Literacy Around the World

This lesson is associated with the book, *Around the World in the Blink of an Eye*. If you are interested in purchasing this book, please call 1-800-661-2633 ext. 245.

GRADE

5

LEARNING GOAL

Students use their data management skills to graph the statistics provided. They draw conclusions on the importance of literacy and education.

MATH CONCEPTS

Math Grade 5 Data Management:

- Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs
- Read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs

SOCIAL STUDIES CONCEPTS

Significance Students determine the importance of something (i.e. literacy). Students come to understand that significance often depends on the context or situation.

TIME

Two periods

MATERIALS

Photocopies of the attached *Literacy Around the World* handouts. Computer access for graphing if available.

KEY TERMS

Students will be comparing the *literacy rate* of various countries.
Literacy Rate: The percentage of people (older than 15 years) who can read and write basic statements. For example, in Canada the literacy rate is 85%.

A) Discuss

Think about what we read on the last page, in Guatemala:

"Like many children living in rural communities, Laura does not have the opportunity to go to school. Instead she works in the house or in the fields to earn a little money.

Her story is all too common in this world. Sometimes the community is too poor. Sometimes the child is sent to work. Sometimes finding food is a greater need. And sometimes it is for no other reason than because she is a girl."

Ask your students:

- What do you think about that? How does that make you feel?
- Why would a child work instead of going to school?
- What do you think she'd rather do?
- Why would being a girl be the reason she is not going to school?

B) Activity

1. Students will compare the literacy rate of youth for eight countries around the world. Using the handouts, students will graph this data, and then work in pairs or small groups to answer the questions.
2. Depending on the level of your students, they can either graph a) or b):
   a) The literacy rate of boys and girls (Columns B and C) for all eight countries
   b) All three rates (Columns A,B, and C) but for only one or two countries

If technology is available, challenge your students to use Excel to enter the data and create graphs.

C) Reflection

Bring up the questions from the worksheet with the entire class. Ask follow up questions:

- Did you notice a difference between the literacy rates of girls and boys?
- Why do you think there is a difference?
- Do you think there are differences here in Canada? Why or why not?
- Why do you think the literacy rate is higher in some countries than others? (they may need to be prompted to think about geography, climate, culture, economy, government)
- Whose responsibility is it to provide Canadians with education? (schools, teachers, government)
- Why do you think that?

CODE's Work in Literacy and Education

At CODE, we know that in order to develop a love of reading, children must be able to access interesting, well-written books that appeal to them. For this reason, we support local authors and illustrators to write books in local languages. We partner with local publishing companies to ensure that these books get into the hands of children who need them most. If your students are interested in global literacy, suggest that they look into the various programs we have on our website at www.codecan.org

EXTENSION ACTIVITIES

Make a plan with your students to promote literacy in your school or community!

- **Share the love of reading** Schedule time for your students to read to younger students, to visit a hospital or elderly care center and read to others.
- **Declare your love of books** Make a pledge to take care of library books and ensure they are returned to the library, or set individual reading goals for each month.
- **Promote reading of global books** Introduce books from international authors or that are set in different countries.
- **Meet an author** Invite a local author or an author on a book tour to come into your classroom.

Have a global impact Do your students want to do more? If fundraising is an option at your school, your class can have an impact on a classroom in Africa. If this is something you are interested in, contact us at codehq@codecan.org to learn more.

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Literacy Around the World

VOCABULARY

Literacy rate: The percentage (%) of the population (above the age of 15 yearas) who can both read and write with understanding of short, simple statements found in everyday life. (United Nations Statistics)

The following table shows the literacy level of youth (aged 15 to 24 years) in different countries around the world

Column	A	B	C
COUNTRY	**LITERACY RATE (for boys and girls)**	**LITERACY RATE FOR GIRLS**	**LITERACY RATE FOR BOYS**
China	99%	99%	99%
Egypt	93%	92%	94%
Ghana	90%	89%	91%
Guatemala	93%	91%	95%
Italy	99%	99%	99%
Liberia	54%	43%	64%
Pakistan	75%	69%	81%
Russia	99%	99%	99%

What does this graph tell us?

This graph shows us the percentage (%) of boys and girls who can read and write in each country.

In Pakistan, 75% of children (boys and girls) are literate. 69% of all girls are literate and 81% of all boys.

These numbers are from the United Nations Educational, Scientific and Cultural Organization.
Want to do more research? Explore here: http://www.uis.unesco.org/Pages/default.aspx

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A) Use this data to create a bar graph on a piece of graph paper. Remember to label both axes, include a scale, and give your graph a title.

B) Using what you know, try to think of some answers to the following questions.

1.What does *literacy* mean?

2.Why would some children not be able to read and write?

3.What daily activities require us to read and write? What would be difficult if you cannot read or write?

4.What are some conditions in various parts of the world that may impact whether children learn to read?

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Name_____

Graph the Data from Around the World

Title _____

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Comparing Literacy Rates