

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 English Language Arts	School:	Lakeview Elementary
Date:	Tuesday, March 1, 2022	Allotted Time:	60 minutes
Topic/Title:	Reading Editorials – “Reading like a Writer”		


1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<p><i>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.</i></p> <p>The purpose of this lesson is to introduce students to several more reading strategies that will help them read and better understand editorials (i.e., persuasive reports that communicate an opinion/point of view to a readership). Last week, students learned how to <i>read for understanding</i> (ask questions, infer, find clues to word meaning, interpret data, and synthesize). This week, students will learn to read like a writer. This lesson provides students with the opportunity to learn about, and apply, reading strategies collaboratively (as a class and in pairs or small groups). We will discuss pre-reading strategies (asking questions and previewing the selection); during-reading strategies (inferring what is fact and what is opinion), and post-reading strategies (reacting and responding; building word power).</p> <p>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—one that will assist them as they learn how to write their own editorial (next week).</p> <p>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.</p>
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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> Communicating 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"> • Students will use specific reading strategies to read and understand editorials (persuasive reports that communicate an opinion/point of view to a readership). • Students will communicate their understanding of the editorial within pairs or small groups, and the pairs or

small groups will then communicate their thoughts and communal understanding to the class.

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 pairs or 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 pairs or small groups to answer a selection of questions about the editorials, and then relay their understandings 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 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 critical and reflexive thinking strategies they learned last week (ask questions, infer, find clues to word meaning, interpret data, and synthesize), in addition to the “read like a writer” strategies learned in this lesson (react and respond; build word power).

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

	<p>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 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"> • Students will work cooperatively in pairs or small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers. • Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members. • Students will be responsible group members and ensure they are contributing positively and fairly. • Students will value and appreciate other group members' perspectives. • Students will recognize connections between themselves and the editorials they read. • Students will be thoughtful to the perspectives put forth in the editorials they read (even when their perspectives are different).
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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):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<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 checked="" 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><i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i></p>
<p>Big Ideas: (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (2) Exploring and sharing multiple perspectives extends our thinking. (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)

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>Students will attend to a class discussion on “Reading Like a Writer” (reading skills and strategies). Students will work in pairs or small groups, to discuss and answer questions about the editorials. Students will then relay their pair’s or group’s understanding to the rest of the class.</p> <p>That is, students are expected to DO the following:</p> <p>Comprehend and connect (reading, listening, viewing):</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • 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). • Synthesize ideas from a variety of sources to build understanding. • Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audience, and messages. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in text. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. <p>Create and communicate (writing, speaking, representing):</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking. 	<p>Students will know which skills and strategies to use when “Reading Like a Writer.” 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 (last week), as well as react, respond, and build word power.</p> <p>That is, students are expected to KNOW the following:</p> <p>Story/text:</p> <ul style="list-style-type: none"> • Forms (editorial report), functions (purpose to persuade), and genre of text. • Text features (how text and visuals are displayed). • Techniques of persuasion (the use of emotional and logical appeals to persuade). <p>Strategies and processes:</p> <ul style="list-style-type: none"> • Reading strategies • Metacognitive strategies <p>Language features, structures, and conventions:</p> <ul style="list-style-type: none"> • Paragraphing • Sentence structure and grammar • Conventions • Presentation techniques <div data-bbox="1052 1220 1321 1472" style="text-align: center;"> </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 pair/group discussions. To invoke thinking and reflection, the teacher will engage students with queries and prompts, and will provide formative feedback on their thoughts and ideas. Students will work in pairs or small groups to discuss and answer questions about the editorials we read together. Each pair or 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 of last week's lessons and will be used to guide further lessons on 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 last week. We discussed several reading strategies that help us read and understand editorials and students were given time to practice these reading strategies in pairs or small groups. All students, therefore, have the previous knowledge necessary to extend their reading skills from "reading for understanding" to "reading like a writer."

This lesson is important because editorials offer cross-curricular learning opportunities and build on multiple curricular competencies. Students will frequently encounter editorials throughout their lives. Additional exposure to editorials, and the "read like a writer" strategies, will help students when it comes time for them to write an editorial of their own.

Exceptionalities: One student has a designated EA and needs support to regulate emotions. There is a plan in place to help avert significant behavioural challenges. 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.

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) Scan to email pages 24-35 from "Speak Out: How do today's issues affect us?" (Literacy in Action) and have ready to display on Smart Board.
- (2) Make 27 copies of a booklet containing three different editorials (in colour preferably): "Where Do Your Clothes Come From?"; "Stand Up for Change!"; and "Can We Eliminate Conflict?"
- (3) 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 (learning activities to target learning intentions)	Pacing
<p>OPENING: 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</p>	<p>Cue students that it is time to start English Language Arts and that they will need a pencil and some loose-leaf paper.</p> <p>When students are organized, ready, quiet, and "eyes on," review last week's LA learning intention: Reading for Understanding of Editorials. Remind students that an editorial is a persuasive report that communicates an opinion/point of view to a readership. Ask students if they remember the five reading strategies they learned? Hopefully students note the following reading strategies: (1) ask questions, (2) infer, (3) find clues to word meaning, (4) interpret data, and (5) synthesize. If students are stuck, give them clues.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>

	<p>Write the five strategies on the board and let them know that we will be learning two more strategies in today's lesson.</p> <p>Inform students that the strategies from last week were "pre-reading strategies" (previewing the selection and asking questions of the selection) and "during-reading strategies" (inferring what is fact and what is opinion; interpreting data and finding clues to words; synthesizing). This week's strategies are "post-reading strategies" (reacting and responding and building word power) and will take them from reading for understanding to reading like a writer.</p> <p>Add the two new strategies "react and respond" and "build word power" to the five strategies already listed on the board.</p>	
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <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> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Say "Today we will be reading 1-2 editorials as a class (from Literacy in Action). As we read through each editorial, we will pause to reflect and discuss. When finished each reading, you will break out into groups of two or three and spend 10-15 minutes brainstorming answers to three questions (two under <i>React and Respond</i> and one under <i>Build Word Power</i>). When that time is up, we will all come back together and then groups can contribute their answers (i.e., thoughts, ideas, etc.) to the rest of the class. I will write everyone's answers on the board so that groups can add to their original responses if they hear something from another group that their group did not think of."</p> <p>I DO: Ask students if they have any questions or concerns so far.</p> <p>STUDENTS DO: Raise hands and ask questions or share concerns.</p> <p>I DO: Provide answers to student questions/concerns. Then, direct students to grab a booklet from the front table that contains all three editorials.</p> <p>STUDENTS DO: Collect their booklets.</p> <p>I DO: Pull the editorials up on the Smart Board and direct students' attention to the front. Once students are quiet and ready, read the title of the first editorial: "Where Do Your Clothes Come From?" by Catherine Ripley. Read the "Get Ready" section and (as a class) do the tasks it is directing us to do (i.e., the pre-reading strategies discussed last week).</p> <p>I DO: Ask students if they would prefer that I read the editorial or have student volunteers read sections. Depending on the class consensus, I will read, or I will ask the student volunteers to read. Either way, I will stop at certain points and invoke student thinking, ask questions, etc.</p> <p>STUDENTS DO: Provide their thoughts at the pausing points.</p> <p>I DO: Once the article has been read, go over the questions from "React and Respond" and "Build Word Power." Inform students that they will have 10-15 minutes to discuss/collaborate/brainstorm answers to these questions before coming back together as a class to share and discuss the answers. Encourage students to choose a member who will record/write down the group's answers. Also encourage them to decide who will share/read the group's answers, suggesting that all members participate in reading at least one answer. Remind</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (50 min).</p>

	<p>students that participation in the group and class discussions, and answering the comprehension questions, will help solidify the learning intentions.</p> <p>I DO: Say, “You have 10-15 minutes to collaborate in your pair/group and do the three questions. For question #3, you can use your phones to search up word definitions. If you want a colour copy, you can retrieve a textbook from the back table, but any notes or highlighting must be done on your photocopied editorial and questions should be answered on loose-leaf paper. Questions can be in point form but must be legible and answer the questions asked.” Let students know that I will be circulating the room to provide support and observe.</p> <p>STUDENTS DO: Perform the learning task: 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>STUDENTS DO: Finalize their answers to the three questions.</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). Wait for students to quiet down and show they are ready. Reference the first question and ask for volunteers to give their input. Keep asking for volunteers who have “something more/different” to add until there is no more input. Repeat for the other two questions.</p> <p>STUDENTS DO: Raise hands and give input.</p> <p>I DO: Encourage those who have not given input, to give their input.</p> <p>I DO: Briefly touch upon the “Writer’s File”—reading and asking students’ thoughts.</p> <p>Depending on time remaining, we can repeat the above steps for one more editorial (if time is running out, do the othe two tomorrow).</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what’s next in learning • “housekeeping” items (e.g. due dates, next day requirements) 	<p>Let students know that I appreciate their collaboration and dedication to the task. Inform them that we will repeat these tasks tomorrow for the remaining editorials.</p> <p>Tell pairs/groups to keep their handouts in a safe place for tomorrow’s lesson, upon which time they will hand in with their names and answers to the questions.</p> <p>Cue students to move on to the next activity/scheduled task (i.e., sanitize/wash hands and get ready for Daily Language & Math Minute).</p>	<p>5 minutes to wrap up.</p>

9. REFLECTION

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

*To be completed at the end of the lesson.

Where

Do Your Clothes Come From?

by Catherine Ripley

Get Ready

- Ask questions. Preview the selection. What questions can you ask to guide your reading?
- Infer. As you read, think about what is fact and what is opinion.

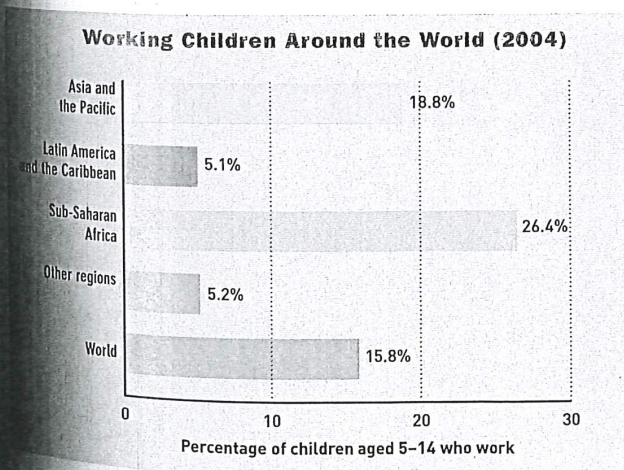
Textile factory in Bangladesh

As you head back to school every September, some kids aren't so lucky. Some are headed to work as usual. In fact, the United Nations reports there are almost 250 million child labourers around the world.

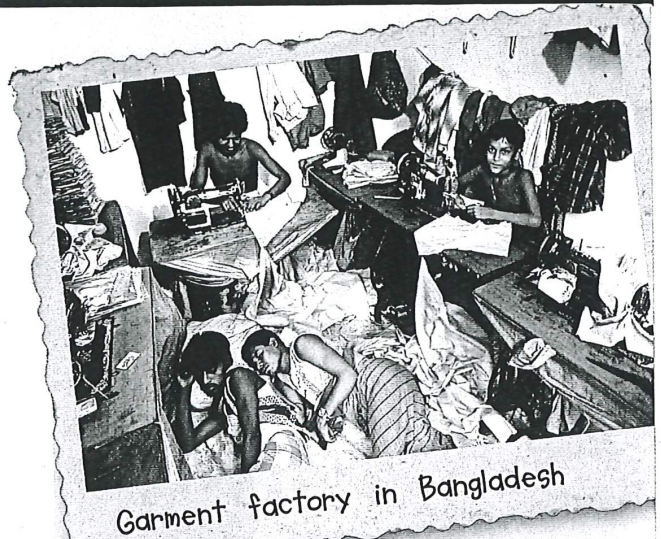
Most North American teens' closets and drawers are overflowing with jeans, tees, and hoodies. But did you ever wonder where your clothes are made? If you check the tags, you might find your favourite tee was made in a developing country. There's a chance it was stitched together in a sweatshop—a factory where the hours are long, the pay is low, and the working conditions are unsafe.

Some companies use sweatshops so they can spend less on making the clothes and increase **profits** in the long run. Sometimes, these companies hire kids to make clothes so they can save even more on **wages**. Kids are also less likely to complain about bad working conditions.

Most parents want their kids to go to school, but in some countries a lot of them can't afford it. And even if they did have enough to pay for books, supplies, and even teachers' salaries, many can't afford to lose the money their working kids bring home.



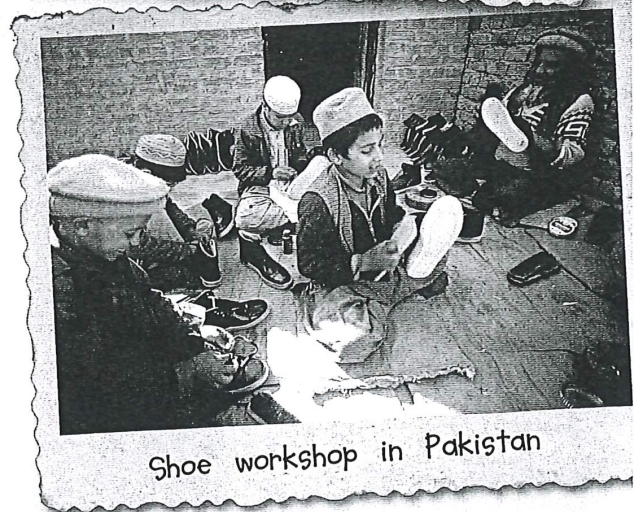
Source: International Labour Organization



Garment factory in Bangladesh



Denim factory in Thailand



Shoe workshop in Pakistan

profits money left over when the cost of business is subtracted from total money made
wages money paid for work



SWEATING IT OUT

Meet Bhagwan Sada, 13. He goes to Bal Ashram school in Viratnagar, India, but up until very recently he worked in a carpet factory far from home to help support his mother.

Why were you working instead of going to school? My father died when I was very young, and my mother had no means to make money. Then a man came to our village and told my mother I would have a good future and a good salary if I went to work on the carpet **looms**.

What was it like to work on the carpet looms? We woke at 3 a.m. and worked in a dark, dingy room from 4 a.m. to 8 p.m. with a one-hour break for lunch. We were only allowed to stop working to go to the toilet. One day I was beaten very badly because I had a headache and didn't want to work.

How did you end up leaving the carpet factory and enrolling at Bal Ashram school? Finally, I gathered courage and sent a letter to my mother telling her about my life at the factory. She got in touch with somebody involved with Bachpan Bachao Andolan (Save the Childhood Movement), and they rescued me. Then I came to Bal Ashram.

What has happened since then? I can now identify and write all the alphabet plus count and write from 1 to 40. Right now I am learning how to form words. I am also learning about painting and want to open my own painting workshop one day. I am enjoying myself and am very happy.

GET INVOLVED!

Here Are Some Tips!

Become Sweat-Free

If you wear a uniform, consider becoming a sweat-free school or sports team.

Check Your Clothes

When you buy new clothes, ask at the store if the workers who made them get fair wages. If they don't know the answer, send a letter to the company that makes the clothes.

Spread the Word

Celebrate World Day Against Child Labour next June. Hold an information session on child labour at your school or in the shopping mall so you can raise awareness.

Sweat-Free Schools

When students Tahnee Pantig and Cassandra Walters discovered their school uniforms might have been made by kids just like them, they both decided to do something about it.

Tahnee is in Grade 12 now, but started working toward a sweat-free school goal in Grade 8.

Kassandra, a Grade 6 student, wrote a letter to her **school board trustee** after watching a video in class on sweatshop labour.

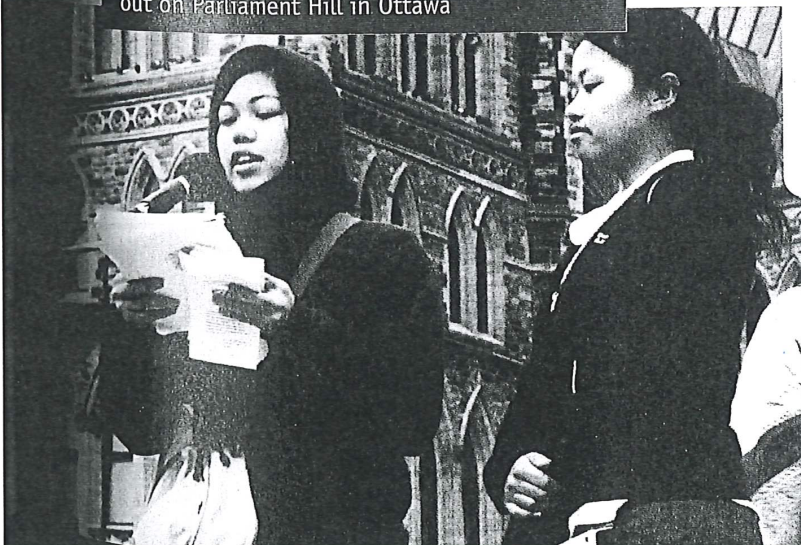
"I started to think that it would be amazing if I could do something to help," Kassandra says. "None of the kids in the video looked happy. Lots of them work in such dirty places and around dangerous chemicals."

But now, thanks to Tahnee and Kassandra's efforts, their school board has passed a Sweatshop-Free Uniform Policy. Now, companies that supply school clothing have to prove that the clothing is fairly made.

Tahnee says, "It has been **empowering** for us as students to know we can make a difference."

Adapted from OWL magazine, "How Clean are Your Clothes?", September 2006 OWL. This feature has been produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA). Used with permission of Bayard Presse Canada Inc.

Tahnee Pantig and a fellow protestor speaking out on Parliament Hill in Ottawa



React and Respond

1. Based on this selection and your own knowledge, explain why people are speaking out against child labour.
2. The work that Tahnee and Kassandra do will result in Canadian shoppers having to pay more for their clothing. In a small group, design an advertising poster intended to convince people that paying more is the right thing to do.

Build Word Power

3. The meaning of *sweat* in the word *sweatshop* is a lot different than its dictionary meaning of "perspiration." Read how the author defines *sweatshop* in the text, then try to define *sweat* by itself as it is used in *sweatshop* and *sweat-free*. How is the meaning of *sweat* in these words different from its meaning in expressions like "no sweat" or "don't sweat it"?

WRITER'S FILE

Read like a writer. How has the writer developed her **ideas** using interesting and important details?

Imagine you are a news reporter researching an article about child labour. Prepare a list of questions to gather important and interesting details from one of the people profiled in this selection.

loom machine used to weave cloth

school board trustee person responsible for schools in a district

empowering feeling you can make a difference

Stand Up FOR CHANGE!

by Jessica Pegis



HAVE YOU EVER DREAMED OF MAKING A DIFFERENCE IN THE WORLD? What do you think it takes to turn that dream into a reality? Miali-Elise Coley, Rob Dyer, and Sehar Lalani have all been there. They dared to dream big and succeeded.

So what made these young people winners in the end? Each saw a need in the community, each imagined a solution, and each persevered. Here's how they did it.

Miali-Elise Coley

Miali-Elise Coley grew up in Nunavut, the daughter of Inuk and Jamaican parents. Early on, Miali-Elise realized that taking pride in her own unique heritage would help her reach out to others.

She has always believed in empowering young people. In 1996, she was involved in the creation of Sprouts, a day camp for underprivileged children. Miali also worked as a youth **advocate** internationally.

Today, Miali is a role model to youth in her position working with the Premier of Nunavut. She continues to be passionate about educating young Inuit, while respecting her culture and history.

“As a Jamaican Inuk I will do everything I can to continue to contribute toward a better place for all Northerners. I want to be a voice and a catalyst for positive change.”

Get Ready

- Predict. Preview the selection to predict what it will be about.
- Synthesize. As you read, look for key information that helps explain why each person decided to take action and how he or she did it. What similarities do you notice?

Rob Dyer

Once Rob Dyer realized that he wanted to fight cancer, he came up with an ambitious plan. He would skateboard 8000 kilometres across Canada and the United States to raise money for cancer research. Along the way, he would visit cancer research centres and hospitals. For two years, Rob kept his dream alive, tucked "in the back of his mind" while he figured out a way to put his plan into action.

He overcame a series of misfortunes in his quest to raise money for cancer. He lost several family members, including his own mother, to cancer four months before the tour began. Once the tour was underway, Rob developed a stress fracture in his ankle but refused to stop boarding. Then a major **sponsor** pulled out of his tour. Still, Rob skateboarded, sometimes all alone, about 40 to 80 kilometres a day.

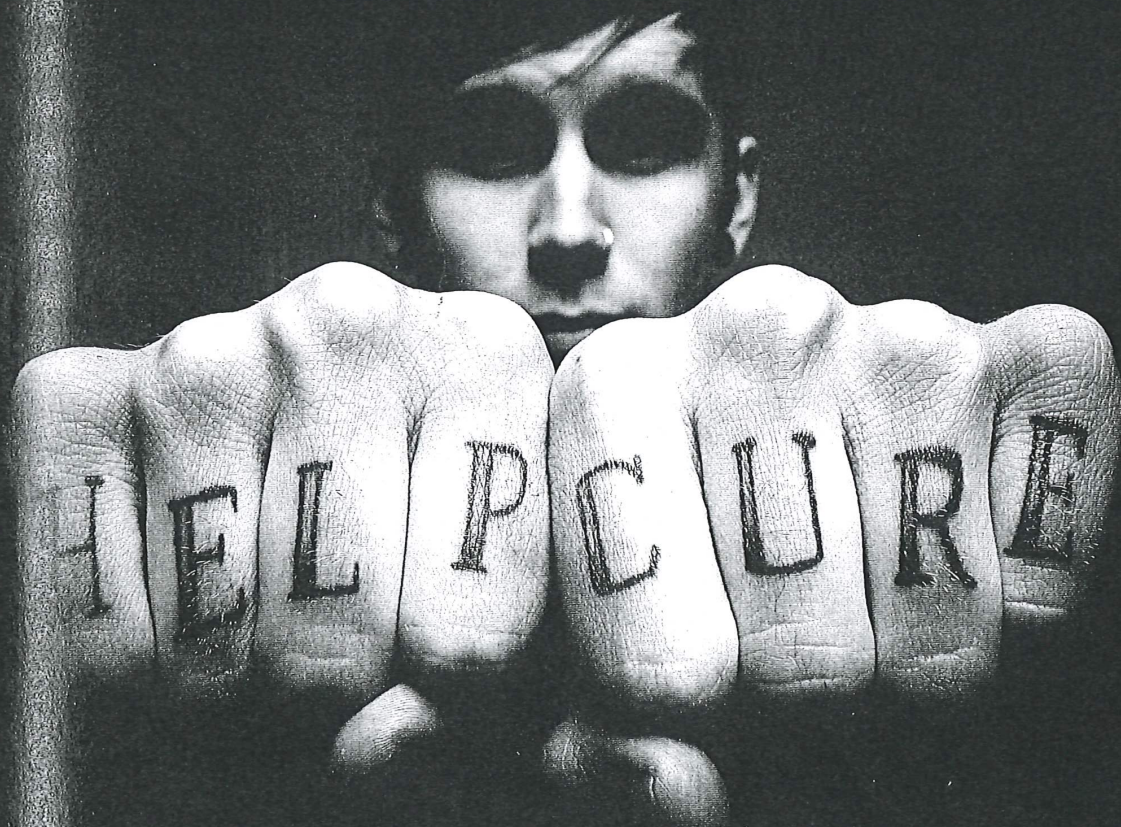
Rob Dyer and the Skate4Cancer Web site won the 2007 MySpace™ Health and Safety Impact Award. They recently launched their own fashion line, DreamLoveCure Fashion. Rob still skateboards for a cure for cancer.

advocate someone who supports a certain group or issue

catalyst someone or something that brings about action or change

sponsor a company that contributes money to a project

"It's almost like you don't remember what it was like before you got involved in something that is your passion in life."





How YOU Can Make a Difference

Be observant.

Who are the people in your community? What are their needs and issues?

Know yourself.

Choose issues that matter to you.

Dare to think big.

Don't put limits on your ideas.

Overcome obstacles.

Find friends and others who will support you if you get discouraged.

Persevere.

If you believe in your dream, you can achieve it!

Sehar Lalani

Growing up in Kenya, Sehar Lalani knew that many Kenyans had a specific type of blindness. By far, the most common reason for this condition is an eye infection that scars the cornea—the transparent layer at the front of the eye.

Fortunately, the condition can be cured through an organ transplant. This involves removing a healthy organ from the body after someone dies—in this case, a cornea—and giving it to another person.

By the time Sehar's family moved to Burnaby, British Columbia in 2006, Sehar had become passionate about the cause of organ donation. In Burnaby, she seized upon the opportunity to raise awareness and money for her cause. At her high school, Sehar started a club called "Fight for Sight." Even though some people were concerned about the sensitive issue of organ donation, she continued with her work. Today, the club works with the Eye Bank in British Columbia. The Eye Bank has volunteered to send any **surplus** of corneas to Kenya. Sehar has been asked to identify a village or city where the corneas can be used.

Sehar won a Canadian Millennium Scholarship Foundation award for her work to raise money for organ donation and blindness.

"If there is one thing in my life that really made a difference to me, ...it was living in a place where every single possible and imaginable dire situation (was) right in front of me... I feel like (I saw) almost every reality that I could possibly see and that's driven me to do a lot of the things that I do."

surplus extra amount left over

React and Respond

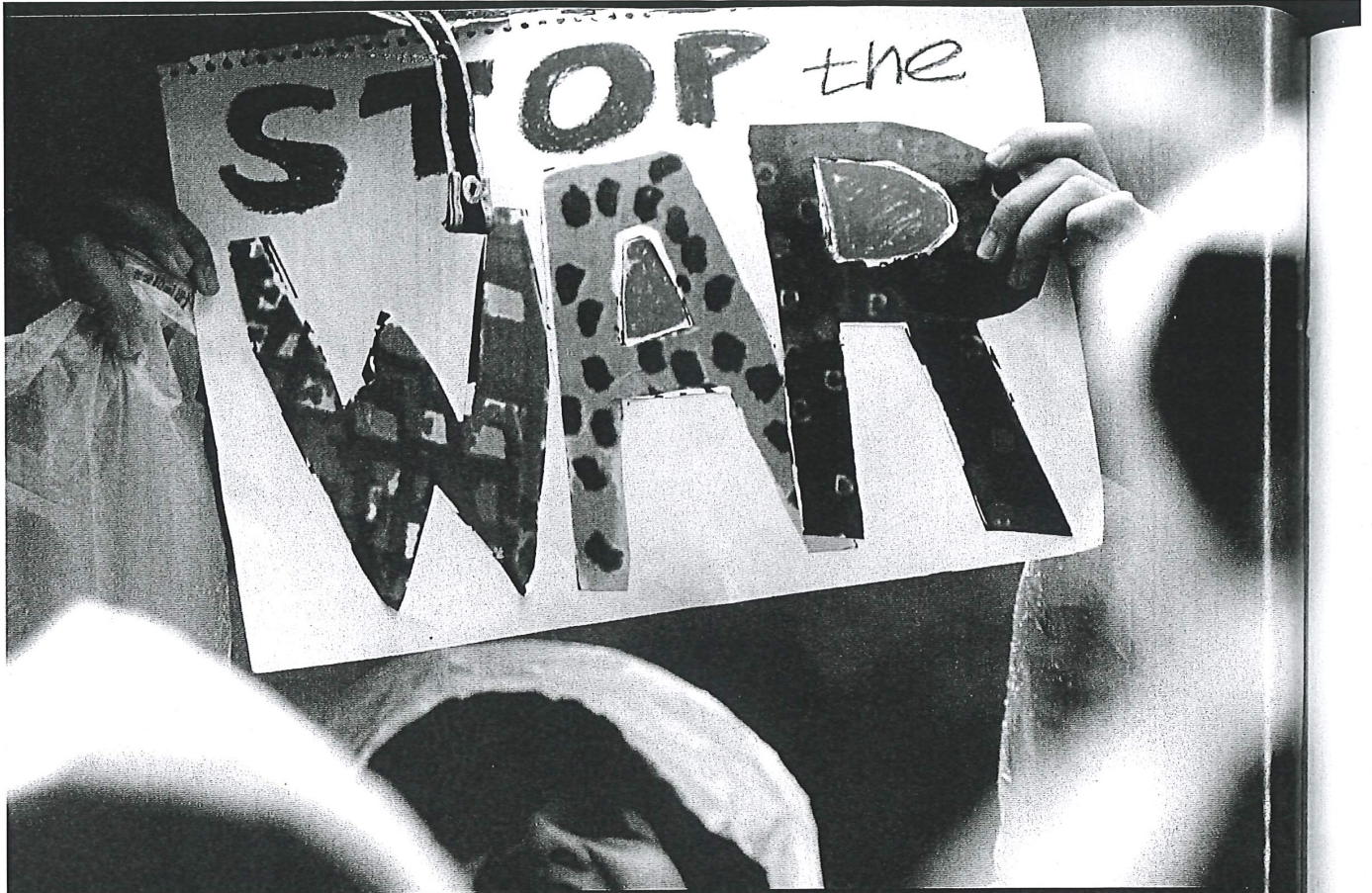
1. Design a chart to help you compare what each of the three people did to turn their dreams into reality. Some of the points of comparison might include:
 - their issue of interest
 - why they chose the issue
 - their first steps
 - obstacles they had to overcome
 - their final results
2. Think about an issue, either close to home or more global, that is important to you. Based on the experiences of the people in this selection, create a list of possible activities that you could do as a way to "stand up for change."

Build Word Power

3. Many interesting expressions are used to describe people who persevere. They are said to have *backbone*, *stick-to-itiveness*, *an iron will*, *grit*, *pluck*, and *staying power*. Describe *perseverance* in your own words.

WRITER'S FILE

- Read like a writer. Good writers use **words** and phrases that linger in a reader's mind. What words and phrases did the writer of this selection use to add power to her writing?
- Write a letter to the editor convincing readers to support one of the causes in this selection. Choose your words carefully.



Can We Eliminate

Conflict?

by Hugh Shaftoe

Get Ready

- Synthesize. As you read, consider what you already know about solving conflicts. What facts and opinions does the writer present? Using this information, how would you respond to the question in the title?

We've all experienced conflict in our personal lives—times when our ideas or interests clash with someone else's. For example, have you ever argued with a family member over who gets the last slice of pizza? If so, then you probably solved the problem through compromise—listening to each other and finding a solution that worked for everyone.

Conflict can take place in society or between countries as well. Workers may feel they are treated unfairly, citizens may disagree with government policies, and countries may fight about matters of trade or human rights. Let's look at some forms of social conflict, and consider their pros and cons.

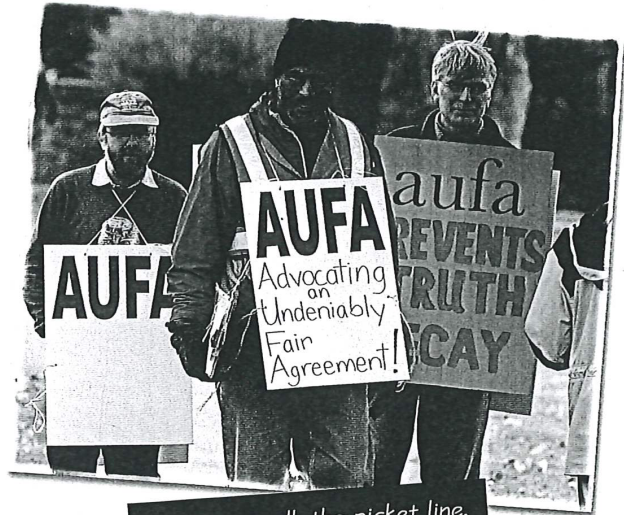
sanitation collection of garbage
negotiation talking to resolve a conflict

Strike!

A strike is a conflict between workers and management. Striking employees refuse to work until management agrees to their demands, which often involve better pay or working conditions.

A strike can give workers a lot of power. For instance, imagine what would happen if **sanitation** workers walked off the job. As the stinky, slimy bags of garbage piled up, you would certainly appreciate how valuable these city services are!

Strikes can also be very disruptive. Workers lose pay, companies lose business, and often the public suffers as well. (Remember the piles of garbage?) It's hardly surprising that most workers and companies prefer to resolve their conflicts through **negotiation**.



Strikers walk the picket line.



The result of a garbage strike

Taking It to the Streets

rally gathering of many people for a common purpose

national defence
protection of a country

A conflict between citizens and the government is called a protest. If you've ever taken part in a **rally** or demonstration, you know that these forms of protest can really draw attention to an issue. However, they can also raise strong emotions. While most protests are peaceful, there is always a danger that things will get out of hand.

In extreme situations, conflicts with the government can lead to rebellion, in which citizens try to remove their own government by force. Rebellions are usually violent, and rarely succeed. For those reasons, they only occur when people feel they have no power to influence the government by other means.

Up in Arms

War—violent conflict between countries—is the ultimate form of conflict. It is greater in scope than any other social conflict, and often leads to large-scale death and destruction. War occurs when one or

FLASHBACK

There have been times in Canada's history when attempts to resolve conflicts peacefully have failed—and the result was violence. Might there have been a better way?

The Rebellions of 1837. In the 1830s, governments were largely run by small groups of wealthy landowners who were not elected. People felt they had no voice, so they rebelled. The rebellions were easily put down, but the people eventually gained a voice in government.



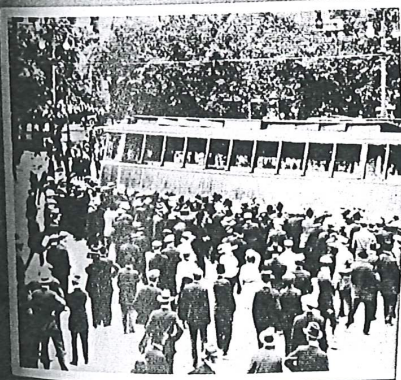
both sides are unwilling to settle differences peacefully. While it is never desirable, sometimes it may be the only option—especially when human rights or **national defence** are at stake. Either way, the cost of war is high for both sides.

Is There a Better Way?

It's probably unrealistic to think conflict will ever completely disappear in our society. But perhaps we can find ways to avoid its more violent forms. All of the conflicts we have looked at involve a failure to listen to or respect others. So in the end, compromise and better communication may be the keys to a more peaceful society.

That's not all that different from figuring out who gets the last slice of pizza, is it?

The Winnipeg General Strike. In 1918, 30 000 workers walked off the job in Winnipeg. They were protesting terrible working conditions, low pay, and no jobs for returning World War I soldiers. Two people were killed and dozens were injured after violence erupted.



World War II. Over 45 000 Canadians lost their lives during World War II. The German leader, Adolph Hitler, was building a massive army and invading smaller countries. He was not willing to negotiate or withdraw. Did other countries have any choice but to go to war? Would they be next?

React and Respond

1. What is the writer's position on the question asked in the title? Support your response with evidence from the selection.
2. With a partner, identify one thing in your community that you would like to change. Create a plan to take action for change. Make sure your plan avoids conflict.

Build Word Power

3. People who want to bring about change are often labelled. For example, what one person might think of as a rebel, another person might think of as a freedom fighter. Use a thesaurus to come up with other words that are neutral or positive for each of the following: *ringleader*, *tree-hugger*, *troublemaker*.

WRITER'S FILE

- Read like a writer. Powerful writing involves presenting important **ideas** and supporting them with facts and examples. How does the writer use headings to organize her main ideas?
- Use a T-chart to organize your ideas "for" and "against" the statement *We can eliminate conflict*. Combine your ideas with those of the writer of the article. Compare your chart with that of another student.