

Literacy Lessons

SPEAKING, READING & WRITING for ACTION

at a glance

your Learning

These lessons will help you

- Use critical literacy: being able to ask questions that help you take a critical stance
- Use critical literacy: being able to use literacy skills to make the world a better place

your Literacy

Literacy is key. In these lessons, you will engage and boost your literacy by

- Listening to and reading good examples of texts
- Expanding background knowledge so you can have better understanding and make more connections when you listen to or read something
- Taking a critical stance that deepens understanding
- Using a R.A.F.T.S. strategy to identify purpose, audience, form and goals.

Learning about your

Learning



Learning about your learning is powerful. Here are some questions you will think about to reflect on your learning in these lessons:

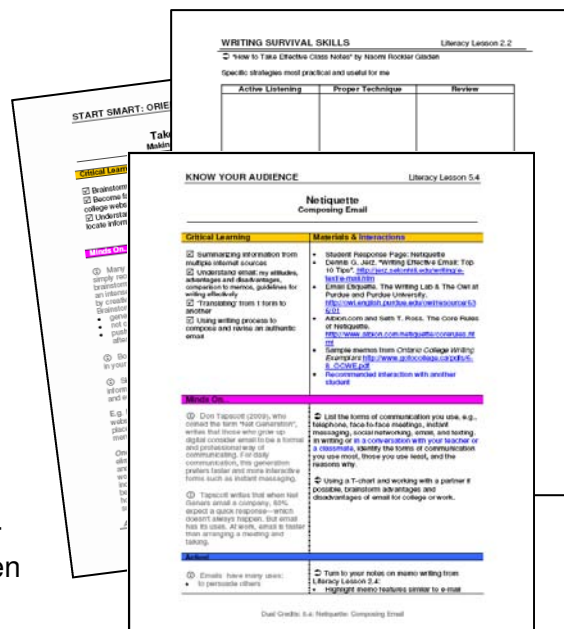
- Do you know what you know about speaking, reading, and writing?
- Do you set goals?
- Do you know what strategies to use?
- Do you plan?
- Do you monitor your understanding?

About the lessons

Each Literacy Lesson includes the following parts:

- **Critical Learning**, which outlines the main goals of the lesson.
- **Materials and Interaction**, which lists the handouts, resources and collaboration you will need to complete the lesson. Use this as a checklist to prepare for your learning. The **blue-coloured text** in the lessons show when collaboration is required or recommended. To access the Internet addresses, use **CTRL + click** to follow the link.
- **Minds On**, which begins the lesson, turns your “mind on” to the learning of the lesson.
- The **Action!**, usually the main part of the lesson, is intended to engage you more deeply in the topic, and to exercise and develop your knowledge and skills.
- **Consolidation**, which concludes the lesson, allows you to strengthen and reflect on your learning.
- **Connections and Next Steps**, which provides suggestions for further study and gives direction about what follows the lesson.

Throughout the lessons, look for the , information, and , action icons in the lesson, and use them as a guide for your learning.



Literacy
Lessons

SPEAKING, READING & WRITING for ACTION

Literacy Lessons

Knowledge and Skills	Literacy Lessons		
	The Power of the Word	Take Action!: Critical Stance	Take Action!: Leaflet
	4.1	4.2	4.3
<i>Self-understanding</i>			
Identify strengths as a speaker	✓		
Identify strengths as a reader		✓	
Identify strengths as a writer			✓
Identify and reflect on accomplishments	✓	✓	✓
<i>Knowledge about Speeches</i>			
Understand how to make a powerful first impression	✓		
Understand how to sustain audience interest	✓		
Understand how to appeal to audience emotion and reason			
Understand how to use body language effectively	✓		
Understand how to use visuals effectively			
Understand how to use note cards effectively	✓		
Know the purposes of a thank you speech are	✓		
Know the elements of a thank you speech are	✓		
<i>Skills and Strategies</i>			
Use criteria for evaluating effective speeches	✓		
Use guiding questions to stimulate and organize thinking	✓		
Listen to/Watch the speech several times in order to note details and deepen understanding	✓		
Identify a purpose for listening	✓		
Use guiding questions to draft a speech	✓		
Rehearse effectively, e.g., using note cards and a mirror	✓		
Deliver a thank you speech	✓		
Build background knowledge		✓	
Use rapid writing to stimulate and focus thinking about big ideas		✓	
Use a R.A.F.T.S. strategy to get an overview of a text		✓	
Use a sticky note strategy to identify and summarize main ideas		✓	
Use questions to take a critical stance		✓	
Use reading to increase awareness of what issues that need to be addressed through action		✓	
Read a web page		✓	
Read a brochure		✓	

Literacy
Lessons

SPEAKING, READING & WRITING for ACTION

Apply strategies to reading another text		✓	
Brainstorm social issues			✓
Build background knowledge			✓
Use literacy skills to take action			✓
Build knowledge of text forms by reading and analysing examples, leaflet			✓
Use a R.A.F.T.S. strategy to plan key aspects of the writing			✓
Use strategies to generate ideas, e.g. mind-mapping			✓
Organize information			✓
Use a checklist of features to guide writing process			✓
Use a think-aloud strategy to increase awareness of the thinking process			✓
Use bulleted lists for the leaflet			✓
Use action verbs			✓
Use graphical elements			✓

The Power of the Word
How to Speak so Someone Will Listen

Critical Learning | **Materials & Interactions**

<ul style="list-style-type: none"> ☑ Recognize the power of an experienced speaker's message delivery ☑ Prepare and deliver a short speech 	<ul style="list-style-type: none"> • Access to the Internet • Student Response Page: The Power of the Word • www.ted.com • Lakshmi Pratury: <i>The lost art of letter-writing</i> speech available at http://www.ted.com/index.php/talks/lakshmi_pratury_on_letter_writing.html • Human Resources and Social Development Canada (HRSDC) Tip Sheet available at http://srv108.services.gc.ca/english/general/Oral%20Comm%20Tip%20Sheet%20-%20E.pdf • Audio or video recording technology—or a mirror • Teacher feedback
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Minds On

<p>① On the ted.com website you can find “inspired talks by the world’s greatest speakers”. Although short, each speech is very effective.</p> <p>① Studies in body language say that we form a first impression in less than 30 seconds.</p>	<p>➡ Locate the Lakshmi Pratury speech online. (See URL above.) Watch the opening of Pratury’s speech (30-45 seconds—use an egg timer if you have to!).</p> <p>➡ Record your first impressions of Pratury in 3-4 phrases on your Student Resource page.</p>
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Action!

<p>① A common example of a short speech is one that thanks a guest speaker. Don’t underestimate the importance of being able to thank someone publicly.</p> <p>Often, you are thanking someone you don’t know. In addition, you don’t have time to prepare between the speech and giving</p> <p>Crafting and delivering an effective thank you is an art. An effective thank you</p> <ul style="list-style-type: none"> • reinforces what the speaker has said • helps the audience think about what they’ve heard 	<p>➡ Pratury’s speech is 4:09 minutes long. Watch the rest of the speech. Does your first impression change? Why or why not? Record your answer on the Student Response page.</p> <p>➡ Sharpen your observation by viewing with a purpose.</p> <p>Step 1: Read the guiding questions on the Student Response page to identify what to look and listen for, and then watch the speech 2 or 3 times, recording your responses.</p> <p>Step 2: Assume that you are responsible for thanking Ms Pratury for her presentation. Use</p>
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- expresses in a gracious and generous way the feelings of the audience
- makes specific references to the speech.

① College students tell us it's important to realize that guiding questions aren't content questions for which you locate an answer in a text. Guiding questions are intended to stimulate thinking and discovery. Each question gives you information.

For example, the question "How and why does Pratury use note cards?" tells you that there is a way, or manner, she uses the note cards and a reason, or purpose, for using them.

Guiding questions don't belong to the teacher. They belong to you. Internalize the kinds of guiding questions you're given. Use them to power-up your learning.

the following prompts to prepare your speech:

1. What did Pratury say that you liked?
2. How did she say it so that you couldn't help but pay attention?
3. How did she make her speech powerful?
4. Why is her speech important for people to hear?

➡ Practise delivering your thank you. If possible, audio- or videotape yourself. (Watching yourself in a mirror is also an effective way to reflect on and improve your skills.) Use 2 strategies to make the content and delivery of your thank you effective.

Consolidation

① Human Resources and Social Development Canada (HRSDC) has created (a tip sheet. See URL above.

➡ Use the HRSDC tip sheet to create your own evaluation checklist.

Step 1: Choose the 8-10 items that you think most important and that you want to work on yourself.

Step 2: Evaluate Lakshmi Pratury's speech using this checklist.

Step 3: Deliver your speech, in person or using an audio or video recorder. Have your teacher use your checklist to provide feedback on your thank you speech.

Connections and Next Steps

- ➡ Public speaking improves with practice and experience.
 - Return to ted.com for more examples of excellent speakers.
 - Continue to use your tip sheet to self evaluate and improve your oral technique.

The Power of the Word – Student Response

How to Speak so Someone Will Listen

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

➡ First impressions

Action!

➡ Changes in impression with complete viewing

➡ **Guiding questions on topic and purpose:**

- What word in the first sentence catches your attention?
- How does Pratury keep your interest?
- What point does Pratury make about letter writing?
- What action does she urge her audience to take?
- Why, according to her, should we take that action?

➡ **Guiding questions on delivery:**

- Give an example of how Pratury appeals to an audience's emotions.
- Give an example of how Pratury appeals to an audience's reasoning.
- Give an example of how Pratury presents herself as an authority.
- Pratury uses note cards. How and why does she use them?
- When does the speaker use her hands? Why?
- Describe one of Pratury's visuals.
- How does the picture reinforce the words spoken while the image is onscreen?
- Why does Pratury not put her words on the screen also?

➡ **Guiding questions on audience response:**

- Who is in the audience?
- How can we tell that they are engaged, listening, appreciating her words?

➡ Draft and rehearse your thank you.

Consolidation

➡ Create an evaluation checklist. Attach it to this response page.

➡ Use your checklist to evaluate Pratury's speech. Adjust if necessary.

➡ Deliver your speech. Have your teacher provide feedback using your checklist.

Connections

Teacher's Feedback:



Successfully completed

Still to do: _____

Comments:

The Power of the Word
How to Speak so Someone Will Listen

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Recognize the power of an experienced speaker's message delivery
- Prepare and deliver a short speech

Minds On

- I can point out the strengths of a good speaker
- I understand the characteristics of an effective speech

Action!

- I can prepare and deliver a thank you speech
- I have practised my delivery using audio and/or video feedback

Consolidation

- I can recognize my strengths and prove upon my weaknesses using a tip sheet

Connections and Next Steps

- I am confident that I know how to improve upon my oral skills through focused practice and feedback.

Take Action!
Taking a critical literacy stance

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Use a R.A.F.T.S. strategy to get an overview of a text ☑ Use a sticky note strategy to identify and summarize main ideas ☑ Use critical literacy questions as a strategy for deepening understanding of a text 	<ul style="list-style-type: none"> • Student Response Page: Take Action! • 7 sticky notes • Access to an activism campaign, e.g., via the Internet, e.g. Inside the Bottle, http://www.insidethebottle.org • Polaris <i>Ever Wonder</i> Brochure. http://www.insidethebottle.org/files/Polaris%20Ever%20Wonder%20Brochure_0.pdf • Working with a partner
Minds On	
<p>① “Rapid Writing” means that you write down quickly without worrying about spelling, grammar, sentencing, repeating, anything that comes to mind without interruption. It’s an effective technique to get started, capture thinking, and discover what you didn’t realize you were thinking.</p> <p>① Building background knowledge accelerates your learning. The more you already know about something, the more easily you can understand it, e.g., when you read about or hear a conversation. Be curious. Ask yourself: “What can I learn from this website, instructor or author?”</p>	<p>➡ Margaret Mead wrote: “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has.” In rapid writing or brief discussion with fellow students, teacher, or instructor, explore this idea. See your Student Response page for guiding questions.</p> <p>➡ Add to your background knowledge about student activism by looking at an example of a campaign for change, e.g., the Polaris Institute “Inside the Bottle” campaign, http://www.insidethebottle.org/. Familiarize yourself with the web site. See guiding questions on your Student Response page.</p>
Action!	
<p>① Information about the R.A.F.T.S. and its uses and a blank template can be found in Literacy Lesson 2.4.</p> <p>① Taking a critical literacy stance requires seeking answers to tough questions and then taking action if warranted. These are guiding questions, not content questions. Internalize them and make them yours. Here are some examples:</p> <ul style="list-style-type: none"> • What group or interests do the writers represent? 	<p>➡ Locate the Polaris Ever Wonder brochure by selecting the pdf file from the Student Awareness Kit Part 1, Campaign Tools menu (http://www.insidethebottle.org/files/Polaris%20Ever%20Wonder%20Brochure_0.pdf)</p> <p>➡ Get an overview: Use a R.A.F.T.S. approach. See guiding questions on the Student Responsepage.</p> <p>➡ Read for meaning: Take 7 sticky notes, one for each coloured panel on the brochure. Read each panel. For each, summarize on a sticky note in one sentence or phrase the main</p>

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- What values and view of the world do the writers have?
 - Who will most likely read the brochure?
 - Who will benefit most from the brochure?
 - What assumptions about you, the reader, do the writers make? E.g., what do the writers assume about your education and your values?
 - How does the brochure try to influence you, the reader?
 - Whose perspectives are missing from the brochure? Why?
 - How complete and accurate is the information? How do you know?
- idea or purpose of the panel.
- ➡ Take a critical literacy stance. Respond to the questions on your Student Response page.

Consolidation

- ① When we speak of “text”, we don’t mean “textbook”. A text is anything you read, or interpret. Our notion of text is broadening to include speeches, posters, television programs, video, web sites, brochures, manuals, application forms and maps.
- ➡ Apply the R.A.F.T.S., sticky note, and critical literacy questions to a text of your choice, e.g.
- A page from your college web site
 - A handout from an instructor
 - A reading assignment from one of your classes
 - A brochure, e.g. from Student Services, a community organization, a political candidate
- ➡ **Self-Assess:** Respond to the questions on your Student Response page.

Connections and Next Steps

- ① Critical literacy can be traced back to a famous Brazilian educator named Paulo Freire. He wrote that people need to “read the word” in order to “read the world.”
- ➡ In what ways does reading with critical literacy questions in mind help you understand the world? Does it ever work the other way, i.e. does understanding the world help you read texts more effectively?
- ➡ This lesson on reading prepares you for the next lesson: *Take Action! Writing*
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***Take Action!* – Student Response**

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

➡ Responses to Margaret Mead’s statement “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has.”

- Do you agree with Mead’s statement? Why or why not?
- What makes someone a citizen? What qualities do you hope that citizens have? What responsibilities do citizens have?
- A community is a group of people who share interests and goals. These can be familial, social, religious, educational, political, professional, and so on. To which communities do you belong? What issues or situations in those communities need to be addressed?
- What actions might citizens, including students, take in order to create change?
- What issues are you passionate about? What changes would you like to see?
- Self-assess: What do you know about processes for taking action? Where could you find out more?

➡ Overview of Polaris Institute “Inside the Bottle” campaign:

- **Student Action:** Have any actions been taken by students at Ontario colleges?
- **Community and Labor Action:** Name one company the campaign targets.
- **Legislative Action:** Skim one article about the plastic bottle issue in Canada.
- **New Inside the Bottle book:** If you select this item from the side menu, what group’s web site are you linked to?
- **Campaign Tools:** What are two of the campaign tools you can access?
- **Self-assess:** What do you know about this particular issue? Do you think it is important? Where can you find out more?

Action!

Alternative websites include:

- Free the Children, <http://www.freethechildren.com/index.php>
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- The Freechild Project, <http://freechild.org/aboutus.htm>
- Giraffe Heroes Project, <http://www.giraffe.org/aboutus.html>
- Amnesty International Canada, <http://www.amnesty.ca/youth/>
- Spread the Net, <http://www.spreadthenet.org>

➡ Polaris Ever Wonder Brochure **R.A.F.T.S.:**

- **Role:** Who are the writers?
- **Audience:** Who is the intended audience?
- **Form:** Using this as an example, list 5 features of a brochure. Why was this form chosen?
- **Topic:** What is the topic or issue addressed in the brochure?
- **Strong Verb:** What is the brochure's purpose?

➡ Polaris Every Wonder Brochure **main ideas:** Attach your sticky note to a print out of the brochure

Consolidation

➡ Self-selected text: _____ . R.A.F.T.S.:

- **Role:**
- **Audience:**
- **Form:**
- **Topic:**
- **Strong Verb:**

➡ **Main ideas:** Attach your sticky notes to a print out of the text.

➡ Taking a **critical literacy** stance:

- What group or interests do the writers represent?
 - What values and view of the world do the writers have?
 - Who will most likely read the brochure?
 - Who will benefit most from the brochure?
 - What assumptions about you, the reader, do the writers make? E.g., what do the writers assume about your education and your values?
-

- How does the brochure try to influence you, the reader?
- Whose perspectives are missing from the brochure? Why?

➡ **Self-Assess:**

- Which aspects, if any, of the R.A.F.T.S., sticky note strategies and the critical literacy questions, are helpful to you?
- How do the critical literacy questions differ from typical content comprehension questions? Which are easier to answer for you? Which do you think are more important?
- What else do you need to handle reading assignments in your course(s)?

Connections and Next Steps

➡ **Reflection:** What texts do you encounter at school, at work, or in daily life? What do you learn by reading the words to read the world?

Teacher's Feedback:

Successfully completed

Still to do:



Comments:

Take Action!
Taking a critical literacy stance

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Use a R.A.F.T.S. strategy to get an overview of a text
- Use a sticky note strategy to identify and summarize main ideas
- Use critical literacy questions as a strategy for deepening understanding of a text

Minds On...

- I can use rapid writing or discussion to explore big ideas
- I am familiar with student activism campaigns, their purpose and some of their methods of communication

Action!

- I can identify and understand how the features of a brochure target their audience using a R.A.F.T.S.
- I can use a sticky note strategy to identify and summarize main ideas
- I can think critically and ask questions about the messages and the bias of an activism campaign

Consolidation

- I reflected on my learning by applying what I learned to reading materials in my other courses or in college campus information
- I can answer guiding questions that require comprehension and taking a critical stance

Take Action!
Creating a leaflet to take action on an issue

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Use literacy skills to take action that makes a difference in the world. ☑ Increase awareness of local issues ☑ Identify a purpose and target audience for a piece of writing ☑ Generate ideas and content ☑ Organize information ☑ Apply understanding of the elements and features of graphical text (leaflet) 	<ul style="list-style-type: none"> • Student Response page: <i>Take Action!</i> • Access to the Internet • Access to news information, e.g. Internet, newsmagazines • Polaris Institute <i>Inside the Bottle</i> leaflet, http://www.polarisinstitute.org/files/Polaris%20Ever%20Wonder%20Brochure.pdf • Teacher direction and modeling of the writing process • Partners for the assignment
Minds On	
<p>📍 Thoughtful, committed citizens should be concerned with local issues, e.g., preserving a heritage building, creating recreational facilities for adolescents, banning pesticides, addressing homelessness, supporting victims of a disaster.</p> <p>The more you know about what the issues are and how to use your literacy skills to accomplish your goals, the more effective your writing will be. Select a topic worth fighting for. Know how to communicate information, and influence people to take action.</p> <p>📍 Many students think brainstorming is simply recording random ideas. However, brainstorming (think of the word ‘storm’) is an intense problem-solving strategy used by creative teams or individuals. Effective brainstorming can bring insight. Brainstorming can bring insight through</p> <ul style="list-style-type: none"> • generating ideas rapidly • not censoring ideas prematurely • pushing yourself to generate 5 ideas after you think you’re done. <p>📍 Leaflets are one method of reaching an audience. For an example of a take action leaflet, locate the Polaris Institute Inside the Bottle campaign leaflet. http://www.polarisinstitute.org/files/Polaris%20</p>	<p>🔄 Brainstorm community issues that citizens influenced, e.g. politically active citizens affected decisions about developers and the Oak Ridges Moraine. Remember that (1) your secondary school and the college campus are communities and (2) large global concerns live close to home, e.g. plastic bottles in vending machines on campus.</p> <p>🔄 Build your background knowledge by working with another person or by scanning news magazines or other information sources.</p> <p>🔄 Record your findings on your Student Response page.</p> <ul style="list-style-type: none"> • Identify what the issue was. • Explain how the citizens’ involvement created a climate for change and perhaps resulted in significant change. • Use newspaper selections or television news clips to enhance background knowledge of the issue. <p>🔄 Locate Polaris Institute <i>Inside the Bottle</i> leaflet at the internet address above.</p> <ul style="list-style-type: none"> • Explain how it uses leaflet format to convey information effectively. • Brainstorm how you might enhance the leaflet further, e.g. • Adding colour • Reducing blocks of text

[Ever%20Wonder%20Brochure.pdf](#)

The leaflet uses the following to convey information effectively:

- Bulleted and numbered lists
- Headings
- Graphics, e.g., bullets, shading, font size, symbols (footprint)
- Paper size, shape, quality

- Increasing consistency, e.g. correspondence between the numbers and the number of bullets
- ➡ Examine other examples of leaflets, e.g. LWDesign, <http://www.lwdesign.co.uk/leaflets07.asp> .
 - What aspects of leaflet design do you find most effective for communication?
 - Record your observations on the Student Response page.

Action!

① An essential part of being critically literate is to use your writing skills to take action in your own community.

➡ Choose a community you know well or can easily investigate, e.g. your school or the college. Use a R.A.F.T.S. strategy to identify a role, audience, form and topic (purpose). The form is a leaflet, but you may select the role, audience and topic (purpose). See your Student Response page.

➡ Generate ideas for the leaflet using a list, index cards, sticky notes or mind mapping. Consider the following:

- What background information does your intended audience need to know? How will you entice them to read it?
- How does this issue affect their lives? How will you help people make personal connections?
- What action do you want them to take? How will you persuade them to take it?

① A “Think Aloud” is exactly as the term suggests: expressing your thinking process aloud so that you can make it “visible”, and hear the sequence and logic.

➡ Use the Polaris *Inside the Bottle* leaflet as a model and starting point. “Think aloud” how to organize your information to make it clear and emphatic.

- Wherever possible make bulleted or numbered lists.
- Make sure each list has a heading.
- Hang everything on action verbs. Exclude all non-essential information.

➡ Use a think-aloud to make decisions about graphical elements, e.g.

- Size and type of font
- Shading and borders
- Colour
- Style of bullet

- Symbols

➡ If you are unable to work **with a partner**, be sure to have a **brief conference with your teacher** at least one during this process.

Consolidation

➡ Evaluate your work and make necessary adjustments. If possible, obtain feedback from another student or your teacher:

- Is all important information included? Is there enough background to give people a context? Is there enough new information to be interesting and useful?
- How is the information organized? Are the actions listed in the best order? Is the most important information most prominent?
- Are the actions clearly stated? Are they things people could do? Will they make a difference?
- What other criteria would you apply to an effective leaflet?

➡ Create your final copy and submit it to your teacher. Because your process is as important as the product, hand in all rough work.

Connections and Next Steps:

① Mahatma Gandhi said, “You must be the change you wish to see in the world.” To what extent have you been the change you wish to see while doing this lesson?

➡ Write your reflection on a cue card and submit it to your teacher.

***Take Action!* – Student Response**
Creating a leaflet to take action on an issue

➡ You can: (1) Work on this template online. It will expand as you work or (2) print it out after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

- ➡ A local issue of importance to you
- Identify issue

 - How the citizens' involvement created a climate for change and perhaps resulted in significant change.

 - New background knowledge
- ➡ Ways the leaflet conveys information effectively:
- Bulleted and numbered lists
 - Headings
 - Graphics, e.g., bullets, shading, font size, symbols (footprint)
 - Paper size, shape, quality
 - Colour
 - Consistency
 - Other
-

Action!

➔ **R.A.F.T.S. Chart for Leaflet**

Title for Your Leaflet	
Role What role are you playing? What group or organization are you representing?	
Audience Who will read the leaflet? Why?	
Format What you're your leaflet look like? Think about size, shape, shading and borders, colour, style of bullet, symbols	
Topic What is the local issue?	
Strong verb (purpose) What is the purpose of the leaflet? What action would result?	

From *Think Literacy: Subject Specific Examples Language/English, Grades 7-9*, p.36

Consolidation

➡ Evaluate your draft with this checklist:

- Is all important information included? Is there enough background to give people a context? Is there enough new information to be interesting and useful?
- How is the information organized? Are the actions listed in the best order? Is the most important information most prominent?
- Are the actions clearly stated? Are they things people could do? Will they make a difference?
- What other criteria would you apply to an effective leaflet?

➡ Submit the revised and edited version to your teacher.

Connections and Next Steps

➡ Write your reflection to Ghandi's quotation on a cue card. Submit it to your teacher.

Teacher's Feedback:



Successfully completed

Still to do: _____

Comments:

Take Action!
Creating a leaflet to take action on an issue

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Use literacy skills to take action that makes a difference in the world.
- Increase awareness of local issues
- Identify a purpose and target audience for a piece of writing
- Generate ideas and content
- Organize information
- Apply understanding of the elements and features of graphical text (leaflet)

Minds On...

- I understand the term “critically literate”
- I can identify issues in my community that I think are worth fighting for
- I can find background information to support my concerns
- I understand the design of a leaflet

Action!

- I can generate ideas for a leaflet
- I can organize information using leaflet format
- I can compose and create a leaflet on an issue about which I care
- I can arrange graphical information on a leaflet for visual appeal

Consolidation

- I reflected on my writing by reviewing what I learned about an activism campaign
- I can use a checklist to revise and edit my leaflet
- I can pose questions that require critical thinking