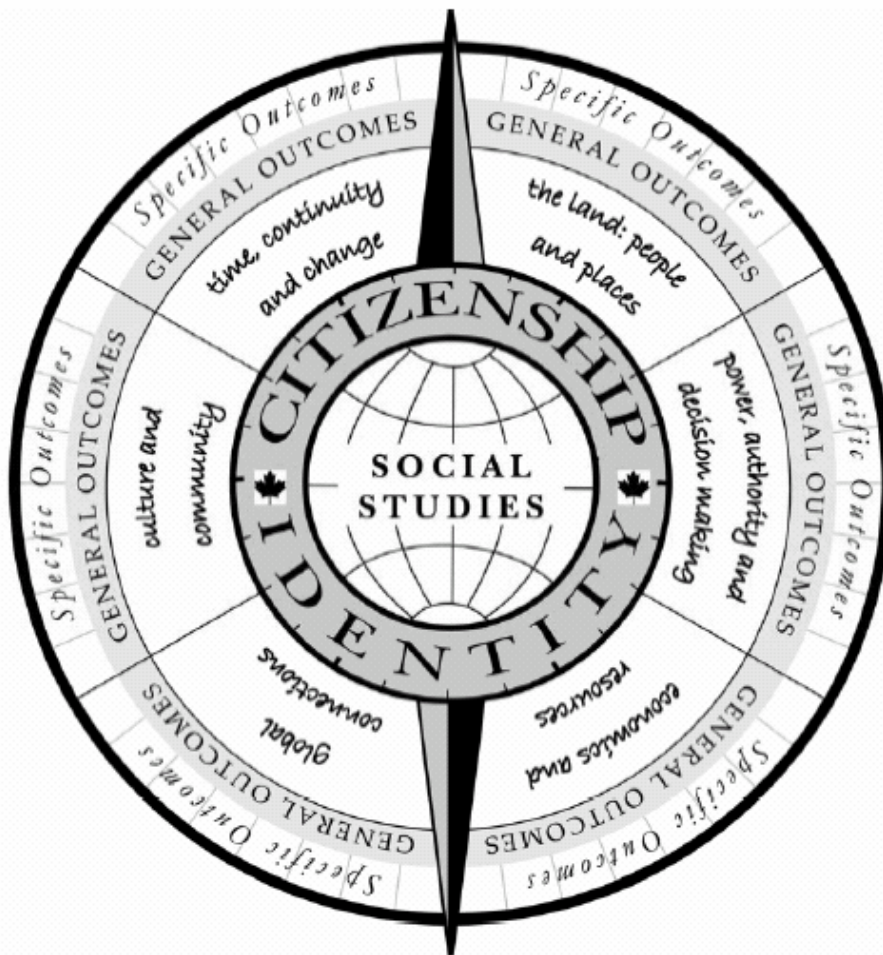


Literature Connections to The New Social Studies Curriculum Grade 3

...a sampling of quality literature and associated outcomes



Calgary Board of Education



aisi

Alberta Initiative For School Improvement

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

Rationale

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

The purpose of this document is to:

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

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

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

The criteria used in selecting the materials includes:

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

The following people contributed to the writing of this document:

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

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

Availability:

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

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



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

Screening Literature Through the Lens Of Social Studies

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

Templates:

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

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) _____

General Outcome Connection _____

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

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

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

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

Template for Screening Literature Connections for Social Studies

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

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

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

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

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

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

3.1 Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

► Knowledge and Understanding

Students will:

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

	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	

3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)
- What are the main forms of technologies, transportation and communication in the communities? (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	

3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

► Knowledge and Understanding

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

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

Grade 3 Outcomes Keywords

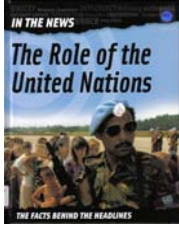
Keywords were chosen to help make connections with the Program of Studies outcomes and also can be searchable in the CBE online catalogue (WebCat) in the Evaluation Centre.

***all keywords are specific to India, Peru, Ukraine, Tunisia**

- Aboriginal
- Beliefs
- Celebrations
- Communication
- Contribution: individual, group
- Cooperation / Sharing
- Culture
- Customs
- Decision-making
- Economics: goods & services, import / export
- Environment: Canadian-Global Issues
- Equality
- Global Citizenship: rights, responsibility, roles
- Historical
- Identity
- India
- International Organizations
- Leadership
- Peace
- Peru
- Physical Geography: human activity
- Public Services
- Quality of Life
- Respect
- Story
- Symbols and Landmarks
- Tunisia
- Technology
- Traditions
- Transportation
- Ukraine



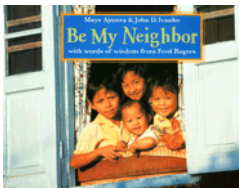
Canadian Author



Adams, Simon. (2005) *The role of the United Nations*. North Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889434

The series *In the News* brings together the facts behind today's headlines. This volume from the series defines the role of the United Nations. It is filled with fascinating facts about the organization. Issues are looked at from a variety of points of view and explore a topic in depth. It features the latest issues, background and historical details, up-to-date facts and figures and current opinions. Students can easily read the text and pictures are current and intriguing. Colourful side panels and text boxes ask questions and summarize facts. There is a glossary, further information and an index. Highly recommended. Previewed at Jack James High School.

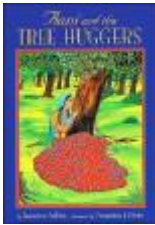
Outcomes: 3.2.2 International Organizations, Global Citizenship, Teacher Resource



Ajmera, Maya. (2004) *Be my neighbour*. Watertown, Mass.: Shakti for Children/Charlesbridge. \$23.95 ISBN 1570915040

This book celebrates communities through bright, rich, colourful photographs and text explaining how all around the world, children play, go to school, shop, worship and live in neighbourhoods. Book features bold text headings which both summarize and lead readers into more detail. Words of wisdom by Fred Rogers and a current world map are featured. Highly recommended. CORE. Previewed by AISI Curriculum Support.

Outcomes: 3.1.2 Global Citizenship, Quality of Life



Atkins, Jeannine. (1995) *Aani and the tree huggers*. New York: Lee & Low Books Inc. \$23.95 ISBN 1584300043; ISBN 1880000245

This narrative non-fiction book, is based on events in northern India in the 1970s. The book presents an enduring message of bravery and determination, in easy-to-read text. The illustrations were inspired by seventeenth century styles of northern Indian miniature painting. In their picture book debuts, author Jeannine Atkins and artist Venantius J. Pinto introduce a memorable heroine whose love of the Earth is sure to be an inspiration to children everywhere. The book will be particularly useful with the grade 3 Social Studies strand that explores global citizenship. The story recognizes how individual actions might affect people elsewhere in the world and how the actions of others might affect them. It also accentuates environmental concerns that Canada and communities around the world share. Previewed by Midnapore Elementary.

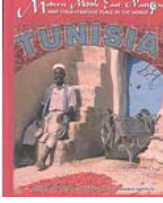
Outcomes: 3.2.1 India, Environment; Global Citizenship



Brown, Roslind Varghese. (1998) *Tunisia*. New York: Marshall Cavendish. \$53.95 ISBN 0761406905

One of the few available resources on Tunisia, this informational text will provide teachers with information on geography, history, government, economy, people of Tunisia, lifestyle, religion, language, arts, leisure, festivals, food, and maps. The text is at grade five to seven levels but the rich photographs could be shared with the grade three students to support their understanding of life in Tunisia. Previewed by Curriculum Support Services.

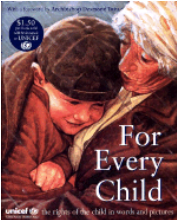
Outcomes: 3.1, 3.1.3, 3.1.4 Traditions, Physical Geography: human activity; Economics: good and services, transportation, communication; Teacher Resource.



Carew-Miller, Anna. (2004) *Tunisia*. Philadelphia, Pa.: Mason Crest Publishers. **\$38.95** ISBN 1590845188

Well-organized, formatted and up-to-date, the introduction and reflections throughout are from an American/Western point-of-view. Excellent volume in a series about Middle Eastern nations, it includes location, geography, history, politics, religion, economy, people, communities and foreign relations, and includes a chronology, table of contents, index, glossary, further reading and Internet resources. Easy-to-read text at grades five to seven level, with many photos and maps. Highly recommended. Previewed by Bishop Pinkham Junior High; (SSS) Evaluation/Selection.

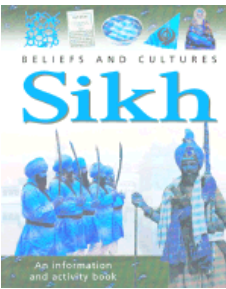
Outcomes: 3.1.2, 3.1.3, 3.1.4 Leadership, Physical Geography: human activity; Economics



Castle, Caroline. (2001) *For every child: the UN Convention on the Rights of the Child in words and pictures*. New York: P. Fogelman Books; Published in association with UNICEF. **\$13.95** ISBN 0099408651

This book is a wonderful resource to introduce children to the UN Convention on the Rights of the Child. Fourteen famous illustrators of children's books have contributed artwork to highlight fourteen individual rights of the child. This book is a combination of words and exciting illustrations presented in a format appropriate for younger audiences. The adult version of The Rights of the Child is included in an appendix. This is a "must have book" for the grade three program as it clearly addresses quality of life and the global values we hold for all children. Previewed by Curriculum Support Services.

Outcomes: 3.2.1. 3.2.2 Global Citizenship: equality, rights, roles and responsibilities



Chambers, Catherine. (2005) *Sikh*. Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889140

Ganeri, Anita. (2005) *Hindu*. Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889132

Stoppleman, Monica. (2005) *Jewish*. Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889108

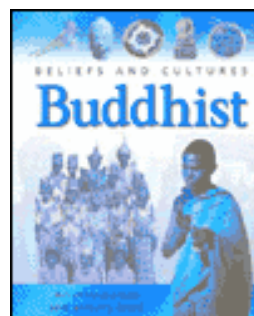
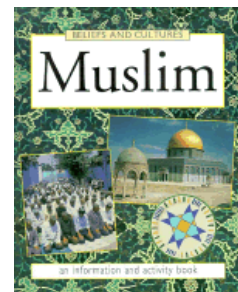
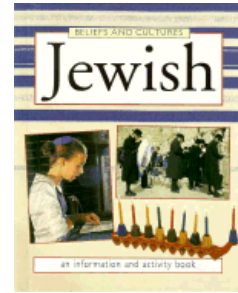
Tames, Richard. (2005) *Muslim*. Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889124

Watson, Carol. (2005) *Christian*. Mankato, Minn.,: Sea-to-Sea. \$28.45 ISBN 1932889116

Ganeri, Anita. (2005) *Buddhist*. North Mankato, Minn.: Sea-to-Sea. \$28.45 ISBN 1932889159

As students explore the four diverse communities of India, Peru, Tunisia and Ukraine, they learn about these diverse cultures. World religions are highlighted in many of the resources but for teachers looking to enrich student understanding of the world religions, the series Beliefs and Cultures is an excellent fit for the grade three classroom. Each book highlights one religion and uses informational text features effectively to engage the young reader. Photos, illustrations, text boxes, captions, recipes, activities, and diagrams are used to explain each religion in a meaningful and exciting format. Religions available in this series include: Sikh, Jewish, Muslim, Christian, Hindu and Buddhist. Previewed by Curriculum Support Services.

Outcomes: 3.1.1, 3.1.2 Beliefs, Culture, Celebrations, Customs

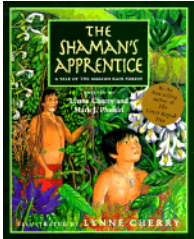




Cherry, Lynne. (1990) *Great kapok tree: A tale of the Amazon Rainforest* New York: Harcourt. \$22.95 ISBN 0152026142; ISBN 015200520X

This is a moving story about a man who falls asleep while trying to cut down the great Kapok tree in the middle of the Amazon rain forest. While he sleeps, some of the creatures that need the tree for survival come to whisper in his ear to remind him about how they depend on the tree and why it is important that the tree live. When the man awakens, he sees the tree from a new perspective and walks away, without cutting it down. Lushly illustrated, this demonstrates the interdependence of living things. Previewed by Curriculum Support.

Outcomes: 3.2.2 Environment: Canadian-Global issues

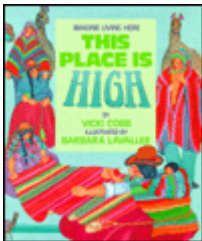


Cherry, Lynne. (1998) *The shaman's apprentice: A tale of the Amazon rain forest*. San Diego: Harcourt Brace & Co. \$23.95 ISBN 0152012818

This is the story of an Amazon tribe, the Tirio, who lose faith in their shaman, or healer, when he fails to cure diseases brought in by the white man. Then a foreigner arrives and helps the village understand the importance of the shaman's wisdom. Cherry's colour illustrations are very authentic looking and work well with the text. Nicely written story with a compelling message about the importance of protecting the healing plants of the earth. Previewed by Hawkwood

Elementary.

Outcomes: 3.2.2 Environment: Canadian-Global Issues



Cobb, Vicki. (1989) *This place is high*. New York: Walker and Company. \$11.95 ISBN 0802774067

This beautifully illustrated book is full of rich and exciting information about the Andes Mountains of South America. The brightly painted illustrations are accompanied by information in a narrative form that will appeal to the many readers. Interesting and highly informative, this book will provide text variety for the young reader. Previewed by Curriculum Support Services.

Outcomes: 3.1.3 Peru, Physical Geography: human activity



Cooper, Catherine W. (2003) *Ukraine*. Philadelphia, Pa.: Chelsea House Publishers. \$25.95 ISBN 0791067831

Eight chapters detail the natural geography, culture, government, citizens, outlook for the future, history-at-a-glance, facts-at-a-glance, glossary and index. Colour photos, charts, and maps extend the text. A useful resource for studies of other cultures and recent events. Previewed by James Fowler High.

Outcomes: Teacher Resource; Ukraine, Physical Geography: human activity; Culture



Cumming, David. (2005) *India*. North Manako: Minneapolis. \$28.45 ISBN 1842342487

An engaging series called *Letters From Around the World* discusses life in India. In easy-to-read text, the book profiles the perspective of a child in India who has a pen pal in North America. An excellent collection of up-to-date photographs and brief facts about life in India includes attractive and eye-catching integration of text and illustrations. The book highlights how access to public services affect communities and how identity is reflected in traditions, celebrations, stories and customs in India. The letter format is familiar to young children and connections to the grade three social studies program are strong. Previewed by Midnapore Elementary.

Outcomes: 3.1.3 India, Physical Geography: human activity; Quality of Life



Dagleish, Sharon. (2003) *Protecting wildlife*. Philadelphia, Pa.: Chelsea House Publishers.

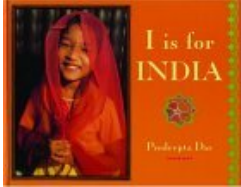
\$18.20

ISBN 0791070212

This thoughtfully written book provides intriguing information about protecting wildlife. Useful diagrams, headings and sub-headings, relevant photographs, text boxes and captions make the information easily accessible. Facts are provided, the reader is invited to think about their relevance and implications, and then realistic social actions are suggested. The book does this in a way

that is not pedantic. Highly recommended. Elementary, Intermediate and Junior High CORE Collections. Previewed by (SSS) Division II, III Literacy, Glenmeadows Centre.

Outcomes: 3.1.3 Global Citizenship, Environment



Das, Prodepta. (1996) *I is for India*. London: Frances Lincoln.

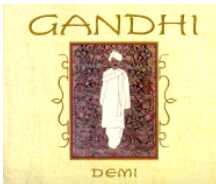
\$22.95

ISBN 071121056X

India is a place of great contrasts. This exciting resource offers variety to a library collection. The alphabet format is familiar to young readers who will be immersed in the beauty of the land and people. Vivid photographs and well-written text provides students with rich information. This is a great browsing book but it does not include text features for information retrieval.

Previewed by Curriculum Support Services.

Outcomes: 3.1.2 Culture, Traditions, Celebrations, Religion



Demi. (2001) *Gandhi*. New York: Margaret McElderry Books.

\$29.95

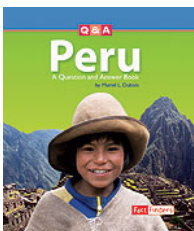
ISBN 0689841493

A marvellous work of art detailing the life of Mohandas Gandhi, known to his followers as Mahatma or great soul, was born in India in 1869 and grew to become one of the most influential and well-respected political and social leaders the world has known. In beautiful language and exquisite

illustrations inspired by Gandhi's own belief in the simplicity and truth of life, Demi captures the spirit that of Gandhi, and pays homage to this great man. The book examines the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world. It also helps children in grade three social studies programs respect the equality of all human beings while connecting to the concept of global citizenship. Can be used as a teacher read and a picture walk/study with young children. Previewed by Midnapore Elementary.

Outcomes: 3.1.2, 3.2.1

India, Culture, Quality of Life, Historical, Leadership, Peace, Global Citizenship



Dubois, Muriel L. (2005) *Peru: a question and answer book*. Manako, MN: Capstone Press.

\$25.42

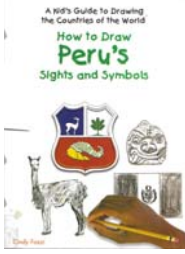
ISBN 0736837582

This easy-to-read series explores the geography, history, economy, and culture of Peru in a question-and-answer format. It is well illustrated with up-to-date photographs, maps, diagrams and a variety of graphs. Format includes a table of contents, features, fast facts, glossary, English and Spanish language pronunciation, Internet sites, and read more. It is a well-organized and

engaging series that examines quality of life and economic factors that shape communities in other parts of the world. There is a strong connection to the grade three social studies program that will help children appreciate the similarities and differences among people and communities around the world. Previewed by Midnapore Elementary.

Outcomes: 3.1.2, 3.1.4

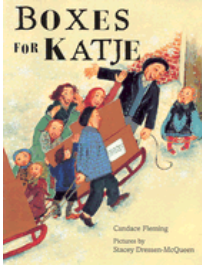
Peru, Quality of Life, Economics, Transportation



**Fazzi, Cindy. (2005) *How to draw Peru's sights and symbols*. New York: Powerkids Press.
\$26.50 ISBN 1404227407**

Each book of the *A Kid's Guide to Drawing Countries of the World* series explores that country's culture, landmarks and geography by drawing its sights and symbols. Students learn the facts and are given timelines that will enable them to recreate artifacts that date back thousands of years, and wonders of the present-day world. Simple step-by-step instructions. Previewed by AISI Curriculum Support.

Outcomes: 3.1.2 Symbols and Landmarks



**Fleming, Candace. (2003) *Boxes for Katje*. New York: Farrar, Straus and Giroux.
\$22.50 ISBN 0374309221**

This book is based on the real-life experiences of the author's mother, Rosie, who was a pen pal in Indiana with Katje in Europe after World War II. Set in Holland, it tells the story of a schoolgirl who receives a package that is part of an American goodwill effort to help the people in Europe who are struggling to live without many of the basic necessities. Thanks to her pen pal in Indiana, this grew to be a church-wide effort that helped Katje's family, neighbours and friends survive the worst winter in Europe in a century. Previewed by AISI Literacy, Willowglen

Outcomes: 3.2.2 Global Citizenship, Individual Contribution

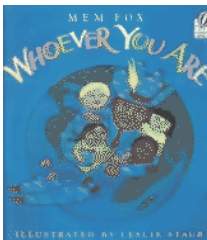


**Fontes, Justine. (2003) *India*. New York: Children's Press.
\$32.50 ISBN 0516245643**

A marvellous book of up-to-date photographs and text that depicts life in India, this highlights how access to public services affect communities and how identity is reflected in traditions, celebrations, stories and customs in India. The alphabet format is familiar to young children and connections to the grade three social studies program make this a must-have for school libraries. A glossary of

Hindi and English words (written phonetically), adds a new dimension and introduces students to languages from other countries. Previewed by Midnapore Elementary.

Outcomes: 3.1.2 India, Quality of Life



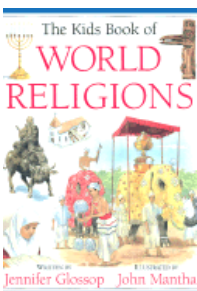
**Fox, Mem. (1997) *Whoever you are*. San Diego: Harcourt Brace.
\$22.95 ISBN 0152164065**


A loving look at children around the world as told in Mem Fox's trademark repetitive language, and illustrated in bold oils by Leslie Staub, this book begins by looking at our differences: superficialities like houses, landscapes, skin colour. Then, it quickly moves into our similarities like our hearts, our smiles, our laughter, our hurts, our joys, and our pains. A beautiful treatment of multiculturalism, this could lead to deep classroom discussions of

similarities in the classroom, and in the world. The unusual childlike illustrations would appeal to young readers. Previewed by Simons Valley Elementary.

Outcomes: 3.2.1 Global Citizenship, Equality

Also listed in Grade One



**Glossop, Jennifer. (2003) *The kids book of world religions*. Toronto: Kids Can Press. 
\$19.95 ISBN 1550749595**

This colourful, straightforward title offers an informative view of the history, scriptures, places of worship and festivals for the world's major religions, organized by area/continent. Includes a map of world religions, quick facts, feature boxes, coloured drawings, photos, symbols, table of contents, glossary and index. This attractive and very accessible title will be useful for new curriculum in World Religions. CORE. Previewed by (SSS) Evaluation/Selection.

Outcomes: 3.1.1, 3.1.2 Beliefs, Culture, Celebrations, Customs



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

ISBN 0316309435

In vivid cartoon-like illustrations, this explains what happens to paper, plastic, metal, glass and polystyrene when they are dumped in a landfill and when they are recycled. It discusses the impact on the environment in terms of land use, pollution and energy costs and includes data comparing quantities of discarded materials to what their recycled uses would be. For example, the energy saved by recycling a glass bottle instead of making a new one would run a light bulb for four hours. Although the examples are American, the concepts apply globally. An excellent resource for demonstrating the value of reusing and recycling by individuals and communities. Previewed by AISI Teacher-Librarians.

Outcomes: 3.2.2 Environment (demonstrate care)

Also listed in Grade Two



Halvorsen, Lisa. (2000) *Letters home from Peru.* Woodbridge, Connecticut: Blackbirch Press, Inc.

\$31.39

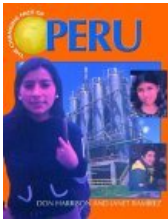
ISBN 1567114148

This unique format provides students with excellent information in a letter format. The smaller print and text level is well suited for independent grades three to five readers. Students will enjoy touring through Peru and will develop a strong sense of the land and people. Previewed by Curriculum

Support Services.

Outcomes: 3.1.2, 3.1.3

Peru, Cultural, Physical Geography: human activity



Harrison, Don. (2003) *Peru.* Austin, Tex.: Raintree Steck-Vaughn Publishers.

\$31.45

ISBN 0739860402

Part of a series, this explores the landscape, climate, natural resources, environment, population, home and work life of Peru by focusing on development and change in recent years. It includes a table of contents, glossary, sources of further information and an index. "In their own words" boxes feature a variety of Peruvians describing their lives and thoughts about their country. This is well organized and engaging with the perspective of looking at how the past has influenced the present and in what ways the country is trying to shape its future. Well-illustrated with up-to-date photographs, maps and diagrams. Previewed by Hawkwood Elementary.

Outcomes: 3.1.2, 3.1.4, 3.2.2 Peru, Daily Life, Public Service, Environment: Canadian – Global Issues; Goods and Services, Transportation, Communication, Technology



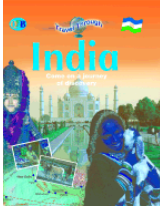
Heydlauff, Lisa. (2005) *Going to school in India.* Watertown, MA: Charlesbridge.

\$32.95

ISBN 1570916667

Children in India climb mountains, cross rivers, trek through deserts, and navigate busy city streets to get to schools that are as different as the students who attend them. Often against great odds, children pursue their right to go to school and to become whoever they dream of being. Captivating photographs and an engaging text tell the colourful stories of real children going to school across a vibrant, diverse, and exciting country. This up-to-date informational text, explores twelve exciting stories of going to school in India. This outstanding, creative book strongly supports *The Quality of Life* strand of the grade three social studies curriculum. Will be particularly useful for the teacher as a read aloud, and by students for research and enjoyment. Previewed by Midnapore Elementary.

Outcomes: 3.1.2 India, Quality of Life



**Jackson, Elaine. (2004) *India: come on a journey of discovery*. Irvine, CA.: QEB Publishing.
\$34.10 ISBN 1595660607**

Part of a series, this volume explores up-to-date information and interdisciplinary knowledge in subject areas such as geography, language arts, mathematics, history, and social studies. It enables children to develop an overview, "the big picture", that reflects the huge diversity and richness of the life and culture of India. It aims to prevent the development of misconceptions, stereotypes, and prejudices, which often develop when the focus of a study narrows too quickly onto a small locality within a country. This will help children develop an understanding of the interconnectedness of places and contribute to the children's geographic knowledge, skills and understanding to help them make sense of the world around them. This easy-to-read informational text, will be particularly valuable in the grade three social studies program, which challenges students to examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world. Children will be engaged in the question/answer format, which both summarizes and leads readers to more detail. Previewed by Midnapore Elementary.

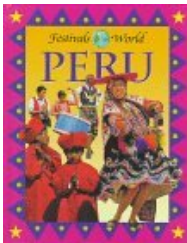
Outcomes: 3.1.2 India, Physical Geography: human activity; Quality of Life



**Jackson, Ellen B. (2003) *It's back to school we go: first day stories from around the world*. Brookfield, Conn.: Millbrook Press.
\$23.95 ISBN 0761319484**

In easy-to-read text, this book profiles the first day of school for eleven school children from Kenya, Kazakhstan, Canada, Australia, Japan, China, Peru, Germany, India, Russia and the United States. Each profile has an anecdotal story from the child on one page, and on the other page, facts about children in that country. A culture-specific border outlines the profile. Format includes the author's note, bibliography and web resources. A useful resource for communities around the world and multicultural studies Highly recommended. Primary and Elementary CORE Collections. Previewed by Crossing Park Elementary

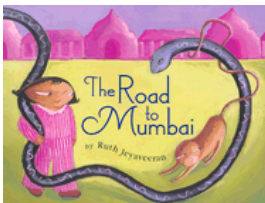
Outcomes: 3.1.2 Peru, India, Canada, Quality of Life



**Jermyn, Leslie. (1998) *Peru*. Milwaukee, WI: Gareth Stevens Publishing.
\$31.04 ISBN 0836820061**

This informational text is well organized for grade three students. The photographs and information provide an exciting look at the Festivals of Peru: the Festival of the Sun; Corpus Christi; the Star Snow Festival; Puno Day; and Our Lord of Miracles, along with activities that Peruvian children would do to participate. It includes a table of contents, glossary and index. Previewed by Curriculum Support Services.

Outcomes: 3.1.1 Peru, Beliefs, Traditions, Customs, Culture

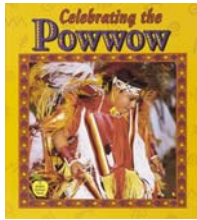


**Jeyaveeran, Ruth. (2004) *The road to Mumbai*. Boston, Mass.: Houghton Mifflin.
\$21.95 ISBN 0618434194**

Shoba and her pet monkey, Fuzzy, set out by flying bed to attend Fuzzy's cousin's exciting wedding in Mumbai, India. Along the way, they meet many creatures and people who show them the way to Mumbai and ultimately attend the wedding. Their journey explores some aspects of

Indian culture and geography. A good introduction to India for children, it includes an illustrated glossary. Brightly coloured paintings have a folk art appearance and are slightly stylized to highlight that this is an imaginary tale. Literature fit with grade three social studies. Highly recommended. CORE. Previewed by (SSS) Evaluation/Selection.

Outcomes: 3.1.1 Culture, Celebrations

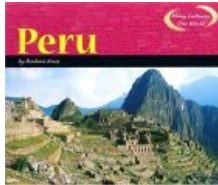


Kalman, Bobbie. (1997) *Celebrating the Powwow*. New York; Crabtree Publishing Company. \$25.95

ISBN 0865056404; ISBN 0865057400

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

Outcomes: 3.1.1 Celebrations, Traditions, Aboriginal
Also listed in Grade One; Grade Two

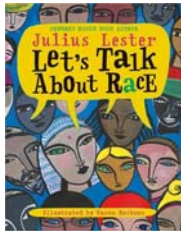


Knox, Barbara. (2003) *Peru*. Mankato: Minn.: Blue Earth Books. \$25.15

ISBN 0736824502

This informational text is well organized and easy to use. Grade three students will enjoy the accessible text features and grade-appropriate reading level. The book includes eight sections: Welcome to Peru; A Peruvian Legend; City and Country Life; Seasons in Peru; Family Life in Peru; Laws; Rules and Customs; Pets in Peru; and Sights to See. The topics and photographs are appealing and very informative. Previewed by Curriculum Support Services.

Outcomes: 3.1.2, 3.1.3 Peru, Quality of Life, Physical Geography: human activity

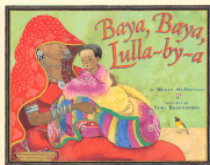


Lester, Julius. (2005) *Let's talk about race*. New York: Harper Collins. \$22.99

ISBN 0060285966

Julius Lester says, "I write because our lives are stories. If enough of those stories are told, then perhaps we will begin to see that our lives are the same story. The differences are merely in the details." This delightful story introduces the concept of race as only one component in an individual's or a nation's "story." This beautifully designed book provides a wealth of information about people worldwide. It will support learning in the grade three social studies program by teaching children to respect the equality of all human beings. There is a strong sense of personal identity and the impact of "story" can be explored through student autobiographies. This book is a must-have because it will lead to many in-depth discussions and numerous classroom stories. Previewed by Midnapore Elementary.

Outcomes: 3.2.1 Respect, Equality, Peace

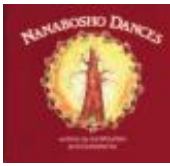


McDonald, Megan. (2003) *Baya, baya, lulla-by-a*. New York: Atheneum Books for Young Readers. \$26.50

ISBN 068984932X

A delightful book to add to the multicultural section of elementary school libraries, this tells about a mother singing an Indian lullaby to her baby. The reader is privy to the characters and scattering of Hindi words that describe rural village life. The illustrations accentuate this feeling with sweeping, vibrant colours that help us understand the versatility of a mother's scarf that can be turned into a baby's hammock and how a bird can adorn a nest of fireflies. A celebration of nature and culture, it includes a Hindi-English glossary. Useful for social studies grade three: Communities of the World. Highly recommended. Elementary and Primary CORE Collections. Previewed by Crossing Park Elementary.

Outcomes: 3.1.2 India, Culture, Story, Environment



McLellan, Joseph. (1991) *Nanabosho dances*. Winnipeg: Pemmican Publications.

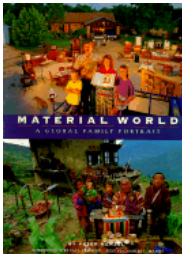


\$9.95

ISBN 0921827407

While explaining how important it is to take care of their clothing for the spring powwow, ni mishomis, Nonie's and Billy's grandfather, tells them the story of the first hoop dance. Long ago, Nanabosho hunted a bear for the food and pelt it would provide. He carelessly left behind his tobacco pouch. That meant that he was unable to give proper thanks to Kitchi Manitou and to the bear. While thinking about this problem, he began fashioning hoops from willow branches. The hoops reminded him of the four winds, and as he danced with the hoops, he thought first of a tree, then an eagle, a wolf, a butterfly and then the nest of the Thunderbird. His experience transformed him. When he stopped dancing, Nanabosho noticed new tobacco plants growing at his feet. Billy's grandfather explained that the hoops were a means to know himself, Mother Nature and the gifts of Kitchi Manitou. Illustrated with delicate watercolours, each framed by natural symbols, this story reveals how important it is to recognize and learn from nature. Previewed by AISI Teacher-Librarians.

Outcomes: 3.2.2 Environment: Canadian-Global Issues; Contribution: individual
Also listed in Grade One



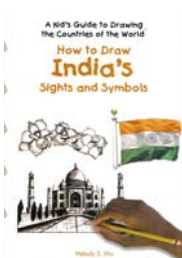
Menzel, Peter. (1994) *Material world: a global family portrait*. San Francisco: Sierra Club Books.

\$45.75

ISBN 0871564378; ISBN 0871564300

This reference book will intrigue teachers and students from grades three to twelve. The Sierra Club and Peter Menzel have done a brilliant job of showing what an "average family" from around the world looks like in terms of material wealth. The photographs and text will leave the readers in awe. See for yourself what an average family in Ethiopia owns and cares for. Compare and contrast the material wealth of the average family from thirty different countries. Though India is the only grade three community to be included in this book, it gives a global view on material wealth and can be used to enhance the discussion on quality of life. Do the people with the most things experience the best quality of life? This is an excellent reference book to support critical inquiry. The book includes a table of contents but not an index. Previewed by Curriculum Support Services.

Outcomes: 3.1.2 Global Citizenship: equality; Quality of Life



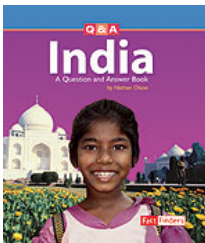
Mis, Melody S. (2005) *How to draw India's sights and symbols*. New York: Powerkids Press.

\$26.50

ISBN 1404227326

Each book of the *A Kid's Guide to Drawing Countries of the World* series explores the country's culture, landmarks and geography by drawing their sights and symbols. Students learn the facts and are given timelines that will enable them to recreate artifacts that date back thousands of years, and wonders of the present-day world. Simple step-by-step instructions. Previewed by AISI Curriculum Support.

Outcomes: 3.1.2 India, Symbols and Landmarks



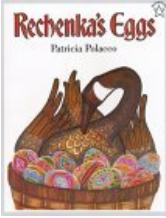
Olson, Nathan. (2005) *India: A question and answer book*. Manako, MN: Capstone Press.

\$25.42

ISBN 0736837515

This easy-to-read series explores the geography, history, economy, and culture of India in a question-and-answer format. It is well illustrated with up-to-date photographs, maps, diagrams and a variety of graphs. Format includes a table of contents, features, fast facts, glossary, English and Hindi language pronunciation, Internet sites, and read more. It is a well-organized and engaging series that examines quality of life and economic factors that shape communities in other parts of the world. There is a strong connection to the grade three social studies program that will help children appreciate the similarities and differences among people and communities around the world. Previewed by Midnapore Elementary.

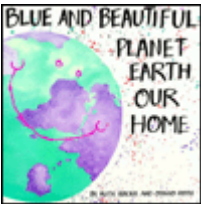
Outcomes: 3.1.2, 3.1.4 India, Quality of Life, Economics, Transportation



**Polacco, Patricia. (1988) *Rechenka's eggs*. Philomel Books (U.S.)
\$25.50 ISBN 0399215018**

Renowned for the beauty of her painted eggs, Old Babushka is preparing for the Easter Festival in the market in Moskova, when she takes in an injured goose that she names Rechenka. As the goose recovers, it lays an egg for the old woman each day. One day, in a flap, the goose knocks over the basket with the precious decorated eggs. The old woman is devastated until she discovers that the goose has laid the most brilliantly coloured egg ever. For the next twelve days, the goose produces an egg, each more beautiful than the one before. When the old woman enters the eggs in the festival, she wins first prize, a feather quilt. Upon returning home, the old woman is not surprised to find that the goose has flown away but has left a chick, a new friend for the old woman. Evocatively illustrated with traditional colours and images, this is a sweet story of friendship. Previewed by AISI Teacher-Librarians.

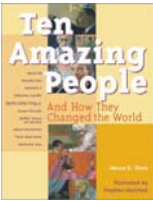
Outcomes: 3.1.2 Ukraine: traditions, story



**Rocha, Ruth. (1990) *Blue and beautiful planet Earth our home*. United Nations Publications.
\$16.50 ISBN 9211004411**

This United Nations Publication illustrates the 1972 Stockholm Declaration on the Human Environment. It expresses the UN's concern with one of the world's most pressing problems: saving our environment and the role each of us plays in this pursuit. While the concerns are based on a 1972 declaration, students will quickly identify that the concerns are the same today. This brightly illustrated book is an excellent resource to introduce and engage students in a discussion on global environmental concerns. Previewed by Curriculum Support Services.

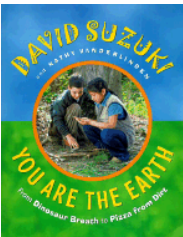
Outcomes: 3.2.2 Global Citizenship: rights, responsibility, roles



**Shaw, Maura D. (2003) *Ten amazing people and how they changed the world*. Woodstock, Vermont: Skylight Paths Publishing.
\$27.95 ISBN 1893361470**

Ten Amazing People uses pictures, profiles and rich information to bring to life the passion and actions of some of the greatest leaders of the past 150 years. This is an excellent resource to support the global focus of the grade three program and to help young people to identify and understand the contributions of Black Elk, Dorothy Day, Malcolm X, Mahatma Ghandi, Martin Luther King Jr., Janusz Korczak, Mother Teresa, Albert Scheitzer, Thich Nhat Hanh and Desmond Tutu. Though the book contains no Canadian examples, it could be used to inspire an inquiry into which Canadian(s) could be included. Previewed by Curriculum Support Services.

Outcomes: 3.2.2 Global Citizenship, Leadership, Contribution: individual



**Suzuki, David. (1999) *You are the Earth: from dinosaur breath to pizza from dirt*. Vancouver: Greystone Books.
\$24.95 ISBN 1550547518; ISBN 1550548395**

This provides an excellent look at how we are all connected environmentally. This supports the grade three social studies outcomes on the global environment and highlights the contributions young Canadians have made in helping the environment. It uses multiple literacies to share information, diagrams, pictures, stories and ideas that will help impassion the young reader to show concern for the global environment. Previewed by Curriculum Support Services

Outcomes: 3.2.2 Environment: Canadian-Global Issue



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

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

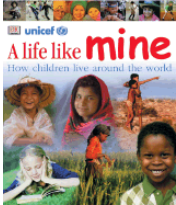
Outcomes: 3.2.2 Environment
Also listed in *Grade One; Grade Two*



**Touba, Jacqueline. (1997) *Ukraine : Sasha Kotyenko's painting "Embroidery time"*. New York: PowerKids Press.
\$19.95 ISBN 0823951057**

Sasha Kotyenko is a young Ukrainian girl who submitted her art work to the Youth Art Exchange Program. Her work was used as the basis for this informational text. Sasha describes her country, the Ukraine; her city Kyiv (Kiev); her home; and her family in the first half of the book. Photographs are used to support the text. In the second half, Sasha's paintings of her sisters in traditional dress are used in the sections on embroidery and making cloth. Through Sasha's explanations, students are immersed into the world of a young person living in Ukraine today. The text includes a table of contents, glossary and index, and is written for grade three students to enjoy independently. Useful word pronunciations are included throughout the text. A few of the photographs appear dated but the overall content and the rest of the pictures make this a valuable resource. Previewed by Curriculum Support Services.

Outcomes: 3.1.2 Ukraine: Daily Life, Traditions, Celebrations



**UNICEF (2002) *A life like mine*. New York: Dorling Kindersley.
\$38.99 ISBN 0789488590**

Excellent collection of colour photos and brief facts depicting how children around the world are living, arranged under the headings of children's rights. Attractive and catchy integration of text and illustrations supports grade three social studies. Highly recommended. Elementary and Intermediate CORE Collections. Previewed by Captain John Palliser Elementary.

Outcomes: 3.1.2 Global Citizenship: rights, roles and responsibilities; Quality of Life



**Verma, Jatinder Nath. (2002) *The story of Divaali*. Cambridge, Mass.: Barefoot Books.
\$23.95 ISBN 1841489360**

Using brightly illustrated caricatures, the author of this book shares an age-old Hindu tale, the story of the Indian Festival of Lights, Divaali. This rendition of the Ramayana will appeal to young readers as it supports grade 3 social studies exploring the culture and celebrations of India. Previewed by Curriculum Support Services.

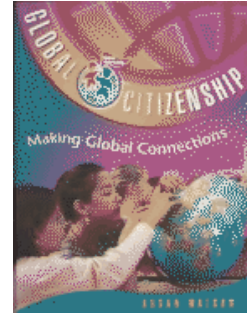
Outcomes: 3.1.1, 3.1.2 India, Celebrations, Story, Beliefs



Watson, Susan. (2003) *Being active citizens*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583403981

Watson, Susan. (2003) *Improving the quality of life*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583404031

Watson, Susan. (2003) *Living sustainably*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 158340404X



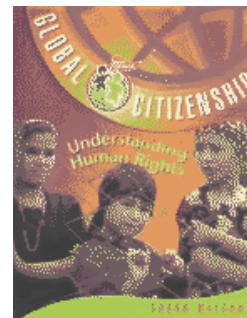
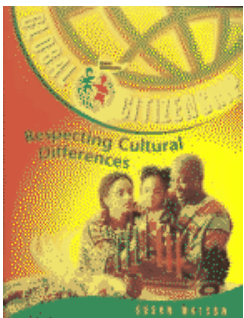
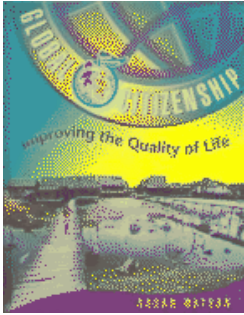
Watson, Susan. (2003) *Making global connections*. North Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583404058

Watson, Susan. (2003) *Protecting global environments*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 158340399X

Watson, Susan. (2003) *Respecting cultural differences*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583404007

Watson, Susan. (2003) *Understanding human rights*. Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583404023

Watson, Susan. (2003) *Valuing world heritage*. North Mankato, Minn.: Smart Apple Media. \$28.45 ISBN 1583404015

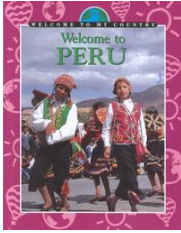


An excellent series, *Global Citizenship* explains what it means to be a citizen of the world by discussing ways we can make our planet a better place. Emphasizing respect for human rights and cultures as well as good stewardship of the Earth, this series will widen readers' perspectives. Format is fun; each book begins with an introduction to our young "global citizens" who narrate and appear throughout book when offering advice and challenging our thinking on a topic. Format includes fact

bubbles, attractive photography and graphics, case studies, maps, glossary, index & contents. Highly recommended. Elementary & Intermediate CORE Collections. Previewed by Crossing Park Elementary.

Outcomes: 3.1.2

Global Citizenship: rights, roles, responsibilities, Equality



Yip, Dora and Heisey, Janet. (2002) *Welcome to Peru*. Milwaukee, WI: Gareth Stevens Publishing.

\$32.72

ISBN 0836825330

Grade three students will love this informational text because of the well-organized text features, vivid photographs, large print and grade-appropriate level of information. The up-to-date images and information provide students with a rich background on the land, people and places in Peru. A listing of other materials on Peru is included in the book. Previewed by Curriculum Support

Services.

Outcomes: 3.1.2 Quality of Life, Leadership



Zemliansky, Pavel. (2002) *Ukraine*. Milwaukee, Wis.: G. Stevens Pub, 2002.

\$29.25

ISBN 0836825551

Books in this series include an overview of geography, history, government, economy, and lifestyle, then a closer examination of political, economic, social issues. A concluding section deals with relations with North America. Includes colour and b/w photos, maps, glossary, web sites, index and contents. Previewed by (SSS) Evaluation/Selection.

Outcomes: Teacher Resource, Ukraine, Physical Geography: human activity; Culture

Video Series: Understanding World Religions



What Is Buddhism? (2003) Schlessinger Video Productions.
What is Christianity? (2003) Schlessinger Video Productions.
What is Hinduism? (2003) Schlessinger Video Productions.
What is Islam? (2003) Schlessinger Video Productions.



What is Judaism (2003) Schlessinger Video Productions.
What is Religion? (2003) Schlessinger Video Productions.



Understanding World Religions provides an illuminating and insightful look at the significant components of these major religions. Through interviews with religious leaders and dramatic footage of celebrations and ceremonies, learners will gain an appreciation of the many and varied religions of the world, and develop understanding and respect for religious diversity. The titles the series are: *What is Buddhism?*; *What is Christianity?*; *What is Hinduism?*; *What is Islam?*; *What is Judaism?*; and *What is Religion?* Each video is approximately twenty minutes long



Outcomes: Outcomes: 3.1.1, 3.1.2 Beliefs, Culture, Celebrations, Customs

in

