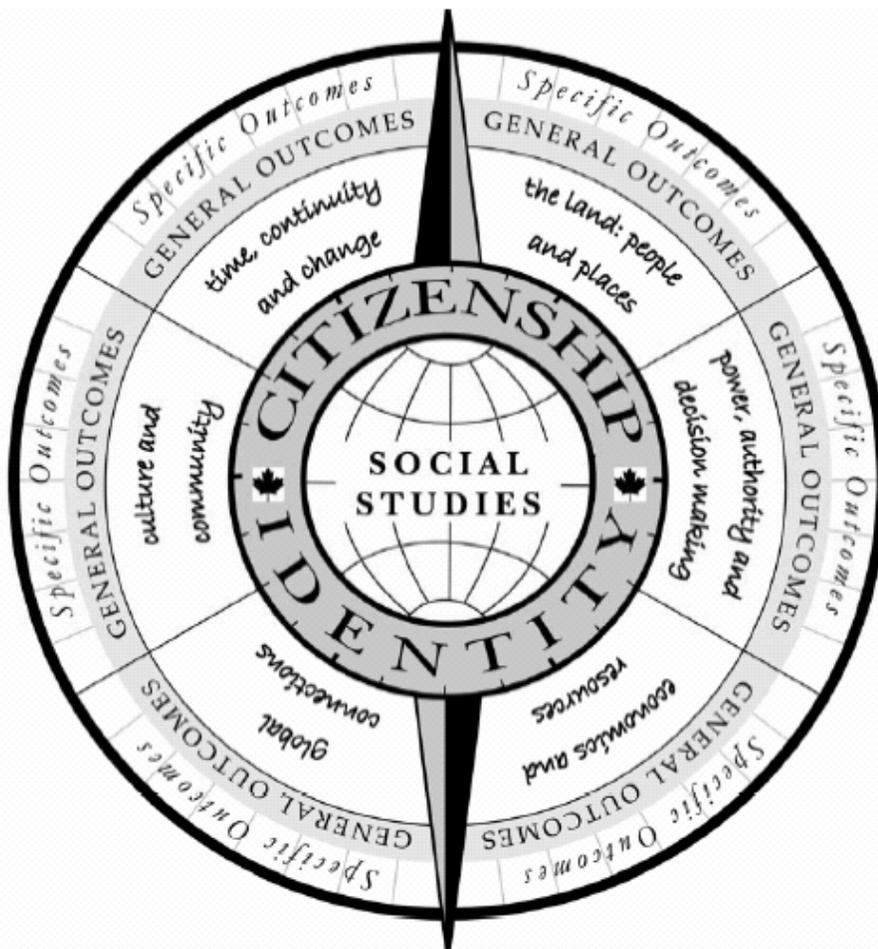


Literature Connections to The New Social Studies Curriculum Grade 2

...a sampling of quality literature and associated outcomes



Calgary Board of Education



aisi

Alberta Initiative For School Improvement

**Resource Connections to
The New Social Studies Curriculum
K-3, 2006**

Rationale

Alberta Education has identified basic resources for use with each grade level in the new Social Studies Program of Studies. They continue to encourage teachers to integrate literature and supplementary resources to create a rich, deep and engaging curriculum.

The purpose of this document is to:

- ❖ Provide a number of exemplary literature-based resources that best support the Social Studies curriculum outcomes.
- ❖ Assist school staff in making informed decisions regarding literature resources connected to the new Social Studies curriculum outcomes.
- ❖ Guide and build capacity for educators to continue to identify quality literature through the lens of the Social Studies criteria.
- ❖ Assist educators with identifying key words and concepts of the Social Studies Program of Studies.

This document is not intended to be a comprehensive list, but rather a listing of some of the types of books that best meet the criteria as outlined below.

We have attempted to include a variety of titles. We have chosen new literature and but also included some resources that already reside in many school libraries, some of which may now be out of print.

The criteria used in selecting the materials includes:

- 1) *Evaluation and Selection Criteria for Learning Resources*, Calgary Board of Education, March 1998. (available for purchase from the Calgary Board of Education, Media Services).
- 2) Social Studies Program of Studies Skills and Outcomes alignment , *Social Studies K-12, Program of Studies* September 2005, Alberta Education (template included).
- 3) Aboriginal consultation and verification, Curriculum Support Services, Calgary Board of Education.

- 4) Francophone consultation and verification, Curriculum Support Services, Calgary Board of Education.

The following people contributed to the writing of this document:

- ❖ Andrea Cartwright, Social Studies Consultant, Curriculum Support Services, Calgary Board of Education.
- ❖ Jennifer Delvecchio, AISI Teacher-Librarian Consultant, Calgary Board of Education.
- ❖ Jacqueline Vincent, AISI Teacher-Librarian Consultant, Calgary Board of Education.
- ❖ Cathy Yusep, Teacher-Librarian Specialist, Professional Learning Centre, Calgary Board of Education.

Thanks to all of the Calgary Board of Education teacher-librarians and teachers who have provided their time and ongoing guidance and support in the reviewing of these resources.

Availability:

Prices have been included in this document to assist with selection decisions, however, these prices may vary over time and depending on the source.

Resources are available for purchase from many booksellers throughout the province of Alberta such as United Library Services.



(click on logo or link) <http://www.uls.com/ULS/cbesocialstudies>

Screening Literature Through the Lens Of Social Studies

The following templates have been used by teachers to help identify literature, videos, pictures and music that best meets the learning outcomes of the new program of studies. Teachers have been encouraged to use or adapt the templates as a tool to assist them with material selection.

Templates:

- Connecting to the Strands
- Connecting to the Learner Outcomes :
 - values and attitudes
 - knowledge and understanding
 - skills and processes

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) _____

General Outcome Connection _____

Social Studies Outcomes (Specific Learner Outcomes)	Which Outcomes connections can be identified in this story, video or song? (Record specific Outcomes and keywords to explain how the resource best connects to the Program of Studies)
<i>Values and Attitudes</i>	
<i>Knowledge and Understanding</i>	
<i>Skills and Processes</i>	
Dimensions of Thinking	
<i>Critical and Creative Thinking</i>	
<i>Historical thinking</i>	
<i>Geographic Thinking</i>	
<i>Problem Solving and Decision Making</i>	
Social Participation as a Democratic Practice	
Research for Deliberative Inquiry	
Communication	

This resource/story highlights the strands of: (Place a checkmark beside the appropriate strand)

LPP (), CC (), GC (), TCC (), ER (), PADM (), C (), I ()

Are multiple perspectives represented in this resource: (e.g. Aboriginal, Francophone etc.) _____

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) [Picture Book – *Two Homes* by Claire Masurel](#)

General Outcome Connection [1.1 My World: Home, School and Community](#)

Social Studies Outcomes (Specific Learner Outcomes)	Which Outcomes connections (where applicable) can be identified in this story, video or song? (Record specific Outcomes and keywords to explain how the resource best connects to the Program of Studies)
<i>Values and Attitudes</i>	1.1.2 – to share and cooperate with others
<i>Knowledge and Understanding</i>	1.1.3 – Community , Belonging 1.1.4 – living together peacefully - how people cooperate
<i>Skills and Processes</i>	
Dimensions of Thinking	
<i>Critical and Creative Thinking</i>	
<i>Historical thinking</i>	
<i>Geographic Thinking</i>	
<i>Problem Solving and Decision Making</i>	
Social Participation as a Democratic Practice	
Research for Deliberative Inquiry	
Communication	

This resource/story highlights the strands of: (Place an X beside the appropriate strand)

LPP (), CC ([X](#)), GC (), TCC (), ER (), PADM (), C (), I ([X](#))

Are multiple perspectives represented in this resource: (e.g. Aboriginal, Francophone etc.) No

2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes

► Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community's physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People			GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making			TCC	Time, Continuity and Change

2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)
- 2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)
- 2.2.4 appreciate how connections to a community contribute to one's identity (I)
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► Knowledge and Understanding

Students will:

- 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community? (CC, I)
 - What is unique about their community? (CC, I)
 - What are the origins of their community? (TCC)
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
 - What individuals or groups contributed to the development of their community? (CC, TCC)
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
 - What has caused changes in their community? (CC, TCC)
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

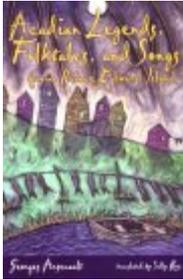
Grade 2

Outcomes: Keywords

- **Aboriginal**
- **Celebrations**
- **Change**
- **Community**
- **Collaboration**
- **Contributions**
- **Inuit: geography, culture, language, heritage, economics, resources, daily life**
- **Acadian: geography, culture, language, heritage, economics, resources, daily life**
- **Prairie: geography, culture, language, heritage, economics, resources, daily life**
- **Economics: natural resources, occupations, goods & services, industry**
- **Environment: demonstrate care**
- **Identity**
- **Language / Linguistics**
- **Occupations**
- **Peace**
- **Physical and Human Geography: prairie, climate**
- **Resources: human, natural**
- **Rural**
- **Story: stories of the past**
- **Symbols and Landmarks**
- **Traditions**
- **Urban**



Canadian Author



Arsenault, Georges. (2002) *Acadian legends, folktales, and songs from Prince Edward Island*. Charlottetown: Acorn Press. **\$18.95 ISBN 1894838025**

This anthology contains eight folktales, thirteen legends and thirteen songs with lyrics. The author, a historian and folklorist interviewed Prince Edward Island Acadians in the 1970s and their stories were recorded. Originally published in French, the English translation offers an extensive bibliography, footnotes and photos. A good teacher resource and read aloud to express Acadian traditions, social attitudes and traditions. Previewed by (AIS) Curriculum Support.

Outcomes: Teacher Resource: historical background information on Acadia—grade 2.



Aucoin, Rejéan and Jean-Claude Tremblay. (2002). *The magic rug of Grand-Pré*. Lévis: Quebec. **\$14.95 ISBN 292301605X**

This picture book recalls the deportation of the Acadians from Grand-Pré, Nova Scotia. Through a story, Grannie Henrette shares how her great-great grandmother escaped the deportation with the hooked rug from the church at Grand-Pré. The rug survived though it was missing twelve strands of wool

from the steeple. One magical Christmas Eve night, Constant and Rose-Marie along with the magical postman, Johnny a Minou, journey to the four corners of Acadia to find the missing strands. This book provides an accurate account of Acadian heritage and culture, and records the history of the Acadian people. Filled with information, this book would take multiple sittings to read to students. Previewed by Somerset Elementary.

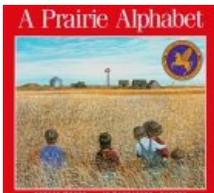
Outcomes: 2.1.2, 2.1.3, 2.2.1, 2.2.4 Acadian: Heritage, Community



Bannatyne-Cugnet, Jo. (2002) *Heartland: a prairie sampler*. Toronto: Tundra Books. **\$22.99 ISBN 088776567X; ISBN 0887767222**

Beautiful and incredibly realistic illustrations help to portray life on the Prairies. Very dense, information-packed text covers geography, culture, heritage, economics and resources. A great teacher resource. Previewed by Somerset Elementary.

Outcomes: 2.1.2 Prairie: geography, culture, heritage, economics and resources

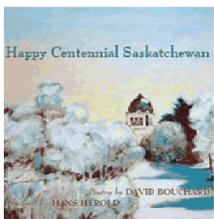


Bannatyne-Cugnet, Jo. (1992) *Prairie alphabet*. Westmount, Quebec: Tundra Books. **\$19.99 ISBN 0887763235; ISBN 0887762921**

Fresh, original alphabet book. Each picture is accompanied by a single sentence. Includes a short introduction explaining the history and meaning of "prairie"; a list of all the words hidden in each illustration; an appendix telling us further lore about each picture. Highly recommended. Winner of the 1992

Mr. Christie Book Award (English Illustration). Previewed by Beddington Heights Elementary.

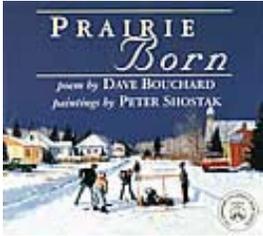
Outcomes: 2.1, 2.1.1 Prairie: geography, daily life, Symbols and Landmarks



Bouchard, David. (2004) *Happy Centennial Saskatchewan*. Regina: Simple Truth Publications Inc. **\$24.95 ISBN 0973350016**

David Bouchard uses poetry to describe the various geographic paintings. They provide a beautiful backdrop to Bouchard's poetry. A rich representation of the geography of the Prairies. Previewed by Somerset Elementary.

Outcomes: 2.1.1 Prairie Community: stories, heritage



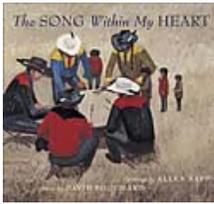
Bouchard, David. (1997) *Prairie born*. Victoria, B.C.: Orca Book Publishers.

\$8.95

ISBN 1551431521

A marvellous work of art detailing in verse, and paintings with the seasons of the prairie year. Poetry is descriptive, and evokes the emotions and expressions of how the climate influences life on the prairie. Peter Shostak's crisp, clear illustrations complement the text beautifully, and truly capture the images of the light, the landscape, the people, and the animals. A stand-alone poetry book and art resource. Highly recommended. Previewed by Simons Valley Elementary.

Outcomes: 2.1.1, 2.1.2 Rural, Community, Identity, Daily Life, Prairie: geography, culture



Bouchard, David. (2002) *The song within my heart*. Vancouver: Raincoast Books.

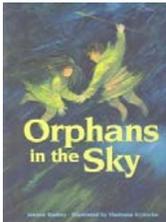
\$21.95

ISBN 1551925591

Renowned Cree painter Allen Sapp's inspired and stunning artwork beautifully complements this sweet story of a young First Nations boy preparing for his first powwow. The young boy's Nokum, his beloved grandmother, guides him through the exciting day and watches over him as events unfold. David Bouchard's rhythmic and informative text is based on remembrances from Allen Sapp's childhood. 2003 Governor General's Literary Award - Children's Literature, Illustration - English. Previewed by Crossing Park Elementary.

Outcomes: 2.1.3 Prairie: culture, heritage, Celebrations, Aboriginal

Also listed in Grade One



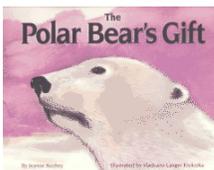
Bushey, Jeanne. (2004) *Orphans in the sky*. Calgary: Red Deer Press.

\$19.95

ISBN 0889952914

Two orphaned Inuit children are left behind when their people leave to search for better hunting grounds. The children decide to live among the stars while waiting for rescue. From their play comes the explanation of thunder and lightning. Brief animal facts, information about way of life and environment are embedded within the text. Dark, vivid watercolours portray and extend the feeling of urgency, longing, and eventually the joy experienced by the children. Previewed by Somerset Elementary.

Outcomes: 2.1.1 Story, Physical Geography



Bushey, Jeanne. (2000) *The polar bear's gift*. Red Deer, Alta. : Red Deer Press.

\$18.95

ISBN 0889952914

An Inuit legend about Pani, a young girl who desires to be a great hunter though she is taunted by friends who tell her all great hunters are men. Pani learns the importance of compassion when she encounters an injured bear cub that she nurses back to health. She is rewarded by the bear's mother with a magic polar bear fur bag that can be used so that she will never be hungry or cold again. The realistic watercolour illustrations depict the vast, empty, striking landscape of the Arctic. Inuit vocabulary included. Previewed by Somerset Elementary.

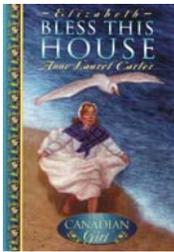
Outcomes: 2.1.1 Inuit: geography, Story



Carrier, Roch. (2004) *The flying canoe*. Toronto: Tundra. \$22.99  ISBN 0887766366

This is the story of an enchanted space ride of an adventure in a canoe involving an eleven-year-old boy and a group of lumberjacks. Children will be enthralled when they experience the retelling of this French Canadian classic of Quebec folklore, La Chasse - galerie. It is New Year's Eve, 1847, and young Baptiste and the lumberjacks are in the woods of the Ottawa Valley. They are all homesick. As midnight fast approaches, they devise a plan to get them home to their friends and families in time to greet the New Year. It is all aboard a magical canoe. They soar through the night sky and over villages before eventually arriving at their home. The illustrations are digital colourings of pencil drawings by Sheldon Cohen. They boggle the imagination. They capture the reader's attention and absorb the imaginations of young minds. Through this story we are able to appreciate many aspects of Francophone life. Reviewed by (SSS) Evaluation/Selection.

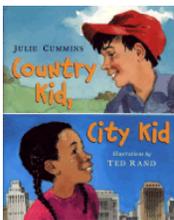
Outcomes: 2.1.3 **Francophone, story, traditions,**
Also listed in Kindergarten; Grade One



Carter, Ann Laurel. (2002) *Elizabeth: Bless this house*. Toronto:  Penguin Group \$8.99 ISBN 0141002514

Set in 1762, *Elizabeth: Bless This House* helps children learn about the Acadian deportation and its consequences. Elizabeth's family, Protestants from New England, have taken ownership of an Acadian farm. Elizabeth befriends an Acadian girl and through that friendship learns the importance of tolerance and generosity (www.ourcanadiangirl.ca). This book could be used as a read aloud or for independent grade 2 or 2/3 students. This books supports historical thinking skills and processes. Reviewed by Curriculum Support Services.

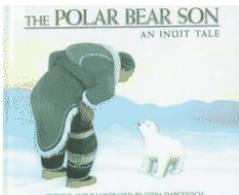
Skills and Processes: Historical Thinking (Acadian), Fiction



Cummins, Julie. (2002) *Country Kid, City Kid*. New York: Henry Holt and Company. \$23.95 ISBN 805064672

Ben and Jody seem to lead entirely different lives. Ben lives on a farm in the country where he is surrounded by cows, trees and lots of space to play. Jody lives in the city where she is protected by wire fences, wakes to the sound of honking horns, and stays inside to escape the heat. They meet at summer camp, and begin to notice that they aren't so different after all. Realistic illustrations assist readers in exploring differences in geographical regions, and ways that the physical geography of each community shapes its identity. Reviewed by Somerset Elementary.

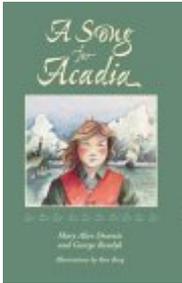
Outcomes: 2.1.2 **Urban, Rural**
Also listed in Grade One



Dabovich, Lydia. (1997) *The polar bear son: an Inuit tale*. New York: Clarion Books. \$24.95 ISBN 0395727669; ISBN 0395975670

An old woman, who has trouble looking after herself, adopts and raises an orphan polar bear cub. The polar bear in turn hunts and fishes for her until the Inuit men become jealous of the polar bear, and threaten to kill him. The old woman sends the polar bear away to save his life, but still goes on the ice to visit him and the polar bear continues to feed her. Quality soft watercolour illustrations on double-page spreads are closely tied to the simple, easily understood story. Reviewed by Falconridge Elementary.

Outcomes: 2.1.1 **Inuit: geography, Story**

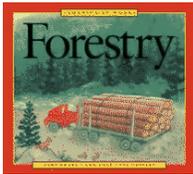


Downie, Mary Alice. (2004) *A song for Acadia*. Halifax, NS: Nimbus Publishing.  ISBN 1551094746
\$7.95

When his aging father falls ill, Timothy Parsons of Boston is sent to live with his Acadian relatives in Nova Scotia. The language is new and the farm work hard, but the kind ways of the merry-hearted Acadians put him at ease, and soon Timothy is singing songs in French and building aboiteau alongside his cousins. But trouble is on the horizon: the French and the English are at war, and Acadia is caught in the middle. When the governor signs the deportation orders, Timothy must decide whether to stay with his Acadian family and face an

uncertain future, or return to the safety and comfort of his life in Boston. This book could be used as a read aloud. It supports historical thinking skills. Previewed by Curriculum Support.

Skills and Processes: Historical Thinking (Acadian), Fiction

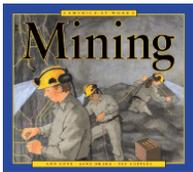


Drake, Jane. (1996). *Forestry*. Toronto: Kids Can Press.  ISBN 1553374231 ; ISBN 155074819X
\$15.93

The books in this series are designed to present detailed, practical information in an easy-to-digest format. His forester father takes Cameron to a town that has a pulp mill and saw mill. While the storyline is thin, the text and the labelled watercolour/coloured pencil artwork provide a fairly extensive amount of

information. No table of contents or glossary, but has a good index. Previewed at W.O. Mitchell Elementary.

Outcomes: 2.1.4 Occupations, Industry



Drake, Jane. (1997) *Mining*. Toronto: Kids Can Press.  ISBN 1550743376 ; ISBN 155074920X
\$15.93

The books in this series are designed to present detailed, practical information in an easy-to-digest format. In a fictional account, this introduces children to the people, machines, work, and environmental concerns involved in bringing to market products from an underground nickel mine and open pit oil sands mine.

Provides a balanced view of the mining industry. While the storyline is thin, the text and the labelled watercolour/coloured pencil artwork provide a fairly extensive amount of information. No table of contents or glossary but has a good index. Previewed at W.O. Mitchell Elementary.

Outcomes: 2.1.4 Occupations, Industry

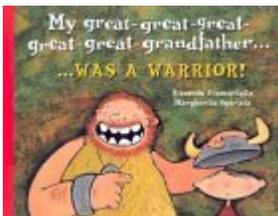


Eyvindson, Peter. (1993) *The missing sun*. Winnipeg: Pemmican Publications.  ISBN 0921827296
\$12.25

Emily's meteorologist mother explains the scientific reason for the lack of sun in Inuvik as the tilt of the Earth during winter. But Josie, Emily's friend claims that it is Raven who steals the sun, and will not bring it back. Emily does not miss the sun until many days after the New Year. Josie says that Raven will not return the small sun, that only a big sun can return. When

the sun breaks the horizon with a magnificent array of colour, both Emily and Josie feel vindicated. Illustrated with appealing watercolours, this story will spark discussion about life in the Far North. Previewed by AISI Teacher-Librarians.

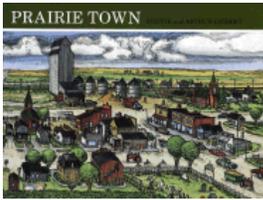
Outcomes: 2.1.1, 2.1.2 Inuit and Prairie: Geography; Physical Geography: climate



Francaviglia, Riccardo and Sgarlata, Margherita. (2003) *My great-great-great-great-great-grandfather...was a warrior*. Montreal, Quebec: Lobster Press. ISBN 1894222814
\$21.95

When Mark sees a huge warrior in his mirror one morning, he is very surprised to learn that the image is an ancestor. He is even more surprised to discover that they aren't as different as he thinks in the beginning. A great introduction to the notion of family heritage. Children will enjoy the cartoon-like illustrations. Previewed by Somerset Elementary.

Outcomes: 2.2.1 Stories of the past Also listed in Historical Thinking

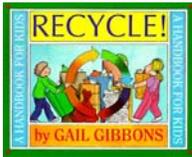


Geisert, Bonnie.(1998) *Prairie town*. Boston: Houghton Mifflin. \$24.95 ISBN 0395859077



This appealing book describes a year in the life of a prairie town, including the effect of seasons and of economics on the ebb and flow of this agricultural community. The excellent panoramic illustrations portray the dramas of everyday life, showing how farmers and townspeople work and play together from season to season. The text is brief, clearly and succinctly discussing what is depicted in the illustration. A synopsis at the end of the book reminds the reader what to look for in the illustrations. This book is American but, except for the American flag and use of the word "American" once or twice in the text, this book could just as easily be about a prairie town in Canada. Previewed at Olympic Heights Elementary.

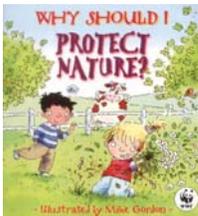
Outcomes: 2.1.1, 2.1.2 Prairie: Community, Economics, Occupations



Gibbons, Gail. (1992) *Recycle! : A handbook for kids*. Boston: Little, Brown. \$9.99 ISBN 0316309435

This book details the process of recycling. It outlines what occurs in recycling of products such as paper, plastic, glass and aluminum cans. It is a well-organized, accessible and attractive book. Brightly coloured cartoon illustrations cover two-thirds of the page and clarify the brief text which is located at the bottom of each page. It includes information about landfills and recycling steps. Also Included is a page of facts about garbage and a list of things kids can do. A very useful and informative introduction to recycling.

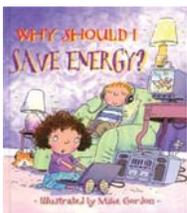
Outcomes: 2.1.1 Environment: demonstrate care
Also listed in Grade Three



Green, Jen. (2002) *Why should I protect nature?* New York: Barron's Educational Series Inc., \$8.50 ISBN 0764131540

This book is written in a simple, child-friendly format that gives students many reasons to respect natural habitats. It is a general resource that teaches students to demonstrate care for the environment. Previewed by Somerset Elementary.

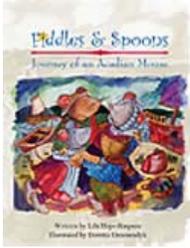
Outcomes: 2.1.1 Environment: demonstrate care
Also listed in Grade One



Green, Jen. (2001) *Why should I save energy?* New York: Barron's Educational Series Inc., \$8.50 ISBN 0764131567

The children in this story take electricity for granted, until one day their community has a blackout. They realize the seriousness of using up natural resources and how the resources can't easily be replaced. Demonstrates importance of caring for the environment. Previewed by AISI Curriculum

Support.
Outcomes: 2.1.1 Environment: demonstrate care
Also listed in Grade One



Hope-Simpson, Lila. (2004). *Fiddles & spoons*. Montréal: Dery Publishing Group.

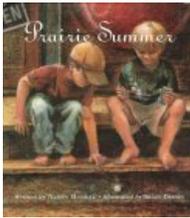
\$19.95

ISBN 2980817724

A chronicle of an Acadian family uprooted from their home in Grand Pré, Nova Scotia to a faraway land as British troops move in to claim the area from the French. The story is told from the perspective of a family of mice that lives under the floorboards and follows them on their journey to the American colonies. This book provides excellent information about the heritage and culture of the Acadian community and the changes that their community undergoes in a traumatic time. The author also provides a brief history of the Acadian people. Previewed by Somerset Elementary.

Outcomes: 2.2.1, 2.2.7

Acadian: culture, heritage



Hundal, Nancy. (1999) *Prairie summer*. Toronto: Fitzhenry & Whiteside.

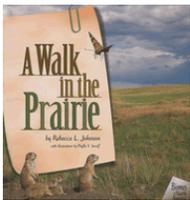
\$10.95

ISBN 155041710X

Discover the beauty and the excitement of a summer on the prairie as experienced by two young cousins from the city. An unending treat for the senses as Hundal poetically and vividly describes honey, wheat, gophers, picking Saskatoon berries and baking bread with Grandma. Useful for grade two study of prairie communities; geography; daily life. Previewed by Somerset Elementary.

Outcomes: 2.1.1, 2.1.2

Prairie: geography, daily life



Johnson, Rebecca L. (2001) *A walk in the prairie*. Minneapolis: Carolrhoda Books.

\$26.95

ISBN 1575051532

This beautifully designed book provides a wealth of information on the North American prairies, including plant life, animal life, and how they depend on each other and their environment for survival. The well-written text is accompanied by beautiful captioned colour illustrations including photographs, drawings, and maps. Includes glossary, bibliography, websites, and index, but no table of contents. Previewed by (SSS) Evaluation/Selection.

Outcomes: 2.1.1, 2.1.2 Prairie: geography



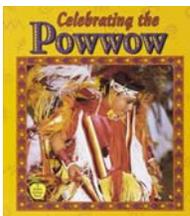
Johnston, A.J.B. & Kerr, W.P. (2004) *Grand-Pré: heart of Acadie*. Halifax, N.S: Nimbus Publishing Limited.

\$16.95

ISBN 1551094797

This well-illustrated work takes a fresh look at the history of the Acadian village of Grand-Pré from the 1680s to 1755. It places Grand-Pré in the context of the wider history of Acadia. The book discusses the Acadian settlement before 1755 and then interprets the deportation that took place in 1755. The authors also discuss the development the Grand-Pré National Historic Site of Canada. Previewed by AISI Curriculum Support.

Outcomes: Teacher Resource: historical background information on Acadia—grade 2.



Kalman, Bobbie. *Celebrating the Powwow*. New York: Crabtree Publishing Company.

\$25.95

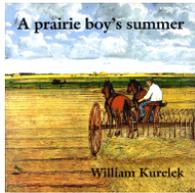
ISBN 865056404; ISBN 865057400

This book chronicles the terminology, traditions, and culture around Powwows. Included in the book is a table of contents, glossary and index. The author uses labelled diagrams, and photographs to make it an excellent visual resource. Previewed by Somerset Elementary.

Outcomes: 2.1.3

Community, Celebrations, Aboriginal

Also listed in Grade One; Grade Three



Kurelek, William. (1984) *A prairie boy's summer*. Westmount, Quebec: Tundra Books.

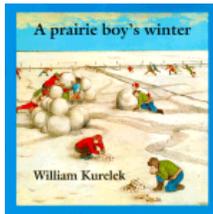
\$10.99

ISBN 088776116X

Growing season on a prairie farm was and is a very busy time. When William was young, the demands of farming were far greater in the summer than the winter. Ploughing, seeding, hoeing, tilling and animal husbandry consumed his waking hours and much of his energy, especially during July and August when school was over for the summer. This did not mean that William and his friends had no occasion for play. There was a swimming hole that they used in the bog ditch at the end of his father's farm. William liked to supervise the cows in the pasture because it meant that he could read. When school resumed, he felt some guilt that his father and mother were working so hard when he was in class, but his father valued education even more highly than farming. Illustrated with Kurelek's deft touch, this memoir of an earlier time in Canada's history evokes the work ethic and contribution of farmers who helped to shape the Canadian West. Winner of *The New York Times* Best Illustrated Book, 1975; Canadian Association of Children's Librarians Best Illustrated Book, 1976; Children's Book Council Showcase Book, 1976; IODE Book of the Year, 1976; the Amelia Frances Howard-Gibbon Medal, 1976. Previewed by AISI Teacher-Librarians.

Outcomes: 2.1.2, 2.2.1

Community; Rural; Prairie: geography, culture, resources



Kurelek, William. (1973) *A prairie boy's winter*. Westmount, Quebec: Tundra Books.

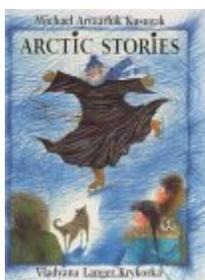
\$11.00

ISBN 088776102X; ISBN 0887760228

Life for farmers on the Canadian prairies was harsh in the early part of the twentieth century, especially during the Great Depression. The weather was unpredictable and often brutally cold. Animals had to be fed and watered and kept warm. Milk had to be transported to collection stations in spite of snow, ice and cold. The wood box had to be filled. Young William was expected to carry his share of the responsibility for these chores, along side his parents and siblings. But that did not prevent them from enjoying those moments that live on in memory: skating on hockey rinks or frozen bog ditches; skiing behind the hayrack; building snow forts to hide behind during snowball fights; playing fox-and-geese and cats-and-mice in the snow. Illustrated in Kurelek's unique style, this nostalgic rendering of his childhood experiences shows how the climate and the geography helped to shape the lives of people who lived on the prairies. Winner of *The New York Times* Best Illustrated Book of 1973; Canadian Association of Children's Librarians Best Illustrated Book, 1974; Children's Book Council Showcase Book, 1974; *Boston Globe/Hornbook* Honour Book, 1974; Amelia Frances Howard-Gibbon Medal, 1974. Previewed by AISI Teacher-Librarians.

Outcomes: 2.1.2, 2.2.1

Community; Rural; Prairie: geography, culture, resources



Kusugak, Michael. (1998) *Arctic stories*. Toronto: Annick Press.

\$18.95

ISBN 1550374532

Three stories about Agatha, a young girl in Repulse Bay take place in the late 1950s. They tell of the traditional way of life of the Inuit in two of the stories "Agatha and the Ugly Black Thing" and "Agatha and the Most Amazing Bird". The last story, "Agatha Goes to School", tells of the residential schools run by the Catholic Church to educate the Inuit. Told in Michael Kusugak's trademark style of the oral tradition, this is a delightful collection of stories. A forward describes the helium filled airship that is the basis of the first story and the afterward tells about the residential schools and charges now surfacing against the nuns and priests. Kusugak also points out the positive things about the experience (a good education, skis, skates & Father Fafard). Highly recommended. Previewed at Simons Valley Elementary & Beddington Heights Elementary.

Outcomes: 2.1.1, 2.1.2 Inuit: geography, culture, daily life; Story, Community, Identity



Kusugak, Michael. (1990) *Baseball bats for Christmas*. Willowdale, Ont.: Annick Press.

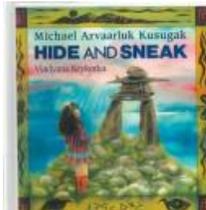
\$16.95

ISBN 1550371444; ISBN 1550371452

Bush pilot Rocky Parsons brought six “standing-ups” or fir trees to Repulse Bay in 1955. The children who lived there were puzzled about the purpose of these trees until the manager of the Hudson Bay store gave Arvaarluk a big rubber ball for Christmas. Yvo, the smartest boy in Repulse Bay, realized that the standing-ups were actually baseball bats. After the boys trimmed the branches off one of the spindly trees, they shaped it into a bat to play an extended baseball game. As the trees broke, they became more bats. By the fall, the children were waiting for the bush pilot to bring them more baseball bats for Christmas. Illustrated with engaging coloured drawings, this humorous story paints a portrait of children’s lives in a remote part of Canada.

Outcomes: 2.1.1, 2.1.2, 2.1.3

Inuit: geography, culture, daily life, heritage; Story

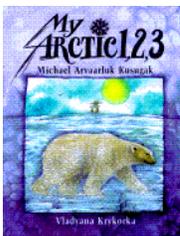


Kusugak, Michael. (1992) *Hide and sneak, hide and sneak*. Willowdale, Ont.: Annick Press.

An Ijiraq is a mischievous sprite with ptarmigan feathers. It loves to entice children from their families, by urging the children to play hide-and-seek. Allashua has promised her mother that she will not go far from the Inuit camp to play, but once out of sight, she forgets as she chases first a butterfly, then examines the life in a small pond, and then a nest of baby birds. When she spots an Ijiraq, she willingly goes with him to play hide-and-seek, until she becomes too hungry to play anymore. The Ijiraq does not want her to leave, but Allashua finally breaks his spell and finds her way home by following the direction pointed to by an inuksuaq or inuksuk. Delightfully illustrated with engaging watercolour drawings, this evokes the magic of Inuit tales for young readers. Previewed by AISI Teacher-Librarians.

Outcomes: 2.1.3

Inuit: culture; Story: stories of the past; Symbols and Landmarks



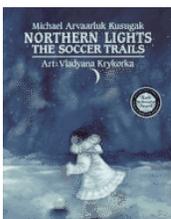
Kusugak, Michael. (1996). *My Arctic 1, 2, 3*. Toronto: Annick Press.

\$16.95

ISBN 1550375040; ISBN 1550375059

A counting book with striking, realistic watercolour illustrations depicting the animals, vegetation, land, climate and way of life of the Inuit people. Includes a glossary of Inuit vocabulary and an author’s notebook recording personal anecdotes of Arctic life. Text includes Inuit and English text. The illustrations and text would lend itself well to discussions about climate, geography and natural resources of the Inuit people. Previewed by Somerset Elementary.

Outcomes: 2.1.2, 2.1.4 Inuit: geography; Natural Resources



Kusugak, Michael. (1993) *Northern lights: the soccer trails*.

Willowdale, Ont.: Annick Press.

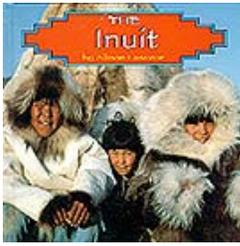
\$16.95

ISBN 1550373390; 1550373382

Kataujaq, a little Inuit girl, is very lonely for her Mother who has died, until her grandmother tells her the story of the Aurora Borealis being loved ones who have died, playing soccer in the sky. A clear, chronological plot with beautifully described resolution. Kataujaq matures as the story progresses, and learns to accept her Mother’s death. Delightful watercolours show the beauty of the Northern Lights and are an extension of Kataujaq’s imagination as she sees the image of her mother in the sky. Each page of text opposite a full-page illustration is decorated with pictures of Inuit beadwork. This is a beautiful story with a peaceful perspective on death. Presents an informative look at the Inuit way of life, as well as their relationships. Previewed by Penbrooke Meadows Elementary.

Outcomes: 2.2.1

Inuit: geography, heritage; Story, Identity, Aboriginal



Lassieur, Allison. (2000). *The Inuit*. Manako, Minn: Bridgestone Books.

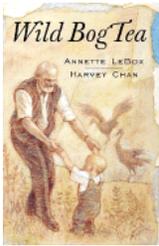
\$20.95

ISBN 0736804986

Excellent for beginning research. Covers typical research topics such as history, homes, food, clothing, art, families, storytelling, religion, and government. Each section blends nicely together, the past traditions with modern lifestyles. Includes Canadian content. Table of contents, glossary, index, further information (including Inuit Circumpolar Conference in Ottawa) and a Hands-On activity to make snow goggles. Previewed by Hillhurst Elementary.

Outcomes: 2.1

Inuit: geography, culture, language, heritage, economics, resources, daily life



LeBox, Annette. (2001) *Wild bog tea*. Toronto: Douglas & McIntyre. 

\$18.95

ISBN 0888994060

The narrator of the story looks back on times that he shared with his grandfather in a wild Canadian bog. He recalls how he and his grandfather got to know the many animals and plants of the bog and how they made bog tea from sprigs of Labrador that they picked. This is an interesting look at a unique Canadian habitat. A read aloud for younger children. Previewed by Hawkwood Elementary.

Outcomes: 2.1.1, 2.2.1

Environment: demonstrate care; Story: stories of the past

Also listed in Kindergarten; Grade One; Historical Thinking; Geographical Thinking



Llewellyn, Claire. (1999) *Bread*. New York: Children's Press.

\$32.00

ISBN 0516215469

An introduction to bread, how it is made and its many uses. Each spread has a heading with key information in the main text and additional facts in the captions and sidebar. Sentences are in large print and accompanied by appealing high quality colour photographs that match the text and captions. Includes a table of contents, a glossary and a summary of the main facts with supporting photographs. Previewed by (SSS) Evaluation and Selection.

Outcomes: 2.1.4

Economics



Loewen, Iris, 1951- (1993) *My kokum called today*. Winnipeg: Pemmican Publications. 

\$12.25

ISBN 0921827369

When a Cree girl living with her mother in the city receives a telephone call from her grandmother, her kokum, to come to the round dance on the reserve where her kokum lives, the little girl is excited about the visit. As she packs her moccasins, the girl recalls all the enjoyable experiences she has had while visiting her grandmother and family on the reserve: walks in the woods to pick medicinal plants; enjoying her kokum's homemade jam and bannock; and past round dances with family and friends. The coloured pencil drawings highlight the power of the bonds within this aboriginal community. Previewed by AISI Teacher-Librarians; Curriculum Support.

Outcomes: 2.1.3

Traditions, Aboriginal

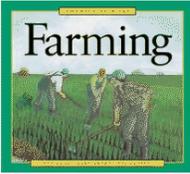
Also listed in Kindergarten; Grade One



London, Jonathan. (1995) *The sugaring-off party*. Toronto: Lester Publishing. \$8.95  **ISBN 1895555892**

On the eve of his first sugaring-off party, Paul's grandmother describes her first experience sixty years previously. Her aunt Loulou's sugar shack was filled with family and friends who had come to eat a hearty meal, dance to fiddle music and participate in rendering maple sap into maple syrup. The children especially looked forward to making *la tire*, maple taffy, by drizzling thick maple syrup onto clean snow. The colourful folk-art illustrations show the excitement and joy of this family tradition of which Paul will now become a part. Included is a glossary of French-Canadians words used in the text. Previewed by AISI Teacher-Librarians; Curriculum Support.

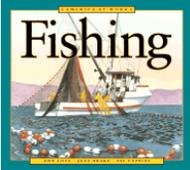
Outcomes: 2.1.3 Celebrations, Culture, Francophone, Identity, Rural, Traditions
Also listed in Kindergarten; Grade One



Love, Ann. (2002) *Farming*. Toronto: Kids Can Press.  \$5.95 **ISBN 1553374215**

Attractively illustrated with detailed, colourful drawings, this explains the complex interaction of factors that bring about successful farming in Canada. It includes preparing, planting, cultivating and harvesting various crops, animal husbandry (including ranching operations) and marketing, in language accessible to younger readers. There is an index. Previewed by AISI Teacher-Librarians.

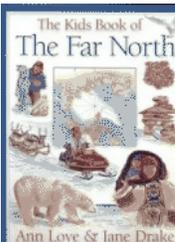
Outcomes 2.1.4 Occupations, Industry



Love, Ann. (2001) *Fishing*. Toronto: Kids Can Press.  \$5.95 **ISBN 1550749196**

An excellent, very readable resource on fishing in Canada - Atlantic and Pacific. A girl named Jessie visits her Grandfather who is a fisherman and has a fish farm on the Atlantic coast of New Brunswick. New technologies and conservation methods are described. Jessie later returns home to British Columbia where her father is a fisheries officer monitoring the salmon catch on the Pacific coast. Although told as a story, many facts are presented. Colourful illustrations enhance the text. Excellent diagrams of fishing methods, fish farming, fish ladders, are integrated into story pictures. Also includes a recipe for fish cakes. Not much easy to read information available on this subject that includes present day issues of conservation and fish farming. Highly recommended. Previewed at Cambrian Heights Elementary.

Outcomes: 2.1.4 Occupations, Industry

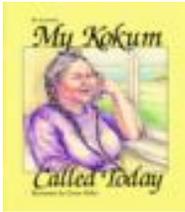


Love, Ann. (2000) *The kids book of the Far North*. Toronto: Kids Can Press.  \$19.95 **ISBN 1550745638**

Appealing book provides interesting facts, stories, and ecological alerts about the top of the world - a region shared by eight countries. Major sections include "The Arctic Environment", "Plant & Animal Life", "Ancient Peoples", "Arctic Riches", and "Everyday Life". Beautiful detailed watercolour illustrations and maps support the text. Highlights and explains Inuit vocabulary. Shares and compares Canadian and other northern communities around the world. Also includes coloured "Eco Watch" boxes (information about ecological issues pertaining to northern communities), several legends/folktales, contents page, and index. Previewed at Hawkwood Elementary.

Outcomes: 2.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 2.2.4, 2.2.7

Inuit: geography, heritage; Occupations, Resources, Community, Community Change, Collaboration



Loewen, Iris, 1951- (1993) *My kokum called today*. Winnipeg: Pemmican Publications.

\$12.25

ISBN 0921827369

When a Cree girl living with her mother in the city receives a telephone call from her grandmother, her kokum, to come to the round dance on the reserve where her kokum lives, the little girl is excited about the visit. As she packs her moccasins, the girl recalls all the enjoyable experiences she has had while visiting her grandmother and family on the reserve: walks in the woods to pick medicinal plants; enjoying her kokum's homemade jam and bannock; and past round dances with family and friends. The coloured pencil drawings highlight the power of the bonds within this aboriginal community. Previewed by AISI Teacher-Librarians; Curriculum Support.

Outcomes: 2.1.3 Traditions, Aboriginal

Also listed in Kindergarten; Grade One



Munsch, Robert. (1998) *Promise is a promise*. Willowdale, Ont.:

Annick Press.

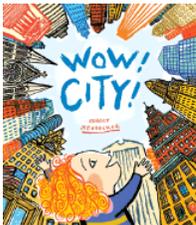
\$16.95

ISBN 1550370081

A troll-like creature from Inuit stories is called a Qallupilluq. It lives in the ocean and comes up through the cracks in the ice to catch unsuspecting children who should be fishing in safer places. But Allashua does not believe that such creatures exist because she has never seen them. To be sure they

do not exist, she makes taunting comments at the cracks in the sea ice. When the Qallupilluq appear and extract a promise from her to bring her siblings to them, her parents trick the Qallupilluq into returning to the ocean depths without the children. Illustrated with evocative watercolour drawings, this cautionary tale demonstrates how important it is for children to heed parents' advice about being safe on the ice. Previewed by AISI Teacher-Librarians.

Outcomes: 2.1.1 Inuit: geography; Story



Neubecker, Robert. (2004) *Wow! City! New York*: Hyperion Books for Children.

\$23.99

ISBN 786809515

Riding on her father's shoulders, Izzy visits the city and is enthralled with the marvellous sights around them. Each scene is shown in an out-sized, double-page spread of vibrant colours and busy activity, captioned with two words, "Wow!" and the "activity": Wow! Airport!; Wow! Park! Young readers will enjoy searching for Izzy and her father in each scene, while exploring with them the

buildings, vehicles and human activity found there. This is an excellent book to support visual literacy as students explore the concept of urban concepts, signs and symbols. Previewed by AISI Teacher-Librarians; Curriculum Support Services.

Outcomes: 2.1.2 Community, Urban

Also listed in Grade 1



Nicolai, Margaret. (1998) *Kitaq goes ice fishing*. Anchorage: Alaska Northwest Books.

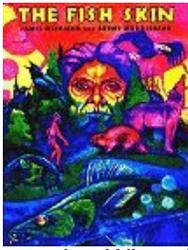
\$11.95

ISBN 0882405691

Kitaq cannot wait for his grandfather to take him ice fishing. Readers gain knowledge about clothing, tools, food, and traditions of the Yupik people from the 1950s. Inuit words with definitions in brackets are embedded in the text. Vibrant, realistic watercolours add to the interpretation and enjoyment. Term "Eskimo" is used, but can easily be adapted. Previewed by Somerset Elementary.

Outcomes: 2.1.3, 2.1.4

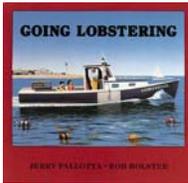
Inuit: geography; Identity, Celebrations, Traditions, Natural Resources



**Oliviero, Jamie. (1993) *The fish skin*. Winnipeg: Hyperion Press. 
\$19.95 ISBN 882405691**

This Cree legend teaches about balance in nature. The Cree people send Cloud away in favour of Grandfather Sun's warmth. As the Sun continues to shine down, the people, animals and the land become parched and dry. A young boy tries to save his ailing Grandmother from the Sun's power by searching for Wisahkacahk, the Great Spirit. Wisahkacahk gives the boy a fish skin with magical powers that he uses to ask Cloud to come back to help his people. When Cloud returns, he covers the land with rain and all of the people and animals celebrate, except Turtle, who moves so slowly that he does not reach the rain and still has cracks and lines on his shell. This book is an excellent example of the diversity and vastness of Canada's land and people. Previewed by Somerset Elementary.

Outcomes: 2.1.1 Story, Physical Geography



**Pallotta, Jerry. (1990) *Going lobstering*. Watertown, MA: Charlesbridge.
\$25.95 ISBN 0881064742; ISBN 0881064750**

Two young Acadian children join a lobstering expedition where they learn that there are many unexpected difficulties in the lobster trade. Information source for lobster researchers. Includes a labelled diagram of a lobster crate, comparisons, and a variety of sea life. Previewed by Somerset Elementary.

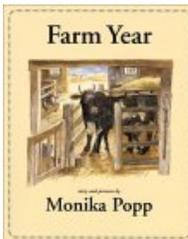
Outcomes: 2.1.4 Acadian: resources; Occupations



**Plain, Ferguson. (1989) *Eagle Feather - an honour*. 
Winnipeg: Pemmican Publications. \$6.95 ISBN 0921827121**

This Ojibwa story chronicles the tradition of passing on the eagle feather from the Grandfather (Mishoomis) to the Grandson. Aspects of traditional Aboriginal culture are introduced including the Powwow, drumming, and traditional medicines. There is a glossary of Ojibway words. Previewed by Somerset Elementary.

Outcomes: 2.1.3 Celebrations, Traditions, Aboriginal

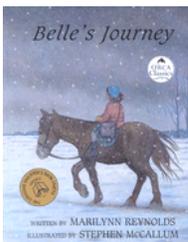


**Popp, Monika. (2002) *Farm Year*. Toronto: Douglas & McIntyre. 
\$18.95 ISBN 0888994524**

This is a gentle story of Anna, a Holstein calf that is purchased at auction and taken to live on a beef farm. Anna's life over her first year is described in lovely, rich language that evokes wonderful images of a Manitoba farm through the four seasons. Watercolour illustrations add to the warmth of this story. A good read aloud to give children a sense of rural life. Previewed by Hawkwood Elementary.

Outcomes: 2.1.1, 2.1.2, 2.1.4

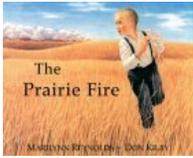
Prairie: Daily Life, Geography, Identity, Rural, Economics: goods & services, industry
Also listed in Grade One



**Reynolds, Marilyn. (1993) *Belle's journey*. Victoria, B.C.: Orca 
Book Publishers.
\$8.95 ISBN 1551430215**

Set on the Canadian Prairies during the twenties, this is the story of a young girl named Molly who rides her old brown mare, Belle, to and from school and piano lessons. The old horse barely earns her keep and Molly's father is considering getting rid of Belle. But one winter day, Molly and Belle are lost in a sudden blizzard, and faithful Belle braves the way through the terrible storm to bring Molly safely home. Previewed by Rosscarrock Elementary.

Outcomes: 2.1.1, 2.1.2, 2.2.7 Prairie: geography, heritage, Community: change



Reynolds, Marilyn. (1999) *The prairie fire*. Victoria, B.C.:

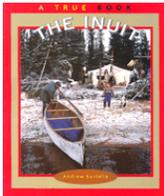


Orca Book Publishers.

ISBN 1551431750

\$8.95
An Alberta author tells the story of the dangers of prairie fires for pioneer families. Although his parents refuse to let him take on heavy chores until he is older, Percy uses his good sense when he spots a prairie fire racing toward their homestead. The story shows how the family members rely on each other to survive. This picture book has wonderful paintings with a detailed text (reading level grades 3-4). Useful for study with small groups to show some important aspects of prairie history. Highly recommended. CORE Collection. Previewed at Captain John Palliser Elementary.

Outcomes: 2.2.1 Prairie: Stories of the past



Santella, Andrew. (2001) *The Inuit*. New York: Children's Press.

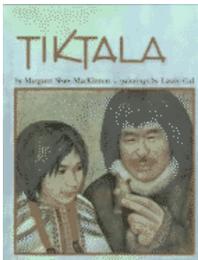
\$9.95

ISBN 516273191

This overview of the Inuit looks at traditional ways and the modern Inuit. Includes text in large print, colour photographs, maps, glossary, bibliography (books, organizations and online sites), table of contents and index. Good support material at an easy level. Primary and Elementary CORE Collections. Previewed at Brentwood Elementary & by (SSS) Evaluation/Selection

Outcomes: 2.1.2, 2.2.6, 2.2.7

Inuit: geography; Community, Community change



Shaw-MacKinnon, Margaret. (1996) *Tiktala* Toronto, Ont.: Stoddart.



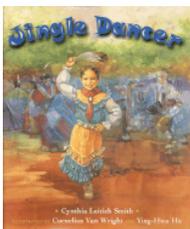
\$17.95

ISBN 0773729208

Because she wants to be a carver and restore her father's hope, Tiktala must undergo a quest to learn about the spirit of the animal she would carve. After a journey of three days, she builds an icehouse. In the morning, there is another house nearby, the home of the spirit who transforms her into a harp seal, the animal she first believes she wants to be. Nearby is Tulimak, her seal mentor, who teaches her about a seal's life, its joys and dangers. When Tulimak gives birth to Aputi, Tiktala saves the pup from a sealer and is transformed back into her human shape. She now understands how to carve the seal. Her first soapstone carving is given to her father who understands immediately the spirit within. Illustrated with powerful watercolour images of the Arctic, this is a metaphor for the growth of an artist, the connection to nature and the responsibility of humans for the world in which we live. Previewed by AISI Teacher-Librarians.

Outcomes: 2.1.1, 2.1.3, 2.1.4

Inuit: geography, culture; Story, Rural, Occupations



Smith, Cynthia Leitich. (2000) *Jingle Dancer*. New York: Morrow Junior Books.

\$23.99

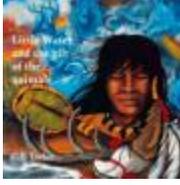
ISBN 068816241X; ISBN 688162428

Jenna, a Native-American child, wants to perform at the Muscogee-Creek Nation powwow but needs jingles for her dress. She borrows rows of jingles from different friends and relatives. In doing so, not only does she dance the powwow for herself, but also for all the women whose jingles make Jenna's dress sing. Using colourful illustrations, this book explores the blending

of contemporary and traditional aspects of Native-American life. Previewed by Curriculum Support.

Outcomes: 2.1.3 Traditions, Celebrations, Aboriginal

Also listed in Kindergarten; Grade One



**Taylor, C. J. (1992) *Little Water and the gift of the animals*. Westmount, Quebec: Tundra Books.
\$7.99 ISBN 887764002**

From a Native American legend of the Seneca tribe, this illustrates the high regard for animals and nature. In the legend, a young hunter named Little Water is so attuned to the animals and the forest that his people believe he can talk to the animals. He is asked to find out the secrets of the animals in order to cure his tribe of a terrible sickness. With beautiful autumn illustrations, this story reminds us of the interconnectedness among the land, animals and people. Previewed by Curriculum Support.

Outcomes: 2.1.1 Story, Physical Geography

Also listed in *Grade One; Grade Three*

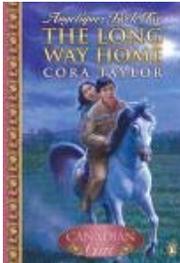


**Taylor, Cora. (2002) *Angelique: Buffalo Hunt*. Toronto: Penguin Canada.
\$8.99 ISBN 0141002719**

Buffalo Hunt is set in 1865 and follows a ten-year-old Métis girl, Angelique, as she and her family go on the annual buffalo hunt. It paints a vivid picture of the daily life and culture of the Métis people in the mid-nineteenth century (www.ourcanadiangirl.ca). This book could be used as a read aloud or read by independent grade 2 and 2/3 readers. Supports historical thinking skills and allows students to immerse themselves in life on the Prairies in 1865.

Previewed by Curriculum Support.

Skills and Processes: Historical Thinking (Métis, Prairie, Buffalo themes), Fiction



**Taylor, Cora. (2005) *Angelique: The long way home*. Toronto: Penguin Canada.
\$8.99 ISBN 0143014633**

Set in 1865, this is the second book about Angelique and her family hunting buffalo across the Prairie. Angelique, her brother and a friend set off to help save the horses from horse thieves. The horses are a vital part of the Métis' survival on the prairie. This book could be used as a read aloud or read by independent grade 2 and 2/3 students. This book supports historical thinking skills. Students will become immersed in the mid 19th century time period.

Previewed by Curriculum Support.

Skills and Processes: Historical Thinking (Métis, Prairie, Buffalo themes), Fiction

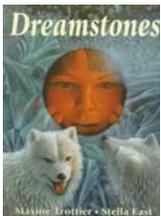


**Trottier, Maxine. (2004) *Canadian inventors*. Toronto: Scholastic Canada Ltd.
\$5.99 ISBN 0439969700**

Useful book for beginning researchers. Covers Alexander Graham Bell (telephone), James Naismith (basketball), Joseph-Armand Bombardier (snowmobile), Rachel Zimmerman (Blissymbol printer) and Mike Lazaridis (Blackberry). Unfortunately has neither a table of contents or an index. Good, beginning source of information about each individual as well as several b/w and colour photos. Canadian Biography. Inventions. Highly recommended. Previewed

by Hillhurst Elementary.

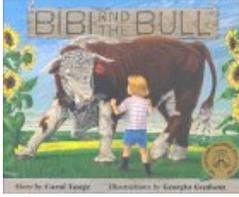
Outcomes: 2.2.6 Contributions



**Trottier, Maxine. (1999) *Dreamstones*. Toronto: Stoddart Publishing.
\$9.95 ISBN 0773761411**

A young boy leaves his father's ice-bound ship one night and mysteriously becomes involved with the human shaped stacks referred to as Inukshuks. Lovely paintings on double-page spreads complement and enhance the story. The brief author's note at the end of the book was useful to aid student comprehension of the Inukshuk. A good read aloud which students really enjoyed. Useful as a discussion starter. Highly recommended. Elementary and Primary CORE Collections. Previewed by Chris Akkerman Elementary.

Outcomes: 2.1.1 Inuit: culture; Symbols and Landmarks, Aboriginal



Vaage, Carol. (1995) *Bibi and the bull*. Edmonton, AB: Dragon Hill Publishing. 🍁

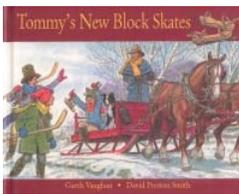
\$8.95

ISBN 0889951780

Set in Central Alberta during the month of July, this tells the story of Bibi and her mother's visit to grandparents on the farm. Grandpa warns Bibi of all the dangers in the farmyard. But when they reach the bull pen, Grandpa warns the bull about Bibi! Beautiful, evocative colour illustrations on full-page spreads with some small insets, recreate life on the farm and the love between grandfather and granddaughter. It is based on an actual event. The illustrations are reminiscent of those by Yvette Moore and Joanne Cuygnet, and they are the focal point of the book. Good for patterning and useful for units on the farm and family. Previewed by Beddington Heights Elementary.

Outcomes: 2.1.1, 2.1.2 **Prairie: daily life; Identity**

Also listed in *Kindergarten; Grade One; Grade Two; Grade Three; Historical Thinking; Geographical Thinking; Canadian Symbols and Identity*



Vaughan, Garth. (2004) *Tommy's new block skates*. Halifax: Nimbus Publishing. 🍁

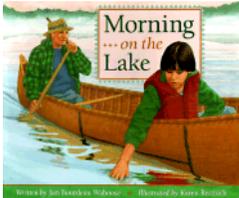
\$16.95

ISBN 1551094991

Tommy lives in a small town in Nova Scotia and desires a pair of ice skates to play hockey. Through the story, we follow Tommy as he learns how skates are made by the various craftspeople that work in his community. This book provides excellent examples of an Acadian community and historical occupations. Would lend itself well as a comparative study of past and present communities. Previewed by Somerset Elementary.

Outcomes: 2.2.7

Community, Change



Waboose, Jan Bourdeau. (1997) *Morning on the lake*. Toronto, Ont.: Kids Can Press. 🍁

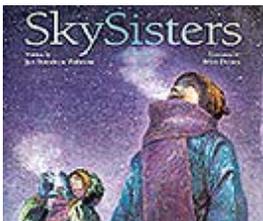
\$5.95

ISBN 1551094991; ISBN 1550745883

Three linked stories in which a child gradually learns the ways of nature and discovers his place in the world - in harmony with nature - guided by his grandfather's wise, patient and loving ways. The author is a Nishinawbe Ojibway whose writing reflects her respect and love for our natural surroundings and her people's traditions. Outstanding artwork clearly demonstrates passing on a people's history to their children. Highly recommended. Previewed at Midnapore Elementary.

Outcomes: 2.1.1

Physical Geography, Identity



Waboose, Jan Bourdeau. (2000) *Skysisters*. Toronto: Kids Can Press, c2000. 🍁

\$6.95

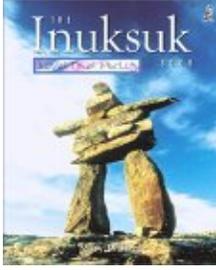
ISBN 1550746995; ISBN 1550746979

Two Ojibway sisters from Northern Ontario head out at night to see the "Sky Spirits" - Northern Lights. They encounter a rabbit, deer and coyote on their way and wait under the northern sky to be rewarded by seeing "Sky Sisters" in the northern lights. The oil paintings are beautiful. Text has an authentic tone reflecting the northern culture. Previewed by

Hawkwood Elementary.

Outcomes: 2.1.1

Inuit: geography; Story (oral history to learn about the land)



Wallace, Mary, 1950- (1999) *The Inuksuk book*. Toronto: Owl



Books.

\$19.95

ISBN 1895688906; 1897066139

This attractive book relates how the traditions of the Inuit influence their daily life. The book is focused on Inuksuk which is a "thing that can act in place of a human being". These stone structures are used as aids in hunting, finding one's way when travelling, and as memorials. Illustrated with many colour photographs and paintings throughout. The end of the book has directions to build your own Inuksuk and a guide to Inuktitut words. Also includes a table of contents and a good index. Excellent resource guides the reader to look at the culture of the Inuit from a more personal, spiritual perspective and how this connection influences their daily lives. Highly recommended. Previewed by (SSS) Evaluation/Selection.

Outcomes: 2.1.1, 2.1.3

Inuit: Story; Symbols and Landmarks

