

# BE THE CHANGE

<p><b>Grade:</b> 6, 7, 8</p> <p><b>Curriculum Area:</b> Language Arts, Social Studies</p>		<p><b>Topic:</b> Survival and Development, Be Protected, Rehabilitation and Care</p> <p><b>Title:</b> From Fact to Fiction</p>
<p><b>U.N. Rights of the Child Article(s):</b></p> <ul style="list-style-type: none"> <li>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19)</li> <li>Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24)</li> <li>Children who have been neglected or abused should receive special help to restore their self-respect. (Article 39)</li> </ul>	<p><b>Teaching Strategies</b></p>	
<p><b>Information Studies: Overall Expectations</b></p> <ul style="list-style-type: none"> <li>analyze and evaluate the nature and importance of information in personal life and society</li> <li>demonstrate an understanding of varied ways of organizing and storing information</li> <li>demonstrate an understanding of varied ways of creating and communicating information</li> </ul>	<p>Session 1 To use this lesson effectively, some discussion must take place about AIDS and its effect on life in Africa. Information of a general sense can be gathered from the websites listed in the resources area of this lesson to aid in discussing this with the students prior to introducing the other ideas.</p> <p>Session 2 Read several passages from <b><i>Our Stories, Our Songs</i></b>. Choose several from each section of the book (<i>Songs at the Edge, Songs of Survival, Songs of Victory</i>). Be certain to choose stories that are from the same age group of the students. Pictures accompany these stories as well. Discuss primary sources with the students. What can a primary source (interview, photos) tell that secondary sources cannot? Why are primary sources important? Which do the students feel are more powerful, primary or secondary sources? How do they think the author gathered her information? (Now read the introduction to the book). Thinking question to leave with the students: 🤔 “When do you think an author will use primary sources, for what type of projects, writing etc.?”</p> <p>Session 3 Read the conclusion of <b><i>Our Stories, Our Songs</i></b> to the class. Ask if they think the information in this section is from a primary or secondary source. When is it appropriate to use a secondary source? What purpose does it fill? How does a person verify the information found? Discuss the answers that the students came up with for the thinking question from session one. Record their answers to the type of writing they think primary sources are used for. Introduce the book <b><i>The Heaven Shop</i></b> by the same author. Read aloud the first chapter (if it fits into the class schedule, the entire book could be used as a read aloud). Ask the students where they think Deborah Ellis got her ideas for the novel. Discuss how <b><i>Our Stories, Our Songs</i></b> started out as her research for the novel <b><i>The Heaven Shop</i></b>. From fact to fiction is an attempt to illustrate how real life situations are used for fictionalized stories. Ask the students: What surprises you about this? What do you want to know more about?</p> <p>Session 4 Photocopy 6 stories from <b><i>Our Stories, Our Songs</i></b> (Cancopy allows up to 10% of a book to be copied for educational purposes). Divide the class into 6 groups and give each one a story to read. As a group they decide what is most important for a researcher to know and remember about their story. Form a “Corridor of Voices” (line the students into a corridor, one person moves through as the researcher while the others are quietly expressing thoughts and feelings – <b><i>Treasure Chest pg 111</i></b>) and have each group express those ideas that they came up with from their story. Debrief. What was common? what was unique? what was compelling? Ask the students, what do you want others to know about these children you have been reading about?</p>	
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b><i>Our Stories, Our Songs</i></b></li> <li><b><i>The Heaven Shop</i></b></li> <li><b><i>Teacher’s Guide: The Heaven Shop</i></b></li> <li><b><i>The Treasure Chest – Teacher Resource</i></b></li> <li>Check to see if your board has purchased the Cancopy rights allowing 10% of a book to be photocopied</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li><a href="#">BBC – AIDS in Africa</a></li> <li><a href="#">AIDSandafrica.com</a></li> <li><a href="#">Debt AIDS Trade Africa (DATA)</a></li> <li><a href="#">African Recovery</a></li> <li><a href="#">Africa 2015: For an AIDS free generation</a></li> <li><a href="#">The Stephen Lewis Foundation</a></li> </ul>		
<p><b>BE THE CHANGE... Suggestions for Action</b></p> <ul style="list-style-type: none"> <li>Gather stories from your own family about their lives, important information that you do not want to lose</li> <li>Share what you have learned about the stories of children in Africa living with the loss of their parents from AIDS with others (your parents, your friends, your school community)</li> </ul>		