

**Candidate's name:** Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 English Language Arts	School:	Lakeview Elementary
Date:	Thursday, February 24, 2022	Allotted Time:	45 minutes
Topic/Title:	Reading Editorials (Lesson <b>Part 2/2</b> )		

## 1. LESSON ORIENTATION

**Key resources:** [Instructional Design Map](#)

*Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.*


The purpose of this lesson is to introduce students to several reading strategies that will help them read and better understand editorials (i.e., reading for understanding). This lesson provides students with the opportunity to learn about, and apply, reading strategies collaboratively (as a class and in small groups).

As mentioned in the previous lesson, Grade 6/7 students are at an imperative phase in their lives, exploring the world and their place within it (outside of family, friends, and school), which makes reading and understanding editorials an important skill to develop and hone.

Studying, understanding, and being aware of text that is designed to persuade, will help students develop skills in questioning and speculating; in acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving—all crucial to becoming educated and engaged citizens.

## 2. CORE COMPETENCIES

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p> <b>Communicating</b> encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> <li>Students will use specific reading strategies to read and understand editorials (persuasive reports or communications that purposefully communicate an opinion or point of view to a readership).</li> <li>Students will communicate their understanding of the editorial within small groups, and the small groups will then communicate their communal understanding to the class (communication bridging their understanding).</li> </ul>

**C Collaborating** involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will collaborate (respectfully and inclusively) in small groups as they work together to review editorials, using the reading strategies discussed as a class to analyze, interpret, comprehend, and collectively understand the editorial.
- Students will collaborate in small groups to answer a selection of questions about the editorial they read, and then relay their findings to the rest of the class.

**T Critical and Reflective Thinking** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will think critically and reflectively as they read and work toward an understanding of selected editorials, paying attention to purpose, intended audience, opinion or point of view, main argument, facts/data to support opinion or point of view, and sources.
- Students will be encouraged to apply the following critical and reflexive thinking strategies: ask questions; infer; find clues to word meaning; interpret data; and synthesize.

**PS Social Awareness and Responsibility** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense

	<p>of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> <li>• Students will work cooperatively in small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers.</li> <li>• Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members.</li> <li>• Students will be responsible group members and ensure they are contributing positively and fairly.</li> <li>• Students will value and appreciate other group members' perspectives.</li> <li>• Students will recognize connections between themselves and the editorials they read.</li> <li>• Students will be thoughtful to the perspectives put forth in the editorials they read (even when their perspectives are different).</li> </ul>
--	---

### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Throughout my lessons, I always encourage students to be patient and kind to themselves as they learn new concepts. This lesson, and further lessons in this Unit, will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing. Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and to the assigned questions and assignments (done in class, with support as needed).</p>

### 4. BIG IDEAS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<p>What are students expected to <b>UNDERSTAND</b>? How is this lesson connected to Big Idea/s or an essential question?</p> <p><b>Big Ideas:</b> (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>(2) Exploring and sharing multiple perspectives extends our thinking.</p> <p>(3) Exploring texts helps us understand ourselves and make connections to others and to the world.</p>
---

## 5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to <b>DO</b>?</i>	<b>Content:</b> <i>What are students expected to learn (<b>KNOW</b>)?</i>
<p>Students will attend to a class discussion about reading for better understanding of editorials (i.e., reading skills and strategies). Students will work in small groups, where they will read, discuss, and answer questions about their editorials. Students will then relay their groups' understanding to the rest of the class.</p> <p>That is, students are expected to <b>DO</b> the following:</p> <p><b>Comprehend and connect (reading, listening, viewing):</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.</li> <li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (may include questioning and speculating, acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving).</li> <li>• Synthesize ideas from a variety of sources to build understanding.</li> <li>• Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audience, and messages.</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in text.</li> <li>• Construct meaningful personal connections between self, text, and world.</li> <li>• Respond to text in personal, creative, and critical ways.</li> </ul> <p><b>Create and communicate (writing, speaking, representing):</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking.</li> </ul>	<p>Students will know which skills and strategies to use when “reading editorial for understanding.” Students will know that facts, data, graphs, informational sources, and arguments are key ingredients in the editorial. Students will know that they need to ask questions, infer, find clues to word meaning, interpret data, and synthesize.</p> <p>That is, students are expected to <b>KNOW</b> the following:</p> <p><b>Story/text:</b></p> <ul style="list-style-type: none"> <li>• Forms (editorial report), functions (purpose to persuade), and genre of text.</li> <li>• Text features (how text and visuals are displayed).</li> <li>• Techniques of persuasion (the use of emotional and logical appeals to persuade).</li> </ul> <p><b>Strategies and processes:</b></p> <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Metacognitive strategies</li> </ul> <p><b>Language features, structures, and conventions:</b></p> <ul style="list-style-type: none"> <li>• Paragraphing</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> <li>• Presentation techniques</li> </ul> <div data-bbox="1019 1150 1360 1474"> </div>

## 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>Students will achieve the learning intentions by participating in class and group discussions. To invoke thinking and reflection, the teacher will engage students with queries and prompts, and will provide <b>formative feedback</b> on their thoughts and ideas. Students will work in small groups, where they will read, discuss, and answer questions about an editorial. Each group will share their answers with the rest of the class. During the sharing process, I will formatively assess student/group understanding and provide formative feedback in situ.</p>



## 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

This lesson is a continuation from yesterday's lesson and will be used to guide further lessons on reading and writing editorials.

This lesson will be delivered to students who have spent time reading and writing a variety of grade-level texts, and who understand that texts have different purposes and audiences. These students understand the concept of persuasion and how to persuade others to agree with their opinion or point of view. These students were introduced to the editorial in yesterday's lesson, and we practiced reading one as a class. We briefly reviewed the reading strategies that are targeted in this lesson.

All students, therefore, have the previous knowledge necessary to practice reading editorials (a persuasive report that expresses an opinion or a point of view about an issue, drawing upon facts and arguments to persuade the reader to agree with the point of view) using the strategies discussed herein.

Exceptionalities: One student has a designated EA and needs support to regulate emotions. There is plan in place to help avert significant behavioural challenges, but this student can follow through with this lesson, and its tasks, with the supports previously in place. Several students are colour-blind, but this will not hinder them from participating in the learning task (i.e., selected texts, visuals, and audio-visuals can be understood regardless of the spectrum of colour seen). There are no other exceptionalities amongst this group of students that will interfere with student involvement or participation in this lesson.

This lesson is important because students will frequently encounter editorials throughout their lives. Editorials offer cross-curricular learning opportunities and build on multiple curricular competencies.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

I will need to do the following:

- (1) Open previous email containing pages 12-23 from "Speak Out: How do today's issues affect us?" (Literacy in Action) and have ready to display on Smart Board.
- (2) Make available copies of "Speak Out: How do today's issues affect us?" (Literacy in Action textbook) for student use (located in top cupboard, nearest the teacher's desk). For groups that want to see their editorial in colour.

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p><b>OPENING:</b>  <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue students that it is time to start English Language Arts and that they should get themselves organized into their groups, with their handouts from yesterday (copy of editorial and Group Assignment).</p> <p>When students are organized and ready (seated at their designated spots), do a quick review of the learning intention: <b>reading for better understanding of editorials using the reading strategies discussed in previous lessons: (1) ask questions, (2) infer, (3) find clues to word meaning, (4) interpret data, and (5) synthesize</b> (listed on the top left corner of each of their editorials). Remind students that each group will be responsible for filling in an information sheet, which they will share (orally) to the rest of the class. Encourage them to choose a member who will record/write down the group's answers. Also encourage groups to decide who will share/read the group's answers, suggesting that all members participate in reading at least one answer.</p> <p>Remind students that reading and answering the comprehension questions, as well as their participation in the group and class discussions, will help solidify the learning intentions. Sharing their understanding with others will help solidify what they read and allow everyone in the class to have had a "sneak-peak" of all five editorials without having to read them all individually.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p>I DO: Say, "Ok, it is time to begin. You have 20 minutes to collaborate in your group and do the learning tasks. I will distribute the textbooks to those group's that would like a colour copy, but any notes or highlighting must be done on your photocopied editorials and questions should be answered on the Group Assignment handout. Questions can be in point form but must be legible and answer the questions asked." Ask who would like a textbook and handout as needed. Let students know that I will be circulating the room to provide support and observe.</p> <p>YOU DO: Students to perform the learning task: read (using necessary reading strategies), discuss, collaborate, and answer questions.</p> <p>I DO: Circulate the room, observe conversations, provide guidance/feedback, re-direct off task students/behaviours.</p> <p>I DO: Cue students that there is 5 minutes of collaboration time remaining and that groups should be getting close to finishing all the questions so that they are ready to share their findings with the class.</p> <p>YOU DO: Groups to finalize the Group Assignment.</p> <p>I DO: Cue students that collaboration time is over. Let them know to stay in their groups/locations and prepare to share their findings (i.e., decide who is going to share which questions).</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (20 min).</p>

<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>• <i>review or summary if applicable</i></li> <li>• <i>anticipate what's next in learning</i></li> <li>• <i>"housekeeping" items (e.g. due dates, next day requirements)</i></li> </ul>	<p>I DO: Display pages 12-23 from "Speak Out: How do today's issues affect us?" (Literacy in Action) on Smart Board.</p> <p>I DO: Once students are quiet and attentive, praise the effort they put into this lesson and its tasks, specifically their collaboration, communication, critical and reflective thinking skills, as well as their social awareness and responsibility.</p> <p>YOU DO: Groups volunteer to read their findings or teacher chooses groups until all groups have presented.</p> <p>I DO: Show group specific editorial on the Smart Board as each group discusses. Provide formative feedback to each group after they share.</p> <p>In closing, let students know that they will have further opportunities to read and reflect on editorials in the next lesson.</p> <p>Tell groups to staple one copy of their editorial to their completed "Group Assignment" and put in the hand-in bin, ensuring that ALL group members' names are on the bottom.</p> <p>Cue students to move on to the next activity/scheduled task (i.e., sanitize/wash hands and get ready for gym).</p>	<p>20 minutes to share findings and wrap up.</p>
---	---	--

## 9. REFLECTION

<ul style="list-style-type: none"> <li>• <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i></li> <li>• <i>What went well in the lesson (reflection <u>on</u> learning)?</i></li> <li>• <i>What would you revise if you taught the lesson again?</i></li> <li>• <i>How do the lesson and learners inform you about necessary next steps?</i></li> <li>• <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i></li> <li>• <i>If this lesson is being observed, do you have a specific observation focus in mind?</i></li> </ul>
<p>To be completed at the end of the lesson.</p>

## **Group Assignment—Editorials: Reading for Understanding**

1. Title of Editorial:
  
  
  
  
  
  
  
  
  
  
2. Author and their age:
  
  
  
  
  
  
  
  
  
  
3. Main Idea/Topic of editorial:
  
  
  
  
  
  
  
  
  
  
4. Opinion/Point of view of the author:
  
  
  
  
  
  
  
  
  
  
5. Author's Argument:
  
  
  
  
  
  
  
  
  
  
6. Did the editorial persuade you?
  
  
  
  
  
  
  
  
  
  
7. Why or why not? (Hint: think about facts, data, evidence, sources of information).

**Group Member Names:**

# Read Editorials



An editorial is a persuasive report that expresses an opinion or a point of view about an issue. Facts and arguments are used to persuade the reader to agree with the point of view.

When you want to understand an editorial, ask **questions** such as:

- What opinion is stated?
- What solution is being suggested? Why?
- What will be the consequences?

When you want to **infer** or read between the lines, think about:

- What does the writer want you to think about this issue?
- What clues tell you this is the writer's opinion?

When you don't know the meaning of a word, find clues:

- What does the word structure tell me?
- What other words does this remind me of?
- How is the word used in the sentence?

## Waste-to-Energy: The Way to Go

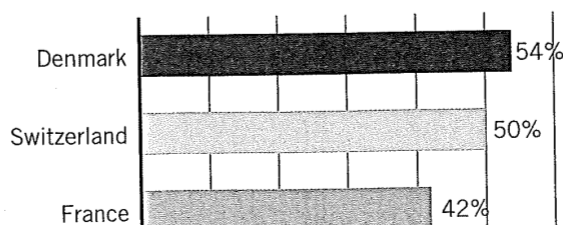
by Calvin Lysenko, Environmental Reporter

I think we all agree that recycling 100% of our garbage would be wonderful. Unfortunately, it isn't realistic to believe that it will happen anytime soon. And, as our overflowing landfill sites show, we are running out of places to put our garbage. That is why I believe that the time has come to support "waste-to-energy" programs, also known as WTE.

WTE is really just a fancy term for burning, or incinerating, garbage. In the past, burning garbage was dangerous due to the chemicals produced by the burning process. But new ways of incinerating garbage have made the method extremely safe today. And there's a bonus! Garbage disposed of in this way can be used to create electricity, decreasing the amount we rely on fossil fuels.

Many countries in Europe already dispose of much of their garbage by burning or incinerating it. WTE should *never* be favoured above recycling. But, with care, WTE and recycling can be used together to provide a safe, clean solution to our garbage problem.

Garbage Burned in Waste-to-Energy Plants

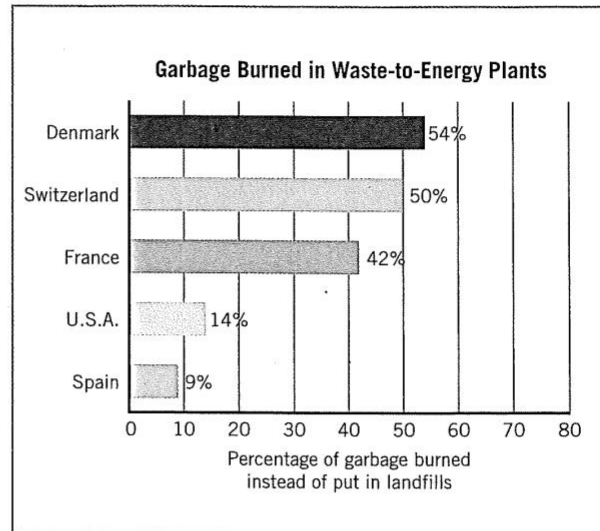




## Interpret Data

Graphs provide information in a way that lets you compare data. **When you interpret a graph...**

- Identify the purpose for comparing data.
- Read the heading and labels.
- Identify each axis of the graph.
- Look for a logical pattern or sequence in the data.
- Think about possible reasons for any pattern or sequence.
- Consider the writer's purpose in supplying the data.



## Synthesize in a Graphic Organizer

When you **synthesize**, you put ideas together so that you can come to a conclusion or see ideas in a new way. A **Venn diagram** can help you.

### Main points in article

- overflowing landfills
- need for special programs to improve garbage disposal
- try "waste-to-energy" programs

### Your conclusion

- We need more creative solutions to our garbage problems.

### Your own ideas

- garbage is piling up
- city problems with garbage
- need easy ways to recycle

## REFLECT ON READING

Which strategies will be most helpful to use when you read editorials?



## APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## Tuning Out Global Issues

by Alex Downey-Ging, age 14

Is it just me or is **devastating** no longer devastating? When you're listening to the news and hear "Another Canadian soldier was killed in Iraq," or "Scientists have announced that greenhouse gas emissions have increased **dramatically**," what do you do?

Are you upset? Concerned? Wondering what you can do? Probably not. Most likely you're wondering what's for dinner or how much longer you can get away with not cleaning your room.

Why? After years of people and media telling us of global **dilemmas**, we begin to tune it out. We just aren't interested because we've heard it all before. It's not that we don't care.

Let's say you leave your jacket in the living room and your parents tell you to put it away. At first, you take notice and make a mental note to put it away...but you get busy with something else.

Ten minutes later, your parents are back, reminding you again to put your jacket away, but instead of doing that, you silently hope someone else will do it for you. As time goes by, your parents send a sibling to nag you and add a consequence.

devastating    disastrous, tragic

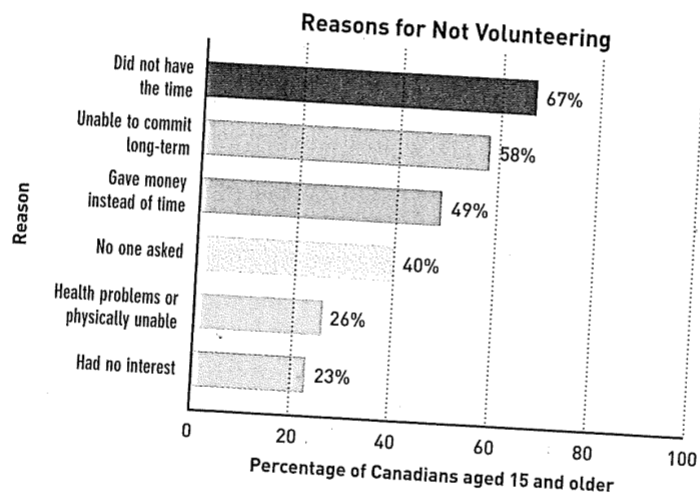
dramatically    a lot

dilemma    problem

If you don't put your jacket away, you'll lose the TV for a week. After a bit more nagging, you don't hear it anymore, but when your parents actually stick to their word and you lose the TV, you're a little surprised...until you remember all the warnings. Why didn't you just put the jacket away?

I think it's like that when we hear about other problems. News broadcasts and magazines have informed us of so many issues that we're not really listening anymore. Maybe we think it won't get any worse, or maybe we hope it will become someone else's problem.

No problem will just "go away," so we have to pay attention, step up and volunteer to do something about it. Forget the excuses. It's better to pay attention now and fix the problem than to wait until it's too late.



Source: Statistics Canada, *Canada Survey of Giving, Volunteering and Participating*, 2004



### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## We've Endangered Ourselves

by Adena Lin, age 13

The ice caps are melting, intense storms are occurring more frequently, and ocean levels are on the rise. Have you noticed that our summers have become considerably hotter here in Canada?

You might also have heard about the hole in the ozone layer over Antarctica. This has been allowing harmful ultraviolet rays to enter Earth's atmosphere.

Global warming is endangering our lives on Earth. It is threatening to wipe out every species if we don't do something about it.

What will happen? The melted glaciers will cause a **dramatic** increase in sea levels. Large areas of exposed land will be swallowed up under the water. Scientists have told us to expect at least 30 years of abnormal weather—even if we start to make a difference now!

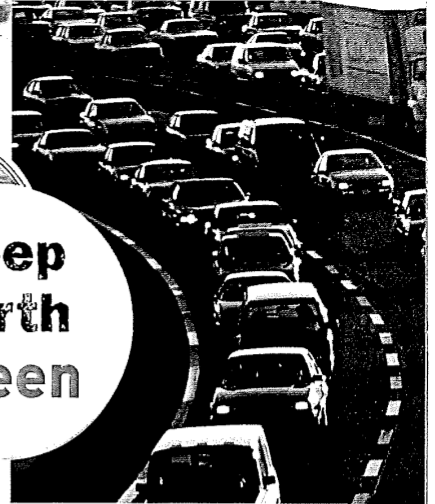
We will suffer numerous heat waves due to the thinning of the ozone layer and the greenhouse gases, making us more prone to skin cancer and aging.

The polluted air that we breathe has been proven to be linked to escalated **respiratory** diseases. Some of this pollution is caused by garbage dumps, which create a gas called methane. That gas goes into our air.





**Keep  
Earth  
Green**

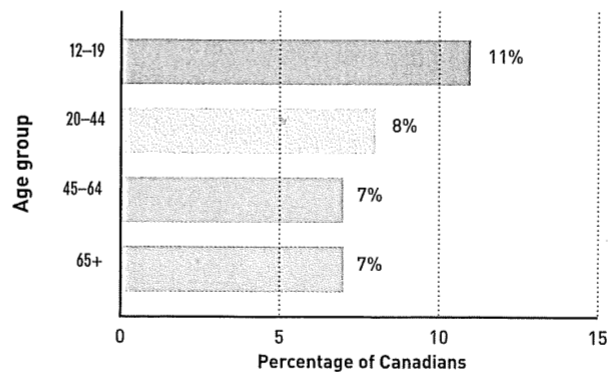


What can we do? Reducing the amount of pollution that makes its way into our air is a must. It will benefit the environment and reduce the number of people with respiratory problems such as asthma.

We could conserve energy by turning off electric devices when we are not using them. If we use less energy, coal-burning plants will create less pollution.

If we fail to act now, we will be looked down upon by future generations as the selfish ancestors who refused to restore a beautiful world.

**Canadians with Asthma by Age Group**



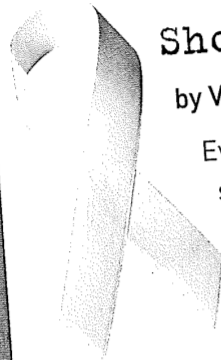
Source: Ward Health Strategies based on data from Statistics Canada, Canadian Community Health Survey 2005

dramatic large  
respiratory related to breathing



#### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize



## Shopping for the Cure

by Victoria Shen

Everywhere I go I see products that are red, pink, or some other colour. Buying these products is supposed to raise money for charities and other good causes. I do believe that every little bit helps, but I am not sure that, say, buying pink M&Ms™ is the best way to support struggles against breast cancer. Is shopping for the cure really the best approach?

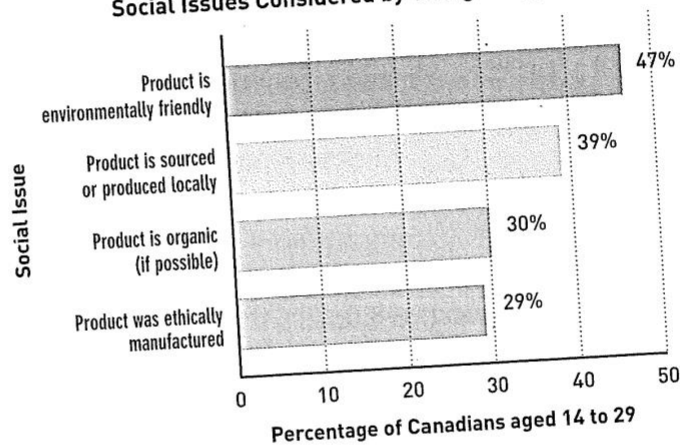
I think it's a waste of cash to shop for a cause. Only a small fraction of your money really goes to the charity. It peeves me to see fundraising schemes that sell useless things like bracelets, pins, or stickers. I'd rather these groups spend their already small budgets to provide services or meet their goals. If big corporations really want to support a cause, why don't they just donate directly? Why push expensive products we don't need?

Take breast cancer, for example. Every October is Breast Cancer Awareness Month. During this month, store shelves are filled with pink products designed to raise money for breast cancer research. T-shirts, makeup, teddy bears, yogurt, candy...the list goes on. There is a campaign called Think Before You Pink. It challenges the way corporations use these products to boost their **brand image**. In fact, some companies spend much more money marketing the pink product than they actually give to breast cancer research.



At the same time, every little bit helps. If you need to buy something anyway, do your best to make an educated purchase. That can include the "for the cause" items, but also consider products that make a difference. Are they environmentally friendly? Are they recycled? Are they not tested on animals? Are they not produced in **sweatshops**? But I think the best thing you can give is yourself. Non-profit organizations are always short on volunteers. Your time and energy are priceless. Getting involved is really the best donation you could ever give.

Social Issues Considered by Young Shoppers



Source: Youthography, "Ping" Surveys, Fall 2005, Fall 2006, Spring 2007

**brand image** the impression of a particular product in the minds of consumers  
**sweatshop** workplace where people are paid poorly, work long hours and in poor conditions

Getting involved is really the best donation you could ever give.



### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

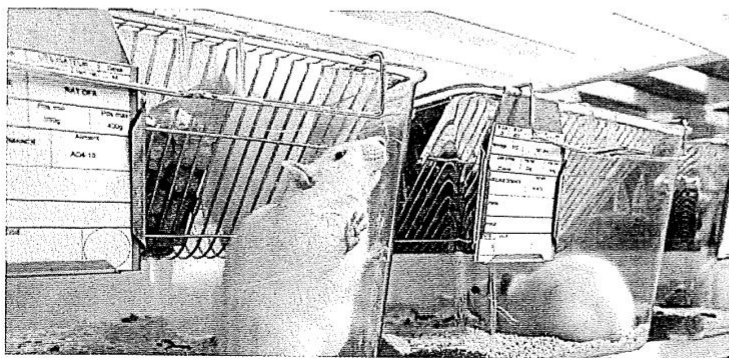
## Animals Have Rights Too!

by Rebecca Barrett, age 12

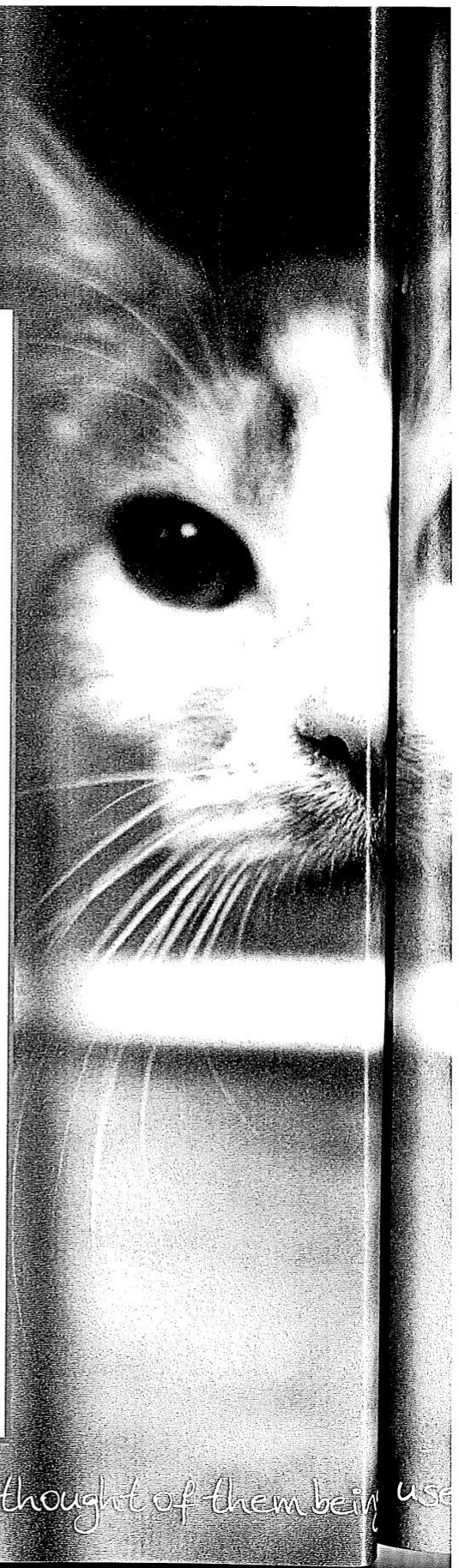
Animals deserve our respect—especially pets like dogs and cats that bring happiness to so many people. They are companions for people who are lonely. Some dogs take part in search and rescue operations. Others help people who are living with physical disabilities. Who can fail to see how important they are to our lives?

The answer is research scientists. They often use animals like dogs and cats left in animal shelters to test **cosmetics** or medicines. About 50–100 million animals, from mice to apes, are used in this way each year. Eighty percent of them die because of the tests performed on them.

Test animals often suffer because they are put into cages that are far too small for them. Sometimes there are five or six animals in one cage! These animals are not let out of their cages to get exercise or fresh air. They are only let out when they are going to be injected by needles.



cosmetics    makeup

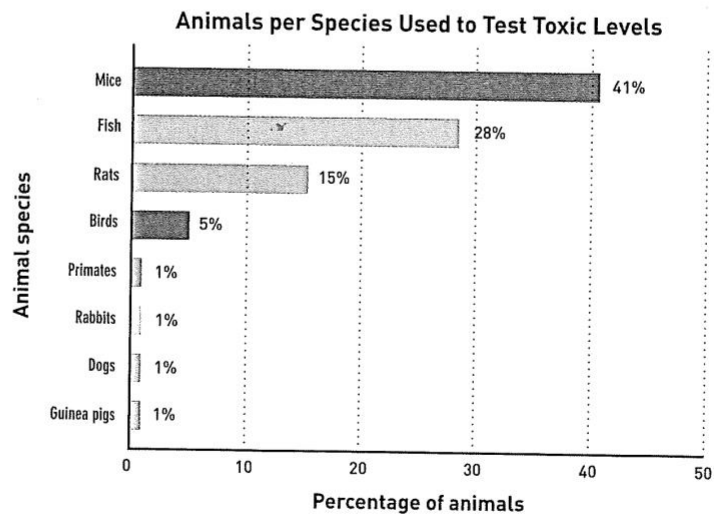


Just because they can't  
speak for themselves  
doesn't mean they can't  
feel pain.

I own cats. The thought of them being used for testing makes me feel sick. Just because they can't speak for themselves doesn't mean they can't feel pain. They have as much right as we do to be kept safe. They should be treated with respect.

I admit, in some cases, animal testing may be necessary. It's important to try to find cures for diseases. However, if these animals are helping us learn how to save lives, shouldn't they be treated like the heroes they are? Shouldn't they have the right to eat good food and to exercise?

There are ways to protect animals from a life in a testing lab. People who are looking for a pet should start their search at the local animal shelter. By choosing an animal at the shelter, they may be rescuing it from living in a laboratory cage for the rest of its life.



Source: Canadian Council on Animal Care, Animal Use Survey

Used for testing makes me feel sick.

#### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## Downside of Making Corny Fuel

by Abdullah Shhipar, age 14

We live in a world that is very concerned about the environment. Our supply of natural gas is dwindling. Governments and car makers are always trying to find alternatives to natural gas. They are looking at **hydrogen** and ethanol. Ethanol is something both the U.S. and Canadian governments see as a solution.

So what exactly is ethanol? It's a biofuel made from corn. "Bio" means it is made from living things, like plants. Ethanol is usually mixed with gasoline to use in cars. Is this the magic solution to our problems? Not exactly. There are a lot of hidden secrets about ethanol.

Ethanol is made from corn. So now there's a demand for corn-based fuels. As a result, the price of corn will go up. That's good news for a corn farmer in Nebraska. It's bad news for the average consumer. The cost of meat will also go through the roof. Why? Because farmers rely on corn to feed their animals.



**hydrogen** flammable gas that combines with oxygen to form water



*Tortilla prices  
have gone up!*

If the price of feed goes up, they will have to raise meat prices. It will also create more demand for cornfields. More land will be used to grow corn.

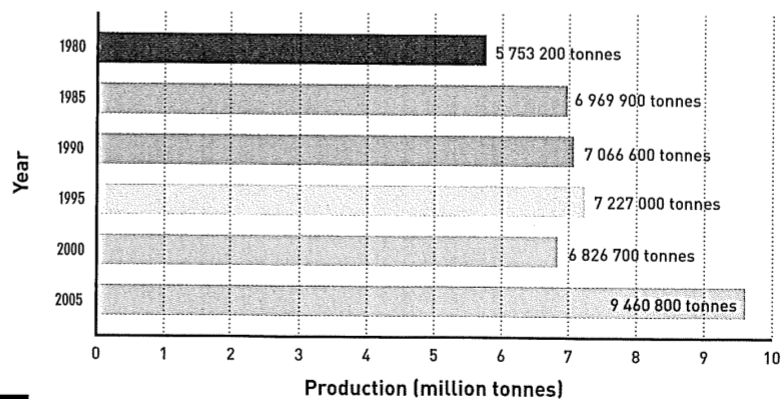
Lester Brown, president of the Earth Policy Institute, says that the amount of ethanol that would be used by a gas-guzzling SUV could feed a person for a whole year. Tortillas, which are made from corn, are a staple food eaten in Mexico. Prices for tortillas have already gone up!

Another problem is that not all cars can run on ethanol. It contains 85 percent alcohol and only 15 percent gas.

I think hydrogen is a better solution. It is both environmentally and economically friendly. Governments must put more money into hydrogen development.

Ethanol is a good start, though I don't see it as a good long-term solution. We would be winning the battle against global warming, but we would be losing the fight for a perfect world.

Canadian Corn Production



Source: Statistics Canada

E-85 ETHANOL



*...not all cars can  
run on ethanol.*