



CRITICAL READING: Book Chats

Rights and Equity



Aim: Reading that supports critical thinking requires the reader to make connections and understand that there can be more than one idea, answer or perspective.

Enduring understandings

- Critical reading of a text can help readers discover things about themselves and others
- Readers are not passive in the reading and understanding process
- People make choices about what needs preserving and how it needs preserving

Subject links: Vocabulary development, critical reading and comprehension skill development, social studies- history

Included in the resource:

- 9 conceptual understanding comprehension cards and 3 blank conceptual understanding comprehension cards
- 6 attitude comprehension cards and 3 blank attitude comprehension cards
- 6 think and act comprehension cards and 3 blank think and act comprehension cards
- 9 researcher level comprehension cards and 3 blank researcher level comprehension cards
- Explanation of the comprehension cards

Teaching resources that move Beyond Conventional Wisdom.

Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (*constructivist*) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

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 	<p>Interest <u>Choice and Voice:</u> <i>Supporting agency and choice in the learning process.</i></p>	<p>Learners will be actively involved in the decision making process by...</p> <ul style="list-style-type: none"> • Helping to choose texts that can be used in reading tasks • Being invited to choose and reflect on an aspect of the inquiry that interests them through critical reading • Actively choosing a peer reading partner for a given purpose
 	<p>Attitude <u>Relationships:</u> <i>The relationship learners have with beliefs, ideas or perspectives of being a learner.</i></p>	<p>Learners will have the opportunity to explore WHO they are as learners by...</p> <ul style="list-style-type: none"> • Being encouraged to explore and notice the visible and hidden ideas in texts and reflect on how these ideas fit with them personally. • Being allowed to reflect on how ideas in a book or text feel for them. • Having their ideas and perspectives valued
 	<p>Skills <u>Processes and strategies:</u> <i>Skills and strategies that support learners to engage in the learning process.</i></p>	<p>Learners will know HOW to...</p> <ul style="list-style-type: none"> • Think critically about issues- identifying key ideas and perspectives • Critique not criticize through questioning, reflecting and considering perspectives • Make personal, local and wider connections with texts • Identify key ideas using evidence from a text
 	<p>Knowledge <u>Knowledge and facts:</u> <i>Details, facts and knowledge about a topic or process.</i></p>	<p>Learners will KNOW ...</p> <ul style="list-style-type: none"> • The different ways of finding visible and hidden ideas in a text • Technical vocabulary to discuss and share ideas about equity and rights • The perspectives about equity; Children's' rights and circumstances that impact on children accessing rights • That authors' and illustrators' ideas and perspectives can influence a text
 	<p>Understanding <u>Concepts and enduring understandings:</u> <i>Supporting learners' meaning making and enabling learning to become portable in problem solving situations.</i></p>	<p>Learners will be develop an UNDERSTANDING about...</p> <ul style="list-style-type: none"> • Critical reading of a text can help readers discover things about themselves and others • Readers are not passive in the reading and understanding process • Rights are a social construct • Circumstances are both tangible and intangible • Choice, power and responsibility are connected

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Being a critical reader means looking at the parts and ideas we can see represented in a text so that readers can build conceptual understandings. Critical reading is thinking about the parts or ideas that are hidden. It is about wondering why, wondering about what is and isn't visible in a text. It is being aware that authors' and illustrators' beliefs and perspectives influence texts.

Critical thinking is about finding ways of solving problems by making connections and being thoughtful of all the seen and hidden ideas. Critical thinking can help us take action in ways that are respectful of our own self and others.

About the question cards

Inquiry Focus

HERITAGE and LEGACIES

As you read the book think about...

What form did heritage take in this text?



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Symbol for conceptual thinking: The questions on the blue cards with this symbol are aimed at supporting readers to use ideas and information in the books to think about timeless, global ideas.


Concept question:
Based on one of the PYP key concepts

Inquiry Focus

HERITAGE and LEGACIES

As you read the book think about...

What did reading this book have me appreciating about how people hold different perspectives about heritage, legacy and choice?



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Symbol for attitudes: The questions on the orange cards with this symbol are aimed at supporting readers to explore their own attitudes or feelings connected to the ideas presented in the text.

Attitude question:
Based on the PYP attitudes

About the question cards

Inquiry Focus

HERITAGE and LEGACIES

As you read the book think about...

How might reflecting on ideas about heritage and legacy influence choices you make today?



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Symbol for think and act: The questions on the green cards with this symbol are aimed encouraging the readers to think about how they can use ideas in the text to take action.


Question aimed at developing action-taking ideas

Inquiry Focus

HERITAGE and LEGACIES

As you read the book think about...

What does this book suggest about culture, heritage and the choices people make?



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Symbol for researcher level in critical literacy: The questions on the purple cards with this symbol are connected to having the reader look for implied or hidden ideas in a text.

Critical Literacy Researcher question

Some big ideas to consider when teaching a unit on RIGHTS and EQUITY

- Human or Children's Rights are ideas and beliefs constructed with the aim of helping people to live fulfilling and safe lives
- Rights need to be enforced or acted on by those in power to ensure all have access to them
- Equitable choices and opportunities are needed to meet a variety of needs
- A variety of circumstances will impact on a person's ability and opportunity to access rights that will enable them to live safely and healthily
- Social action needs to be informed by the needs and hopes of those most affected by the action
- Social responsibility requires that people and organisations make choices informed by the voice of those most in need with the least power
- Rights are often connected to the needs people have in order to live a safe, meaningful and healthy life
- People have different points of view about what is a need and what is a want
- People make different choices to meet their needs and wants
- Needs are items, services or actions that living things must have to live
- Wants are items, services or actions people would like to have but can live without

RIGHTS and EQUITY

As you read the book think about...



What choices did the characters have in the text?

What influenced their choices they could make?

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RIGHTS and EQUITY

As you read the book think about...



What rights do you think are connected to the ideas in the story?

Did the character have access to those rights? Why or why not?

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RIGHTS and EQUITY

As you read the book think about...



Who could make choices in the text?

What helped them make choices?

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RIGHTS and EQUITY

As you read the book think about...

What circumstances could change in the character's life that impact on how s/he lived that life?



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RIGHTS and EQUITY

As you read the book think about...

What do you think the key ideas about choices and responsibilities were explored in this text?



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RIGHTS and EQUITY

As you read the book think about...

How do you think choice and responsibility and rights are connected?



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RIGHTS and EQUITY

As you read the book think about...

What did reading this book have you thinking about children's lives around the world?



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RIGHTS and EQUITY

As you read the book think about...

What did empathy or integrity look like in this text?

What does this have you thinking more about?



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RIGHTS and EQUITY

As you read the book think about...

What did being open-minded look like in this text?

What does this have you thinking more about?



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RIGHTS and EQUITY

As you read the book think about...

What did caring look like in this text?
What does this have you thinking?



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RIGHTS and EQUITY

As you read the book think about...

What did 'respecting others' look like in this text? What does this have you thinking more about?



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RIGHTS and EQUITY

As you read the book think about...

What attitudes do you think people with a lot of choices might need to appreciate when thinking about what life is like for those who have little choice?



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RIGHTS and EQUITY

As you read the book think about...

How might reflecting on ideas about rights and equity influence choices you make today?



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RIGHTS and EQUITY

As you read the book think about...

What action could you take because of the ideas you read in this text?



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RIGHTS and EQUITY

As you read the book think about...

How might the choices of people with power influences the lives of people without power?



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RIGHTS and EQUITY

As you read the book think about...

What ideas for action do you get from this book?

How could you plan to take this action?



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RIGHTS and EQUITY

As you read the book think about...

How might reading this book help you think about the choices or action you can take?



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RIGHTS and EQUITY

As you read the book think about...

What choices might you have made if you were the one of the characters?



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RIGHTS and EQUITY

As you read the book think about...



What does this book suggest about the choices children have in their lives?

What influences the choices they have?

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RIGHTS and EQUITY

As you read the book think about...



What ideas about the rights, responsibilities and choices people make, get shared in this text?

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RIGHTS and EQUITY

As you read the book think about...



What ideas rights, responsibilities and choices do not get shared in this text?

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RIGHTS and EQUITY

As you read the book think about...



In this text what ideas about choice, responsibility and consequence do I not agree with?

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RIGHTS and EQUITY

As you read the book think about...



I think the ideas about rights, choice and responsibility in this text are tricky because...

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RIGHTS and EQUITY

As you read the book think about...



I think the ideas about rights, choice and responsibilities in this text are important because...

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RIGHTS and EQUITY

As you read the book think about...



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How might reading this book
be changing of me?