to the rights of children</li> <li>▪ Teacher reads text aloud and thinks aloud to articulate how language can be used to lead audiences</li> <li>▪ Teacher reads aloud another chunk of text, then asks students to highlight loaded language</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Teacher asks students to consider other words that could have been used, and how these new words may have changed the meaning or message</li> <li>▪ In pairs, students examine articles and highlight key vocabulary used to position audiences</li> <li>▪ Teacher works with small group that requires more assistance</li> </ul>
<p>VIII. Production</p> <p><b>Focus Questions:</b>  <i>How might the UN Rights of the Child look in my community? How can I share my thinking with others?</i></p> <p><b>Key Strategies:</b>  <i>Accountable Talk  Tableau  Framing Shots</i></p>	<ul style="list-style-type: none"> <li>▪ Students consider what the UN Rights look like in their own school community</li> <li>▪ Students research these rights → how are these rights upheld or infringed upon around the world (see lessons III - VII)</li> <li>▪ Students then create their own photo essays</li> <li>▪ In teams, students are assigned a right to represent</li> <li>▪ Students brainstorm what images might best represent their right</li> <li>▪ Students tableau their images and take digital images (3-5)</li> <li>▪ Next, students examine their images and decide on which ONE best represents the right <ul style="list-style-type: none"> <li>- <i>What is the message you want to convey?</i></li> <li>- <i>Who is your audience, and what do you know about them?</i></li> <li>- <i>Which image best represents that message?</i></li> <li>- <i>How might others interpret your image/message?</i></li> </ul> </li> <li>▪ Students create a bulletin board display to share what the UN Right of Children looks like in their community</li> </ul>
<p>IX. Docents</p> <p><b>Focus Questions:</b>  <i>How might I explain what I have learned to others? What are my key messages?</i></p> <p><b>Key Strategies:</b>  <i>Oral presentation</i></p>	<ul style="list-style-type: none"> <li>▪ Students act as docents for younger students as they explain the photo essay bulletin board</li> <li>▪ Students share their learning with the principal as well</li> </ul>

<p>X. Announcement</p> <p><b>Focus Questions:</b> <i>How might I explain what I have learned to others? What are my key messages?</i></p> <p><b>Key Strategies:</b> <i>Ad writing</i> <i>Oral presentation</i></p>	<ul style="list-style-type: none"><li>▪ Students create announcements and/or newspaper ads in which they raise awareness of the rights of children</li><li>▪ Students express what they have learned throughout the process</li><li>▪ <i>How has this experience changed the way I think?</i></li></ul>
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