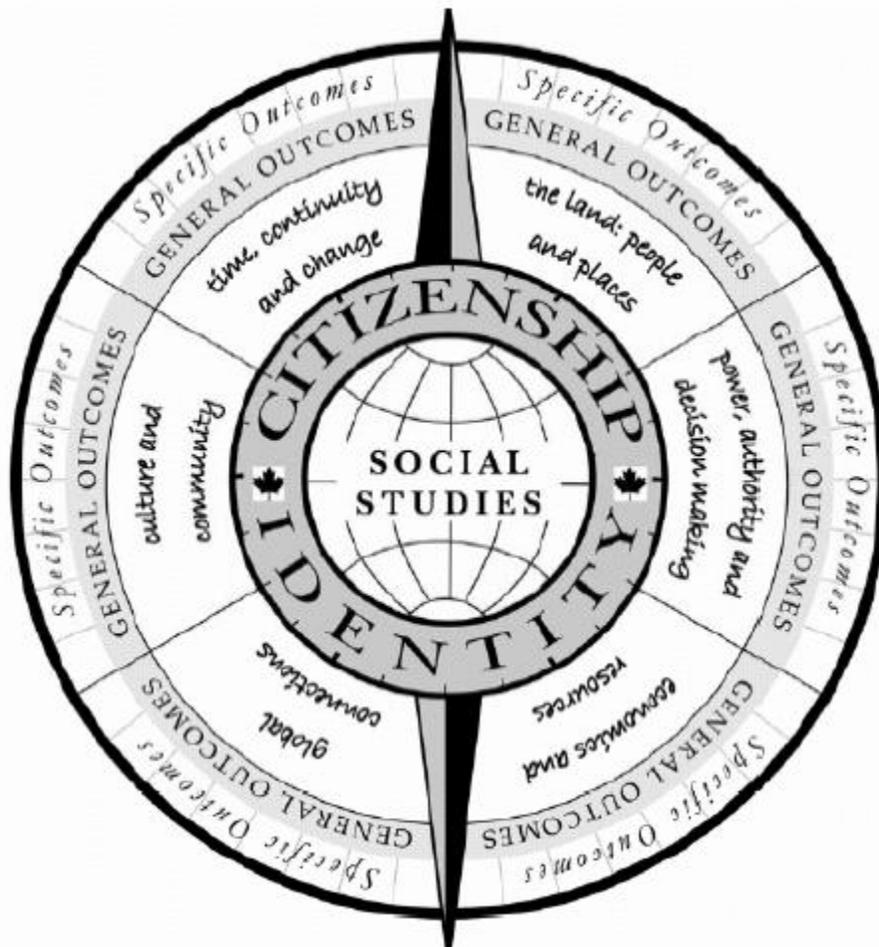


Literature Connections to The New Social Studies Curriculum Geographic Thinking

...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

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>



Canadian Author

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](#))

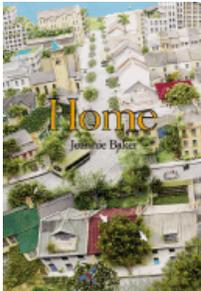
Are multiple perspectives represented in this resource: (e.g. Aboriginal, Francophone etc.) No

Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. (p.8 Social Studies Program of Studies)

As part of this literature listing, the authors have identified a short list of resources to support historical and geographic thinking. Because the skills and processes in these areas apply across the grades, the authors felt the books could be used from K-6. Watch for this section to grow as new titles are evaluated and added. Teachers can select the literature that best supports historical and geographic thinking for their students and indeed add many more that they see fit.

Geographic Thinking



Baker, Jeannie. (2004) *Home*. New York: Greenwillow Books.

\$23.99

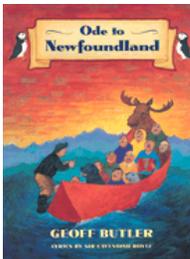
ISBN 0066239354

This is a wordless picture book with beautiful, detailed, collage illustrations that tell the story of baby Tracy and her neighbourhood. The story is told on double page spreads in which we look through a window and see what is happening in Tracy's neighbourhood. At first the view is very unpleasant with garbage and graffiti spoiling the surroundings. As Tracy grows up we see that the people in the community are making changes for the better. Plants and trees are growing and the birds are returning. By the time Tracy has her own family her neighbourhood is a beautiful place. This is a marvellous book with

illustrations that you can look at over and over again and discover something new each time. Perfect for discussions about neighbourhood, caring for the environment. Previewed by Hawkwood Elementary.

Skills and Processes: Geographic Thinking

Also listed in Grade One; Historical Thinking



Butler, Geoff. (2003) *Ode to Newfoundland*. Toronto: Tundra Books.

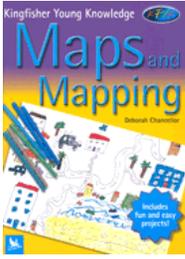
\$19.99

ISBN 0887766315

In this book, Newfoundland-born Geoff Butler has taken the anthem "Ode to Newfoundland", and provided bright, joyous paintings to illustrate the unique and wonderful place that it is. Using various text, (words, pictures and music), he has provided readers with intriguing facts and delightful insights into the magic of The Rock. At the end of the book, he provides additional information and the musical score that provides the reader with a greater depth of

understanding and enjoyment of this wonderful picture book. Highly recommended. Elementary and Primary CORE Collections. Previewed by (SSS) Evaluation/Selection.

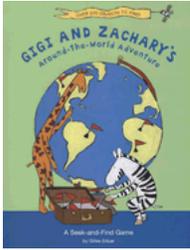
Skills and Processes: Geographic Thinking: Regions (East Coast/Maritimes), Landscape, Symbols



**Chancellor, Deborah. (2004) *Maps and Mapping*. Boston: Kingfisher.
\$12.95 ISBN 0753457598**

This is an informational text that allows primary students to explore the world of maps and map-making. This resource includes a table of contents, titles, captions, photos, illustrations, diagrams, well-organized and easy-to-read text as well as a few student crafts/ activities. Contents include: what are maps; why we need maps; mapping the street; understanding scale; town maps; country maps; mapping the world; making maps; drawing maps; old maps; making maps today; using symbols; map projections; different types of maps; mapping underwater; and mapping the stars. Previewed by Curriculum Support.

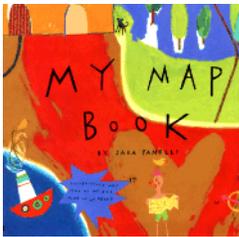
Skills and Outcomes: Geographic Thinking: Maps and Mapping



**Eduar, Gilles. (2003) *Gigi and Zachary's around-the-world adventure*. San Francisco: Chronicle Books.
\$25.95 ISBN 0811839095**

In this oversized picture book, Gigi the giraffe and Zachary the zebra travel to nineteen different sites around the world. Each place is presented on a two-page spread. At the bottom of the spread is a list of 25 to 40 objects to find in the picture. The illustrations are bold and colourful and locating the objects ranges from a relatively easy task to much more challenging. Useful for raising awareness of different locations in the world. Previewed by Hawkwood Elem

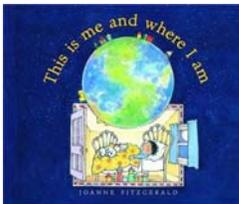
Skills and Processes: Geographic Thinking: Landscapes, Symbols and Landmarks.



**Fanelli, Sara. (1995) *My map book* New York: HarperCollins Publishers.
\$23.99 ISBN 0060264551**

This colourful picture book presents maps through childlike drawings. The representations are primarily drawings with labels and not “geographic” maps. An example is Map of my Dog, which is a drawing of a dog that has been labelled. This book could be used as a motivator when introducing maps and students could help to identify why these childlike drawings are fun but are not true maps. Fun to read and share, these illustrations could connect to many creative and imaginative activities. Previewed by Curriculum Support.

Skills and Processes: Geographic Thinking: Maps (simple) and Mapping



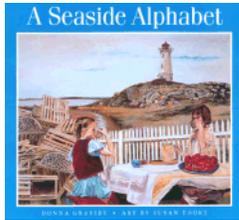
**Fitzgerald, Joanne. (2004) *This is me and where I am*.
Markham, Ontario: Fitzhenry & Whiteside.
\$20.00**



ISBN 1-55041-819-X

A vividly illustrated introduction to understanding place, this begins globally, progressing to a very specific point on a child's bed, and then returns to the world view. It demonstrates how individuals belong, and ends with a query about where are you? This would help young readers gain a perspective about locating themselves and their homes in their communities. Previewed by AISI Teacher-Librarians.

Skills and Processes: Geographic Thinking: Maps and Mapping

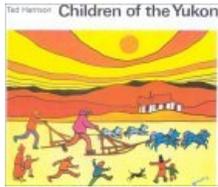


Grassby, Donna. (2000) *A seaside alphabet*. Toronto: Tundra 
Books.

\$19.99 **ISBN 0887765165**
With rich and realistic paintings illustrating the alphabet book of the Atlantic coast, each letter is presented through alliterative sentences such as “Colourful Cape Islanders come back to coastal coves with their catch.”

Though it does refer to places along the coast in the United States, most of the content is Canadian. At the end is a list of further alphabet words to be found and an annotation about each painting that provides additional information. Useful as a model for students to create their own geographic alphabet books. Previewed by Hillhurst Elementary.

Skills and Processes: Geographic Thinking: Regions (East Coast/Maritimes), Landscapes, Symbols and Landmarks

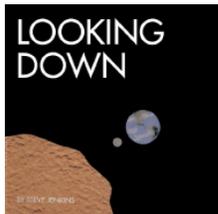


Harrison, Ted. (1977) *Children of the Yukon*. Montreal: Tundra 
Books.

\$9.99 **ISBN 0887761631**
This is a stunning collection of Ted Harrison’s paintings as he viewed the Yukon landscape and its people on his arrival there in 1968. He wanted to paint the “Not how the Yukon is the same, but how it differs (from other

North American places).” Text reflects the fascination he had with the activities of all northern people including traditions from First Nations. Geographic Thinking. Previewed by Hillhurst Elementary.

Skills and Processes: Geographic Thinking: Regions (Arctic), Landscapes, Symbols and Landmarks

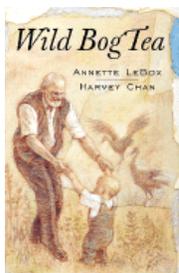


Jenkins, Steve. (1995) *Looking down*. Boston: Houghton Mifflin.
\$8.95 **ISBN 0618310983**

An excellent resource to support geographic thinking at all grade levels, this wordless picture book gives students a bird's-eye view starting with a small planet in a black universe and ending with the minute details of a backyard. The cut-paper illustrations provide students the opportunity to discriminate visually between physical and man-made features, and rural and urban land

use patterns. The format is exciting and would invite much opportunity for instruction and exploration of maps, perspectives and geographic terms. Students will want to create their own cut-paper illustrations after using this book. Previewed by Curriculum Support.

Skills and Processes Geographic Thinking: Maps (Birds-Eye View) and Mapping

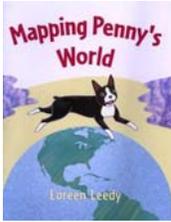


LeBox, Annette (2001). *Wild bog tea*. Toronto: Douglas & McIntyre. 
\$18.95 **ISBN 0888994060**

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.

Skills and Processes: Geographic Thinking

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



**Leedy, Loreen. (2000) *Mapping Penny's world*. New York: Henry Holt.
\$25.50 ISBN 0805061789**

Mapping Penny's World is a wonderful picture book supporting geographic thinking skills for young students. This fictional account is rich with geographic information. The main character Lisa shares detailed drawings/maps of her school, bedroom, her dog Penny's world and a map of a park. The text provides information about symbols, directions and scale. The illustrations and content will appeal to students and teachers exploring the world of maps. This can be used

to introduce basic mapping skills or to illustrate and reinforce more advanced mapping concepts. Previewed by Curriculum Support.

Skills and Processes: Geographic Thinking: Maps and Mapping (simple)

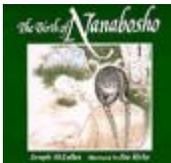


**Locker, Thomas. (2000) *Cloud dance*. San Diego: Silver Whistle/Harcourt.
\$21.95 ISBN 0152012842**

Poetic language describes images of clouds in various forms and times. Each page of prose is a brief, three-line poem. Beautiful oil paintings accompany the text. Factual information about clouds is included at the end of the book. Highly recommended. Primary and Elementary CORE

Collections. Previewed at Sunnyside Elementary.

Skills and Processes: Geographic Thinking: Environment



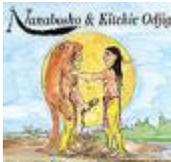
McLelland, Joseph. (1989) *The birth of Nanabosho*. Winnipeg: Pemmican Publications Ltd.

\$12.25

ISBN 0921827008

The Ojibway legend describing the birth of the trickster and protector, Nanabosho, is told to two children by their grandfather. This legend addresses traditional ways of the Ojibway people and their great respect for the land and environment. The legend is woven into a contemporary story that illustrates the traditional and modern ways of these aboriginal people. The power of the story is underlined by the coloured pencil drawings. Previewed by Curriculum Support.

Skills and Processes: Geographic Thinking



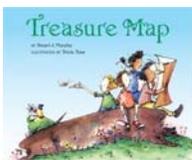
McLelland, Joe and McLelland, Martine. (1997) *Nanabosho & Kitchie Odjig*. Winnipeg: Pemmican Publications Ltd.

\$12.25

ISBN 92182758X

The legendary Cree figure, Nanabosho, searches for food in the forest. He sees Manitou bringing the shores of a lake together and he wants to have the same power. His wish is granted and he brings the shores of the lake together. Then he wants to split the shores apart. He gets into trouble doing what he is told not to do. The lesson is to do what one is told to do by the Elders. This story is a traditional Cree story told in simple language. Lovely charcoal drawings extend the text. Previewed by AISI Curriculum Support.

Skills and Processes: Geographic Thinking, Aboriginal



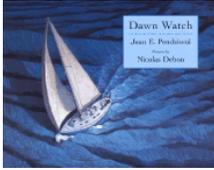
Murphy, Stuart J. (2004) *Treasure Map*. New York: Harper Collins Publishers.

\$23.99

ISBN 0060280360

In the picture book *Treasure Map*, a group of children find a map and work cooperatively using the different mapping tools to locate the treasure. This book introduces and reinforces the purpose for maps, symbols, direction, distance and scale in a fun and fictitious format. Young students will enjoy the illustrations and the story as part of a social studies lesson or for their own reading pleasure. Previewed by Curriculum Support.

Skills and Processes: Geographic Thinking



Pendziwol, Jean. (2004) Dawn watch. Toronto: Greenwood



**Books.
\$15.95**

ISBN 0888995121

At night, a little girl and her father cross Lake Superior in a sailboat. When she takes the dawn watch, it is her job to look for ships, logs, land, and lights. Her father goes below to sleep while she is alone on the deck of the sailboat on the great inland sea. Green iridescent Northern Lights shine about her and then she sees "...one green eye from a sea serpent..." and realizes that it is the light of a huge freighter. She quickly sounds the alarm so her father can avert a collision, thereby proving herself a worthy first mate. Stunning watercolours evoke the mood and expanse of the huge lake in darkness. Previewed by Hillhurst Elementary.

Skills and Processes: Geographic Thinking: Regions (Great Lakes, Ontario)



Service, Robert W. (1986) The cremation Of Sam McGee. Toronto:



**Kids Can Press.
\$18.95**

ISBN 0919964923

Introduced by Pierre Berton, this familiar tall tale poem is recreated here in a powerfully-illustrated volume in semi-abstract style, painted in waves of colour: purples, reds, yellows, oranges and blues that suggest the vibrancy and cold of northern life. Previewed by Western Canada High.

Outcomes: Geographic Thinking: Regions (Arctic), Landscape



Smith, David J. (2002) If the world were a village: a book about the world's people. Toronto: Kids Can Press.

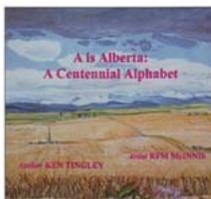


\$17.95

ISBN 1550747797

If the world were a village of 100 people, 22 people would speak Chinese, 20 would earn less than a dollar a day, 17 could not read or write, 60 would always be hungry, 24 would have a television in their homes. This is a fascinating book that puts into perspective the lives of the 6 billion people on our planet. The information is presented on double-page spreads with colourful acrylic illustrations depicting multicultural scenes. This will be fascinating to children and could be very useful for introducing a global perspective. Highly recommended. Primary and Elementary CORE Collections. Previewed by Hawkwood Elementary.

Skills and Processes: Geographic Thinking



Tingley, Ken. (2005) A is Alberta: a centennial alphabet.



Regina: Simple Truth Publications Inc.

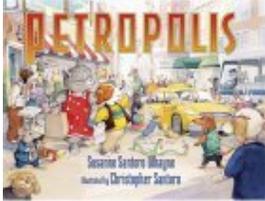
\$24.95

ISBN 0973350024

"It is my hope that this book will create a sense of place for its readers..."

With beautiful oil on linen paintings, this book will be a valuable addition to school libraries. It features text about places all over Alberta. With each location, Tingley provides information about the origin of the place name, its history, stories about it, or recent happenings. From Mount Zengel, to Jasper, to Head-Smashed-In, to Calgary and Onefour, this could be used as a model for students to write their own alphabets, or as a research source. Previewed by Hillhurst Elementary.

Skills and Processes: Geographic Thinking: Regions, Landscapes

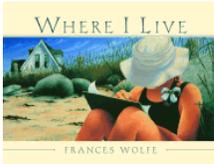


**Whyne, Susanne Santoro. (2004) *Petropolis*. New York: Handprint Books.
\$23.95 ISBN 1593540019**

Max the dog sets off on an adventure in the big city. Young students will enjoy this story about the dog that gets lost. As a class project, students could map the adventure on a chart and help Max to get home again.

Told as a story in rhyme, this provides an excellent opportunity to discuss the many signs and labels, landmarks and strategies people might use if they did get lost. This helps to introduce and reinforce very early geographic thinking skills. Previewed by Curriculum Support Services.

Skills and Processes: Geographic Thinking: Journey Story, Symbols and Landmarks
Also listed in Grade One



**Wolfe, Frances. (2001) *Where I live*. Toronto: Tundra Books. 
\$17.99 ISBN 0887765297**

A young girl reflects on the images of things that surround her seaside home. Compound sentences are used throughout the book with realistic oil paintings on double-page spreads. The first letter of each compound sentence is highlighted and leads to the spelling of SEASIDE by the end of the book. The text is brief but the pictures are inviting. Primary and Elementary CORE Collections. Previewed at Falconridge Elementary; (SSS) Evaluation/Selection.

Skills and Processes: Geographic Thinking: Regions, Landscapes