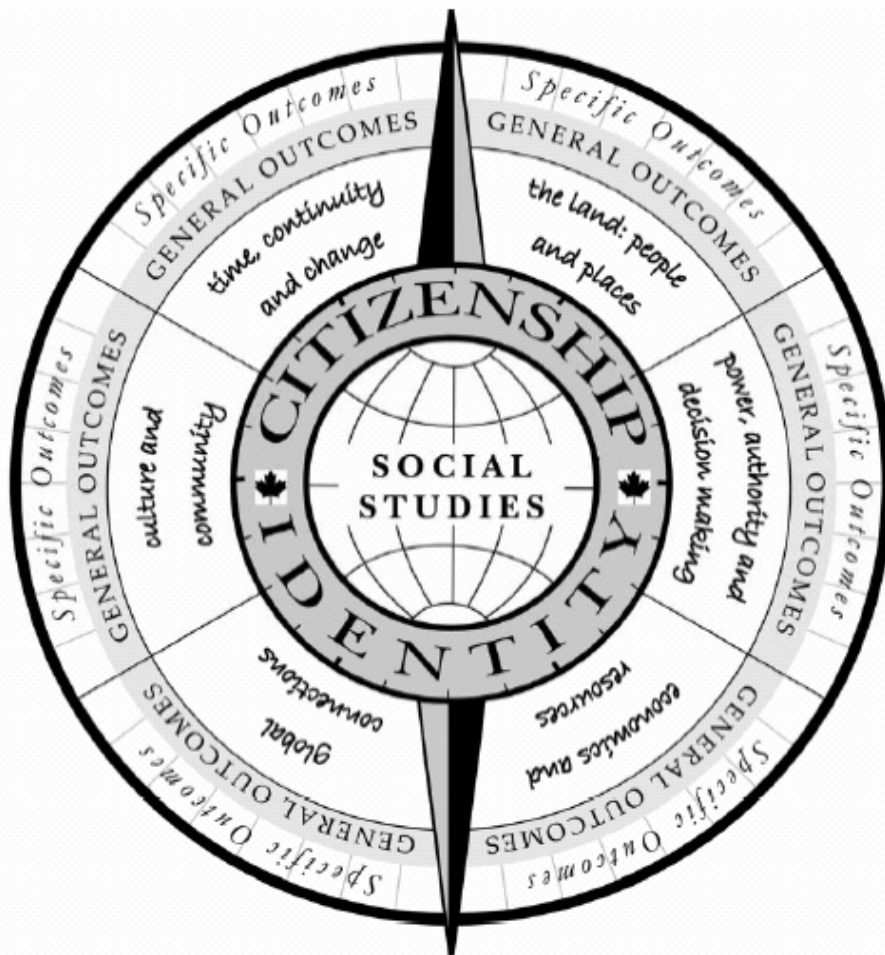


# Literature Connections to The New Social Studies Curriculum Grade 12

...a sampling of quality literature and associated outcomes



Calgary Board of Education

## Resource Connections to The New Social Studies Curriculum 12

### 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 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 keywords 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 but have 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 include:

- 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.

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Thanks to all of the Calgary Board of Education teacher-librarians and teachers who have provided their time and on-going 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 such as United Library Services, throughout the province of Alberta.



(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 \_\_\_\_\_

<b>Social Studies Outcomes</b> (Specific Learner Outcomes)	<b>Which Outcomes connections can be identified in this story, video or song?</b> (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>	
<b>Dimensions of Thinking</b>	
<i>Critical and Creative Thinking</i>	
<i>Historical thinking</i>	
<i>Geographic Thinking</i>	
<i>Problem Solving and Decision Making</i>	
<b>Social Participation as a Democratic Practice</b>	
<b>Research for Deliberative Inquiry</b>	
<b>Communication</b>	

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](#)

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

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](#)

## Social Studies 30-1

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 1*

*To what extent should ideology be the foundation of identity?*

#### **General Outcome**

Students will explore the relationship between identity and ideology.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, TCC, I)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

##### ► **Knowledge and Understanding**

*Students will:*

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 1.4 examine historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, LPP)
- 1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism) (TCC, PADM, LPP)
- 1.7 analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C)
- 1.8 analyze collectivism as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 analyze the dynamic between individualism and common good in contemporary societies (PADM, ER, C)
- 1.10 evaluate the extent to which personal identity should be shaped by ideologies (I, C)

	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	

## Social Studies 30-1

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 2*

*To what extent is resistance to liberalism justified?*

#### **General Outcome**

Students will assess impacts of, and reactions to, principles of liberalism.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 2.1 appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM)
- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)
- 2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)

##### ► **Knowledge and Understanding**

*Students will:*

- 2.4 explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP)
- 2.5 examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC)
- 2.6 analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)
- 2.7 analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC)
- 2.8 analyze the evolution of modern liberalism as a response to classical liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism) (PADM, ER, TCC)
- 2.9 evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.10 analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements) (PADM, TCC, LPP)
- 2.11 analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC)

*(continued on next page)*

	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		

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(2007)



*(continued)*

- 2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP)
- 2.13 evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)

	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	

## Social Studies 30-1

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 3*

*To what extent are the principles of liberalism viable?*

#### **General Outcome**

Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 3.1 appreciate various perspectives regarding the viability of the principles of liberalism (PADM, ER)
- 3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)

##### ► **Knowledge and Understanding**

*Students will:*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)
- 3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER)
- 3.7 analyze why the practices of governments may not reflect principles of liberalism (PADM, ER, C)
- 3.8 evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation) (PADM, C, CC)
- 3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) (PADM, 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		

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(2007)

## Social Studies 30-1

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 4*

*To what extent should my actions as a citizen be shaped by an ideology?*

#### **General Outcome**

Students will assess their rights, roles and responsibilities as citizens.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

##### ► **Knowledge and Understanding**

*Students will:*

- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
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## Social Studies 30-2

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 1*

*Should ideology be the foundation of identity?*

#### **General Outcome**

Students will explore the relationship between identity and ideology.

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

##### **► Knowledge and Understanding**

*Students will:*

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 1.4 identify historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, CC)
- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion) (TCC, PADM, LPP)
- 1.7 examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C)
- 1.8 examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)
- 1.10 analyze the extent to which personal identity should be shaped by ideologies (I, C)

	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	

## Social Studies 30-2

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 2*

*Is resistance to liberalism justified?*

#### **General Outcome**

Students will understand impacts of, and reactions to, liberalism.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 2.1 appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM)
- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)
- 2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)

##### ► **Knowledge and Understanding**

*Students will:*

- 2.4 explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP)
- 2.5 explore the relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill) (PADM, ER, TCC)
- 2.6 examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)
- 2.7 examine ideologies that developed in response to liberalism (socialism, Marxism) (PADM, ER, TCC)
- 2.8 examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism) (PADM, ER, TCC)
- 2.9 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.10 examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements) (TCC, PADM, ER)
- 2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC)

*(continued on next page)*

	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		

*(continued)*

- 2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism) (PADM, ER, LPP)
- 2.13 evaluate the extent to which resistance to liberalism is justified (PADM, ER, GC)

	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		

## Social Studies 30-2

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 3*

*Are the values of liberalism viable?*

#### **General Outcome**

**Students will understand the extent to which the values of liberalism are viable in a contemporary world.**

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 3.1 appreciate various perspectives regarding the viability of the values of liberalism (PADM, ER)
- 3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)

##### **► Knowledge and Understanding**

*Students will:*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)
- 3.6 examine why government practices may not reflect values of liberalism (Canada, contemporary examples) (PADM, ER)
- 3.7 explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation) (PADM, C, CC)
- 3.8 evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship) (PADM, 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

## Social Studies 30-2

**Key Issue:** *To what extent should we embrace an ideology?*

### *Related Issue 4*

*Should my actions as a citizen be shaped by an ideology?*

#### **General Outcome**

Students will understand their rights, roles and responsibilities as citizens.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

##### ► **Knowledge and Understanding**

*Students will:*

- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

	C	Citizenship		I	Identity	
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## Grade 12 Keywords

Keywords were chosen to help make connections with the Program of Studies outcomes and also can be searchable in the CBE online catalogue (WebCat) in the Evaluation Centre

Aboriginal	Gender
Aboriginal collective thought	Genocide
Active participation	Global consciousness
Activism	Governments
Alternative thought	History
Brinkmanship	Human rights
Canada	Identity
Capitalism	Ideological conflict
Change over time	Ideology
Citizenship	Imperialism
Civil War	Individual and collective rights
Class structure	Individualism
Classical Liberalism	Industrialization
Cold War	International relations
Collective beliefs and values:	Labour and union
Collective responsibility	Language,
Collectivism	Leadership: Individual and Collective
Common good	Liberalism
Communism	Liberalism as imposition
Competition	Liberation movements
Conflicts	Marxism
Conservatism	Media
Containment	Military
Contemporary issues	Modern Liberalism
Contemporary liberalism	Neo-conservatism
Cultural revolution	Nonalignment
Culture	Political
Democratic society	Postmodernism
Détente	Progressivism
Deterrence	Religion
Dictatorships	Resistance
Economic equality	Rights, roles and responsibilities
Economic freedom	Rule of law
Economic systems	Self-interest
Environment,	Socialism
Environmentalism	Society
Expansionism	Terrorism
Extremism	Totalitarianism
Fascism	Viability
Feminism	Welfare capitalism
Fundamentalism	Worldviews



**Canadian Author**



Abadzis, Nick. (2007) *Laika*.  
New York, NY: First Second. \$19.95 ISBN: 9781596431010

**Graphic Novel**

This graphic novel tells the story of Laika the dog who flew in Sputnik II in space, during the Cold War. Korolev, Chief Designer of Sputnik I, is called upon to send a live creature into space. Laika, is a stray caught by local officials that shows remarkable resistance to Aviation testing and diet. She is selected as the candidate. Abadzis provides good historical content during the politically dangerous USSR of the Cold War. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.2, 1.8, 2.9, 2.10**

**Keywords: Cold War, Communism, Containment, Competition, Expansionism, Governments, History, International relations, Collectivism**



Adams, Simon. (2008) *Afghanistan*.  
North Mankato, MN: Smart Apple Media. \$26.20 ISBN: 9781599200149

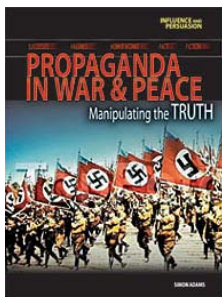
**Series: Countries in the News**

**Also in the Series: Ethiopia ISBN: 9781599200163, Israel ISBN: 9781589526792, South Africa ISBN: 9781599200200, India ISBN: 9781599200170, Iraq ISBN: 9781599200217, Saudi Arabia ISBN: 9781599200194, China ISBN: 9781599200156**

"Countries in the News", brings together information on the countries that make headlines today. Each book in the series explores a country in a large easy-to-read format and features: The latest issues, historical background and details, up-to-date facts and figures, current opinions. In addition, special panels highlight key information (Know your facts) and suggest important talking points (What do you think?) and (Grounds for debate). There is a contents, timeline and basic facts, glossary, websites and an index. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 2.2, 2.3, 2.12**

**Keywords: Ideologies, Ideological conflict, Collective beliefs and values**



Adams, Simon. (2005) *Propaganda in war & peace: Manipulating the truth*.  
Mankato, MN: Heinemann Educational \$30.80 ISBN: 9781403476551

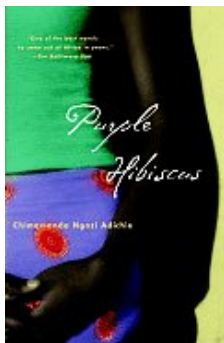
**Series: Influence and Persuasion**

**Also in the Series: Political manipulation: the world of spin. ISBN: 9781403476531, Public relations: creating an image. ISBN: 9781403476548, Espionage and disinformation: the unseen world. ISBN: 9781403476531**

This is an outstanding series of books that will make a student question how they are being manipulated. This book guides students in examining what political manipulation is, how it works, who uses it, trick of the trade, spins, deception, and recognizing manipulation. Previewed by Jack James High and John G. Diefenbaker High.

**Outcomes (30-1 & 30-2): 1.3, 1.10, 2.2**

**Keywords: Media Individual and collective rights, Ideology, Political, Contemporary issues, Alternative thought, Self-interest**

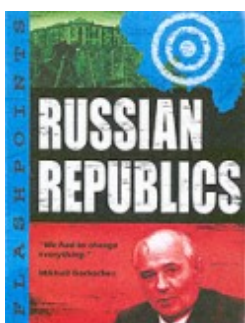


**Adichie, Chimamanda Ngozi. (2004) *Purple hibiscus*.  
New York, NY: Anchor Books. \$17.95 ISBN: 9781400076949**

This story tells how a family deals with the political change in Nigeria. The fanatically Catholic father exerts a maniacal control over his wife and children, robbing them of pleasant life experiences. The children come alive while visiting their Aunt and her family. Love and hate are closely intertwined. The story is very intense and realistic. A bit heavy on Nigerian words that are not always explained. Very powerful story. Students may need some discussion about this political situation. Reviewed by Fairview Junior High.

**Outcomes (30-1 & 30-2): 1.3, 1.10, 2.2, 2.3, 2.13**

**Keywords: Religion, Fundamentalism, Human rights, Democratic society, Individual and collective rights, Ideological conflict**



**Adams, Simon. (2006) *The Russian Republics*.  
North Mankato, MN.: Smart Apple Media. \$28.55 ISBN: 9781583406069**

**Series: *Flashpoints***

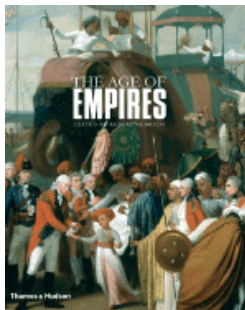
**Also in the Series: The Balkans ISBN: 9781583406038,  
Northern Ireland ISBN: 9781583406045, Gulf states ISBN: 9781583406083,  
Central America ISBN: 9781583406090,  
Israel and Palestine ISBN: 9781583406052, Central Africa ISBN: 9781583406076**

Living in the relative peace of North America, it can be difficult to fathom the types of violent conflicts that tear apart certain regions of the world. From Israel and Palestine to Central America, this insightful and up-to-date series called "Flashpoints", from

Smart Apple Media provides an overview of some of the most volatile flashpoints around the world, helping readers see the human toll and make sense of the history behind the headlines through very accessible language. This particular volume focuses on the historical changes in the Russian Republics. All volumes in the series have a table of contents, a running timeline of events placed on most pages, a great selection of photos, information boxes, excellent use of headings and sub-headings, glossary and index. Reviewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 2.3, 2.10, 2.11, 2.13, 3.1, 3.2, 3.7**

**Keywords: History, Conflict, Communism, Ideological conflict, Governments, Worldviews**



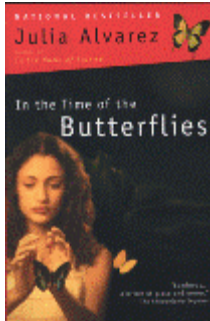
**Aldrich, Robert (ed.) (2007) *The age of empires*.  
New York, NY: Thames & Hudson. \$63.00 ISBN: 9780500251362**

Examines Western Imperialism in the modern world through the story of thirteen Empires: The Ottoman, Spain, Portugal, Netherlands, Scandinavia, Britain, France, Russia, Austria-Hungary, Belgium, Germany, Italy and the United States. A rich profusion of illustrations are drawn from a wide range of colourful and authentic sources. The authoritative, but dense, text uses modern scholarship to raise the awareness of the new subject from the differing roles of men and women to ecology and food. Scholarly investigations also show how explorations, conquests, the legions

of explorers, settlers and administrators, as well as the role of commerce made up the Age of Empires that have played a key role in explaining the global civilization of today. Includes a table of contents, introduction, notes, bibliographies, and index. Good resource for advanced students and as a teacher resource. Reviewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.6, 3.5**

**Keywords: Imperialism, History, Worldviews, Ideologies, Expansionism, Change over time**



**Alvarez, Julia. (1995) *In the time of the butterflies.*  
New York, NY: Plume Books. \$ 21.00 ISBN: 9780452274426**

Set during the last days of the Trujillo dictatorship in the Dominican Republic, this novel, although fiction, tells the story of the real-life Mirabal sisters, three young wives and mothers who were assassinated in 1960 after visiting their jailed husbands. The story imagines the early lives of the sisters and relates their gradual involvement with the revolution revealing mounting terror as their loyalties are revealed. Previewed by (ESS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 2.3, 2.9, 2.10, 4.1, 4.4, 4.7**

**Keywords: Ideological conflict, Identity, Human rights, Governments, Individual and collective rights, Resistance, Liberation movements, Dictatorships**



**Amnesty International. (2008) *Amnesty International Report 2008: The state of the world's human rights.*  
New York, NY: Amnesty International USA. \$30.00 ISBN: 9780862104313**

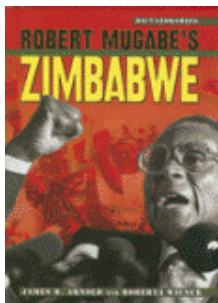
**Also available on website:**

<http://archive.amnesty.org/air2008/eng/Homepage.html>

Published in the 60th anniversary year of the Universal Declaration of Human Rights, the Amnesty International Report 2008 documents human rights issues in 150 countries and territories around the world. The book opens with five regional overviews, looking back at human rights developments since the Declaration was adopted, analyzing whether reality has matched rhetoric, and determining how much impact human rights initiatives have had on people's lives. They also highlight the key events and trends that illustrate 2007 for their region. The heart of the book is a country-by-country survey of human rights, from Afghanistan to Zimbabwe. Each entry begins with a summary of the human rights situation in the country. Amnesty International's concerns on various issues are then set out, highlighting individual cases where appropriate. The entries indicate when Amnesty International has visited the country and list some of our relevant documents produced during the year. This report reveals how far the world has to go before people truly are free from fear and want. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.2, 2.3, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.8**

**Keywords: Political, Human rights, Worldviews, Individual and collective rights**



**Arnold, James R. (2008) *Robert Mugabe's Zimbabwe.*  
Minneapolis, MN: Twenty-First Century Books. \$34.75 ISBN: 9780822572831**

**Series: Dictatorships**

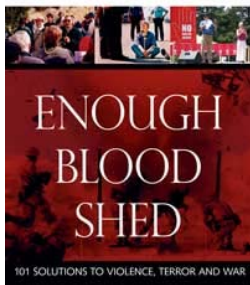
The "Dictatorships" series explores not just the history of dictatorships and the personalities behind them but also the mechanisms the dictators used to establish power and control their populations, including the media, military, and courts. The series also explores the consequences of dictatorships on both the ruled countries' population, as well as their influence on global politics. "Robert Mugabe's Zimbabwe" describes Mugabe's rise to power in Rhodesia with the struggle for independence from Great Britain and the formation of Zimbabwe in 1980. Beginning as a beacon of hope for black self-rule, this volume traces his descent into despotism. The topics covered include life in Zimbabwe and hopes for life after Mugabe. Previewed by Lester B. Pearson High.


**Outcomes (30-1 & 30-2): 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7**

**Keywords: Politics, Government, Ideologies, Media, Rule of law, Individual leadership, Worldviews, Military, Dictatorships**



MARY-WYNNE ASHFORD with GUY DAUNCEY



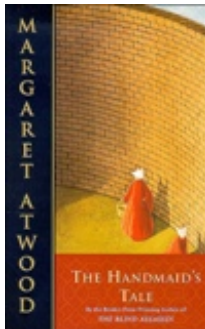
Ashford, Mary-Wynne. (2006) *Enough blood shed: 101 solutions to violence, terror and war*   
Gabriola, BC: New Society Publishers. \$23.95 ISBN: 9780865715271


As the title suggests, this book gives intelligently thought-out solutions to avoid warfare and violence in our world. The authors have organized the book into sections which look at possible solutions from women, children, activists, the media, schools and educators, religious leaders, etc. One of the best features of this book is that each chapter has a list of websites that readers can go to for more information. There is an excellent table of contents and a good index. Previewed by Henry Wise

Wood High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 2.3, 3.1, 3.9, 4.1-4.10**

**Keywords: Active participation, Activism, Human rights, Common good, Citizenship, Modern liberalism**



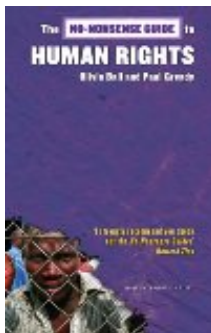
Atwood, Margaret Eleanor. (1980) *Handmaid's Tale*   
Toronto, ON: McClelland & Stewart. \$11.99 ISBN: 9780770428204

Set in the future, this describes the polluted state of Gilead, a male dominated society ruled by terror where reading is a crime and women are categorized according to fertility. This novel is told from the protagonist's point-of-view now and compares the past to the present through the use of flashbacks. We learn the rules and rituals of society and the struggles of each class of people. Some themes include human rights, freedoms, body image, religious ideals (sometimes stereotypical but valuable for discussion and response). Note: There are some controversial religious rituals and

graphic sexual components. Thought-provoking, cautionary tale about extremism. Previewed by John G. Diefenbaker High & Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.1 - 1.3, 1.6, 1.8, 1.10, 2.2, 2.3**

**Keywords: Extremism, Gender, Feminism, Human rights, Individual and collective rights, Society, Class structure, Religion**



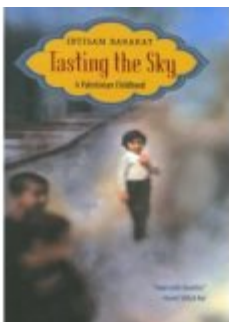
Ball, Olivia and Gready, Paul. (2006) *No-nonsense guide to Human Rights*  
Toronto, ON: New Internationalist. \$16.00 ISBN: 9781897071175

**Series: No-nonsense Guide To**

This book is extremely well done. It includes a comprehensive index, a list of web resources, as well as a list for further reading. Its approach to explaining all the facets of human rights is exceptional. It covers different types of human rights, the rights of refugees and asylum seekers, rights during time of war, human rights treaties, the law at different levels of state, and ways of securing rights. The authors are careful to include different perspectives on this topic. Interspersed are profound quotes from various individuals. Previewed by William Aberhart High.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.2, 2.3, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.8**

**Keywords: Human rights, Worldviews, Rule of law, International relations, Individual and collective rights, Ideology, Political**



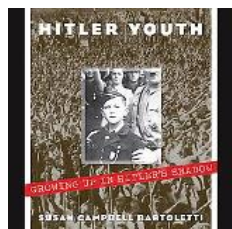
**Barakat, Ibtisam. (2007) *Tasting the sky: A Palestinian childhood.*  
New York, NY: Farrar, Straus and Giroux. \$20.00 ISBN: 9780374357337**

**Picture Book**

This powerful and sad memoir tells of a Palestinian family who managed to survive and stay together despite the horrors of the Six Day War and ongoing occupation. The author tells of her separation from her family when, as a child of three, she was left behind when her parents and siblings escaped from their home in the middle of the night. She describes how the family managed to keep going as refugees in Jordan, how they were allowed home only to have the Israeli army use the nearby hill for their practice space, love for family and how they maintained their culture, starting the United Nations sponsored school and much more. Some readers may be upset by the traditional slaughter of the family's goat and the celebration of circumcisions. Excellent writing and vivid prose illuminate the circumstances and history for the Western reader. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.6, 2.2, 2.3, 3.7, 4.5, 4.7**

**Keywords: Human rights, Conflict, Ideological conflict, Religion, Identity, Individual and collective rights, Expansionism**

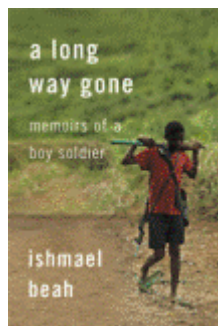


**Bartoletti, Susan Campbell. (2005) *Hitler Youth: Growing up in Hitler's shadow.*  
New York, NY: Scholastic Nonfiction. \$26.99 ISBN: 9780439353793**

This title tells the story of how average boys and girls who devoted their lives to the Hitler Youth Organization left an everlasting mark on history. There are narratives from both Hitler Youth members and from those who resisted the movement. Along with the history of the time this book tells of the rise of the Hitler Youth, their training and organization, control of teachers and students, destruction of books and control of authors and libraries, the suitability of Hitler Youth as soldiers and for the SS, their participation in mass killing, concentration camps, youth in resistance, Hitler's boy soldiers and the re-education of children after the war, re-establishing schools, witnessing the horrors of war and reconstruction. Includes many excellent b/w photos, contents, brief biographies of the young people featured, an epilogue, timeline, quoted sources, bibliography and index. Interesting and engagingly written, this title does not gloss over the horrors of war. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.4, 1.6, 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7**

**Keywords: Socialism, Ideology, Resistance, Collective beliefs and values, Economic equality, Fascism, Individual and collective leadership, Totalitarianism, Fascism**



**Beah, Ishmael. (2007) *A long way gone: Memoirs of a boy soldier.*  
Vancouver, BC: Douglas & McIntyre. \$26.95 ISBN: 9781553652991**

Ishmael Beah, a gentle boy, strongly attached to his family and village, tells his story of how he became a child soldier in Sierra Leone. After the rebels struck his village, he ran for his life but was picked up some months later by the government army when he was 13-years-old. He was trained in warfare with an AK-47, was handed drugs and was traumatized to kill or be killed. A large part of his story is about his rehabilitation and return to society. This is a well-written story representative of child soldiers in more than 50 violent world conflicts. Beah, now, 25-years-old and living in New York City, has been a spokesperson for Human Rights Watch and spoken several times at the United Nations. CAUTION: This has many graphic and violent scenes and strong language. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 2.2, 2.12, 3.9, 4.2, 4.5, 4.7, 4.8**

**Keywords: Human rights, Individual and collective rights, Civil war, Extremism, Society, Genocide, Conflicts**



**Behnke, Alison. (2008) *Kim Jong Il's North Korea*.  
Minneapolis, MN: Twenty-First Century Books. \$40.00 ISBN: 9780822572824**

**Series: *Dictatorships***

From the "Dictatorships" series, "Kim Jong Il's North Korea", looks at the history of Korea since Kim Il Sung (father of Kim Jong Il) became dictator in 1948, and describes how the powerful cult of personality practiced by both of these leaders has led to tragedy within the nation. The famine, labour camps, the strict control of information entering or leaving the country, and possibilities for the future are some of the topics covered. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7**

**Keywords: Dictatorships, Politics, Governments, Ideologies, Marxism, Individualism, labour, Human rights, Individual and collective rights, Identity, Individual leadership, Totalitarianism**



**Bodden, Valerie. (2008) *The 9/11 terror attacks*.  
Mankato, MN: Creative Education. \$31.70 ISBN: 9781583415498**

**Series: *Days of Change***

Told from an American perspective, this book sets up the events of 9/11 against the backdrop of world events. It is a narrative of those current events and a photographic shoot to extend the text. Excellent colour photography, glossy magazine quality. Not a must purchase but interesting content. No content page, not organized by chapters, ideologies or timelines. Index included. Previewed by Juno Beach Academy.

**Outcomes (30-1 & 30-2): 2.3, 2.12, 3.1, 3.9, 4.2, 4.4, 4.7, 4.8**

**Keywords: Extremism, Liberalism as imposition, Ideological conflict, Religion, Fundamentalism, Collective beliefs and values, Individual and collective rights, Society, Terrorism**



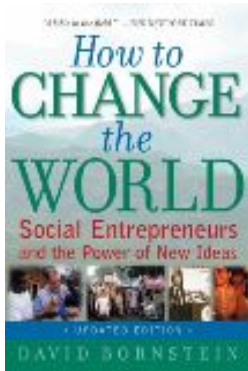
**Bodden, Valerie. (2008) *The Cold War*.  
Mankato, MN: Creative Education. \$26.35 ISBN: 9781583415467**

**Series: *Days of Change***

Told from an American perspective, this book describes the American involvement in the historical events of 1949 until 1989 with Communist regimes. The book does not contain any new information on the subject, only narrating the past. Excellent colour photographs of glossy magazine quality enrich the text. Previewed by Juno Beach Academy.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.8, 2.2, 2.9, 2.10, 2.12, 4.7**

**Keywords: Cold War, Communism, Containment, Competition, Expansionism, Governments, History, International relations, Deterrence, Capitalism, Ideological conflict, Brinkmanship**



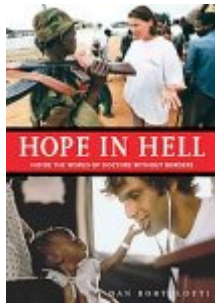
**Bornstein, David. (2007) *How to change the world: Social entrepreneurs and the power of new ideas.***

**Oxford: Oxford University Press. \$19.95 ISBN: 9780195334760**

First edition published in 2004, this edition includes updates on individual entrepreneurs, and a new forward. Describes “Social entrepreneurs” and presents different accounts of people around the world who are affecting change and solving problems in areas where governments and bureaucracies are not. For example, one of the innovators profiled is a South African woman who developed a home-based care model for AIDS patients that changed government health policy. Another chapter tells the story of an American man credited with saving 25 million lives by marketing a global campaign for immunization. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 2.3, 3.1, 3.9, 4.1-4.10**

**Keywords: Active participation, Activism, Alternative thought, Citizenship, Capitalism, Global consciousness, Identity, Collective responsibility, Common good**



**Bortolotti, Dan. (2006) *Hope in hell: Inside the world of Doctors Without Borders.***

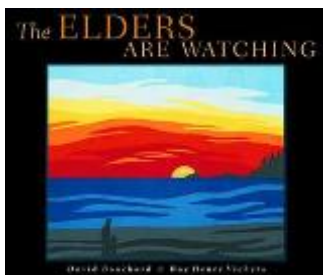
**Richmond Hill, ON: Firefly Books. \$19.95 ISBN: 9781554071425**

The 2004 edition in trade binding was previously listed. Describes the evolution of the "Doctors Without Borders" organization and its experiences in various regions of the world. They discuss the tension of neutrality to get access to victims and witnessing of atrocities. The graphic descriptions of medical needs and treatment are not for everyone. Some profanities throughout when describing experiences. Previewed by

John Ware Junior High & (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.2, 1.9, 1.10, 2.3, 3.9, 4.1– 4.10**

**Keywords: Active participation, Activism, Alternative thought, Citizenship, Global consciousness, Identity, Collective responsibility, Common good**



**Bouchard, Dave. (2003) *The elders are watching.***

**Vancouver, BC: Raincoast Books. \$24.95 ISBN: 9781551926414**

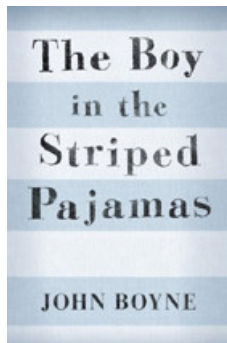
First published in 1990, this reissue in hardcover includes larger, bolder print, and better quality colour reproductions. In this poetic tribute, a Grandfather tells his grandson the stories of the Old Ones - the Elders, and discusses our own role as caretakers of the earth. The poems are brief, rather like incantations. Lovely colour pictures celebrate Northwest Coast native art and culture. Simple, beautiful book with an ecological message. Previewed by

(ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.10, 2.1, 2.4**

**Keywords: Aboriginal, Canada, Environment, Citizenship, Aboriginal collective thought, Alternative thought, Identity, Liberalism as imposition**





**Boyne, John. (2006) *The boy in the striped pajamas*.  
Mississauga, ON: Random House. \$10.99 ISBN: 9780385751537**

This excellent fable tells the story of nine-year-old Bruno who befriends "the boy in the striped pajamas" while he lives at "Out-With" (Auschwitz) with his family during WWII. When the family has to leave Berlin because his father has been promoted to Commandant, Bruno is angry and lonely with no playmates. He entertains himself when his older sister (12), "The Hopeless Case", ignores him and when his parents seem to have little time for him. Fascinated by the very long, tall fence next to his home and all the people on the other side, he sets off to explore the boundary with chilling consequences. Previewed by (ESS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 1.3, 1.10, 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7**

**Keywords: Ideologies, Genocide, Human rights, History, Individual and collective rights**



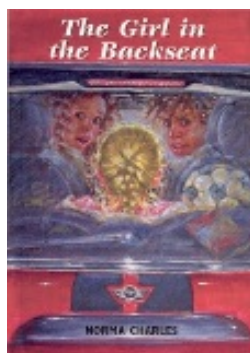
**Canadian International Development Agency. (2006) *Understanding human rights in Afghanistan: Canadian students as global citizens [kit]*. --  
Gatineau, Quebec: Canadian International Development. [www.w4wafghan.ca](http://www.w4wafghan.ca)**

**Includes: 1 CD-ROM, 1 teachers' resource booklet, 1 newspaper, 2 pamphlets, 2 bookmarks, 1 game with 62 cards.**

This kit was developed by Canadian Women for Women in Afghanistan in partnership with International Development students at the University of Calgary and elementary teachers, and was produced with the support of the Government of Canada through CIDA. It is proposed that students will learn about their own human rights and the concept of universality of human rights. Students will learn about the disappearance of human rights in Afghanistan and are challenged to think of ways in which they can help oppressed people reclaim their rights. In creating the kit, the diverse needs of students and their learning styles have been considered and connections to the Social Studies curriculum are discussed. As well as the kit resources listed above, the teachers' resource booklet offers detailed information and instruction for the use of these resources with students, web sites, evaluation and lesson plans for grades 4-12. \*\*\*AVAILABLE FREE of charge\*\*\* from [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca)  
Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.2, 2.8, 2.12, 3.9, 4.2 – 4.3, 4.7 – 4.10**

**Keywords: Human rights, Gender, Individual and collective rights, Activism, Global consciousness, Change**

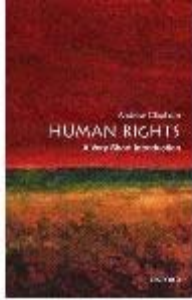


**Charles, Norma. (2008) *The Girl in the backseat*.  
Vancouver, BC: Ronsdale Press. \$10.95 ISBN: 9781553800569**

This is an engaging tale with a timely storyline. Two of the main characters, a brother and sister named Minerva and Jacob, while on their way to bring Minerva for her first year at the university in Winnipeg, rescue a runaway named Toby from a polygamous community in British Columbia. Toby's life in her religious community has been difficult but with her upcoming 14th birthday comes the last straw: she is to be married to old man known as "the Prophet" in the United States. Toby and Minerva promise (somewhat uneasily) to keep Toby a secret from their mother and step-family so that she won't be forced by the police to return to her community. This novel is a page turner and deals with themes that will interest students- blended mixed race families, child abuse, racial intolerance and the capacity of young people to help each other. Previewed by James Fowler High School.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.6, 1.9, 2.3, 2.12, 3.6, 3.9, 4.5, 4.6, 4.8**

**Keywords: Canada, Religion, Fundamentalism, Rule of law, Liberalism as imposition, Individualism, Individual and collective rights, Ideology, Gender**



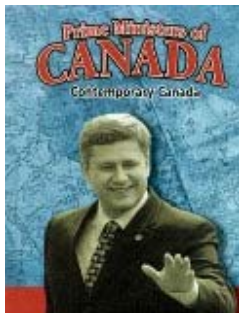
**Clapham, Andrew. (2007) *Human rights: A very short introduction.* Oxford: Oxford University Press. \$11.95 ISBN: 9780199205523**

**Series: *Very Short Introductions***

The author looks at the hard issues surrounding human rights globally. It looks at torture, restrictions to freedom, issues of privacy, discrimination and equality, and the death penalty. There is an illuminating chapter on the role of the United Nations and human rights foreign policy. The book has small print text, black and white illustrations, contents page, index, references, further readings, and The Universal Declaration of Human Rights. Excellent resource for students in high school. Previewed by Juno Beach Academy.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.2, 2.3, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.8**

**Keywords: Human rights, Worldviews, Rule of law, International relations, Individual and collective rights, Ideology, Political**



**Cline, Beverly Fink. (2007) *Contemporary Canada.* Calgary, AB: Weigl. \$26.95 ISBN: 9781553882565**

**Series: *Prime Ministers of Canada***

**Also in this Series: *The New Nation, The Trudeau Era, Turn of the 20<sup>th</sup> Century, Time of Turmoil, Time of Transition***

As part of a six volume set, we see an excellent balance of text and visuals. Very accessible, using a good balance of text and visuals, the reader learns not only about the lives of the prime ministers of Canada, but the events, issues and ideologies that shaped the political focus of the period. The reader will find

explanations of treaties, accords and organizations associated with the periods in which the Prime Ministers were an influential force. Each volume uses informative sidebars, numerous noteworthy quotes, outstanding choice of photos, table of contents for both the volume and the entire set, timeline, glossary, political terms, and index. Previewed by Centennial Sr. High.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.8, 3.1 – 3.5, 3.8, 4.1, 4.6, 4.7**

**Keywords: Canada, History, Ideology, Politics, Government, Rule of law, Identity, Democratic society, Modern Liberalism**

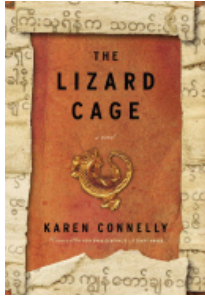



**Compestine, Ying Chang. (2007) *Revolution is not a dinner party: A novel.* New York, NY: H. Holt. \$18.95 ISBN: 9780805082074**

This autobiographical novel tells the story of Ling who was 9 years old in 1972 China at the advent of Chairman Mao's regime. Ling's protected, privileged life is brutally changed by the Red Guard who imprison her father, steal her family's belongings and repress their freedom. Ling survives on wit, hope and courage until the death of Mao when she and her mother are finally reunited with her father. This well-written novel is a gripping account of life during the Chinese Cultural Revolution. Previewed by (ESS)Evaluation and Selection.

**Outcomes (30-1 & 30-2): 1.1 – 1.4, 1.8, 1.10, 2.2, 2.3, 2.9, 2.13, 4.1, 4.5**

**Keywords: Communism, Cultural revolution, History, Human rights, Individual leadership, Ideology, Identity, Culture**

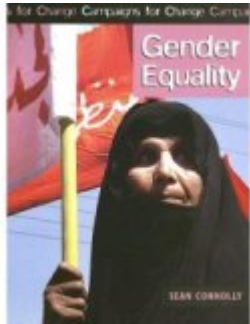


Connely, Karen. (2007) *Lizard cage*.   
Toronto, ON: Random House. \$24.95 ISBN: 9780679313281

Teza is arrested for writing protest songs and imprisoned for twenty-years in solitary confinement by the Burmese government. The author captures the stunning horror of life in captivity where each day is a fight for survival. Brilliantly written--a novel that will hold the attention of any reader. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.3, 2.2, 2.3, 2.12, 3.9, 4.1 – 4.5, 4.7, 4.10**

**Keywords: Human rights, Activism, Government, Ideology, Individualism, Liberation movements**



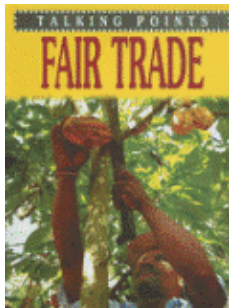
Connolly, Sean. (2006) *Gender equality*.  
North Mankato, MN: Smart Apple Media. \$19.95 ISBN: 9781583405154

**Series: Campaigns for Change**

This series traces several of the world's most important campaigns for change, providing detailed information about the people and events that transformed history, and looking at the continued struggle to bring these rights to all parts of the world. This book looks at the movement toward equal rights for women and men. There is a contents, what's next section, glossary, suggested reading, websites and index. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.2, 2.3, 2.8, 4.2, 4.3, 4.8,**

**Keywords: Human rights, History, Activism, Feminism, Gender, Worldviews, Individual and collective rights, Conflict, Ideology, Change over time**



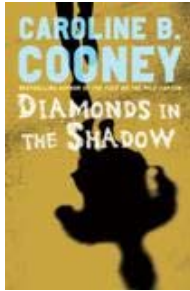
Cooper, Adrian. (2006) *Fair trade?: A look at the way the world is today*.  
North Mankato, MN: Stargazer Books. \$31.70 ISBN: 9781596041455

**Series: Issues of the World**

This series, written in concise and accessible language, is designed to increase awareness and basic understanding of critical current affairs and how they are affecting North America and all parts of the world. "Fair Trade" looks at why it is important, the global supermarket, clothes, gems, arms, medicine, drugs, money, trade disputes, trade wars and global corporations. Has detailed table of contents, chronology, a list of organizations, glossary and an index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.2, 1.7, 1.8, 1.9, 3.3 – 3.6, 3.9, 4.2, 4.3, 4.8, 4.9**

**Keywords: Capitalism, Contemporary issues, Economic freedoms, Economic systems, Global consciousness, Political, Progressivism, Rights, roles and responsibilities, Worldviews, Competition, Collectivism**



**Cooney, Caroline B. (2007) *Diamonds in the shadow.***  
New York, NY Delacorte Press. \$20.99 ISBN: 9780385732611

Jared didn't realize that his church's decision to host a refugee family from Africa would mean sharing his own room with a stranger from another continent. He didn't realize, either, that these refugees would change the way he saw the world, and bring a far-off danger into his own family's lives. The lives and perspectives of both families are changed through their contact. Jared's family must adapt to sharing their home and come to terms with the reality of their guests' past experiences, the refugee family must adapt to a different culture and the seemingly overwhelming peace and prosperity of suburban

America. Jared's American family and the African refugee family are characters with depth who have both great strengths and great weaknesses. Readers will gain insight into living with the horrors of war and the difficulties of adapting to a new country, but the tone never becomes patronizing and humour frequently lightens the mood. Previewed by Bob Edwards Junior High School.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.2, 3.1, 3.9, 4.2 – 4.10**

**Keywords: Citizenship, Identity, Collective beliefs and values, Collectivism, Culture**



**Croci, Pascal. (2003) *Auschwitz.***  
New York, NY: Harry N. Abrams. \$25.95 ISBN: 9782848100005

#### **Graphic Novel**

Kazik and Cessnia, a Polish couple now living in Yugoslavia (1993), reminisce through flashbacks to their horrendous time in Auschwitz. Croci illustrates how they arrived at the concentration camp, their enslavement, torture and the death of their child.

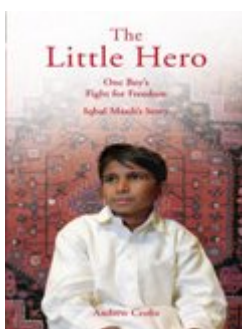
Frighteningly realistic black and white pencil drawings tell the story with sparse text.

He captures the mist, smoke/ash, smells and cold of the atmosphere, pure misery, and the haunting faces of the captives and demonic features of the Nazis. The author draws a parallel to the more recent Yugoslavian camps. This title concludes with short

interviews with Croci regarding his artistic choice and research. It will stay with the reader long after reading. Note: Some graphic violence and mild profanity. Previewed by (ESS) Evaluation/Selection & Bowness High.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7**

**Keywords: Ideologies, Genocide, Human rights, History, Individual and collective rights**



**Crofts, Andrew. (2006) *The little hero: One boy's fight for freedom: Iqbal Masih's Story***

London: Vision Paperbacks. \$17.95 ISBN: 9781904132847

A true story, "Iqbal is sold by his parents to a carpet factory owner at the age of four (in Pakistan). It was six long years before he succeeded in escaping the clutches of his tyrannical master. Surviving off foraged scraps, he stumbles across a Bonded Labour Liberation Front rally. The organization took him in, and he began tirelessly working to spread the word to other enslaved children that they too could be free.

Iqbal participated in raids on illegal factories and addressed international conventions.

He was awarded the Reebok "Youth in Action" award and a scholarship to study law in Boston. But before he could start...his life was cut short by a hail of bullets from the gun of an (assassin).

Told by the bestselling ghostwriter of *The Little Prisoner* and *Sold*, this is an inspiring tale of what one boy can achieve and a gripping call to action to end child slavery" (from the back cover). The book is compelling and engaging, and brings home the plight of child labour in a personal way. Previewed by Queen Elizabeth High School.

**Outcomes (30-1 & 30-2): 2.2, 3.9, 4.2, 4.3, 4.5, 4.7, 4.8, 4.10**

**Keywords: Human rights, Labour and union, Industrialization, Resistance, Individual and collective rights, Activism**





CTV. (2006) *Broken promises*   
 Toronto, ON: CTV, \$ 99.95

**DVD / Videorecording**

**Series Title: (W5)**

Describes the point system, how immigrants qualify. Highly qualified immigrants are arriving but their credentials are not recognized, their English is not good enough and their experience not accepted. Many immigrants are taking any job they can get, so instead of moving ahead, they are immobilized, underappreciated and underemployed. Clearly the points system does not coincide with the country's need for immigrants. Usual narration and interviews of disappointed immigrants, immigration lawyers, and the Minister of Immigration. Examines a website "Nocanada.com" which warns prospective immigrants of lack of opportunities in Canada. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 2.2, 3.1, 3.2, 3.4, 3.6 – 3.8, 4.1, 4.3 – 4.6**

**Keywords: Canada, Citizenship, Identity, Economic freedom, Capitalism, Class structure, Contemporary issues, Liberalism, Ideology, Rights, roles and responsibilities, Language, Labour**



**Cushman, Karen. (2008) *The loud silence of Francine Green.***

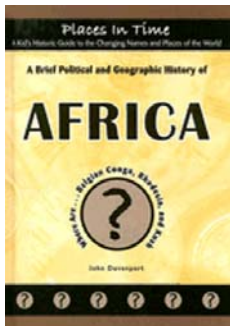
**New York, NY: Random House Children's Books. \$7.99 ISBN: 9780375841170**

Set in 1950 Los Angeles, Francine and Sophie are friends in a Catholic school. While they have different personalities, they are similar in their quest for answers and conviction. They come to question, with consequences, the school authorities on issues of Communism, freedom of speech and an understanding of diversity and rights during this turbulent time. This is a coming of age story set in the shadow of McCarthyism and the beginnings of the Cold War. Readers will relate to the pervasive fear of the period as it resonates in our post-9/11 world. Reading level: gr. 7-10. Previewed by(ESS) Evaluation

and Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.3, 2.9, 2.10, 2.12, 3.2, 3.6, 3.7, 4.4 – 4.6**

**Keywords: Politics, Governments, Culture, Individual and collective rights, Human rights, Cold War, Communism, Neo-conservatism, History, Containment, Religion**



**Davenport, John. (2008) *A brief political and geographic history of Africa: Where are-- Belgian Congo, Rhodesia, and Kush.***

**Hockessin, DE: Mitchell Lane Publishers. \$42.63 ISBN: 9781584156246**

**Series: *Places in Time***

**Also in the Series: *A brief political and geographic history of Europe: Where are - Prussia, Gaul, and the Holy Roman Empire* ISBN: 9781584156253**

***A brief political and geographic history of Latin America: where are--Gran Colombia, La Plata, and Dutch Guiana* ISBN: 9781584156260**

***A brief political and geographic history of the Middle East: where are--Persia, Babylon, and the Ottoman Empire* ISBN: 9781584156222**

These small books of easily accessible text, vividly bring to life the changes in some of the countries of our world. The unique perspectives are portrayed with detailed and informative maps, balanced and beautifully done photographs and timelines at the bottom of many pages. The selected countries within specific continents have experienced political changes including name changes. While these books do not discuss all of the shifts in these countries, they explore with clarity some of the most interesting and important political changes. The Belgian Congo, Rhodesia and Kush are discussed in this volume on Africa. Previewed by (ESS) AISI Learning Leader.

**Outcomes (30-1 & 30-2): 1.3, 1.4, 2.2, 2.7 – 2.10, 3.2, 3.3, 3.5, 4.1, 4.6, 4.7**

**Keywords: Political, Ideologies, History, Change over time**



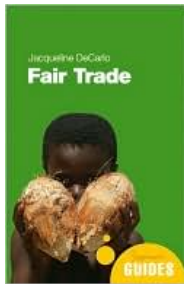
**Davidson, Susanna. (2008) *The holocaust.***  
**London: Usborne Books. \$9.95 ISBN: 9780746088739**

This introduction to the Holocaust begins with a perspective set in ancient and medieval times, through the ghettos leading into the twentieth century, and the rise of Nazism in Germany. Included are some of the actions carried out against the Jews, the Roma and other groups targeted by the Nazis in the 1930s, and the organized and concerted efforts towards a Final Solution during World War II. It is written in accessible language and includes a table of contents, list of internet links and an index. Suitable as a starting point for learning about the Holocaust in secondary grades, Previewed by William Aberhart

High School

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7**

**Keywords: Ideologies, Fascism, Genocide, Human rights, History, Individual and collective rights, Socialism, Totalitarianism**



**DeCarlo, Jacqueline. (2007) *Fair trade: A beginner's guide.***  
**Oxford: Oneworld. \$16.50 ISBN: 9781851685219**

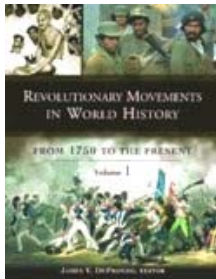
**Series: *Beginners' Guides***

This guide reveals what "fair trade" means, explains the principles behind the strategy and its development into a powerful economic tool to help end poverty, environmental destruction and human exploitation. The text is dense and will be appropriate reading for teachers and mature students. Using many examples of the fair trade movement, tables, feature bullets and boxes and a few black and white photographs, this is a comprehensive guide in a small package. Includes appendix of fair trade organizations, recommended

reading, extensive references, contents and index. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.2, 1.7, 1.8, 1.9, 3.3 – 3.6, 3.9, 4.2, 4.3, 4.8, 4.9**

**Keywords: Capitalism, Contemporary issues, Economic freedoms, Economic systems, Global consciousness, Political, Progressivism, Rights, roles and responsibilities, Worldviews, Competition, Collectivism**



**DeFronzo, James V. (ed.) (2006) *Revolutionary movements in world history: From 1750 to present.***

**Santa Barbara, CA: ABC-CLIO. \$521.55 ISBN: 9781851097937**

This 3-volume set is an alphabetical survey of world revolutionary movements from 1750 to the present (2005). Each essay ranges from 4000-15,000 words and covers such topics as Background, Context & Process of Revolution, Impacts, People & Organizations, References & Chronologies, etc. Every major revolution is included in this set, including women's revolutions. This is an essential addition to


all collections. There is a wealth of information in these books which isn't easily found elsewhere. The essays are informative and accurate, and the supporting materials are superb - the chronologies are extremely useful as are the References and Further Readings. Previewed by Henry Wise Wood High.

**Outcomes (30-1 & 30-2): 1.4 – 1.6, 2.6 – 2.10, 4.4, 4.7**

**Keywords: History, Political, Ideologies, Ideological conflict, Resistance, Imperialism**

GUY DELISLE  
**PYONGYANG**  
A JOURNEY IN NORTH KOREA



Delisle, Guy. (2005) *Pyongyang: A journey in North Korea*.   
Montréal: Drawn & Quarterly. \$16.95 ISBN: 9781896597898

**Graphic Novel**

This fascinating story of Guy Delisle's time spent in North Korea will educate and engage the reader from start to finish. As he passed his days at work cartooning, visiting prescribed tourist sites, experiencing the Kim Il-Sung thought and belief system, meeting a great variety of foreign workers, he was nearly always accompanied by his guide and translator. Delisle cartooned and created his notes of his "journey" as he experienced them and presents stylized black and white detail in an eye-opening graphic work. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7**

**Keywords: Dictatorships, Politics, Governments, Ideologies, Marxism, Individualism, Labour, Human rights, Individual and collective rights, Identity, Individual leadership, Totalitarianism**



Downing, David. (2007) *Global business: Who benefits?*  
Chicago, IL: Heinemann Library. \$32.20 ISBN: 9781403488312

**Series: Behind the News**


Global business: Who benefits? Is part of a five book series presenting stories behind emerging global issues. The series presents the widely differing opinions generally associated with the issues by using examples of primary sources and case studies. A number of questions are presented throughout the volumes encouraging readers to seek their information through inquiry. Volumes are accessible with concise information, easily understood text, a variety of photos, plenty of chapter and sub headings to break up the reading, table of contents,

glossary, websites, further reading, a list of activities and an index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.2, 1.7 – 1.9, 2.8, 2.12, 3.2, 3.4, 3.5, 3.9, 4.2, 4.8**

**Keywords: Economic systems, Global consciousness, Economic freedom, Economic equality, Contemporary issues, Worldviews, Capitalism, Collectivism**



Downey, Glen R. (2007) *Escape from East Berlin*.   
Oakville, ON: Rubicon Publications. \$26.99 ISBN: 9781419032226

**Graphic Novel**

**Series: Timeline**

This graphic novel follows the desperate story of one mother and her two children who try to escape from East Berlin in 1963. President Kennedy speaks to the people of West Berlin and speaks of freedom. Germans caught behind the Berlin Wall are attempting any way that they can to get to West Berlin. At intervals there are explanatory pages showing the division of Berlin after WW II, a timeline,

divided citizens, daring escapes and finally, the fall of the wall in 1989. The story is simple, short, but violent as one would expect. The cartooned characters and settings are realistic with colours used that are dark and subdued to suit the mood of the time. This 48-page, paperback, five chapter book also includes a character list of real people from history as well as fictional characters, map of the area, table of contents, brief historical notes, and index. Previewed by (ESS) Evaluation/Selection and Sir William Van Horne High.

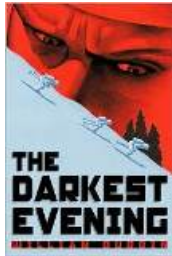
**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.4, 1.5, 1.8, 2.2, 2.9, 2.10, 2.12, 3.2, 4.7**

**Keywords: Cold War, History, Liberalism as imposition, Capitalism, Economic systems, Ideological conflict, Democratic society, Brinkmanship, Expansionism, Liberation movements, Communism, Totalitarianism**



**Driver, Stephanie. (ed.) (2008) *World and its peoples: Eastern and southern Asia*.  
New York, NY: Marshall Cavendish. \$714.21 ISBN: 9780761476313**

This excellent reference of eleven volumes examines the geography, climate, history and movement of peoples regionally, and the government, modern history, cultural expression, daily life and economy of 22 countries in Eastern and Southern Asia. Volumes 1 and 2 cover China and Mongolia, Volumes 3 and 4, India and its neighbours, Volume 5, Myanmar (Burma) and Thailand, Volume 6, Cambodia, Laos and Vietnam, Volume 7, Korea, Volume 8, Japan, Volume 9, Malaysia, Singapore, Brunei and the Philippines, Volume 10, Indonesia and East Timor, and Volume 11, the index. Written in a sophisticated style, it includes many colour photographs, reproductions, maps, vital statistics, chronologies and illustrations. An excellent resource for Social Studies Curriculum 20-1 and 30-1. Previewed by (ESS) AISI Learning Leader.  
**Outcomes (30-1 & 30-2): 1.3, 1.5, 1.6, 2.2, 2.3, 3.2, 3.5, 4.2, 4.4, 4.5**  
**Keywords: History, Government, Ideologies, Culture, Economy**



**Durbin, William. (2004) *The darkest evening*.  
New York, NY: Orchard Books. \$21.99 ISBN: 9780439373074**

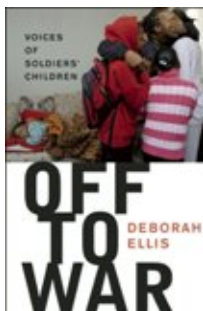
This historical fiction is written from the point of view of 15-year-old Jake Maki, who lives with his family in a Finnish mining community in Minnesota. Jake is filled with dread when Mr. Maki decides to leave capitalist America and move the family to the socialist Soviet Union in the 1930's. He tells of his family's flight from the Depression to what they are led to believe is a worker's paradise. Once in the Soviet Union, life is not as rosy as the recruiters made it out to be. Jake, his older brother Peter, and little sister Maija show how adaptable children are to change. When Peter and Mr. Maki are taken by the secret police, the rest of the family decide to escape to the Finnish border. The easy language and short chapters make for a quick read. Previewed by William Aberhart High.  
**Outcomes (30-1 & 30-2): 1.3, 1.4, 1.5, 2.2, 2.3, 2.7, 2.9, 4.1, 4.5, 4.6**  
**Keywords: Communism, History, Socialism, Individual and collective rights, Liberalism as imposition, Ideological conflict**



**Ellis, Deborah. (2007) *Bifocal*   
Markham, ON.: Fitzhenry & Whiteside. \$18.95 ISBN: 9781554550364**

Through loosely alternating chapters, Ellis and Walters portray the lives and viewpoints of two different high school students. Jay is a white, grade eleven student who is a junior, though aspiring, future captain of the school football team and who loves the popularity and comradery of being a part of the status team in the school. Haroon is a serious Muslim student, third generation Canadian, with roots in Afghanistan. He aspires to be a star on the school's Reach for the Top team. The story opens with a school lockdown from which a Muslim student is arrested, on suspicion of having terrorist affiliations. For Jay and Haroon both, the situation seems unbelievable. The school quickly divides down racist lines and each young man must confront his own beliefs, identity, and self-determination. The authors write in realistic, engaging styles that do not preach, but present each boy's point of view in all its complexities. The reader cannot help but question where he/she would stand and how we arrive at the decisions/choices we make in life. Would lead to interesting discussions about pluralism, tolerance, individuality, peer pressure, media influence, and citizenship.  
**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.3, 4.4 – 4.6, 4.8**  
**Keywords: Identity, Individual and collective rights, Citizenship, Collective beliefs and values, Ideology**





Ellis, Deborah. (2008) *Off To War: Voices of Soldiers' Children.*   
Toronto, ON: Groundwood Books. \$12.95 ISBN: 9780888998958

This is a riveting account told by the children of soldiers who have and are serving in Afghanistan and Iraq. Canadian and American children of enlisted, and reservist personnel share their feelings and concerns as one and sometimes two parents are sent or volunteer to go to war. The children express their own beliefs which are frequently not the same as those of their loved ones who are sent to war. The children of soldiers express how difficult it is for others in the greater community to understand them and the issues with which they deal on a daily basis. The children we meet in the book are real with distinctly different lives and views but with similar hopes, dreams for themselves and the world. This is a very touching account of how children are frequently the ones left behind when adults take on the issues of life. The book's simple direct interview style shares the lives of children of all ages. Ellis begins each chat with a description of the facts with which the child is confronted. She explains where the family is located, what aspect of the military is represented in that child's household, and some of the difficulties with local or state/provincial education and health rules or laws that affect that child and the family. This provides us with the context for the information that is discussed by the child(ren) later. The stories shared are a part of our history that has not been commonly examined in other literature. This information is real and immediate. Previewed by Ernest Manning High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.3, 2.11, 4.3, 4.5, 4.6, 4.7**

**Keywords: Contemporary issues, Individual beliefs and values, Alternative thought, Society**

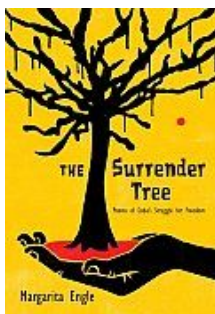


Ellis, Deborah. (2004) *Three wishes: Palestinian and Israeli children speak.*   
Toronto, ON: Groundwood. \$12.95 ISBN: 9780888996459

Deborah Ellis in an unbiased way, expertly narrates the voices of both Palestinian and Israeli children who have lived their lives in conflict. The book contains interviews of children that range from 8 to 18. Each interview is accompanied with background information that explains political, educational, economic and social conditions in that particular child's life. Pictures, maps, glossary and further readings help to also paint a picture of life for that child. Issues of particular curricular interest: living life in continual political unrest and religious conflict from a child's perspective.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.6, 1.10, 2.2, 2.3, 3.2, 3.3, 3.7, 3.9, 4.5, 4.7**

**Keywords: Ideological conflict, Identity, Collective beliefs and values, Religion, Rights, roles and responsibilities**



Engle, Margarita. (2008) *The surrender tree: Poems of Cuba's struggle for freedom.*

New York, NY: Henry Holt. \$18.95 ISBN: 9780805086744

Written in free verse, this collection of poems highlights the Cuban struggle for independence. Rosa is the central character throughout the collection of poems. She is a healer and protector of runaway slaves. Many voices and perspectives are heard including her husband, a freed slave, a refugee child, and a slave hunter. These perspectives detail the political history of the time including re-concentration camps, slavery and the resistance against Spain. The author draws on her Cuban-American background including stories from her family throughout. Previewed by (ESS)

Evaluation / Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.10, 2.2, 2.3, 2.7, 2.9, 2.12, 3.9, 4.1 – 4.5, 4.7, 4.10**

**Keywords: History, Political, Resistance, Human rights, Liberation movements**



**Faiella, Graham. (2006) *John Locke: Champion of modern democracy*.  
New York, NY: Rosen Publishing Group. \$29.95 ISBN: 9781404204201**

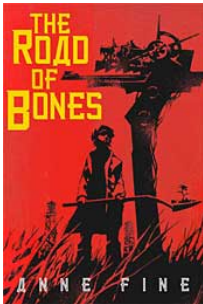
**Series: *Philosophers of the Enlightenment***

**Also in the Series: Thomas Hobbes: an English philosopher in the age of reason. ISBN: 9781404204195, Voltaire: Champion of the French Enlightenment. ISBN: 9781404204232, Jean-Jacques Rousseau: Advocate of Government by Consent. ISBN: 9781404204225**

Presents an overview of Europe in the 1600s, a biography of John Locke and mention of influences that shaped his views. Implications and importance of his theories are discussed. This series contains excellent photographs of primary source documents. Topics fill a void in libraries. Books in the series are appealing with colour photographs along with detailed text boxes that complement the text. Clearly marked chapters and headings assist the reader. Complex information is presented in a useable and approachable format. Useful table of contents, timeline, glossary, contact addresses and websites for more information, further reading, bibliography, and a detailed index. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.1, 1.4, 1.5, 1.6, 2.5, 3.2-3.5, 4.6**

**Keywords: Economic systems, Democratic society, History, Ideologies, Liberalism**



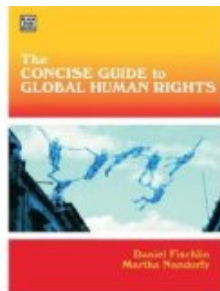
**Fine, Anne. (2008) *Road of Bones*.**

**New York, NY: Farrar Straus Giroux \$11.95 ISBN: 9780552554930**

This chilling book reflects on the nature of totalitarianism, inspired by the grinding experiences of the twentieth century Soviet Union. Yuri, 12, with his mother, father and grandmother, live a life of ever increasing poverty and oppression resulting from a post-revolutionary state. Scarcity and fear abound while neighbours report about another neighbour's everyday conversation or acts interpreted as sedition. When Yuri's class and another top class are dismissed and the students sent to work in a cement and construction yard, Yuri criticizes the safety of the ladders and must run to escape his words. This is only the first of several escapes for Yuri but eventually he is arrested and is shipped off to the freezing labour camps of the north for 10 years hard labour. The extremes of weather, human behaviour and the will to survive are expressed in a dark and yet exploratory manner, with Yuri always asking the hard questions and thinking through the circumstances, trying desperately to understand their condition, always wondering how human beings can do such things in the name of making the world a better place. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.4, 1.6, 2.2, 2.9, 4.1, 4.2, 4.4, 4.5**

**Keywords: Communism, Labour, Governments, Ideology, Human rights, Totalitarianism**

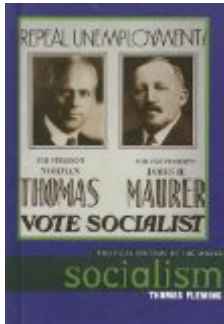


**Fischlin, Daniel. (2007) *The concise guide to human rights*   
Montreal, PQ: Black Rose Books. \$24.99 ISBN: 9781551642949**

This book, authored by two professors from the University of Guelph, is an excellent overview of global human rights, written from a Canadian perspective. Interesting excerpts are provided that further illuminate topics and are presented in eye-catching graphic/comic format that help break up the large amount of text. There is an excellent section on AIDS worldwide, and other topics include: minority versus majority rights, terrorism, security, and selective rights in an age of retributive fear, communicating rights (media, education, and the arts), the future of human rights, and an excellent timeline of the history of global human rights. The detailed list of works cited and comprehensive index are helpful. The book is text-heavy, but topics are relevant and covered in interesting detail. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.2, 2.3, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.9**

**Keywords: Human rights, History, Worldviews, Global consciousness, Citizenship, Media**



Fleming, Thomas. (2008) *Socialism*.  
New York, NY: Marshall Cavendish Benchmark. \$42.79 ISBN: 9780761426325

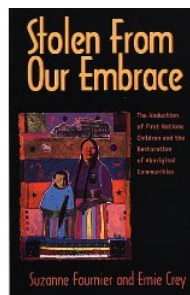
**Series:** *Political Systems of the World*

This book gives an overview of socialism as a political system and delves into the history and structure of its ever-changing political and economic components. Focusing on Germany, the United Kingdom and Sweden as well as supplying significant examples from Titoist Yugoslavia, Mexico, and the United States, good, general conclusions about the success or failure of socialism are revealed. Text is accessible and the book includes a table of contents, a useful table comparing socialism to other governments, a timeline, bibliography, web sites and index. Previewed by

Centennial High

**Outcomes (30-1 & 30-2):** 1.4, 1.5, 1.8, 2.7

**Keywords:** Political, Socialism, History, Ideology, Economic systems



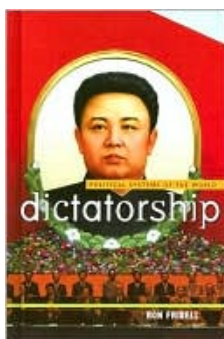
Fournier, Suzanne. (1997) *Stolen from our embrace: The abduction of First Nations children and the restoration of aboriginal communities*.  
Vancouver, BC: Douglas & McIntyre. \$24.95 ISBN: 9781550546613

A history of European attempts to force assimilation on aboriginal children (the adults were deemed to be "unchangeable" as early as the 1630's by the Jesuits) through religious indoctrination, residential schools, and mass adoptions by non-native families. In addition, there is a section dealing with how aboriginal communities are coping with the results of these experiences, including chapters on healing survivors of sexual abuse, healing sexual offenders, Fetal Alcohol Syndrome, and a look at

aboriginal children today. Each chapter contains personal stories, discussions of how some communities are dealing with the problems, and information regarding the government's (and other non-native institutions') responsibilities and response. Carefully researched and documented, this Canadian book is current and challenging. Some of the stories are horrific for senior high students. Previewed at Central Memorial High.

**Outcomes (30-1 & 30-2):** 1.1, 1.5, 2.1, 2.2, 2.4, 2.11, 2.12, 3.6, 3.7, 3.8, 4.6

**Keywords:** Aboriginal, Aboriginal collective thought, Culture, Identity, Canada, Human rights, Liberalism as imposition



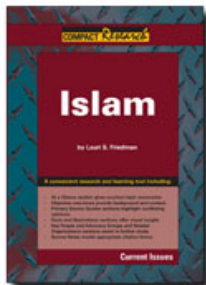
Fridell, Ron. (2008) *Dictatorship*.  
New York, NY: Marshall Cavendish Benchmark. \$42.79 ISBN: 9780761426271

**Series:** *Political Systems of the World*

This book gives an overview of dictatorship as a political system and delves into the history and structure of its political and economic components. The book discusses numerous dictators, how they rose to power, examples of techniques used to keep them in power and the results of their rule. Text is accessible and the book includes a table of contents, a useful table comparing Dictatorship to other governments, a timeline, bibliography, web sites and index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2):** 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7

**Keywords:** Political, Dictatorships, Government, History, Economic systems, Ideology, Leadership: individual and collective



**Friedman, Lauri S. (2008) *Islam*.  
San Diego, CA: ReferencePoint Press: \$31.15 ISBN: 9781601520500**

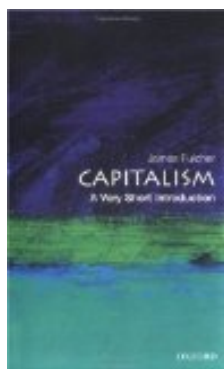
**Series: *Compact Research – Current Issues***

This well organized title offers accessible information to students of all abilities with colourful design and illustration (graphs, maps, drawings), bulleted information and primary source quotations. Main topics are: Does Islam inspire terrorism? Does the veil oppress women? Does Islam respect human rights? Are Islam and the West headed for a clash of civilizations? Sources of information are from an international perspective, there is a list of key people and advocacy groups, a chronology, a list of related organizations, titles for further research including websites, detailed source

notes and index. Previewed by Curriculum and Learning Technologies, Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.6, 2.2, 2.3, 2.9, 2.11, 2.12, 4.2, 4.4, 4.8**

**Keywords: Ideology, Ideological conflict, Religion, Extremism, Gender, Human rights**

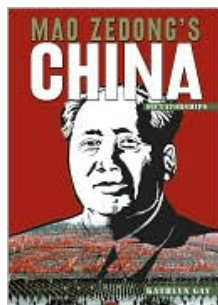


**Fulcher, James. (2004) *Capitalism: A very short introduction*.  
Oxford: Oxford University Press. \$11.95 ISBN: 9780192802187**

This brief book explores the origins of capitalism and questions whether it did indeed originate in Europe. It examines capitalism as it exists in several nations. The book presents the crisis tendencies of capitalism--including the S.E. Asian banking crisis, the collapse of the Russian economy, and the 1997-1998 global financial crisis--asking whether capitalism is doomed to fail, and suggests where some solutions are to be found. List of further reading could be helpful. Book is detailed, but short, making it an excellent advanced overview/reference. Includes some black and white photos. Print is tiny, and reading level is advanced. For mature readers. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.2, 1.5, 1.7, 1.9, 3.1, 3.2, 3.5, 3.9**

**Keywords: Ideology, Capitalism, History, Economic systems, Welfare capitalism**



**Gay, Kathlyn. (2008). *Mao Zedong's China*.  
Minneapolis, MN: Twenty-First Century Books. \$34.75 ISBN: 9780822572855**

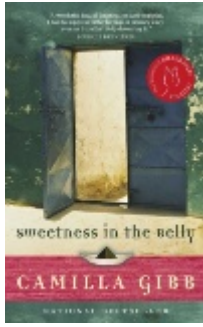
**Series: *Dictatorships***


From the "Dictatorships" series, "Mao Zedong's China" examines Mao Zedong's rise to power in 1949, and the transformation of China into a communist state, the Cultural Revolution of the 1960's with its conflicts, and the post-Mao turmoil. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7**

**Keywords: Political, Dictatorships, Government, History, Economic systems, Ideology, Leadership: individual and collective, Totalitarianism, Communism**



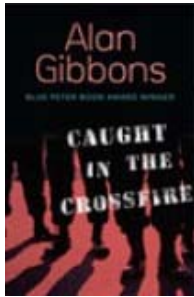


**Gibb, Camilla. (2007) *Sweetness in the belly.***   
Toronto, ON: Anchor Canada. \$21.00 ISBN: 9780385660181

The story of Lilly a young woman who was orphaned as a child and raised a Muslim. As a woman she moves to Ethiopia, becomes a nurse and falls in love with Aziz, a medical student who is politically motivated and supports the overthrow of the government. Lilly also spends her time teaching girls to recite the Qur'an. Political upheaval and Lilly's politics force her to flee to London where she becomes a refugee while she waits to be reunited with Aziz. The author effectively flips between her time in Ethiopia where she is admired as a Muslim teacher and London in the 1990s where uncertainty and fear dominate British thought towards refugees. A worthwhile novel that addresses current politics and addresses the complexities of feelings towards Islam. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.2, 2.3, 2.11, 2.12, 3.2, 3.6, 3.9, 4.4 – 4.8**

**Keywords: Human rights, History, Religion, Identity, Ideological conflict, Political, Individual beliefs and values, Collectivism, Liberalism**



**Gibbons, Alan. (2007) *Caught in the crossfire.***  
London: Orion Books. \$11.95 ISBN: 9781842550960

Set in England post September 11th, this novel weaves the story of two families, one British Muslim, caught in the racial tension in their community. This "Blue Peter Book Award Winner" follows the tension of two brothers, with differing political points of view. Things escalate with Liam's involvement in the Patriotic League. The story deals with social injustice and the discomfort brought about by prejudice and intolerance. The book could be used as a read aloud, but be prepared for some deep discussion that could be led into from the story. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.2, 2.3, 2.12, 3.2, 3.6, 3.9, 4.4 – 4.8**

**Keywords: Ideological conflict, Individual and collective rights, Collective beliefs and values**



**Gordon, Susan. (2006) *Montesquieu: The French philosopher who shaped modern government.***  
New York, NY: Rosen Pub. Group. \$29.95 ISBN: 9781404204218

**Series: *Philosophers of the Enlightenment***

Contains an introduction to the life and times of Montesquieu, his writings, explanation of the Enlightenment and revolutions in France, and how his theories are used today in modern democracy. Books in the series are appealing with colour photographs along with detailed text boxes that complement the text. Clearly marked chapters and headings assist the reader. Complex information is presented in a useable and approachable format. Useful table of contents, timeline, glossary, contact addresses and websites for more information, further reading, bibliography, and a detailed index. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.1, 1.4, 1.5, 1.6, 2.5, 3.2-3.5, 4.6**

**Keywords: Ideology, Democratic society, Economic, History**



Gorman, Ruth. (2007) *Behind the man: John Laurie, Ruth Gorman, and the Indian vote in Canada.*



Calgary, AB: University of Calgary Press. \$39.95 ISBN: 9781552382189

**Series: Legacies Shared**

This is the biography of Alberta political figure, John Lee Laurie, who worked with Gorman to change public opinion and secure amendments to the 1961 Indian Act allowing enfranchisement. Prior to 1961 Aboriginal people of Canada could only vote in Federal elections if they agreed to become "Canadian" by moving from reservations, giving up their treaty rights and leaving their homes and farms behind. Ruth Gorman reminds us

that there is always more than one point of view when it comes to recording history. In examining all her personal documents, Gorman provided readers with a fascinating and alternative perspective for these historical events since she was deeply involved in the amendment process, and thus, this title is an autobiography within the biography. This title has very dense text and is meant for the sophisticated reader. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.5, 2.1, 2.2, 2.4, 2.11, 2.12, 3.6, 3.7, 3.8, 4.6**

**Keywords: Aboriginal, Activism, Aboriginal collective thought, Canada, Governments, Collective beliefs and values, Human rights, Rule of law, Rights roles and responsibilities**



Gourley, Catherine. (2008) *Ms. and the material girls: Perceptions of women from the 1970's through the 1990's*

Minneapolis, MN: Lerner Publishing. \$40.00 ISBN: 9780822568063

**Series: Images and issues of women in the twentieth century.**

**Also in the Series: Gibson Girls and suffragists: Perceptions of women from 1900 to 1918. ISBN: 9780822571506, Rosie and Mrs. America: Perceptions of women in the 1930's and 1940's. ISBN: 9780822568049, Gidgets and women warriors: Perceptions of women in the 1950's and 1960's. ISBN: 9780822568056, Flappers and the new American woman: perceptions of women from 1918 through the 1920's. ISBN: 9780822560609**

This book is the fifth and final volume in a series on women's images and issues. The volume examines a period of time when women questioned their pay status, demanded equal employment opportunities and fought against sexual harassment. Organized chronologically, the series investigates the impact of the conflicting images of popular U.S. culture and the ways women reacted to those images. The series is very readable with engaging text, generously packed with well-placed black-and white photographs as well as period reproductions from magazine advertisements, handbills, government propaganda, radio and television. The series also uses a wonderful array of primary source material and will be popular with both researchers and browsers. Each volume includes a table of contents, source notes, selected bibliography, further reading, websites, and an index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.10, 2.8, 2.12, 3.2, 3.8, 4.4 – 4.6**

**Keywords: Gender, Feminism, Ideologies, Rights, roles and responsibilities, Individual and collective rights, Change over time**



**Grant, R. G. (2008) *The Cold War*.**  
**North Mankato, MN: Arcturus Publishing. \$31.70 ISBN: 9781841937267**

**Series: *Timelines***

This book is part of a series that explores major conflicts of the 20th and early 21st centuries. This volume explores significant events that helped shape the Cold War including the first H-bomb test, the Vietnam War, the Soviet invasion of Afghanistan, and the fall of the Berlin Wall. Each volume in the series takes the form of a timeline, featuring twenty-one key events. Each event covers a two page spread including a description of the event, its causes and consequences and a mini-timeline of related dates. Information is supplemented by quotations, statistics factboxes, well chosen archival photographs, and maps. The books in the series are clearly written, well organized, and well illustrated with a modern 'feel' about the dramatic historical event portrayed. Includes table of contents, a section on key figures, glossary, related books and websites as well as an *index*. *Previewed by Centennial High*.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.8, 2.2, 2.9, 2.10, 2.12, 4.7**

**Keywords: Cold War, Communism, Containment, Competition, Expansionism, Governments, History, International relations, Deterrence, Capitalism, Ideological conflict, Brinkmanship, Totalitarianism**



**Greder, Armin. (2008) *The island*.**  
**Australia: Allen & Unwin. \$21.95 ISBN 9781741752663**


**Picture Book**

An important and powerful picture book for its allegory of the prejudice inherent in humanity. An outsider arrives on an island by raft. Feared by the islanders, a fisherman convinces them that they have a right to accept and save him. The story unfolds as a progression of fear, hatred and ultimately crime. Themes of xenophobia, racism, refugees are waiting to be explored. Redeeming to this book is its "non-preachy" text and sparse narrative. Images are dim, foreboding and aptly convey anger and fear. Relevant on so many levels especially for study of globalization, diversity and human rights. Originally published in Germany and has received many rewards. *Previewed by (ESS) Evaluation/Selection*.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 1.5, 1.6, 2.12, 3.9, 4.2, 4.3, 4.5**

**Keywords: Human rights, Conflict, Collectivism, Society**



**Greenwood, Barbara. (2007) *Factory girl*.**   
**Toronto, ON: Kids Can Press. \$22.95 ISBN: 9781553376491**

A compelling book in the style of a photo-journal blends the horrific facts of child labor during the early twentieth century with the imaginary story of one underage factory girl. "At 12, Emily is two years under the legal working age, but to help her desperate family, she takes a job in a sweatshop, where she suffers under horrific working conditions. At first she is scared to protest, but public pressure to improve conditions builds, thanks to union activists, social reformers (including Jane Addams), and journalists" - Booklist. The book includes numerous photos that are unforgettable and well captioned, the story is interesting and has a valuable historical perspective, however, documentation is not evident and would be an asset. Includes a table of contents, timeline, glossary and index. *Previewed by Centennial High*.

**Outcomes (30-1 & 30-2): 1.2, 1.4, 1.7, 2.2, 2.6, 2.8, 3.1, 3.3, 3.5 –3.8, 4.2-4.3, 4.5- 4.6, 4.9– 4.10**

**Keywords: Human rights, Canada, History, Identity, Individual and collective rights, Labour and union, Activism, Capitalism**



Hawkhill Associates. (2009) *Religion and democracy [videorecording]: [religious values and political life]*.  
Madison, WI.: Hawkhill Associates, Inc. \$139.95 ISBN: 9781559792486

Available through Kinetic Video. DVD: 51 minutes  
Series: *Democracy, the basics, pt. 2*

"Learn how religions have helped (and hindered) the paths to democracy in the past and the present. In two parts, this program explains the origins of religions and democracy in part one and in part two considers the state of religions and democracy in the 21<sup>st</sup> century world"--Publisher's web site.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.6, 1.10, 2.2, 2.3, 2.11, 2.12, 4.4, 4.5, 4.6**

**Keywords: Democratic society, Religion, Political, History, Ideology**



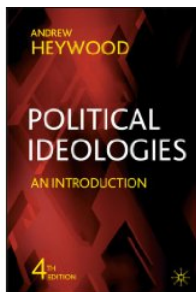
Head, Tom (ed.) (2006) *What is the state of human rights?*  
Detroit, MI: Greenhaven Press. \$20.40 ISBN: 9780737724394

Series: *At issue international politics*

One of the "At Issue International Politics" series which includes primary and secondary sources from different perspectives: eyewitnesses, scientific journals, government officials, and international organizations. What is the state of human rights? Looks at alternative viewpoints on the following topics: sweatshops, the U.S. detainment of prisoners at Guantánamo Bay, the Patriot Act, U.S. participation in the International Criminal Court, unregulated globalization, free trade, the United Nations role in protecting human rights, and whether democracy protects human rights. Includes a list of international organizations to contact, a detailed index, and bibliography. Although there is a strong U.S. focus, it does look at international issues and is in some cases critical of U.S. policy. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.2, 2.3, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.8**

**Keywords: Human Rights, Political, Government, International relations, Worldviews, Democratic society, Ideology, Contemporary issues, Capitalism**



Heywood, Andrew. (2007) *Political ideologies: An introduction*  
New York, NY: Palgrave Macmillan. \$37.95 ISBN: 9780230521803

4th ed.

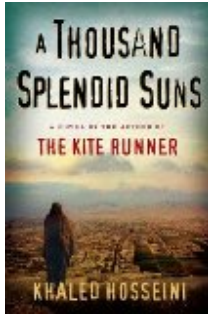
Comprehensive description of the key terms of ideological beliefs taking into account globalization and the changing world order as well as postmodernity and global terrorism. Revised edition includes new chapter on multiculturalism and changing ideologies from "traditional" to "new" and the impacts of this shift in thinking. Extensive index and table of contents including titles of information boxes, glossary and bibliography. Dense text but excellent resource, especially for AP and IB.

Previewed by Lord Beaverbrook High and (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1 – 1.6, 2.3, 2.6 – 2.12, 4.4, 4.5, 4.8**

**Keywords: Ideology, Political, Post modernism, Terrorism, Worldviews, Ideological conflict**



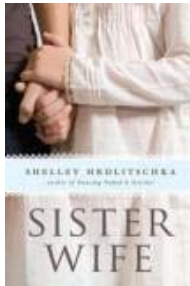


Hosseini, Khaled. (2007) *A thousand splendid suns*.  
Toronto, ON: Viking. \$34.00 ISBN: 9780670064915

Tells the moving story of how two modern Afghan women overcome the great challenges that have faced women in Afghanistan prior to and later during the Soviet Occupation in the 1980's to the Taliban rule where women were reduced to the ranks of chattel. This book gives voice to the plight of women in Afghanistan and is a testament to the resilience of the human spirit. An outstanding read for the mature student. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.3, 2.7, 2.9, 2.10, 2.12, 2.13, 4.2, 4.7, 4.8, 4.9**

**Keywords: Ideological conflict, Gender, Human rights, Governments, Collective beliefs and values, Extremism, Religion, Fundamentalism**



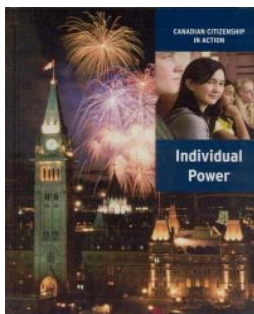
Hrdlitschka, Shelley. (2008) *Sister wife*.   
Victoria, B.C.: Orca Book Publishers. \$12.95 ISBN: 9781551439273


This is a rather powerful novel of life in a polygamous community where young women of 15 are married to much older men and are expected to have children year after year. This story is told through the eyes of 3 young women -Celeste, Tavana, and Nanette and how they cope with the rigid rules of their cult which does not allow individual thought or freedom. If these young women do not follow the life set down for them they risk bringing shame on their parents but in order not to do this they must give up all hope of ever being independent in thought and action. Previewed by Curriculum and Learning Technologies,

Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.6, 1.9, 2.3, 2.12, 3.6, 3.9, 4.5, 4.6, 4.8**

**Keywords: Religion, Fundamentalism, Gender, Canada, Individual and collective beliefs, Ideology, Individualism, Conservatism**



Hudak, Heather C. (Ed). (2009) *Individual power*   
Calgary, AB: Weigl. \$23.95 ISBN: 9781553884705

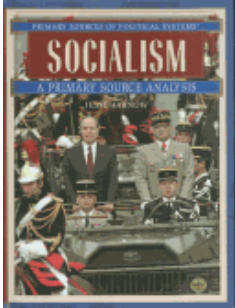
**Series: Canadian citizenship in action**

This volume explores what Citizenship and individual power means to the ability of citizens to influence decision makers. Investigations include a profile of the Famous Five, explanations of Canada's geographical regions and some of the problems and socio-economic factors that are associated with those regions. Other considerations affecting decision making such as education and literacy, power and culture, gender, personal barriers, and influence of children are discussed. There are also few short activities promoting critical thinking. The books in the series are short (32 pages) but

deal effectively with the subject matter. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.2, 2.3, 2.8, 3.1, 3.3, 4.1, 4.3, 4.5, 4.6, 4.10**

**Keywords: Canada, Citizenship, Identity, Individual and collective rights, Culture, Liberalism**



Jarnow, Jesse. (2005) *Socialism: A primary source analysis*.  
New York, NY: Rosen Pub. Group. \$26.35 ISBN: 9780823945214

**Series: *Primary Sources of Political Systems***

Written in accessible language, this overview of socialism as a political-economic force examines the historical roots and examples from the 19th and 20<sup>th</sup> centuries. It includes the impact of the theories of Marx and Engels as well as examples of experiments in socialism in Europe and the United States. There are some archival photographs and excerpts from seminal works (e.g., *The Communist Manifesto*) as well as a table of contents, timeline, primary source transcriptions, glossary,

bibliography and index. Previewed by Ernest Morrow Junior High.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.8, 2.7**

**Keywords: Socialism, Ideology, Marxism, History, Communism**



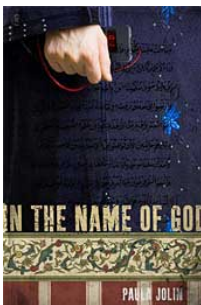
Jiang, Ji-li. (1997) *Red scarf girl: A memoir of the Cultural Revolution*  
New York, NY: HarperCollins. \$9.99 ISBN: 9780061667718

Beginning in 1966, when the Cultural Revolution began, and the author was twelve, Ji-li tells how her life changed from an admired student with high marks and leadership abilities to a life of humiliation, fear and terror. She must decide whether to break with her wealthy family by testifying against her father and ensure her future with the Communist Party or chance an uncertain future as a member of a “black family”. Written in the first person, the story is told from the eyes and heart of Ji-li from ages twelve to fourteen. The story is particularly clear and easy to understand as she relates her fears and details the events of the changes at her schools, the searches of her

family and home, the meetings and her responsibilities and courage. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1 – 1.4, 1.8, 1.10, 2.2, 2.3, 2.9, 2.13, 4.1, 4.5**

**Keywords: Communism, Cultural Revolution, Ideology, Collective beliefs and values, Culture, Collectivism, Economic freedom, Governments, Identity, Ideological conflict, Individual and collective rights, Society**



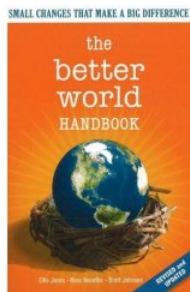
Jolin, Paula. (2007) *In the name of God*.  
New York, NY: Square Fish \$8.99 ISBN: 9780312384555

This book tells the story of Nadia, a young Muslim girl who, in her drive to follow the “straight path”, gets drawn into the world of religious fanaticism. As a school girl who sees her cousins and friends being gradually Westernized, Nadia’s own identity becomes more and more conflicted. She resents the autocratic methods of the Syrian government as they arrest and detain suspected fundamentalists (including her cousin Fowsi) in order to maintain diplomatic relations with the United States. She is gradually drawn to the idea that God wants good Muslims to smite the Unbelievers. This tale is well written, its

cultural details are thorough and convincing, and it gives readers an interesting glimpse into the apparently prevalent anti-US feelings in many Muslim countries around the world. Previewed James Fowler High School.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5 -1.6, 1.10, 2.2 -2.3, 2.11 -2.12, 3.2, 3.9, 4.1-4.2, 4.4, 4.7, 4.8**

**Keywords: Religion, Fundamentalism, Identity, Ideological conflict, Culture, Extremism**



Jones, Ellis. (2007) *The better world handbook: Small changes that make a big difference.*

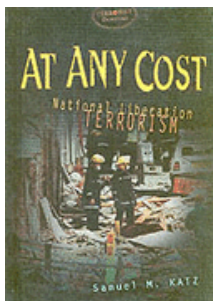
Gabriola, B.C.: New Society Publishers. \$21.95 ISBN: 9780865715752

Specifically designed to reach people who normally would not consider themselves activists, "The Better World Handbook" is directed toward those who care about creating a more just, sustainable and socially responsible world but don't know where to begin. Substantially updated, this revised best-seller now contains more recent information on global problems, more effective actions, and many new resources.

The authors believe that the seven foundations of a better world are economic fairness, comprehensive peace, ecological sustainability, deep democracy, social justice, cultivation of sustainability, and revitalized community. In the second section of this paperback, they outline positive actions for a better world in 13 areas including politics, shopping, food, work, media, travel, and organizations. Here you will find resources to help you make the best decisions while buying groceries, investing, and traveling. Especially helpful is their list of some of the most powerful social change organizations in the world (many of them are American), and their selection of websites. The book closes with the top ten actions for a better world matched to key areas for change. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.6, 1.8, 2.12, 2.3, 3.1, 3.9, 4.1-4.10**

**Keywords: Activism, Active participation, Citizenship, Collective responsibility, Environment, Global consciousness, Common good, Progressivism, Democratic society, Collectivism**



Katz, Samuel M. (2003) *At any cost: National liberation terrorism*

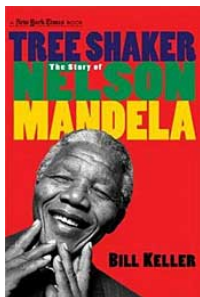
Minneapolis, MN: Lerner Publications. \$23.95 ISBN: 9780822509493

**Series: Terrorist Dossiers**

Katz, one of the world's top terrorism experts, covers four major groups involved in national liberation terrorism: the Irish Republican Army, the Basques and the ETA (Euskadi Ta Askatasuna), the Kurdistan Workers Party of Turkey and the Tamil Tigers of Sri Lanka. Katz introduces readers to the goals and activities of these four groups and provides balanced and knowledgeable information. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 2.3, 2.12, 3.1, 3.9, 4.2, 4.4, 4.7, 4.8**

**Keywords: Extremism, Liberation movements, Extremism, Ideological conflict, Terrorism**



Keller, Bill. (2008) *Tree shaker: The story of Nelson Mandela.*

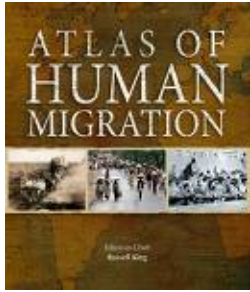
Boston, MA: Kingfisher. \$19.95 ISBN: 9780753459928

**Series: New York Times book**

Chronicles the life, and political career of Nelson Mandela. This little book is packed full of text, pictures and photos both coloured and black and white, interviews, quotes, articles, as well as political and historical information of South Africa. Text is quite small and information is occasionally obscured by the busy formatting of the book, but overall, a good source of pertinent information. Includes table of contents, timeline, source notes and index. Previewed by Centennial High School.

**Outcomes (30-1 & 30-2): 1.3, 2.3, 3.1, 3.2, 3.3, 3.7, 3.9, 4.1, 4.2, 4.4, 4.6, 4.7**

**Keywords: Human rights, Political, History, Individual leadership, Ideology, Activism, Democratic society, Progressivism, Liberalism**

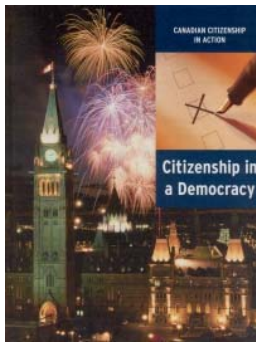


**King, Russell (ed.) (2007) *Atlas of human migration*.  
Buffalo, N.Y.: Firefly Books. \$40.00 ISBN: 9781554072873**

This book tells the story of epic migrations from early beginnings in Africa through to modern global migrations and the motivations behind them. Enhanced by numerous informative annotated maps and timelines, photographs, paintings and artifacts. Text is accessible with an excellent balance of text to graphics. Includes table of contents, introduction, chronology, and index. Social Studies, Nationalism, Internationalism, Imperialism, Immigration, Industrialization. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.3 – 1.6, 2.6, 3.1, 3.5, 3.9, 4.2, 4.6, 4.7, 4.8**

**Keywords: History, Industrialization, Citizenship, Imperialism, Expansionism,**



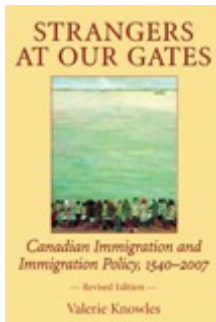
**Kissock, Heather (ed.). (2009) *Citizenship in a democracy* 🍁  
Calgary, AB: Weigl. \$23.95 ISBN: 9781553884668**

**Series: *Canadian citizenship in action***

This volume explores what it means to be a citizen of a democracy. Investigations include a profile of Tommy Douglas, explanations of the democratic processes and decision making models, a case study of the Iroquois Democracy, developing a constitution at high school, active citizenship, Canadian elections, Canadian government that is responsible to the People and few short activities promoting critical thinking. The books in the series are short (32 pages) but deal effectively with the subject matter. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 2.1, 2.2, 2.4, 2.8, 3.2, 3.3, 3.5, 3.8, 4.1, 4.3, 4.5, 4.6, 4.10**

**Keywords: Canada, Citizenship, Democratic society, History, Government, Collective beliefs and values, Identity, Rights, roles and responsibilities, Liberalism, Ideology**



**Knowles, Valerie. (2007) *Strangers at our gates: Canadian immigration and immigration policy, 1540-2006* 🍁  
Toronto, ON: Dundurn. \$26.99 ISBN: 9781550026986**

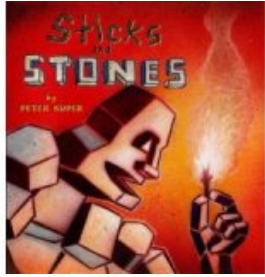
Revision of the 1997 edition. Knowles provides a factual and readable survey of four centuries of migration to Canada. This crisply written history describes the different kinds of immigrants who have settled in Canada and the immigration policies that have helped to define the character of Canadian immigrants over the centuries. Key policies and policy makers, through the different time periods are explained, as is the role played by racism. The table of contents delineates the time periods. The volume is text heavy with many headings that make it accessible to better readers. There are a

few black and white photographs, a section with tables and graphs and an extensive index. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.1 – 1.6, 2.2, 2.3, 2.6, 2.8, 2.11, 3.3, 3.4, 3.7, 3.8, 4.1, 4.3, 4.5, 4.6**

**Keywords: Canada, History, Citizenship, Government, Rule of law, Individual and collective rights, Identity, Expansionism, Democratic society, Political, Ideology, Industrialization, Change over time**





**Kuper, Peter. (2004) *Sticks and stones*.  
New York, NY: Three Rivers Press. \$13.95 ISBN: 9781400052578**

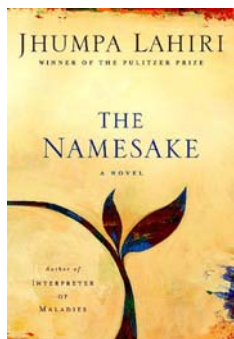
**Graphic novel**

In this wordless graphic novel, Kuper fashions an epic story of the beginning of "man", his fascination for empire building, for conquering and seizing any other civilization, acquiring wealth and power at any cost. Here is a cautionary tale for today, a timeless allegory. Kuper draws his "stone" characters and places in bold black and white stone, and his "stick" people in full colour while they are free in their

fortification. A quick read, naturally, that packs a punch for reflection. Younger and older readers will enjoy this graphic novel and it should create lots of conversation. Previewed by (ESS) Evaluation / Selection.

**Outcomes (30-1 & 30-2): 1.2, 1.5, 1.6, 2.2, 2.3, 3.3, 4.1, 4.2, 4.5, 4.7**

**Keywords: Imperialism, Global consciousness, Human rights, Capitalism, Ideology, Expansionism, Environment, Industrialization**



**Lahiri, Jhumpa. (2003) *The namesake*.  
Boston, MA: Houghton Mifflin. \$19.95 ISBN: 0618485228**

After their arranged marriage, Ashoke and Ashima leave Calcutta to begin a new life in America. They struggle to adapt to the new culture, with no family support, while trying to raise a family. We watch their son come of age and try to form his own first-generation identity in the midst of experiencing divided loyalties and love affairs. Poignant depiction of an immigrant family questioning their identity. Mirrors many students' lives and families. Generational and family struggles universal to all readers. Clear and well developed characters make them "real" and easy to relate to or sympathize with. Intuitive/emotion evoking language. Respectful of cultural individuality and differences.. For mature readers. Previewed by Crescent Heights High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.3, 4.4, 4.5**

**Keywords: Citizenship, Culture, Identity, Ideology**

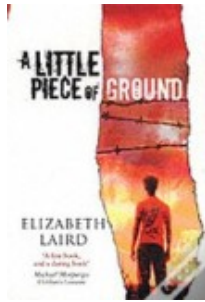


**Laird, Elizabeth. (2007) *Kiss the dust. (reissue)*  
London: Heinemann. \$12.99 ISBN: 9780230014312**

Gripping story is based on the real experiences in the mid 1980's of Iraqi Kurds now living in England. Her father's involvement with the Kurdish resistance movement in Iraq forces Tara, 13, to flee with her wealthy family over the border into Iran, where they face an unknown future. Tara experiences bombings, living in a refugee camp infested with bedbugs, a brutal street killing. When they arrive in Iran, she resents having to wear a veil, and in England, she is shocked by bold, revealing fashions. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.10, 2.2, 2.3, 4.4, 4.5, 4.6, 4.7**

**Keywords: Resistance, Ideological conflict, Individual and collective rights, Liberalism, Culture, Identity**



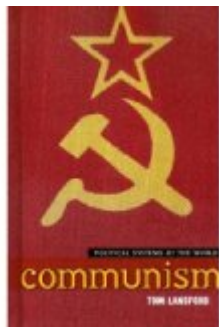
**Laird, Elizabeth. (2004) *A little piece of ground*.  
London: Macmillan Children's Books. \$9.99 ISBN: 9780330437431**

Twelve year-old Karim Aboudi was relieved and anxious to meet his mates and play football again after a two week enforced curfew is lifted on their neighbourhood. Karim, who lives in Ramallah in Palestine, resents and fears the Israeli tanks and armed troops who appear after every incident. The boys have found and cleared a perfect place to play football, inside a ruined wall, and have even created a secret den from an old car covered in rubble. But the secret den becomes a death trap when the soldiers return.

This exciting and well-written story truly captures the feelings of frustration, anger and a human population devastated by conflict. Boys and girls will be able to identify with the young people caught up in this turmoil. Characters are well-rounded and very believable and it is good to have a story from this part of the world. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.6, 2.2, 2.3, 2.12, 3.3, 3.6, 3.7, 3.9, 4.1, 4.2, 4.5, 4.6, 4.7**

**Keywords: Ideological conflict, Identity, Collective beliefs and values, Religion, Rights, roles and responsibilities**



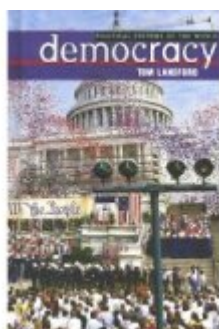
**Lansford, Tom. (2008) *Communism*.  
New York, NY: Marshall Cavendish Benchmark. \$42.79 ISBN:  
9780761426288**

**Series: *Political Systems of the World***

This book gives an overview of communism as a political system and delves into the history and structure of its political and economic components. Also included is a discussion of reasons for the demise of Communism in the twenty-first century. Text is accessible and the book includes a table of contents, a useful table comparing Communism to other governments, a timeline, bibliography, web sites and index. Previewed by Centennial High

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.6, 1.8, 2.9, 2.10, 2.11, 3.2**

**Keywords: Communism, Political, History, Ideology, Economic systems, Ideological conflict, Governments**



**Lansford, Tom. (2008) *Democracy*.  
New York, NY: Marshall Cavendish Benchmark. \$42.79 ISBN:  
9780761426295**

**Series: *Political Systems of the World***

This book gives an overview of democracy as a political system and also includes a discussion of world democracies. The volume includes a chapter on Language Education Rights in Canada, Adam Smith and Free Market Economics, John Locke and government by consent. It also compares various government systems. Includes a table of contents, a useful table comparing democracy to other governments, a timeline, bibliography, web sites and index. Previewed by

Centennial High

**Outcomes (30-1 & 30-2): 1.4 – 1.7, 2.2, 2.5, 2.6, 2.8, 3.1 – 3.6, 3.8, 4.6**

**Keywords: Democratic society, Political, History, Ideology, Economic systems, Governments, Rights, roles and responsibilities, Language, Individual and collective rights, Worldviews**



**Le Guin, Ursula K. (2001) *The telling*.**  
**New York, NY: Berkley Publishing Group. \$19.99 ISBN: 9780441008636**


Sutty is a young Indo-Canadian who is an Observer (anthropologist-historian) working for the interstellar Ekumen. Her assignment is to study & document the culture on the planet Aka. She discovers that the current Akan political regime, which is based upon a materialistic system of producer-consumer, has instituted the systematic eradication of an ancient subculture on the planet. The subculture structure is based upon the traditional oral custom of "the telling" that is a means of preserving & passing on cultural & literary information. LeGuin states that the inspiration for this novel was Chairman Mao's destruction of Taoism. There are several references to the fact that Sutty has involved herself in several lesbian relationships. Complex and thought-

provoking science fiction with wonderful ideological parallels with the modern world. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.6, 2.2 2.3, 2.11, 2.12, 3.7, 4.1, 4.2, 4.5**

**Keywords: Political, Capitalism, Ideology, Ideological conflict, Individual and collective rights, Culture, Alternative thought**



**Leskun, Charles and Tobin, Tim. (2004) *Nationalism and French Canada*.**   
**Oakville, ON: Rubicon Education. \$29.95 ISBN: 9780921156819**

**Series: *Canadian Heritage Collection***

This resource offers brief data about the development of nationalism in French Canada from the time of the Seven Years' War to the present. Each time frame is profiled in the context of the major events(s) of that time frame and is accompanied by primary documents of various kinds. Previewed by Ernest Morrow Junior High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.4, 1.10, 2.2, 2.3, 2.11, 2.12, 3.2, 3.6, 3.8, 4.5, 4.6**

**Keywords: Canada, Ideology, Language, History, Identity,**

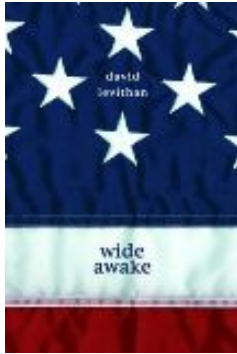


**Lessing, Doris May. (2002) *The sweetest dream*.**  
**New York, NY: HarperCollins. \$16.50 ISBN: 9780060937553**

This very well-written saga of one extended dysfunctional family spans the twentieth century, but focuses on the 1960's, an era of social and political upheaval that mirrors the family's disarray. The father, Comrade Johnny, is a communist who puts political ideology before the needs of his family. His ex-wife, Frances, is the polar opposite, an "earth mother" who takes in any number of lost waifs in desperate need of nurturing. The symbolic center of the story is the extendable kitchen table, around which the family sits through the evenings, eating, joking, and debating the ideologies of the time. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.10, 2.3, 4.5, 4.5, 4.6**

**Keywords: Ideology, Collective beliefs and values, Identity, Change over time**

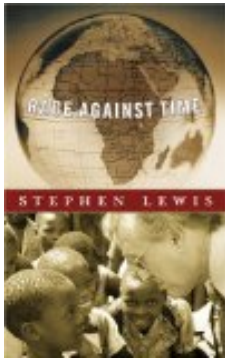


**Levithan, David. (2008) *Wide awake*.  
New York, NY: Alfred A. Knopf. \$22.95 ISBN: 9780375834660**

Duncan and his boyfriend, Jimmy feel empowered that Abe Stein, a gay and Jewish man has been elected president. The celebration is short-lived as a recount is demanded and political strife arises as people are divided as either supporters or haters. Duncan and Jimmy travel to Kansas to protest, this journey proves to be life-changing for them and their country. The author portrays the teenager's distinct personalities, expertly. The politics are thought-provoking and well integrated with feelings of love, respect and human connectedness. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.10, 2.2, 2.3, 2.8, 2.12, 3.8, 3.9, 4.1-4.6, 4.8**

**Keywords: Politics, Government, Individual and collective rights, Collective beliefs and values, Activism, Liberalism**



**Lewis, Stephen. (2005) *Race against time*.   
Toronto, ON: House of Anansi Press. \$18.95 ISBN: 9780887847332**

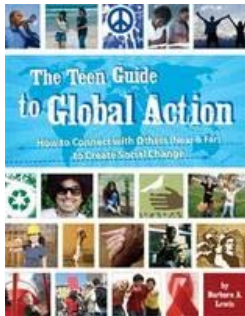
**Series: *CBC Massey lectures series***

This book is a collection from a series of Massey Lectures given by Stephen Lewis in 2005. The main idea behind these lectures is his incredible love for Africa and his anger at the West for its continued refusal to recognize the plight of Africans. In particular the lack of money given to these countries to combat the AIDS epidemic which threatens to destroy most of the sub-Saharan continent. He levels great criticism against the IMF (International Monetary Fund), the World Bank and other international aid agencies which, he feels, are not sincere in their efforts to help. He states that the world spends more than a trillion dollars a year for armaments, but

must fight for 50 billion for aid to Africa. Previewed by Henry Wise Wood High.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 1.9, 2.8, 2.12, 3.1, 3.6, 3.7, 3.9, 4.1 – 4.10**

**Keywords: Human rights, Gender, Active participation, Common good, Economic freedom, Global consciousness, International relations, Liberalism, Collective beliefs and values, Contemporary issues, Collective responsibility**



**Lewis, Barbara. (2007). *Teen guide to global action: How to connect with others (near & far) to create social change*.**

**Minneapolis, MN: Free Spirit. \$14.95 ISBN: 9781575422664**

Written for students who want to change the world, this is an excellent starting point for the many youth who want to turn their social concerns into social change. It is authored by a former teacher, and contains dozens of hands-on ideas to get involved locally, nationally, and internationally and contains many stories of youth “difference makers” from over 30 countries (including Canada). Contains many “quick tips”.

“action plans”, sidebars with organizations and web links, and easy to access facts and statistics. The colour of the text is brown with blue highlights. Contains a

detailed table of contents and extensive index. Previewed by AISI Teacher Librarian.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 2.3, 3.1, 3.9, 4.1-4.10**

**Keywords: Activism, Global consciousness, Collective responsibility**





Lichtenstein, Nelson. Ed. (2006) *Wal-Mart: The face of twenty-first-century capitalism.*

New York, NY: New Press \$19.95 ISBN: 9781595580214

Although solely focused on the retail giant Wal-mart, this book serves a number of other purposes. As Wal-mart exemplifies the change of the retailing culture in North America, this book explores a number of their innovative marketing and sales strategies – many of which have been copied by other retailers. Topics covered within the essay style articles include the history and culture of capitalism and merchandising, the development of the retail and global corporation and the implications of Wal-mart style management and working conditions. Written in an essay format with black and white graphs and photos, this primarily U.S. focused document is an excellent additional resource to the video Wal-Mart: the high cost of low prices. Previewed by Chinook Learning Services.

**Outcomes (30-1 & 30-2): 1.7, 1.8, 1.9, 3.2, 3.5, 3.6, 3.9, 4.2**

**Keywords: Capitalism, Economic freedom, History, Global consciousness, Labour, Collectivism**



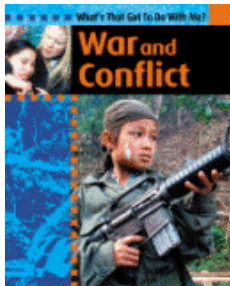
Li-Marcus, Moying. (2008) *Snow falling in spring: Coming of age in China during the cultural revolution.*

New York, NY: Farrar, Straus and Giroux. \$17.50 ISBN: 9780374399221

Moying Li was born and raised in the city of Beijing during the cultural revolution and the reign of Chairman Mao. She returns to China to take the reader through the events of that time and how politics were able to so strongly influence the destiny of all those who dared to not follow the regime. This is an excellent journey through the historical times of that period in China. Previewed by Crescent Heights School.

**Outcomes (30-1 & 30-2): 1.1 – 1.4, 1.8, 1.10, 2.2, 2.3, 2.9, 2.13, 4.1, 4.5**

**Keywords: Communism, Cultural Revolution, Ideology, Collective beliefs and values, Culture, Collectivism, Economic freedom, Governments, Identity, Ideological conflict, Individual and collective rights, Society**



Lishak, Antony. (2008) *War and conflict.*

North Mankato, MN: Smart Apple Media. \$22.75 ISBN: 9781599200392

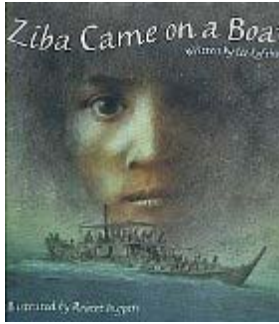
**Series: *What's that got to do with me?***

Attractive book poses the question: what if there were no wars or conflicts? Interviews with people whose lives have been touched by war make up the content of this book. Comments by soldiers, a conscientious objector, a war veteran, a child soldier, a pacifist, a terrorist, and victims of bullying reveal much about war. Includes information about a fan of war computer games. Contains a contents page, glossary, websites and index. Well laid out with colourful photographs. Useful coloured headings on

subtopics. Previewed by Juno Beach Academy of Canadian Studies.

**Outcomes (30-1 & 30-2): 1.3, 1.5, 1.6, 2.2, 2.3, 3.9, 4.2, 4.4, 4.7, 4.8**

**Keywords: Conflicts, Worldviews, Ideology**



**Lofthouse, Liz. (2007) *Ziba came on a boat.***  
**La Jolla, CA. Kane/Miller Book Publishers. \$17.95 ISBN: 9781933605524**

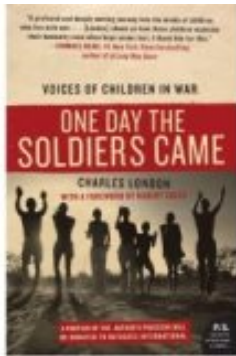
#### **Picture Book**

A simple text accompanied by beautiful evocative watercolour paintings. The story is about a little girl who has left Afghanistan with her mother and is on a boat traveling to a new country. She remembers the good times in her homeland and expresses her apprehension about the new country she is moving towards. The illustrations paint a darker mood than the words do. There are no accompanying notes to give adults background so teachers would need to provide some background knowledge for this text to be fully appreciated. Previewed by (ESS)

Evaluation and Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.6, 1.9, 2.2, 4.2, 4.5, 4.7, 4.8**

**Keywords: Ideological conflict, Identity, Collective beliefs and values**



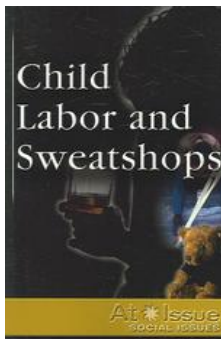
**London, Charles. (2007) *One day the soldiers came: Voices of children in war.***

**New York, NY: Harper Perennial. \$17.50 ISBN: 9780061240478**

Charles London, a former research associate with Refugees International, traveled to Congo, Burma, Kosovo, Sudan, and Rwanda to work with child soldiers, refugees, and children orphaned by civil war. This book is the story of these children, in their own poignant words and drawings. Inspiring, often heartbreaking, and sometimes difficult reading, this book is powerful and the stories speak volumes. A must read. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 2.2, 2.12, 3.9, 4.2, 4.5, 4.7, 4.8**

**Keywords: Human rights, Individual and collective rights, Civil war, Extremism, Society, Genocide, Conflicts**



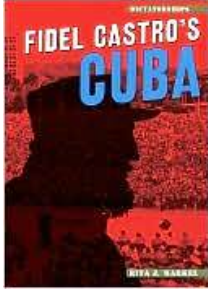
**Manheimer, Ann (ed.). (2006) *Child labor and sweatshops.***  
**Detroit, MI: Greenhaven Press. \$22.35 ISBN: 0737721812**

#### **Series: *At Issue***

As part of the "At Issue" series, this volume offers a wide range of opinions on the issue of child labor. Using eyewitness reports, scientific journal articles, primary source documents, both sides of the issue are presented. The descriptive titles and sub-headings of all sixteen chapters clarify the position the authors are taking with respect to the issue. Well organized, with a table of contents, an annotated list of organizations to contact, a bibliography of books and periodicals and an index will help the reader with further investigations. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.8, 2.2, 3.9, 4.2, 4.3, 4.5, 4.7, 4.8, 4.10**

**Keywords: Labour, Human rights, Contemporary issues, Worldviews, Ideology**



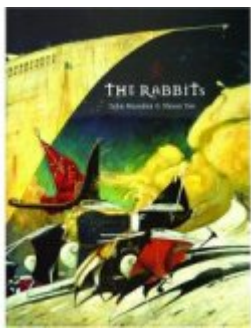
Markel, Rita J. (2008) *Fidel Castro's Cuba*.  
Minneapolis, MN: Twenty-First Century Books. \$46.50 ISBN: 9780822572848

**Series: Dictatorships**

From the "Dictatorships" series, "Fidel Castro's Cuba" describes how he has ruled Cuba with an iron fist since the 50's, controlling the media, courts, and legislature, imprisoning dissidents and allowing no open opposition to his rule. It examines how his politics have affected the Cuban people. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7**

**Keywords: Dictatorships, Ideology, Communism, Brinkmanship, Fascism, Government, History, Individual leadership**



Marsden, John. (2003) *The rabbits*.

Vancouver, BC: Simply Read Books. \$22.95 ISBN 9780968876886

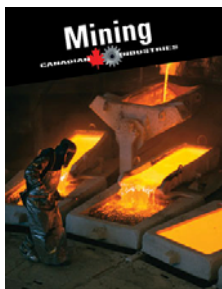
**Picture Book**

The emphasis of this powerful multi-messaged picture book is the propensity with which humans (in this case represented by futuristic armadillo-like creatures) have towards ecological and cultural destruction. It is an allegory of colonization told from the viewpoint of native animals. The rabbits arrive to this native land bringing food and animals and a new way of life. Eventually they dominate both the land and the people leading to its destruction. A book that can be used on many different levels with many different age groups. Previewed by (ESS)

Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.2, 1.5, 1.6, 2.1-2.3, 4.1-4.3, 4.5**

**Keywords: Imperialism, Global consciousness, Capitalism, Ideology, Expansionism, Environment, Industrialization**



Matthews, Sheelagh. (2007) *Mining*. 

Calgary, AB: Weigl Educational Publishers. \$26.95 ISBN: 9781553882305

**Series: Canadian Industries**

**Also in the series: Forestry. ISBN: 9781553882282,**

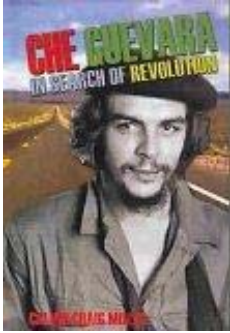
**Energy. ISBN: 9781553882244, Manufacturing. ISBN: 9781553882329,**

**Fishing. ISBN: 9781553882268, Agriculture. ISBN: 9781553882220**

This book examines mining in Canada from its beginnings in the late 1800's, its impact on Canada and the world, and its long-term potential. Maps, graphs, and timelines are interspersed with informative text to provide a clear understanding of the industry's role in the lives of Canadians. Career options and profiles of people working in the industry are also included. Has a table of contents, glossary and index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 3.2, 3.4, 3.5, 3.9**

**Keywords: Canada, Economic freedom, History, Capitalism, Identity**



Miller, Calvin Craig. (2006) **Che Guevara: In search of revolution.** Greensboro, N.C: Morgan Reynolds Publications. \$35.95 ISBN: 9781931798938

**Series:** *World Leaders*

**Also in the Series:** Fidel Castro and the Cuban Revolution 9781599350295

**A velvet revolution: Václav Havel and the fall of Communism** 9781931798853

**Joseph Stalin and the Soviet Union** 9781931798945

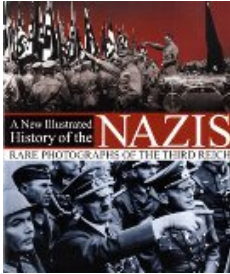
**Mao Zedong and the Chinese Revolution** 9781599351001

**Hugo Chaves: Leader of Venezuela** 9781599350684

Complete with a timeline, sources, bibliography, websites and index, this biography is a comprehensive study on this controversial guerrilla. The font and vocabulary help make the book readable for most levels and it flows more like a story than a reference book. Maps, photographs, and illustrations are interspersed throughout and help add meaning to the text. This biography retells Guevara's life within the context of his turbulent era. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2):** 1.4-1.9, 2.2, 2.9, 2.12, 4.1, 4.5, 4.7

**Keywords:** Ideology, Communism, History, Political, Government, Marxism, Individual Leadership



Minerbi, Alessandra. (2005) **A new illustrated history of the Nazis.** London: David & Charles. \$35.99 ISBN: 9780715321010

This illustrated volume documents the history of the Nazis, from their roots in World War I and their rise to power in 1933, to the end of the Cold War era and the fall of the Berlin Wall in 1989, using many previously unpublished images of Nazi Germany and World War II. It pays particular attention to the Holocaust, the policy and purpose of Total War, the state of German society, and the systematic use of propaganda and terror. Contains black and white photographs along with colour illustrations. Excellent chronological table at the back. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2):** 1.3, 1.4, 1.6, 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7

**Keywords:** Socialism, Ideologies, Resistance, Collective beliefs and values, Economic equality, Fascism, Collectivism, Individual and collective leadership, Genocide, Totalitarianism



Moissette, Dominic (Director) (2007) **Afghan chronicles.** National Film Board. \$69.95

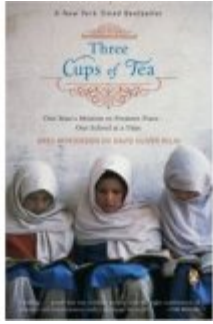
**DVD**

This DVD documentary explores the lives of journalists who belong to the Killid Media Press group in Afghanistan from 2001 when the Taliban regime fell and during the period of presidential and legislative elections. By following the distribution of magazines produced by Killid Media Press in Kabul, the capital of Afghanistan, the documentary paints a portrait of the reconstruction of Afghanistan and shows the emergence of a new society whose future is still fragile. Killid Media is comprised of a radio station and two magazines, Killid and Mursal, the latter written for a feminine illiterate audience. This popular press tries to bridge the gap between the past culture and the new freedoms of the ignorance keeping in mind, the prejudices and taboos of the current society. Scenes of the documentary depict life on the street and intimate conversations of the hopes and fears of the Afghan population. The end of the documentary clearly expresses the population's fears of economic inequality and corruption, which fosters the menace of the return of the Taliban. Useful for Grade 10 Social Studies in evaluating the relationships between globalization and human rights as well as the impact of the media in this process. Also available in French: Chroniques afghans. Previewed by Lord Beaverbrook High.

**Outcomes (30-1 & 30-2):** 1.1 – 1.5, 2.2, 2.3, 1.7, 1.9, 2.11, 3.1, 3.9, 4.2, 4.4, 4.5, 4.7, 4.8

**Keywords:** Human rights, Conflicts, Culture, Identity, Media, Ideology, Economic equality, Society, Liberalism, Liberalism as imposition, Rights, roles and responsibilities, Viability





**Mortenson, Greg. (2006) *Three cups of tea: One man's mission to promote peace- one school at a time.***

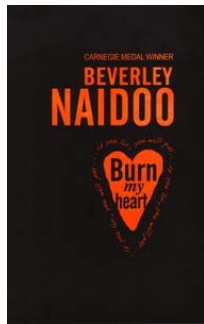
**New York, NY: Penguin. \$19.50 ISBN: 9780143038252**

A lovely example of how social action can have profound effects and how two different worlds can teach each other about peace and global citizenship. The author, after a failed mountain climbing attempt, finds himself in a poor Pakistani village where the children sit idly around. The village cannot afford a school and a teacher. He borrows the funds and risks great danger in this action-filled account and builds schools for these impoverished children. Through education, the author believes that terrorism can be fought and hope can be brought to this generation of

children in Central Asia. Twelve years later he has build 55 schools. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 2.7, 2.9, 2.12, 2.13, 4.2, 4.7, 4.8, 4.9**

**Keywords: Global consciousness, Human rights, Advocacy, Active participation, Ideology, Collective responsibility, Liberalism, Ideology, Citizenship**



**Naidoo, Beverley. (2007) *Burn my heart.***

**London: Puffin. \$12.99 ISBN: 9780141321240**

Set in 1951, Kenya, we follow the uprising of the Kikuyus just before the State of Emergency was declared in the country. In their struggle to regain their land from the white settlers who had seized it two generations before, the Kikuyus are making their impatience with older leaders known by creating the secret society of the Mau Mau. They travelled to convince other Kikuyus that they must swear an oath to fight unto death to get their land back. Mathew, the son of a white farmer/settler and Mugo, a native houseboy are friends and are caught in this political nightmare of fear and hatred. The two boys have grown up together since Mugo's father is the horse groomer on the farm.

Naidoo's story demonstrates the extreme differences between master and worker, rich and poor, powerful and powerless. Reading level 6-9. Previewed by (ESS) Evaluation & Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.4, 1.10, 2.2, 2.3, 2.10, 2.11, 2.12, 3.6, 4.4, 4.5, 4.7**

**Keywords: Resistance, Conflicts, History, Politics, Human rights, Class structure, Collective belief and values, Civil War, Military, Governments, Ideological conflict**



**National Film Board of Canada. (2006) *Breaking ranks***

**Montreal, PQ: National Film Board of Canada. \$59.95**

**Videorecording #: 153C9106362**

**DVD videorecording**

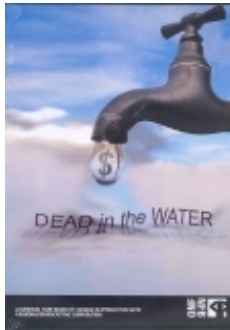
Nominated for the 2007 Leo and Yorkton Short Film Festival awards in Social/Political categories, this documentary is a controversial and current topic in both Canada and the United States. The real life stories of four young men, each claiming sanctuary in Canada as U.S. military deserters, serves as a chilling reminder to all of us that we are all part of the world's conflicts. While our Canadian image still provides for Pierre Trudeau's belief that "... Canada should be a sanctuary from

Militarism ..." and that Canada provided sanctuary for tens of thousands of war resisters during the Vietnam conflict, the current realities under our current government are quite different. While Jeremy Hinzman is perhaps the most well known of the four, Joshua Key, Brandon Hughey and Kyle Snyder are all pursuing legal refuge in Canada. "Breaking Ranks" would be a tremendous addition to discussions of world conflict,

Social Studies 30-1 and 30-2 dealing with the complexities of ideologies and the rights, roles and responsibilities of citizenship. It also provides a more updated view of the issues of past wars and warriors and a good discussion basis for Tim O'Brien's story "The Things They Carried". Previewed by Chinook Learning Services.

**Outcomes (30-1 & 30-2):** 1.1, 1.3, 1.5, 1.6, 1.10, 2.2, 2.3, 2.8, 2.12, 2.13, 3.2, 3.3, 3.6 – 3.8, 4.1, 4.3-4.8,

**Keywords:** Ideology, Ideological conflict, Canada, Collective beliefs and values, Individual and collective rights, Rights, roles and responsibilities, Citizenship, Military, Governments, Liberalism



**National Film Board of Canada. (2006) *Dead in the water*.**   
Montreal, PQ: National Film Board of Canada. \$59.95

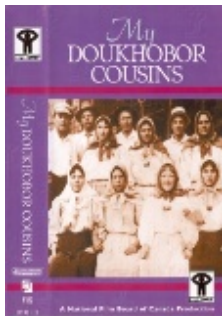
**DVD / Videorecording**


"Dead in the Water" outlines the decade of the privatization of water as a saleable resource. Two notable companies, Enron and Viola were among the first to use the International Monetary Fund to persuade governments to invest in the privatization of water supplies, systems and sewage systems. The result of this privatization was a collapse of water and sewage systems in countries such as Argentina when it was found that the delivery of water was not as profitable as planned. The upgrade in sewage systems and water purification was not corporately acceptable and has since

lead to countries reclaiming their water rights and systems. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2):** 1.2, 1.4, 1.8, 1.9, 2.2, 2.11, 3.2, 3.4, 3.5, 3.9, 4.2, 4.8

**Keywords:** Ideology, Rights, roles and responsibilities, Economic freedom, Capitalism, Global consciousness, Environment, Competition, Collectivism



**National Film Board of Canada. (2002) *My Doukhobor cousins***   
**[videorecording].**  
Montreal, PQ: National Film Board of Canada. \$59.95

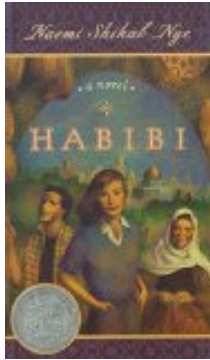
**DVD / Videorecording**

A history of the Doukhobor people in Canada, how they came to Canada to escape Russian persecution, settled in communes in Saskatchewan, then broke into three groups - Orthodox, Independent and Sons of Freedom, the Orthodox and Sons of Freedom groups moved to British Columbia. How these groups, at first succeeded then ran into differing beliefs with government policy (military training and enlistment, registering land, attending school by law), then losing their lands, their children and the

right to follow their beliefs. An excellent overview in detail to explain the Doukhobor people's movements and beliefs. Could be used as a study of Canadian human rights abuses along with Native residential schools and Japanese internment camps. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2):** 1.1, 1.3, 1.4, 1.6, 1.9, 2.3, 2.12, 3.1 – 3.7, 3.9, 4.5, 4.6, 4.8

**Keywords:** Canada, History, Ideological conflict, Collective beliefs and values, Identity, Citizenship



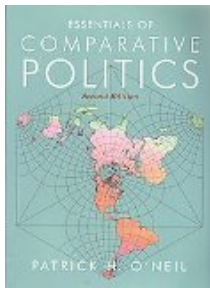
**Nye, Naomi Shihab. (1999) *Habibi*.**  
New York, N.Y: Aladdin Paperbacks. \$6.99 ISBN: 9780689825231

This wonderful novel offers the perspective of a first generation American accompanying her family to her parent's homeland. Liyana's father is an Arab, Palestinian by birth, and decides to return with his family to settle in his West Bank homeland. Despite the fact that they are members of Poppi's large Rafik face a number of surprises, challenges, and frustrations within their father's culture. Palestinian and Jewish viewpoints, from the civilians' point of view, are portrayed through Liyana and young Omar, who fall in love despite their cultural differences. Liyana is a dynamic and well-rounded character, and young readers will relate easily to her romanticism, rebelliousness, and heartache. The sights, sounds and way of life in the rural and urban West Bank area come through

clearly via Nye's writing. This is an enjoyable and exceptionally well-written novel on a serious topic. Previewed at Terry Fox Junior High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.6, 1.10, 2.2, 2.3, 4.3 – 4.5**

**Keywords: Culture, Ideology, Ideological conflict, Collective beliefs and values**

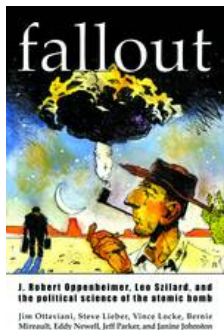


**O'Neil, Patrick H. (2007) *Essentials of comparative politics*. (2<sup>nd</sup> ed.)**  
New York, N.Y: W.W. Norton & Co. \$67.80 ISBN: 9780393928761

This book gives an easy to understand analysis of every political system of the 20th century. It includes economics and has a useful chapter on globalization. The extent of coverage of political systems is excellent. The book is organized according to types of political systems. Each section gives an up-to-date analysis of that system. The book is neutral in it's analysis and presents a very fair analysis of each system. Includes table of contents, glossary and index. Previewed by Henry Wise Wood High.

**Outcomes (30-1 & 30-2): 1.1 – 1.6, 2.3, 2.6 – 2.12, 4.4, 4.5, 4.8**

**Keywords: Politics, Government, Worldviews, Ideology, Economic systems**



**Ottaviani, Jim. (2001) *Fallout: J. Robert Oppenheimer, Leo Szilard, and the political science of the atomic bomb*.**  
Ann Arbor, MI: G.T. Labs. \$25.40 ISBN: 9780966010633

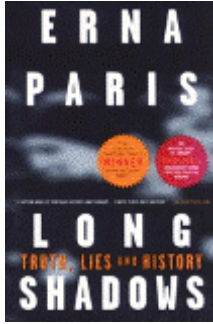
#### **Graphic Novel/Works**


This is a b/w non-fiction graphic novel about the two most famous "dissident" creators of the atom bomb. Ottaviani writes the text and plans the layout of his books and assigns the artwork to several hands, which results in a visual variety that adds complexity and interest. This well suits the entwined stories of Hungarian physicist Szilard, who was politically concerned well before the Manhattan Project, and American physicist Oppenheimer, who became concerned primarily afterward, when

his colleagues, especially Edward Teller, pushed development of the H-bomb. This title concludes with notes and references on each scientist to further explain their story, and with some biographical information on the artists. The graphics are well done and the facts are good. Previewed by Queen Elizabeth Junior/Senior High & Dr. E.P. Scarlett High.

**Outcomes (30-1 & 30-2): 1.2, 2.2, 2.3, 2.10, 2.11, 3.6, 3.7, 4.1, 4.4 – 4.7**

**Keywords: History, Brinkmanship, Politics, Deterrence**

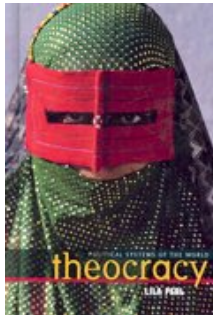


Paris, Erna. (2001) *Long shadows: Truth, lies, and history*   
Toronto, ON: Vintage Canada. \$24.95 ISBN: 9780676972764

A powerful book in which the author investigates the question: *How do countries reinvent themselves after cataclysmic events?* She travels to Japan, Germany and France, South Africa, Bosnia and the United States to collect her evidence. Paris investigates the workings of courts and commissions. The author feels that the interviews throughout the book are particularly powerful in that they echo "how fiercely people will fight to chronicle their personal and collective experience in the face of an official history that has been falsified." There is much to learn about a country's collective pride and ideology and how this can become blurred when intermingled with "cataclysmic" historical events.

**Outcomes (30-1 & 30-2):** 1.1, 1.2, 1.3, 1.5, 2.2, 2.10, 2.12, 4.1, 4.3 – 4.5, 4.7, 4.8

**Keywords:** Conflicts, Ideology, History, Ideology, Ideological conflict, Individual and collective rights, Rights, roles and responsibilities, Alternative thought, Viability



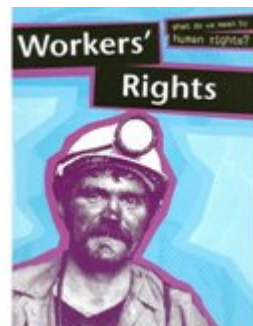
Perl, Lila. (2008) *Theocracy*.  
New York, NY: Marshall Cavendish Benchmark. \$42.79 ISBN: 9780761426318

**Series:** *Political Systems of the World*

This book gives an overview of Theocracy where rulership by 'godlike' or 'god-endowed' leaders has existed as a political system since earliest times. The book shows many examples ranging from ancient Egypt to the fervent contemporary rule of the Taliban in Afghanistan in the 1990's. Theocracies discussed in this volume include Iran, The Aztecs and Maya, Egyptian, Mormon, and Taliban. Text is accessible and the book includes a table of contents, a useful table comparing theocracy to other governments, a timeline, bibliography, web sites and index. Previewed by Centennial High

**Outcomes (30-1 & 30-2):** 1.3, 1.5, 1.6, 2.2, 2.12, 4.1, 4.4, 4.5

**Keywords:** Political, Religion, History, Ideology, Economic systems



Prior, Katherine. (2006) *Workers' rights*.  
North Mankato, MN: Sea to Sea Publications. \$26.35 ISBN: 9781932889680

**Series:** *What do we mean by human rights?*

**Also in the series:** *Equal Rights*. ISBN: 9781932889635,

*Freedom of movement*. ISBN: 9781932889642, *Freedom of belief*.

ISBN: 9781932889666, *Freedom of speech*. ISBN: 9781932889673,

*Rights at home*. ISBN: 9781932889659

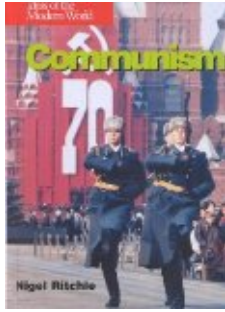
The series introduces the reader to the concept of human rights and discusses the practicalities of upholding them in today's world. Case studies encourage discussion and promote awareness of human rights - their abuse and good

practice, and the responsibilities of both society and the individual. The information in these books is straightforward and effective with plenty of revealing photographs, excellent and well-placed headings, information boxes, table of contents, and index. The books average about 45 pages with a good balance of pictures, headings and text. The books look simple but are packed with thought provoking themes. Previewed by Centennial High.

**Outcomes (30-1 & 30-2):** 1.2, 2.2, 2.6, 2.8, 3.2, 3.8, 3.9, 4.2, 4.5-4.8

**Keywords:** Human rights, Labour and union, Industrialization, Worldviews, Individual and collective rights, Rights, roles and responsibilities





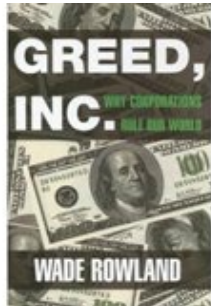
**Ritchie, Nigel. (2001) *Communism*.**  
 Austin, TX: Raintree Steck-Vaughn. \$33.60 ISBN: 9780739831588

**Series: *Ideas of the Modern World***  
**Also in the Series: *Facism*. ISBN: 9780739831595, *Capitalism*.  
 ISBN: 9780739831618, *Nationalism*. ISBN: 9780739864173,  
*Fundamentalism*. ISBN: 9780739864166, *Democracy*.  
 ISBN: 9780739831601, *Feminism*. ISBN: 9780739864159**

Attractive, eye-appealing book explains communism from the revolutions in Russia and China to communism of the future. There is a combination of hard facts and interesting details. Uses colour blocks and quotes from a variety of sources to add interest and detail. Includes many colour and b/w pictures, chronology, glossary, list of resources and index. Previewed at Robert Warren Junior High & Sir William Van Horne High.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.6, 1.8, 2.9, 2.10, 2.11, 3.2**

**Keywords: Communism, Politics, History, Ideology, Economic systems**



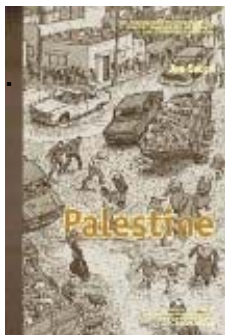
**Rowland, Wade. (2005) *Greed, Inc.: Why corporations rule our world and how we let it happen***   
 Toronto, ON: Thomas Allen Publishers. \$26.00 ISBN: 9781559707947

This is an in-depth study of the historical, financial and ethical behaviors of the modern day corporation. References and research are authoritative and articles carry a number of interesting real world examples of the topics. Discusses the legal responses and responsibilities of some large and name corporations and provides an interesting and needed background for Business Studies: Ethics in Marketing, Structure of Society and Principles of Collectivism. Fits in well with new Social

Studies curriculum and would be a supplement to information presented in the video "The Corporation". Particularly valuable are the Notes and the presentation of Canadian laws and business structure. Previewed by Chinook Learning Services.

**Outcomes (30-1 & 30-2): 1.4, 1.7, 1.8, 3.4, 3.5 – 3.7**

**Keywords: Collectivism, Capitalism, Society, Rights, roles and responsibilities, Economic systems**



**Sacco, Joe. (2007) *Palestine*.**  
 Seattle, WA.: Fantagraphics Books. \$31.95 ISBN: 9781560978442

**Graphic Novel**

Author/illustrator Joe Sacco created "Palestine" after spending two months in the Occupied Territories during the winter of 1991 and 1992. Originally published as individual comic books, this book collects all nine issues together and paints a dismal picture of what life was like for the Palestinians during this time. Sacco delivers a good piece of comic journalism. Each chapter presents a number of different experiences that Sacco had while in the Occupied Territories. The stories range from discussions with former prisoners of the Israelis and the abuse that they suffered, visiting a worksite to see how some Palestinians are trying to make a living, to having tea numerous times and the conversations that resulted from it. Even though he started with the detached manner of a journalist, the reader can tell that he truly came to empathize with many of the Palestinians that he stayed and visited with. Although the material from this book is almost twenty years old, it gives the reader a window into an explosive time in history and could be used as a comparison to how things have changed since then. It does deal with some dark subject matter (torture in the prisons for example) and there is some strong language in the book. The work is definitely one-sided. The Israelis in the book are often presented as monsters and impossible to get along with. It would have been nice to have seen a second collection like

this presenting the Israeli position. That being said, the reviewer thought this would be a good book to use in order to give students a frontline opinion of how the Palestinians felt at this point in history. Previewed by Penbrooke Meadows Elementary.

Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.10, 2.2, 2.3, 2.10, 3.6, 3.7, 4.1, 4.2, 4.4 – 4.7

**Keywords: Conflicts, Ideology, Politics, Government, Collective beliefs and values, Ideological conflict, Identity, Media**



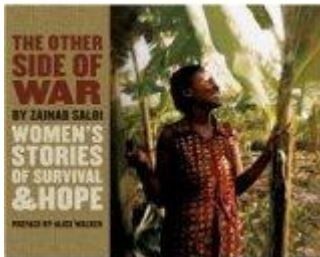
**Sacco, Joe. (2000) *Safe area Gorazde: [the war in eastern Bosnia 1992-95]* Seattle, WA: Fantagraphics. \$24.95 ISBN: 9781560974703**

### **Graphic Novel**

Some schools may have this title. Cartoonist and reporter, Joe Sacco reported his visits to the Muslim enclave in Gorazde in 1995 and 1996 with this incredibly detailed graphic work that captures the fears, desperation and courage of the civilians, medical forces, domestic defenders and international peacekeepers against the Serbian attacks. In black and white realistic illustrations the people, carnage and terror of the war is all too real. He befriends a teacher who is one exam short of his degree and who acts as translator, host and interpreter. This informative and shocking war story reveals all the horrors of the Bosnian conflict, the dead, the mass killing and graves, the hunger and the hope. Please be aware of strong language and sensitive graphics. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.5, 4.7**

**Keywords: Conflicts, Ideology, Genocide, Human rights, Ideological conflict, Politics, Government, Collective beliefs and values**



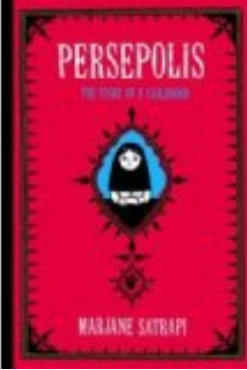
**Salbi, Zainab. (2006) *The Other Side of War: Women's stories of survival & hope.***

**New York, NY: Random House \$37.00 ISBN: 9780792262114**

Zainab Salbi (Oprah, People, New York Times) takes readers into the heart of Afghanistan, Bosnia, Colombia, D.R. of the Congo, Rwanda, and Sudan to hear the stories of women who daily reclaim the lives of their families and communities from the ashes of conflict. These heart-wrenching stories focus the reader on the inhumanities of war and the horrifying damage done to all citizens but especially to the women. The stories of the struggles of these courageous women and the organization (Women for Women International) that is helping them rebuild their lives, allows us to see hope in the face of extreme violence and conflict. Zainab explains how each of the six nations' history has led to violent conflict, includes first person narratives and includes stunning images by award winning photographers. Previewed by James Fowler High School.

**Outcomes (30-1 & 30-2): 2.2, 2.12, 3.9, 4.2, 4.5, 4.7, 4.8**

**Keywords: Gender, Conflicts, Viability, Human rights, Citizenship, Active participation, Common good, Collective responsibility, Identity**



Satrapi, Marjane. (2003) *Persepolis*.  
New York, NY: Pantheon Books. \$26.95 ISBN: 9780375422300

**Graphic Novel**

In expressive black and white comic book images, Marjane Satrapi relates growing up in Iran from 1980 until she is 14. She injects some history and background to put this very human story into perspective. This is of interest to students who like a good story, brutal honesty, and some insights into gender issues. It is a good companion to Art Spiegelman's "Maus" (1986).  
Previewed by Queen Elizabeth Junior High

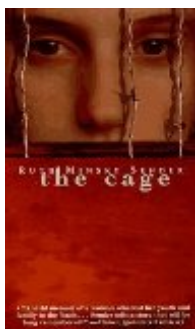
**Outcomes (30-1 & 30-2): 1.3, 1.6, 2.7, 2.9, 2.12, 2.13, 4.2, 4.7, 4.8, 4.9** **Keywords: Gender, History, Culture, Identity, Collective beliefs and values, Fundamentalism, Rights, roles and responsibilities, Liberalism, Ideology, Progressivism**




Schmemmann, Serge. (2007) *When the wall came down: The Berlin Wall and the fall of Soviet communism*.  
Boston, MA: Kingfisher. \$11.95 ISBN: 9780753461532

This is an eyewitness, narrative account of the fall of the Berlin Wall. In 1989, Serge Schmemmann, a journalist for the New York Times, witnessed one of the great moments of European history. Including articles from the archives of The New York Times, this tells the whole story, from the division of Germany after World War II, to life in the Communist East, to the massive protests that brought an end to the Eastern Bloc, and the fall of the Berlin Wall. Photographs complement the text. Includes timeline, table of contents, index, and extensive bibliography.  
Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.8, 2.2, 2.9, 2.10, 2.12, 4.7**  
**Keywords: Cold War, Communism, Containment, Competition, Expansionism, Governments, History, International relations, Deterrence, Capitalism, Ideological conflict, Brinkmanship, Totalitarianism**



Sebder Ruth Minsky. (1997) *The cage*.   
New York, NY: Simon Pulse \$8.95 ISBN: 9780689813214

This compelling memoir is simply-written, pain-filled and full of candid descriptors of ghetto & concentration camp existence in Germany from 1939 to 1945. Riva, a young Jewish girl, who lost her mother & two brothers, recounts their experiences. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.7**  
**Keywords: Ideologies, Genocide, Human rights, History, Individual and collective rights**



Senker, Cath. (2008) *The Arab-Israeli conflict*.  
North Mankato, MN: Arcturus Publishers. \$31.75 ISBN: 9781841937250

**Series: *Timelines***

This book provides information about the beginnings of the Arab-Israeli conflict which began in 1897 and continues to the present. All of the wars in the Sinai, UN efforts to create peace in the region, Camp David Accords with Egypt and the Oslo Accord are recounted in this well documented and well laid out book. The book has a contents page, glossary, index, and important timelines. The key figures section is very helpful to readers. Excellent quality photographs enrich the text. Cross-references to other

pages for further explanations are clear. Previewed by Juno Beach School.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.4, 1.5, 1.6, 1.10, 2.2, 2.3, 3.7, 3.9, 4.5, 4.7**

**Keywords: Conflicts, History, Politics, Government, Ideological conflict, Collective beliefs and values, Civil war**



Siaroff, Alan. (2005) *Comparing political regimes: A thematic introduction to comparative politics*.

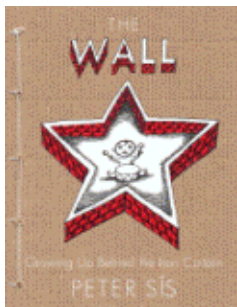
Peterborough, ON: Broadview Press. \$36.70 ISBN: 9781551115306

This book looks at the four types of political regimes in the world-liberal democracies, electoral democracies, semi-liberal autocracies, and closed autocracies and classifies each of the world's 192 sovereign states according to these categories. There are chapters on the military in politics, variations in democracies, factors conducive to democracy, and the future of democracies and authoritative regimes. There are many charts with important information, as well as a glossary and an excellent bibliography, and a comprehensive index. Previewed by Henry Wise Wood

High.

**Outcomes (30-1 & 30-2): 1.1 – 1.6, 2.3, 2.6 – 2.12, 4.4, 4.5, 4.8**

**Keywords: Ideologies, Political, Government, Military, Liberalism, Democratic society**



Sís, Peter. (2007) *The wall: Growing up behind the Iron Curtain*.

New York, NY: Farrar, Straus and Giroux. \$22.50 ISBN: 9780374347017

**Graphic Novel**

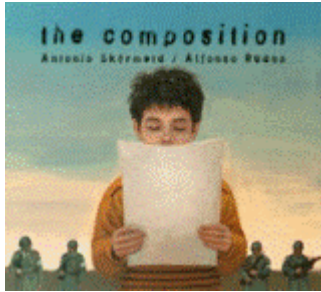
An "almost graphic" picture book in which the author places his life growing up in Czechoslovakia during the Cold War alongside a chronology of events during the Communist regime, until the fall of the Berlin Wall. Excerpts from his journals give a personalized account and greater depth to our understanding of that time. Provides an understanding of what it would be like to live under a harsh totalitarian regime. Speaks to the importance of self-expression, hope and believing in yourself and your dreams.

The fascinating, small scale, detailed and slightly quirky, mainly black and white illustrations, admirably illustrate the character of the times and invite considerable discussion. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.4, 1.5, 1.8, 2.2, 2.9, 2.10, 2.12, 4.7**

**Keywords: Cold War, Communism, Containment, Competition, Expansionism, Governments, History, International relations, Deterrence, Capitalism, Ideological conflict, Brinkmanship, Totalitarianism**





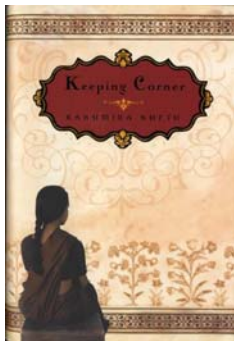
**Skármeta, Antonio. (2000) *The composition*.**   
Toronto, ON: Groundwood Books. \$16.95 ISBN: 9780888993908

**Picture Book**

This is a well written, interesting story of a nine-year-old boy, Pedro, living in a country dominated by a dictator. In school the children are asked to write an essay about what their family does at night. As a child who is young and loves to play soccer, Pedro has to come to some important understandings. A note on dictatorship is included at the end of the book. This excellent, picture book story will prompt discussion and thinking about freedom, responsibility and moral choices. Previewed at Sunnyside Elementary and (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 2.2, 2.3, 2.12, 3.9, 4.1, 4.5, 4.7, 4.10**

**Keywords: Human rights, Imperialism, Dictatorship, Collective beliefs and values, Identity**



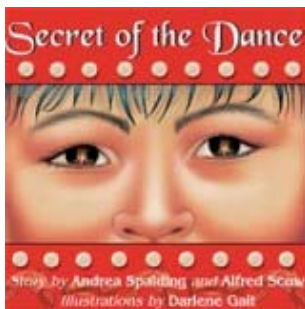
**Sheth, Kashmira. (2009) *Keeping Corner***  
Winnipeg, MN: Hyperion. \$7.75 ISBN: 9780786838608


For 12-year-old Leela, an Indian girl trapped by the caste system, the "keeping corner" is a prison. Her arranged marriage occurred when she was nine and when she was ready to move in with her husband's family three years later, a poisonous snake killed him. As a widow, Leela must "keep corner," confined in her home for a year, facing a life without hope of another marriage or children. She is inspired and ultimately rescued by a progressive teacher, her brother, and increasingly sympathetic family members. Set in the time of Gandhi and Indian independence, Leela's quest melds two different but related struggles to change Indian life: the deleterious aspects of the caste system and British imperialism. Readers may recognize how difficult it is to combat century-old

traditions with modern ideas, as one must battle superstition, inertia, and long-standing acceptance by a society's people. Previewed by AISI Teacher Librarian, (ESS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 1.3, 2.7, 2.9, 2.12, 2.13, 4.2, 4.7, 4.8, 4.9**

**Keywords: Imperialism, Identity, Gender, Human rights, Individual and collective rights, Society, Class structure, Ideologies, Rights, roles and responsibilities**



**Spalding, Andrea. (2006) *Secret of the dance*.**   
Victoria, B.C: Orca Book Publishers. \$19.95 ISBN: 9781551433967

**Picture Book**

In 1885 the Canadian government passed a law forbidding Aboriginal people to hold ceremonials. This story takes place in 1935 and tells how a family of the Kwakiutl nation defied the law and held a potlatch at Kingcome Inlet in northern British Columbia. Distinctive illustrations depict the symbols of the Kwakiutl people. A historical note at the end of the book tells how this story is based on an incident in the life of the Aboriginal co-author. Includes glossary. Best used as a read aloud, some children would have difficulty with the Aboriginal names

and terms. Elementary text, beautiful illustrations and a universal telling of events in Canadian history.

Previewed by Hawkwood Elementary and (ESS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 1.1, 1.5, 2.1, 2.2, 2.4, 2.11, 3.6, 3.7, 4.6**

**Keywords: Aboriginal, Aboriginal collective thought, Canada, History, Human rights, Culture, Identity, Individual and collective rights, Rights, roles and responsibilities, Government, Ideology**



**Spiegelman, Art. (2004) *In the shadow of no towers.***  
New York, NY: Pantheon Books. \$27.95 ISBN: 9780375423079

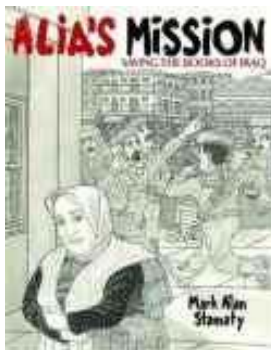
### Graphic Novel

This excellent collection of graphic works conveys the author's shock, helplessness & then outrage following the 9/11 attacks on Manhattan, very near his home & workplace. Spiegelman draws himself exclaiming against the events &, later, their exploitation by the Bush administration to pursue the war in Iraq. The ten boardbook pages are large-scale, preceded by an introduction, offer full colour, in which he incorporates the destruction of the towers, characters & motifs from early twentieth century strips, his social & political comment. The Comic Supplement (six pages) which follows offers a history of early cartoonists in New York, their work for Pulitzer's

New York World & Hearst's Journal, their audience & success. A fascinating work that requires detailed reading & analysis. Warning: Some may be offended by language & content. Previewed by (SSS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 2.3, 2.12, 3.1, 3.9, 4.2, 4.4, 4.7, 4.8**

**Keywords: Conflicts, Extremism, Ideology, Ideological conflict, Governments, Political, Terrorism**



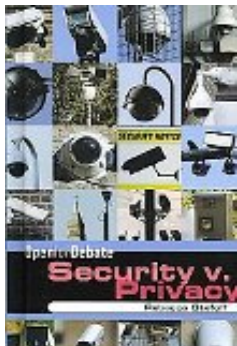
**Stamaty, Mark Alan. (2004) *Alia's mission: Saving the books of Iraq.***  
New York, NY: Alfred A. Knopf. \$17.95 ISBN: 9780375832178

### Graphic Novel

This brief graphic novel tells the story of how Alia Baker, librarian at the Basra Central Library, smuggled out 30,000 of the 40,000 books in the collection before the library was bombed in the war on Iraq, 2003. In b/w cartoons with large, clear textual narration and dialogue, we read how Alia, her husband and many community members helped transfer books to safe storage. The book concludes with a few stories of early libraries and how they were either threatened or destroyed and their cultural importance. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.2, 1.3, 2.7, 2.9, 2.12, 2.13, 4.2, 4.7, 4.8, 4.9**

**Keywords: Conflicts, Ideology, Common good, Collective responsibility, Culture, Identity**



**Steffoff, Rebecca. (2008) *Security v. privacy.***  
Tarrytown, NY: Marshall Cavendish Benchmark. \$42.79 ISBN: 9780761425786

### Series: *Open for Debate*

Discusses the right of privacy, civil rights, national security, electronic surveillance and terrorism in the United States. Easily accessible format includes sidebars of fascinating

facts and easy to understand diagrams of key statistics. Has table of contents, further reading, websites, and index. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.8, 2.2, 2.11, 3.6, 3.7, 3.9, 4.5, 4.8**

**Keywords: Individual and collective rights, Ideology, Society, Postmodernism, Terrorism**



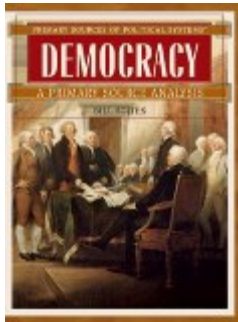


**Stine, Catherine. (2006) *Refugees*.  
New York, NY: Random House Children's Books. \$7.99 ISBN: 9780440238768**

Sixteen-year-old, Dawn, from San Francisco and fifteen-year-old, Johar, from Afghanistan come through difficult times together through e-mail. The story is set just before and after the September 11th attacks on the USA. Dawn has run away from her foster home to New York after her foster mother, Dr. Garland leaves for Pakistan as a Red Cross relief doctor. Johar has lost most of his family from war and treks across Afghanistan to Dr. Garland's refugee camp with his 3-year-old cousin. Ms. Stine has created very interesting perspectives on the September 11th tragedy from two very different teenage voices. Previewed by William Aberhart High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 2.3, 4.2 – 4.5, 4.8, 4.10**

**Keywords: Identity, Ideology, Collective beliefs and values**



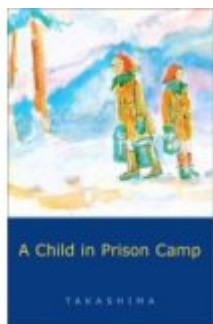
**Stites, Bill. (2005) *Democracy: A primary source analysis*.  
New York, NY: Rosen Pub. Group. \$26.35 ISBN: 9780823945184**


**Series: *Primary Sources of Political Systems***

Using accessible language, this overview examines the evolution of democracy from ancient Greece to governments of the 21st century. It uses the American model as the primary exemplar, although mention is made of the democratic process in other states. There are many archival photographs and reproductions, as well as a timeline, primary source transcriptions, glossary, bibliography, and index. Previewed by Ernest Morrow Junior High.

**Outcomes (30-1 & 30-2): 1.4 – 1.7, 2.2, 2.5, 2.6, 2.8, 3.1 – 3.6, 3.8, 4.6**

**Keywords: Democratic society, Politics, Governments, Ideology**

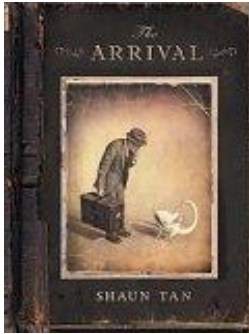


**Takashima, Shizuye. (1980, 1971) *A child in prison camp*.   
Montreal, PQ: Tundra Books. \$9.99 ISBN 9780887762413**

In 1941, when Shizuye (Shichan) was eleven-years-old, she and thousands of other Japanese-Canadians were forced from their homes and sent to live in internment camps in the Canadian Rockies. None of them had been convicted of any crime, but the country was at war with Japan, so they were considered enemies of the country. In this true story of sadness and joy, Shichan uses simple text and striking watercolours to recall her life in the days leading up to her family's forced movement to the camp and her feelings as the war drags on. Previewed by (ESS) Evaluation/Selection.

**Outcomes ((30-1 & 30-2): 1.1, 1.3, 1.4, 1.5, 2.2, 3.6-3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7**

**Keywords: Canada, History, Human rights, Culture, Identity, Individual and collective rights, Rights, roles and responsibilities, Government, Ideology, Conflicts**



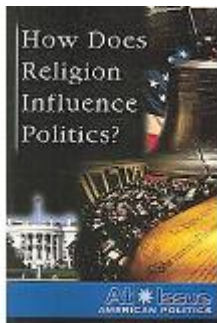
**Tan, Shaun. (2006) *The arrival*.**  
New York, NY: Arthur A. Levine Books. \$24.99 ISBN: 9780439895293

**Picture Book / Graphic Novel**

This wordless, beautifully presented graphic novel tells of a lone immigrant leaving his family and journeying to a fantastical new world. Arranged in six sections of sepia-like colour and aged-looking design, the new immigrant arrives in a country that is bizarre and awesome. There is a struggle for livelihood, but there are also some friendly people willing to give a helping hand. Although the fantastic elements are everywhere, one comes to realize that this confusion might well be like the actual experience of any new arrival. Previewed by (ESS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.6, 2.2, 3.9, 4.3, 4.4, 4.5**

**Keywords: Ideology, Citizenship, Society, Identity, Viability**



**Torr, James D. (2006) *How does religion influence politics?***  
Farmington Hills, MI: Greenhaven Press. \$20.40 ISBN: 9780737734263

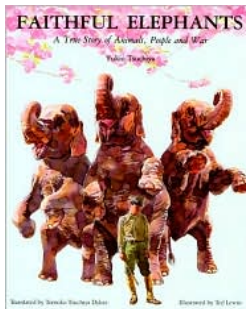
**Series: At issue**

The "At Issue" series includes a wide range of opinions on a single controversial issue. Each volume includes both primary and secondary sources from a variety of perspectives-eyewitnesses, scientific journals, government officials, and many others. Extensive bibliographies and annotated lists of relevant organizations to contact offer a gateway to further research. Each volume enhances critical thinking skills and is an excellent research tool for reports. Articles in each volume begin with the credentials of the author as well as a short analysis. They are between

three and twelve pages in length and are authored by international figures. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.6, 1.10, 2.2, 2.3, 2.12, 4.4, 4.5, 4.6**

**Keywords: Religion, Political, Ideology, Government, Contemporary issues**



**Tsuchiya, Yukio. (1988) *Faithful elephants: A true story of animals, people, and war*.**  
Boston, MA: Houghton Mifflin. \$21.95 ISBN: 9780395465554

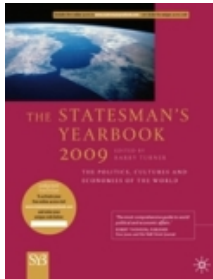
**Picture Book**

Incredibly powerful book, first published in 1951, tells what happened during WW II when authorities in Tokyo decided that the dangerous animals at the zoo were to be destroyed to prevent them from wreaking havoc should they be accidentally freed during the bombing. Unable to poison the elephants, a decision was made to starve them. Some readers have interpreted this decision as one being driven by the political agenda of government & was intended to show the people of Japan that they

had to be ready to sacrifice for their country. Other readers have seen the book primarily as one that demonstrates immoral cruelty to animals.\*Should be used with care\*. Senior Social: Understanding the Roles, Rights & Responsibilities of Citizens in a Democratic Society. Previewed by (SSS) AISI Literacy, Willowglen.

**Outcomes (30-1 & 30-2): 1.4, 1.5, 1.8, 2.2, 2.3, 2.9, 2.10, 4.1, 4.3, 4.4, 4.7**

**Keywords: Politics, Ideology, Government, History, Rights, roles and responsibilities**

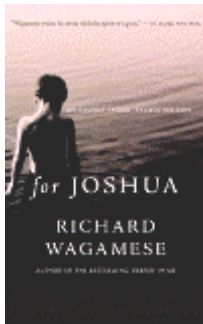



Turner, Barry (ed.) *The Statesman's yearbook 2009: The politics, cultures and economies of the world*. 145th ed. --  
Basingstoke, Hampshire: Palgrave Macmillan. \$295.00 ISBN: 9781403992789

This edition contains a political, economic and social account of every country of the world together with facts and analysis. Includes detailed maps of 193 countries, bibliographic profiles of current leaders, expanded coverage of political history and economic performance, revised population projections for 2010, revised and updated historical introductions to all countries. Provides free access to the companion website, [www.statesmansyearbook.com](http://www.statesmansyearbook.com) with regular updates and supplementary material. See the sticker on the front of the book for the unique access code.

**Outcomes (30-1 & 30-2):** 1.1 – 1.6, 2.3, 2.6 – 2.12, 4.4, 4.5, 4.8

**Keywords:** Political, Culture, Economic systems, History, Ideology, Individual and collective leadership



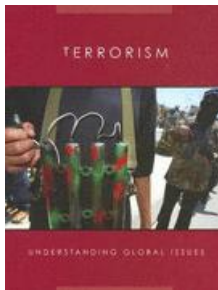
Wagamese, Richard. (2003) *For Joshua: An Ojibway father teaches his son*.   
Toronto, ON: Anchor Canada. \$19.95 ISBN: 9780385659536

This is the true story of Wagamese, an Ojibway, whose is retelling his life experiences, and how he learns to belong and find his true identity. It is written, in particular, for his son, but holds true for anyone whether they are native or not. During his quest for identity, we see humanity in both its good and bad times, yet there is an overriding theme of hope. The book is insightful in its descriptions of trying to find and accept who you are. Throughout, we learn many of the beliefs/traditions of the Ojibway and many stereotypes are explored/defeated. The tone of the memoir is not one of blaming whites, instead he is striving for understanding by all. Through his telling of mistakes and experiences, we see that humanity is not perfect, and life can be difficult, but that these truths are acceptable and ok.

Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (30-1 & 30-2):** 1.1, 1.5, 2.1, 2.2, 2.4, 2.11, 2.12, 3.6, 4.6

**Keywords:** Aboriginal, Aboriginal collective thought, Identity, Culture, Ideology Collective beliefs and values, Government



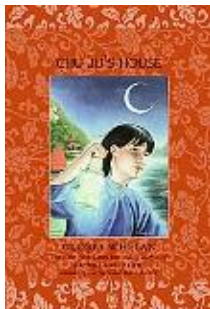
Wells, Donald. (2007) *Terrorism*.  
New York, NY: Weigl Publishers. \$27.95 ISBN: 9781590362341

**Series: Understanding Global Issues**

Books in this series include the battle for oil, international law, land abuse and soil erosion, saving the natural world, substance use and abuse, and terrorism. Written from an American perspective each volume defines the issue and then breaks the topic into its various forms or uses. For example, terrorism is divided into chapters on religious terrorism, terrorism by state, nationalist terrorism, and political terrorism. The final section of the book addresses the efforts being undertaken around the world to address the issue. Internet sources, a glossary and an index are given. Previewed by Terry Fox Junior High.

**Outcomes (30-1 & 30-2):** 2.3, 2.12, 3.1, 3.9, 4.2, 4.4, 4.7, 4.8

**Keywords:** Extremism, Ideology, Religion, Fundamentalism, Political, Terrorism

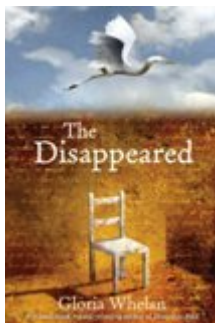


**Whelan, Gloria. (2005) *Chu Ju's house*.  
New York, NY: Harper Collins. \$7.99 ISBN: 9780060507268**

In China, rural families are allowed to have no more than two children. Chu Ju is fourteen- years-old when her mother is pregnant with her second child. Grandma and father long for a son to carry on the family name. Little Hua, a girl, is born and grandma has plans to sell her. Chu Ju runs away with hopes that they will keep little Hua and her mother can try for a son. Chu Ju encounters many obstacles in her journey that has a fantastic and surprising ending. Reading grade level: 6-9 Previewed by Ernest Morrow Junior High.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.8, 1.10, 2.2, 2.3, 2.8, 3.9, 4.2, 4.5, 4.8**

**Keywords: Gender, Human rights, Individual and collective rights, Rights, roles and responsibilities, Ideology, Rule of law, Identity, Governments**

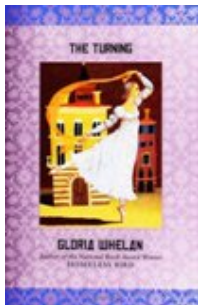


**Whelan, Gloria. (2008) *The disappeared*.  
New York, NY: Penguin Group. \$18.50 ISBN: 9780803732759**

From 1977 - 1983, Argentina was witness to the disappearance of over 30,000 citizens who opposed the ruling military regime. Images of unrest and upheaval are artfully revealed when the story of one of the “disappeared” is told. Eduardo and Silvia tell the story of their family in alternating chapters beginning at the time when masked men swarm the house and capture Eduardo. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 1.3, 2.2, 2.3, 2.12, 3.9, 4.5, 4.7, 4.10**

**Keywords: Genocide, Human rights, Military, Conflicts, Ideology, Resistance**



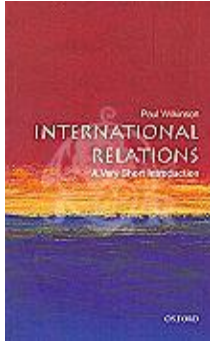
**Whelan, Gloria. (2006) *The turning*.  
New York, NY: HarperCollins. \$18.99 ISBN: 9780060755935**

Tatiana, a Russian Ballerina, plans to leave Leningrad forever when her ballet corps visits Paris for a performance in 1999. At first leaving seems the best decision she could make but political changes are happening in Russia which make her rethink her plans. As well, she would have to leave behind her family and a boy, who is a very special friend to her. The book describes everyday life in a communist country in an interesting and easily to understand way. Previewed by Bowcroft Elementary.

**Outcomes (30-1 & 30-2): 1.1, 2.2, 2.3, 2.9, 4.3, 4.5**

**Keywords: Political, Communism, History, Culture, Identity, Ideology**





**Wilkinson, Paul. (2007) *International relations: A very short introduction.* Oxford: Oxford University Press. \$9.95 ISBN: 9780192801579**

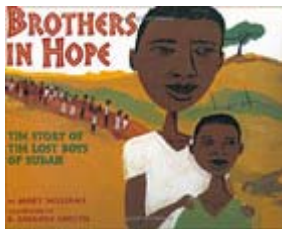
**Series: *Very short Introductions***

Paul Wilkinson explains the theories and practices that underlie international relations, and investigates issues ranging from foreign policy, arms control, and terrorism, to the environment and world poverty. He examines key questions such as how the international state system might be improved to facilitate better relations between states, explores the roles of international organizations such as the United Nations and the European Union, and discusses the influences that ethnic, religious movements, and terrorist groups have had on shaping the way states and governments interact. The

subject is examined from a United Kingdom viewpoint. Has a detailed index. For advanced readers, as text is dense with a few black and white illustrations. Complex terms are used without definitions in a glossary. Previewed by Lester B. Pearson High.

**Outcomes (30-1 & 30-2): 1.3, 1.9, 2.8, 2.12, 3.1, 3.2, 3.5, 3.8, 3.9, 4.2, 4.3, 4.4, 4.8, 4.9**

**Keywords: History, International relations, Worldviews, Politics, Ideology, Governments**



**Williams, Mary. (2005) *Brothers in hope: The story of the Lost Boys of Sudan.***

**New York, NY: Lee & Low Books. \$26.80 ISBN: 9781584302322**

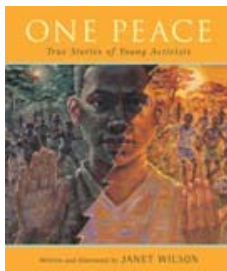
**Picture Book**

This is a picture book rendition of the true story of refugee boys in Sudan, in the late 20th century. Lengthy text and bright, poignant pictures share the determination of an eight year old who led 35 of the boys on a journey from Sudan

to Ethiopia, back to the Sudan, and on to Kenya. The struggle to survive continued, until finally at the age of 21 Garang and some of the "Lost boys" were resettled in the United States. The final note, by the authors, indicates that even these have not all had a happy ending, as many still face difficulties "fitting in," and finding financial and educational support. Previewed by Cecil Swanson Elementary.

**Outcomes (30-1 & 30-2): 2.2, 2.12, 3.9, 4.2, 4.5, 4.7, 4.8**

**Keywords: Human rights, Individual and collective rights, Civil war, Society, Genocide, Conflicts**



**Wilson, Janet. (2008) *One peace: True stories of young activists.*** 

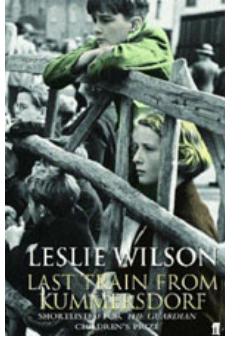
**Victoria, BC: Orca Books. \$19.95 ISBN: 9781551438924**

This title celebrates the accomplishments of children from all over the world who have worked to promote peace. Profiles include Craig Kielburger who founded Free the Children to help victims of child labor, Kimmie Weeks a survivor of the Liberian civil war and founder of Voices of the Future, Farlis Calle who started Columbia Children's Movement for Peace and others from all parts of the world. Portraits of the young activists are presented along with children's poetry, drawings and captioned

photographs that provide additional information. This attractive, inspiring book has a number of curriculum collections. Previewed by Curriculum and Learning Technologies, Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.10, 2.3, 4.1 – 4.5, 4.6 – 4.10**

**Keywords: Citizenship, Rights, roles and responsibilities, Activism, Collective responsibility, Labour, Human rights, Active participation, Individual and collective rights**



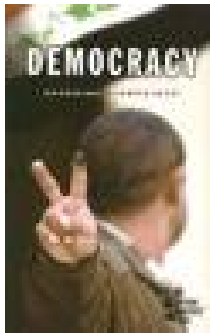
**Wilson, Leslie (2005) *Last train from Kummersdorf*.  
London: Faber and Faber. \$12.00 ISBN: 9780571219131**

Two German teens, Effi and Hanno, are on the run from the “Ivans” (the Russians) as World War II comes to a close. It is 1945, Germany, and the Allies are approaching from the West and the Russians from the East. The roads and the woods are filled with refugees, soldiers on the run and on attack, and desperate people who are starving, sick and brutal. Effi has lost all her family (in Germany) to the war and Hanno has gone AWOL after seeing his twin brother killed in action. This is a story of survival, companionship, hope and horror, and offers a multifaceted reflection of humanity at the worst of times. A gripping story, convincing events and characters will keep the reader

glued to the end. Previewed by (ESS) Evaluation/Selection

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.7**

**Keywords: History, Conflicts, Ideological conflict, Individual and collective rights, Collective beliefs and values, Identity**



**Wilson, Mike (ed.) (2006) *Democracy: Opposing viewpoints*.  
Farmington Hills, MI: Greenhaven Press/Thomson Gale. \$26.55  
ISBN: 9780737733167**

**Series: *Opposing Viewpoints***

The authors in *Opposing Viewpoints: Democracy* debate the state of this political system in the following chapters: What Is the State of Democracy?, What Should Be the Relationship Between Religion and Democracy?, Should U.S. Elections Be Reformed?, and Should

Democracy Be Fostered Worldwide? While there is an American slant, readers will be given ample information to help form their own opinions about the health, value and

future of democracy. There is a table of contents, bibliography, organizations to contact and an index. The series is commendable in its open approach to controversial issues. Previewed by James Fowler High.

**Outcomes (30-1 & 30-2): 1.4 – 1.7, 2.2, 2.5, 2.6, 2.8, 3.1 – 3.6, 3.8, 4.6**

**Keywords: Democratic society, Religion, Political, Worldviews, Ideology**



**Wood, Angela. (2007) *Holocaust: The events and their impact on real people*  
New York, NY: DK. \$32.99 ISBN: 9780756625351**

**Includes: book and DVD**

This book provides information about the Holocaust in World War II and the events leading up to that war. It recounts the history of Jewish people in Germany and Europe and their subsequent treatment during the war. This book is well documented and well laid out. There is a Contents page, Glossary, Index, and important timelines. Excellent quality photographs enrich the text. Cross-references to other pages for further explanations are clear. Previewed by Juno Beach Academy of Canadian Studies.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.4, 4.5, 4.7**

**Keywords: Ideologies, Fascism, Genocide, Human rights, History, Individual and collective rights, Socialism, Totalitarianism**





Woodfin ,Rupert & Zarate, Oscar. (2004) *Introducing Marxism*.  
Royston, Hertfordshire: Icon \$17.00 ISBN: 9781840464627

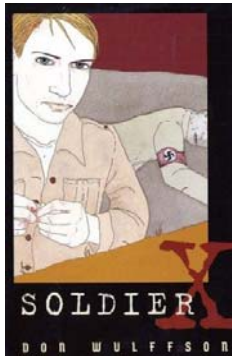
**Graphic Works**

**Series: *Introducing***

This title in the Introducing series uses graphic and visual representation to illustrate the development and integration of Marxism in the Soviet Union. Each page begins with a brief summary of the concept, and then follows with a graphic (comic) image of the people and events indicated. This is a new way of presenting information to increasingly image and icon driven students. In this case it is a most effective way of illuminating the study of Marxism and events in 20th century history. The black and white drawings do not detract from the information. The “Key Words” take the place of a Glossary and the Index is accurate as to the location of words and information and the blank and red graphics on the cover are strong and appealing. Previewed by Chinook Learning Services.

**Outcomes (30-1 & 30-2): 1.5, 1.8, 2.7, 4.1, 4.4**

**Keywords: Marxism, Ideology, History**



Wulffson, Don L. (2000) *Soldier X*  
New York, NY: Viking. \$25.50 ISBN: 9780670888634

Erik Brandt, 16, is sent to fight as a German soldier at the Russian front in 1944. Based on a true-life story, Erik, although trained as a translator, is positioned on the front line in the trenches. This is his and his friend, Tamara's story of survival working in medic camps, walking miles to escape the carnage and recovering wounds. Clearly and simply written, Erik's message is the terrible waste of war, in lives lost, destruction and insanity. Young readers and adults alike will enjoy his story of courage, common sense and caring in the midst of a world coming apart. A good comparison volume to "The Wars" by Timothy Findley. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12, 4.7**

**Keywords: Conflicts, Ideology, History, Identity, Collective beliefs and values**



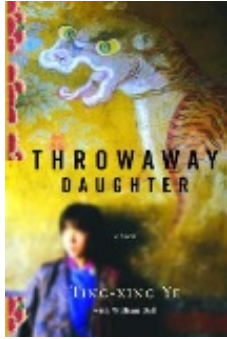
Ye, Ting xing. (2008) *Mountain girl, river girl*.   
Toronto, ON: Puffin Canada. \$14.00 ISBN: 9780143168126


This story is very loosely based on the lives of two young Chinese women the author and her husband met while travelling in China. Pan-pan and Shui-lian, two girls from different provinces in China, leave home because they believe it to be the best for their families and their own lives. They face incredible hardships and when they finally meet, they become close friends while their struggles continue. This book was captivating and very informative. It describes China's poverty, refers to the Olympics in Beijing and how the city was “cleaned up” for the event, how the one child policy has created problems for young men finding wives. Book highly recommend but note references to rape and

sexual harassment

**Outcomes (30-1 & 30-2): 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.2, 2.9, 2.10, 2.12, 4.1, 4.4, 4.5, 4.8**

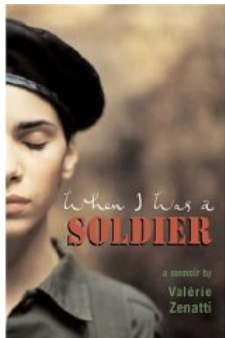
**Keywords: Gender, Society, Ideology, Individual and collective rights, Collective beliefs and values, Human rights, Labour, Capitalism, Communism, Self-interest**



**Ye, Ting-xing. (2003) *Throwaway daughter***   
Toronto, ON: Doubleday Canada. \$16.95 ISBN: 9780385659529

The story's plot hinges on the Chinese government's one child policy and its social effects. Dong-mei (Grace), who is the adopted Chinese daughter of a family in Ontario, is encouraged by her family to get in touch with her roots. She goes to China armed with a note she was carrying when she was found on the steps of a Chinese orphanage. The story is simply and straightforwardly told from the point of view of three different characters. It introduces readers to important cross-cultural issues, providing a catalyst for discussion. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.1, 1.3, 1.5, 1.8, 1.10, 2.2, 2.3, 2.8, 3.9, 4.2, 4.4, 4.5, 4.6, 4.8**  
**Keywords: Gender, Human rights, Government, Ideology, Culture, Identity, Society**




**Zenatti, Valérie. (2007) *When I was a soldier: A memoir.***  
New York, NY: Bloomsbury Children's Books. \$11.50 ISBN: 9781599900599

Valerie, a young Israeli girl decides to do her national service in the Israeli Defense Army right after finishing high school. This is her story of that experience, the strict routines, high expectations in classes and exams, lack of sleep and good food, her selection for the intelligence service, her experiences and how she changes. This is an excellent insight into another culture and a demanding time in a young Israeli's life. It would be a good read for any young person contemplating life in the forces. Previewed by (SSS) Evaluation/Selection.

**Outcomes (30-1 & 30-2): 1.3, 1.10, 2.2, 2.8, 3.2, 3.3, 3.9, 4.1, 4.5, 4.6**  
**Keywords: Gender, Military, Ideology, Culture, Identity, Society**



**Zhang, Ange. (2004) *Red land, Yellow River: A story from the Cultural Revolution.***   
Toronto, ON: Groundwood Books. \$18.95 ISBN: 0888994893

Artist's biography of cultural China during Mao Zedong's rule in 1966. The artist takes you through his teenage life in China during the revolutions. Students can relate as he explains his life through his teenage years. Includes his art, photos and illustrations. Ange Zhang lives in Toronto where he is a successful artist and illustrator. The epilogue includes a short biography of Mao Zedong and the Red Army. Previewed by John Ware Junior High.

**Outcomes (30-1 & 30-2): 1.1 – 1.4, 1.8, 1.10, 2.2, 2.3, 2.9, 2.13, 4.1, 4.5**  
**Keywords: Communism, Cultural Revolution, Ideology, Collective beliefs and values, Culture, Collectivism, Economic freedom, Governments, Identity, Ideological conflict, Individual and collective rights, Society**



**Zusak, Markua (2007) *Book thief.***

**New York, NY: Knopf. \$15.99 ISBN: 9780375842207**

Trying to make sense of the horrors of World War II, Death relates the story of Liesel, a young German girl, whose book-stealing and story-telling talents help sustain her family and the Jewish man they are hiding, as well as their neighbors. Vivid images support the compelling portrait of a young girl's struggle to survive and maintain some semblance of happiness in very difficult times. The story itself is unsettling and unsentimental, but powerful in the telling. Not an uplifting novel, but a striking and memorable portrayal of the German home front during World War II. Previewed by Centennial High.

**Outcomes (30-1 & 30-2): 2.2, 2.3, 2.9, 2.12**

**Keywords: Ideology, Human rights, History, Individual and collective rights, Resistance**