

# Unit Planner

Overview			
<b>Subject:</b>	Language Arts	<b>Topic:</b>	Critical Literacy
<b>Unit Overview:</b>	<p>This unit is an introduction to the concept of Critical Literacy. It builds on students reading skills of comprehending and connecting. This unit would be an excellent precursor to critical literacy during the beginning portion of the year to allow for deeper comprehension and meaning making later on in curricular content areas. Critical Literacy is a useful and appropriate approach for the social justice areas of the curriculum such as governance, resource use, land use, and interconnectedness, First Peoples knowledge, and personal choices.</p> <p>Critical Literacy is an instructional approach that refers to the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. This unit focuses on identifying the social implications of picture book fictional texts in order to build student comfort level and skill with Critical Literacy before students transfer those skills to content area, non-fiction texts.</p> <p>This unit can be adapted for any grade or ability level by changing the level of the texts used, and assigned, by the teacher.</p>		
<b>Grade:</b>	4-7		
<b>Unit Duration:</b>	4-5 weeks	<b>Date:</b>	January 5 2017

## Stage 1 – Desired Results

### Big Ideas

- Texts can be understood from a variety of perspectives (Grades 4-5)
- Exploring and sharing multiple perspectives extends our thinking (Grades 6-7)

## Core Competencies

### Communication

- recognize that there are different points-of-view and I can disagree respectfully.

### Thinking

- analyze evidence from different perspectives.
- analyze my own assumptions and beliefs and consider views that do not fit with them.
- ask open-ended questions and gather information.

### Personal and Social

- understand how my values shape my choices
- analyze complex social and environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.
- explain why something is unfair.
- advocate for others.
- take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Values</li> <li>• Beliefs</li> <li>• Perspective</li> <li>• Social Justice</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Our prior knowledge, values, and beliefs can influence how we understand a text</li> <li>• All texts communicate values, beliefs, and perspectives</li> <li>• Texts can influence readers</li> <li>• Good readers use strategies ask questions to deeply understand a text in a critical manner</li> </ul>	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>• Read texts in a reflective manner in order to understand power, inequality, and injustice in human relationships</li> <li>• Reflect on the role their own perspectives, values, and beliefs play in understanding a text</li> <li>• Analyze a text from multiple perspectives, including perspectives excluded from the text</li> </ul>	<p><b>Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be critically literate?</li> <li>• What is the relationship between critical literacy and social justice?</li> <li>• How do our personal values, beliefs, and perspectives influence our understanding of texts?</li> <li>• How do texts communicate social relationships?</li> <li>• What does it mean to consider a different perspective?</li> </ul>

		<ul style="list-style-type: none"> <li>Consider the social implications of a text and identify personal actions that can be taken towards a just society.</li> </ul>	<ul style="list-style-type: none"> <li>What strategies can readers use to critically analyze texts in a critical manner?</li> </ul>
<b>First Peoples Principles</b>			

Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.  
 Learning is holistic, reflexive, reflective, experiential, and relational (focused on interconnectedness, on reciprocal relationships, and a sense of place)  
 Learning requires exploration of one's identity.

<p>→ <b>Alignment Check:</b> ←</p> <p>Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?</p>	
<b>Curricular Competencies</b>	<b>Content</b>
<p><b>Students will be skilled at...</b></p> <p>Comprehend and Connect</p> <ul style="list-style-type: none"> <li>Considering different purposes, audience, and perspectives in exploring texts</li> <li>Identifying how differences in context, perspectives, and voice influence meaning in texts</li> <li>Recognizing the role of language in personal, social, and cultural identity</li> <li>Applying a variety of age-appropriate thinking skills and critical literacy strategies to gain meaning from texts</li> </ul>	<p><b>Students will know that...</b></p> <p>Grade 4-7</p> <p>Reading Strategies          ELABORATIONS:</p> <ul style="list-style-type: none"> <li>Using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences; previewing text; summarizing; Metacognitive strategies</li> <li>Talking and thinking about learning (e.g., through reflecting, questioning, goal-setting, self-evaluating) to develop one's awareness of self as a reader and as a writer</li> </ul> <p>Grade 5</p> <p>Story/text</p> <ul style="list-style-type: none"> <li>Perspective/point of view</li> </ul>

<b>Stage 2 – Evidence: Assessing for Understanding</b>	
<b>Assess: Understanding</b>	
<b>Summative:</b> Culminating Performance Task(s) at the end of the unit to show understanding	<b>Formative:</b> Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

**AUTHENTIC PERFORMANCE TASK: Assessing for Understanding**

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

<b>G R A S P S- Juxtaposing Assignment</b>	
<b>Goal</b>	To compare two books on the same topic or theme in order to identify the similarities and differences in the perspectives, values, and beliefs communicated by each book. Suggested books to use are <u>Mean Jean the Recess Queen</u> by Alexis O'Neill and <u>Enemy Pie</u> by Derek Munson.
<b>Role</b>	Literary Critic
<b>Audience</b>	The Publishing Company
<b>Situation</b>	A publishing company has asked you, a literary critic, to review two books on a similar topic or theme. The company is trying to decide which of the two books to publish and the first step is to analyze the content of each book.  The company needs you to compare the two books to find out which perspectives are included/excluded in each text as

**OTHER EVIDENCE: Assessing for Knowledge and Skills**

Students will show they have acquired Stage 1 knowledge and skills by:

**Pre-Unit Assessment:**

Ask students to write a definition of Critical Literacy in their notebook or journal. Ask them to keep it secure to refer back to over the course of the unit. Remind students that it is OK if their thinking changes over time. Ask students to date the entry.

**Ongoing Formative Assessment:**

- Collect journal entries to assess for depth of understanding related to essential questions, curricular competencies, and content. Provide feedback that supports students in deepening their understandings.
- Teacher should make careful observations of the questions students are posing while listening to reading and while reading independently. Look for thoughtful questions that provoke thinking in others. Further question students by asking, why is that an important question? What makes you ask that? How does asking this question help you better understand the text? Look for students not asking questions and provide small group lessons to develop their ability to pose questions about texts.

**Student Self-Assessment/Reflection:**

- Ask students to reflect on their understanding of Critical Literacy by using a graphic organizer with the headings, "I used to think..." and "Now I think...". Students should refer back to their pre-unit assessment for assistance. Students can also reflect on the class graffiti activity. Have students add details to their reflection about the importance of Critical Literacy and ask them to identify a place/time/subject where they anticipate using their Critical Literacy skills. Note: This self-assessment could be done several times throughout the unit to track student growth and inform your teaching practice, especially if students are unfamiliar with the "I used to think/Now I think" strategy.

	<p>well as to compare the messages (values and beliefs about the topic) that the books communicate.</p> <p>Your work will help the publishing company understand the books on a deeper level, before they go on to make a publishing decision.</p>
<b>Performance or Product</b>	<p>You will write a comparative review of the book with your group in paragraph form. Your review should include a brief summary of both books you are juxtaposing. Then, your review should include a discussion of the similarities and differences between the two books focusing on the perspectives they include/exclude as well as the messages (values and beliefs) the two texts communicate. Your review should include textual evidence that supports your claims.</p>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Brief summaries of each book</li> <li>• Statement of included/excluded perspectives and a description of the impact of these perspectives</li> <li>• Statement of messages (beliefs and values) communicated by each book</li> <li>• Textual evidence (details from the text) to support your opinions</li> </ul>
<b>Differentiation:</b>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>• Provide students with the same graphic organizer used in the lesson</li> <li>• Provide students with sentence starters</li> </ul> <p><b>Extensions</b></p> <ul style="list-style-type: none"> <li>• Ask students to chose own books to analyze or provide three books for juxtaposing to challenge students</li> </ul>

Note- Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria.

<b>G R A S P S- Switching Assignment</b>	
<b>Goal</b>	To make switches (changes to theme, character, setting, etc) to a text in order to understand the text deeper and analyze the impact those switches have on the text.
<b>Role</b>	Playwright
<b>Audience</b>	Reader's Theatre Audience
<b>Situation</b>	An author is interested in making some switches in her book in order to understand the impact of the choices she made and how the changes you are making impact the book and its messages. The author has asked you, a playwright, to choose and make these switches to her book and present the changes desthe author in the form of a Reader's Theatre script.
<b>Performance or Product</b>	You will write a script of the author's book that includes the switch or switches that you have made. You can decide if you are going to make one switch or multiple switches. You can choose to switch the setting, character, plot events, etc. In

**Teacher Reflection:**

- Consider the following questions to help you prepare for, and adjust, this unit. Reflect on the ways your own values and beliefs might impact your implementation of this Critical Literacy unit.
  - What relevance do I see for Critical Literacy in my everyday life?
  - How am I thinking about social justice issues like race, gender, class, etc.?
  - What experiences and/or privileges have I had or not had that may contribute to my understanding of these issues?
  - What assumptions do I make about my students and the world when I am teaching? Who might be impacted by these assumptions?
  - Am I using my students' lived realities to build a culturally relevant learning experience in my classroom?
  - Is there space in my curriculum for student voices? Cultural knowledge? Differences of opinion?
  - What social justices issues make me uncomfortable? Why? Who can I professionally reach out to for support and/or to learn more?

	<p>your script, you will have to make it obvious how the switch you have made impacts the text. For example, if the author asked you to make a switch to Cinderella, you could make Cinderella a boy instead of a girl then make other changes in the script that show how it would be different if the main character were a boy. You and your group will perform your Reader's Theatre script for the audience.</p>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• A number of switches have been made to the book</li> <li>• The impact of those switches are clear (through dialogue, actions, props, etc.)</li> <li>• A clear, loud, and expressive voice is used</li> <li>• Props and costumes are thoughtful and add value</li> <li>• Collaboratively work with a group</li> </ul>
<b>Differentiation:</b>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>• Have students use <u>Jane the Dragon</u> by Martin Baynton (it features a similar theme, setting, and characters as the model text used in a classroom lesson, see below)</li> </ul> <p><b>Extensions</b></p> <ul style="list-style-type: none"> <li>• Ask students to choose a piece of their own fictional writing and make switches as per assignment criteria</li> </ul>

Note- Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria.

<b>G R A S P S- Summative Assignment</b>	
<b>Goal</b>	To independently analyze a picture book using the critical literacy skills developed through the unit in order to consider the social implications of the book.
<b>Role</b>	Literature reviewer for a popular children's book blog
<b>Audience</b>	Parents and teachers who read the blog to find book suggestions for their students and children.
<b>Situation</b>	This blog is concerned with recommending socially just books and is in need of reviews that help the audience understand the social implications of the books they suggest on the blog. In particular, the blog is interested in helping its readers identify and understand the messages about values, beliefs, stereotypes, etc. that the book communicates.
<b>Performance or Product</b>	A blog post using paragraph format that includes a brief summary of the text, a discussion of the perspectives included and excluded, as well as a discussion about the messages the book communicates. You should examine aspects such as gender, race, and class in order to understand the messages about these topics, and others, the book communicates. You will also need to decide if you would recommend this book to readers or not. Your ideas will need to be supported with textual evidence.

Standards	<ul style="list-style-type: none"> <li>• Paragraph format</li> <li>• Brief summary of the book</li> <li>• Description of the included/excluded perspectives</li> <li>• Messages about social justice issues such as race, class, and gender are explicitly analyzed</li> <li>• A statement and reasons for recommending or not recommending the book</li> <li>• Textual evidence is used to support opinions</li> </ul>
Differentiation:	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>• Provide students with a text to analyze to eliminate need to choose their own</li> <li>• Choose two aspects of the text to analyze for students, e.g., Whose voice is included/excluded and what is the power relationship in the text</li> <li>• Provide sentence starters for students, e.g., The perspective that is included is ____, I know because ____</li> </ul> <p><b>Extensions</b></p> <ul style="list-style-type: none"> <li>• Ask students to choose their own two books on the same topic and make a recommendation about which book a teacher should use and justify their recommendation based on their analysis and textual evidence</li> </ul>

**Note-** Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria

**Questions to guide student thinking:**

- What perspective is included? How do you know? What details in the text tell you this?
- Whose perspective is left out? Why does this matter? How would the book be different if that perspective was included?
- What does the book communicate about gender stereotypes? Race? Class? Culture?
- Should other students read this book? Would it help them become more caring students?
- What details in the text (textual evidence) makes you want to recommend or not recommend this book?

**Assess: Know & Do**

**Summative:**  
Final assessments of knowledge and skill at the end of the unit

Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning

Final unit test

**Formative:**  
Checkpoints for students to show their knowledge and skills during the unit

Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress

**Juxtaposing:**

- Ability to compare texts
- Social implications of values, beliefs, perspectives are considered
- Depth of analysis- textual evidence used to support ideas

**Switching:**

- Ability to make switches in a text and show the impact of a switch on the text

**Summative:**

- Evidence that Critical Literacy skills have been applied
- Social implications are addressed, e.g., race, gender.
- Depth of analysis
- Textual evidence used to support ideas

## Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

### What is the relationship between Critical Literacy and social justice?

#### 1. Picture Book Observation (M)

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- Gather a large number and variety of picture books from your school library (choose books from several sections).
- Spread books out on many tables for easy visibility.
- Ask students to browse the books and provide adequate time for students to read, skim, and observe.
- Have students discuss in small groups their observations of the books using these guiding questions (students may need to go back to the books to confirm observations):
  - Did you see characters that looked like you?
  - Did you see families that looked like yours?
  - Did you see characters following the same rules as we do in class?
  - Did you see characters eating the same food you do?
  - What types of characters were left out of the books?
  - Who was in charge or in control in the books?
  - Who made decisions or rules in the books?
  - Ask students to share out their thinking and record their observations
  - Have students gather back in their small groups to discuss the following questions:
  - Why is it important to see characters like you in books?
  - How might it feel if you never saw characters like you in books?
  - When or where else might it be important to see characters like you?
- Ask students to share out their thinking and record ideas to revisit later in the unit
- Direct student attention to the essential question above and have them write a journal entry connecting the class discussion to the question

### How do texts communicate social implications? How do our personal beliefs, values, and perspectives influence how we understand a text?

#### 1. Stereotypes Class Discussion (A) (M)

- Put the word stereotype on the board
- Have students work in partner to generate a definition of the word
- Ask partnerships to share out and record their thinking
- Facilitate a class discussion using the following questions as a guide (it may be useful to record thinking for students to refer back to when journaling for the next step):
  - What stereotypes do we see in the world around us?
  - Where do we learn stereotypes?
  - What is harmful about a stereotype?
  - What can we do about stereotypes?
- If students are having challenges identifying where their understandings of stereotypes come from, make explicit connections to a text to point out that texts teach and reinforce stereotypes
- Have students write a reflective journal entry about a time they have experienced a stereotype (tell students they can write about personal experience, the experience of a friend or family member, or about stereotypes they see in text and media) and/or about a time they have done something to counteract a stereotype

#### 2. Critical Literacy Vocabulary Graffiti Activity (A) (M)

- Place a selection of the following words on individual pieces of paper and lay papers out around the room (choose other words related to this unit if you feel your students would benefit)
  - Power dynamics
  - Relationship
  - Justice
  - Unjust
  - Critique
  - Explicit meaning
  - Reading between the lines
  - Juxtapose
  - Point of View
  - Perspective
  - Race
  - Gender
  - Class
- Have students circulate around the papers while writing their thoughts (this is anonymous, no names)
- Place students in groups and give each group one of the papers
- Ask students to find/circle the common ideas and share out with the class
- Ask probing questions to clarify any misconceptions about the vocabulary
- Create a word wall with these words for students to refer to <http://literacy44.ca/reading-activities/word-wall/>
- As an adaptation, provide vocabulary reference sheets

#### 3. Textual Evidence Introduction (A)

- Show students textual evidence video and have them take notes on the video to learn what textual evidence is about how it is used to provide support for their thinking. <https://www.youtube.com/watch?v=to30AJm2epQ>
- Model using textual evidence in daily classroom activities and lessons, students will require multiple exposures and scaffolding

### What does it mean to consider a different perspective?

#### 1. Orca Chief Lesson <http://literacy44.ca/?s=orca+chief> (A) (M) (T)

#### 2. Chalk Talk (M)

- Prompts for this lesson:
  - Describe a time you were able to share your perspective. How did it feel?
  - Describe a time you were not able to share your perspective. How did it feel?
  - What type of people get to share their perspective frequently? Why?
  - What type of people do not get to share their perspective often? Why?

- Is your perspective often represented in the books you read?
- Do you see your perspective in other types of texts like commercials and games?
- After Chalk Talk, show students Marley Dias's #1000blackgirlbooks campaign and ask them to consider why Marley wanted to take on this action project <https://www.theguardian.com/books/2016/feb/09/marley-dias-1000-black-girl-books-hits-target-with-outpouring-of-donations> and <http://grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide/>

#### Additional strategies for consider perspective (M) (T)

- Four Corners- <https://www.facinghistory.org/resource-library/teaching-strategies/four-corners>
- Value Line- <http://www.gdrc.org/kmgmt/c-learn/methods.html#value>
- Circle of Viewpoints- [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03e\\_FairnessRoutines/CircleViewpoints/CircleViewpoints\\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html)
- True for Who?- [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03f\\_TruthRoutines/TrueForWho/TrueForWho\\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/TrueForWho/TrueForWho_Routine.html)
- Tug for Truth- [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03f\\_TruthRoutines/TugForTruth/TugForTruth\\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/TugForTruth/TugForTruth_Routine.html)

#### What strategies can readers use to analyze texts in a critical manner?

##### 1. Juxtaposing Strategy Introduction (A) (M)

- Remind students that to juxtapose means to compare things together to identify the similarities and differences
- Tell students that juxtaposing two texts about the same topic is one Critical Literacy Strategy that
- Have students view or read aloud the classic version of *The Three Little Pigs* <https://www.youtube.com/watch?v=WWFYuPkQHY4>
- Scaffold students to identify the included perspectives and the excluded perspectives, model for students citing textual evidence, be specific and direct in showing how you are using the text to support your opinion
- Have students use a graphic organizer to record observations, provide direct guidance as needed.
- Have students view or read aloud *The True Story of the Three Little Pigs* by Jon Scieszka <https://www.youtube.com/watch?v=m75aEhm-BYw>
- Scaffold students to identify the included perspectives and the excluded perspectives
- Have students use a graphic organizer to record observations, provide direct guidance as needed
- Have students use a Venn diagram to compare the two books now that they have identified the various perspectives with a focus on how the books tell the same story, but from different perspectives
- Ask students what values and beliefs are being communicated by the inclusion/exclusion of the specific perspectives

##### 2. Juxtaposing Strategy Follow Up Lesson (M) (T)

3.

- Show students <https://www.youtube.com/watch?v=M7lctSWjMUs>
  - Note, the police in this vide are shown with guns and as such, the video may require a trigger warning for some students
- Ask them to build on their understanding about juxtaposing from previous lesson and compare the perspectives included and excluded in the new texts presented today
- Ask students to consider the value of comparing the various texts on the same topic, pose questions like:
  - Do you feel you have a deeper understanding of the situation now that you have heard from multiple perspectives?
  - What might the consequences be if you only heard one of these versions?
  - What connections can you make to our other areas of learning like Social Studies? Can you identify a time where reading multiple versions of the same event might have helped you gain a deeper understanding?
- Have students take on one of the perspectives presented in the various versions and use the Tug of War thinking routine to argue that the issue should be viewed from their perspective [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03e\\_FairnessRoutines/TugOfWar/TugOfWar\\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/TugOfWar/TugOfWar_Routine.html)
- Note- Consider connecting this strategy to Social Studies when discussing the changing nature or immigration, past discriminatory policies, human rights responses, land use, and resource development. Consider making connections to Science the nature of sustainable practices and the concept of interconnectedness.

##### 3. Juxtaposing Strategy Assignment (see Performance Tasks)

##### 4. Posing Questions Strategy Introduction (A) (M)

- Select a picture book of your choice
- Pre-read the book a select a number of appropriate questions from the list below
  - Read the story aloud, stopping to pose questions such as:
  - How might others understand this text differently?
  - How has the message of the text been constructed or crafted?
  - Who is the intended audience?
  - How has this text coloured your view of reality?
  - What lifestyles, values and points of view are represented or have been omitted?
  - Who created this text and why?
  - Who benefits if this "message" is accepted? Who may be disadvantaged?
  - What techniques and stylistic elements have been used and why?
- Note- this lesson should be repeated several times using different texts to provide students with multiple exposures to this strategy, model this strategy each time you read aloud to the class (fiction and non-fiction)

##### 5. Posing Questions Strategy Assignment (M) (T)

- Share list of questions above with students
- Have students select a picture book from the library or ask them to use a book they are already reading
- Have students work in small groups
- Ask students to pre-read the story and select a number of the questions above they feel are important to ask about the story
- Have students take turns reading their stories to the group and posing their selected questions
- Gather back as a class and ask students if they would like to add any additional questions to the list above; give talk time to allow students time to generate ideas
- Post list of questions in classroom for students to refer to as they continue to practice their critical literacy strategies

##### 6. Switching Strategy Introduction (A) (M)

- Tell students that the switching strategy is effective for considering the impact of alternative perspectives and to further develop their skills with identifying which voices are present and which voices are excluded from a text
- Some examples of switching are:
  - Gender switch- replace key characters with characters of another gender
  - Setting switch- set the story in a different time or place or switch the social class of characters
  - Emotion switch- have characters exhibit a different emotional tone
- Choose a picture book and model at least one switching example for students; ask students to consider how the text changes when the switch is made

- Have students talk together to reflect on the importance of this strategy, ask:
  - How does this strategy help us better understand a text?

#### 7. Switching Strategy Activity (M) (T)

- Read aloud *The Paperbag Princess* by Robert Munsch or show
- Break students into four groups
- Have first group take on role of Princess Elizabeth and make a gender switch. Ask students to work together to retell the story if Elizabeth was a boy and not a girl. Have them identify how the story would be different. Students should be prepared to share their retelling with the class.
- Have second group take on role of dragon and make an emotion switch. Ask students to work together to retell the story if the dragon was friendly and did not burn down the castle. Have them identify how the story would be different. Students should be prepared to share their retelling with the class.
- Have the third group take on the role of Prince Ronald and make a gender switch. Ask students to work together to retell the story if Prince Ronald was a girl and not a boy. Have them identify how the story would be different. Students should be prepared to share their retelling with the class.
- Have the fourth group make a setting switch. Ask them to choose two different settings for the story and explain how the story would be different. Students should be prepared to share their retelling with the class.
- Note- Students could use drama skills to act out their retelling or could be assigned this as an extension activity for the lesson.

#### 8. Switching Strategy Assignment (see Performance Tasks)

##### Unit Extensions

- Use the instructional strategies above to address considering perspectives in content areas
- Model the three Critical Literacy strategies above using non-fiction texts from curricular areas
- Media Stations-
- Invite your students to bring in samples of everyday text (CD covers, video games, music videos, magazines, food packaging/ads, etc.) and set up a media station for each with “table talk” questions to get the discussion started (e.g., What is appealing to you about this CD cover? Do you think “bad press” makes a singer more popular? What techniques do designers use to grab your attention? etc.).

##### Resources:

##### Unit Resources:

- Textual Evidence Video: <https://www.youtube.com/watch?v=to30AJm2epQ>
- Three Little Pigs Video: <https://www.youtube.com/watch?v=WWFYuPkQHY4>
- The True Story of the Three Little Pigs Video: <https://www.youtube.com/watch?v=m75aEhm-BYw>
- The True Story of the Three Little Pigs, Jon Scieszka
- Mean Jean the Recess Queen, Alexis O’Neill
- Enemy Pie, Derek Munson
- #1000blackgirlbooks, Marley Dias: <https://www.theguardian.com/books/2016/feb/09/marley-dias-1000-black-girl-books-hits-target-with-outpouring-of-donations> and <http://grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide/>

##### Professional Resources for Critical Literacy:

- <https://sites.google.com/site/criticalliteracyeduc5765/the-four-dimensions-of-critical-literacy>
- <http://www.learnnc.org/lp/pages/4437>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/seeing-multihttps://www.naeyc.org/files/yc/file/200911/Pri>
- [maryInterestWeb1109.pdfple-perspectivesintroductory-30792.html](http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf)
- [http://www.edugains.ca/resourcesLIT/CoreResources/Critical\\_Literacy\\_Guide.pdf](http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf)
- <http://www.benchmarkeducation.com/best-practices-library/metacognitive-strategies.html>
- <http://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms>
- [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf)
- McLaughlin, M., & DeVoogd. (2004). Critical literacy: enhancing students’ comprehension of text. New York: Scholastic.
- Comber, B. (2001). Critical literacy: Power and pleasure with language in the early years. *Australian Journal of Language and Literacy*, 24(3), pp.168–181.
- Wilhelm, J.D. (2007). Engaging readers & writers with inquiry: Promoting deep understandings in language arts and the content areas with guiding questions. New York: Scholastic.

##### Considerations for Implementation:

- Critical Literacy involves taking risks, a safe and inclusive classroom environment that promotes inquiry is important for implementation
- It is helpful to acknowledging that some issues and discussions can be sensitive and uncomfortable for some students and teachers and need to be approached in an open-minded manner
- To facilitate deep thinking and meaningful connections, acquire an understanding of students’ interests, backgrounds, and values
- Begin with and build on the unique identities and diverse community perspectives represented within the classroom and the school
- Consider students’ ideas, questions, interests and experiences in shaping learning opportunities
- Ensure entry points for all students when designing tasks and learning experiences that provide opportunities to think critically

#### Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

##### Potential Student Misunderstanding:

- Students might assume that a story is just a story and does not communicate information about values and beliefs.
- Students may forget to “read” the pictures along with the text and may need scaffolding to use viewing strategies to deconstruct the images.
- Students may need concept of textual evidence reinforced and modeled several times
- Students may need additional practice identifying perspectives present, take time each day to model identifying perspectives for students. It is possible to extend this into other areas such as social-emotional learning and conflict resolution by having students

What would you add/revise the next time you taught this unit?

**Were there any unintended outcomes?**

**Were students engaged?**

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