

# Literature Connections to The New Social Studies Curriculum Grade 11

...a sampling of quality literature and associated outcomes



Calgary Board of Education

Resource Connections to  
The New Social Studies Curriculum 11

**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.

The following people contributed to the writing of this document:

**Maria Mirka**, Teacher-Librarian, Consultant: Collection Development

**Jennifer Delvecchio**, Educational Consultant: Collection Development

**Erin Hansen**, Teacher-Librarian Specialist, Professional Learning Centre, Calgary  
Board of Education

**Andrea Cartwright**, Social Studies Consultant, Curriculum & Learning Technologies,  
Calgary Board of Education

**Leanna Busak**, Social Studies Consultant, Curriculum & Learning Technologies,  
Calgary Board of Education

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.



<http://www.uls.com/>

## 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>1.1.2 – to share and cooperate with others</p>
<p><i>Knowledge and Understanding</i></p>	<p>1.1.3 – Community , Belonging 1.1.4 – living together peacefully - 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 20-1

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 1*

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

#### **General Outcome**

Students will explore the relationships among identity, nation and nationalism.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- 1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
- 1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

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

*Students will:*

- 1.5 explore a range of expressions of nationalism (I, C)
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
- 1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)
- 1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)

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	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)

- 1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
- 1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, 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 20-1

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 2*

*To what extent should national interest be pursued?*

#### **General Outcome**

Students will assess **impacts of nationalism, ultranationalism and the pursuit of national interest.**

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)
- 2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)

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

*Students will:*

- 2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)
- 2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
- 2.6 analyze the relationship between nationalism and ultranationalism (PADM, I)
- 2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)
- 2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
- 2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, 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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## Social Studies 20-1

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 3*

*To what extent should internationalism be pursued?*

#### **General Outcome**

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

#### **Specific Outcomes**

##### ► **Values and Attitudes**

*Students will:*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

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

*Students will:*

- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
- 3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

	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 20-1

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 4*

*To what extent should individuals and groups in Canada embrace a national identity?*

#### **General Outcome**

**Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.**

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
- 4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
- 4.3 respect the views of others on alternative visions of national identity (I, C)

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

*Students will:*

- 4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
- 4.5 analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)
- 4.6 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
- 4.7 evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)
- 4.8 evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)
- 4.9 develop personal and collective visions of national identity (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 20-2

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 1*

*Should nation be the foundation of identity?*

#### **General Outcome**

**Students will explore the relationships among identity, nation and nationalism.**

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- 1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
- 1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

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

*Students will:*

- 1.5 explore a range of expressions of nationalism (I, C)
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
- 1.7 examine the relationship between nation and nation-state (TCC, PADM, C)
- 1.8 examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)

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	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)*

- 1.9 examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
- 1.10 analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, 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 20-2

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 2*

*Should nations pursue national interest?*

#### **General Outcome**

**Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.**

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)
- 2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC)

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

*Students will:*

- 2.4 explore the concept of national interest (PADM, I, LPP)
- 2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)
- 2.6 examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
- 2.7 examine similarities and differences between nationalism and ultranationalism (PADM, I)
- 2.8 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)
- 2.9 examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
- 2.10 evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, 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 20-2

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 3*

*Should internationalism be pursued?*

#### **General Outcome**

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

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

*Students will:*

- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
- 3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

	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 20-2

**Key Issue:** *To what extent should we embrace nationalism?*

### *Related Issue 4*

*Should individuals and groups in Canada embrace a national identity?*

#### **General Outcome**

Students will understand the complexities of nationalism within the Canadian context.

#### **Specific Outcomes**

##### **► Values and Attitudes**

*Students will:*

- 4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
- 4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
- 4.3 respect the views of others on alternative visions of national identity (I, C)

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

*Students will:*

- 4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
- 4.5 examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)
- 4.6 identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
- 4.7 explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)
- 4.8 analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)
- 4.9 develop personal and collective visions of national identity (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		



## 20-4: NATIONALISM IN CANADA AND THE WORLD

**KEY ISSUE:** Should we embrace nationalism?

**RELATED ISSUE 20-4.1:** Should nation be the foundation of identity?

### General Outcome

Students will explore the relationships among nation, identity and nationalism.

### Specific Outcomes

#### Values and Attitudes

*Students will:*

- 20-4.1a appreciate that understandings of identity, nation and nationalism continue to evolve (C, I)
- 20-4.1b appreciate the existence of alternative viewpoints on the meaning of nation (C, I)
- 20-4.1c appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC)
- 20-4.1d appreciate why peoples seek to promote their identity through nationalism (C, I)

#### Knowledge and Understanding

*Students will:*

- 20-4.1e explore a range of expressions of nationalism (C, I)
- 20-4.1f develop understandings of nation and nationalism; e.g., relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, religious (I, LPP, CC)
- 20-4.1g examine relationships among nations, states and nation-states (C, I, PADM, TCC)
- 20-4.1h examine nationalism as an internalized feeling, collective consciousness and/or identity shared by a people; e.g., Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives (C, I, TCC)
- 20-4.1i examine the relative importance of reconciling contending nationalist loyalties; e.g., First Nations and Métis nationalism, Inuit perspectives, ethnic nationalism in Canada, Canadian nationalism (C, I, TCC)

**Guiding questions:** General guiding questions are provided to support the achievement of outcomes.

- *What traditions, symbols and actions may be expressions of nationalism?*
- *What are some understandings of nationalism in your community?*
- *How do individuals and groups express nationalism?*
- *Why are some Aboriginal peoples referred to as First Nations?*
- *What role does citizenship or membership in a nation play in your identity? What role should it play?*
- *Is it possible to be a citizen of more than one nation?*

	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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**KEY ISSUE: Should we embrace nationalism?**

**RELATED ISSUE 20-4.2: Should nations pursue the national interest?**

**General Outcome**

Students will examine the effects of nationalism, ultranationalism and the pursuit of the national interest.

**Specific Outcomes**

**Values and Attitudes**

*Students will:*

- 20-4.2a appreciate that nations and states pursue the national interest (GC, PADM, TCC)
- 20-4.2b appreciate multiple perspectives related to the pursuit of the national interest (TCC)

**Knowledge and Understanding**

*Students will:*

- 20-4.2c explore a range of expressions of national interest (I, ER, LPP, PADM, TCC)
- 20-4.2d explore the relationship between nationalism and the pursuit of the national interest (I, PADM)
- 20-4.2e examine similarities and differences between nationalism and ultranationalism (I, PADM)
- 20-4.2f identify the effects of nationalism and ultranationalism during times of conflict; e.g., examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada (GC, PADM, TCC)
- 20-4.2g examine ultranationalism as a cause of genocide; e.g., the Holocaust (GC, PADM, TCC)
- 20-4.2h examine the relationship between nationalism and national self-determination; e.g., Québécois nationalism and the sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples (ER, LPP, PADM, TCC)

**Guiding questions:** General guiding questions are provided to support the achievement of outcomes.

- *What motivates nations and states to act in their own interests?*
- *What are some expressions of national interest?*
- *What roles can nationalism and ultranationalism play in conflict?*
- *Why do nations seek self-determination?*

	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		

**KEY ISSUE: Should we embrace nationalism?**

**RELATED ISSUE 20-4.3: Should internationalism be pursued?**

**General Outcome**

Students will examine the effects of the pursuit of internationalism.

**Specific Outcomes**

**Values and Attitudes**

*Students will:*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)

**Knowledge and Understanding**

*Students will:*

- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

**Guiding questions:** General guiding questions are provided to support the achievement of outcomes.

- *Why does Canada interact with other countries?*
- *What motivates nations and states to engage in or withdraw from international affairs?*
- *How do various international organizations attempt to promote internationalism?*
- *What are some contemporary examples of internationalism being used to address issues?*

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
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**KEY ISSUE: Should we embrace nationalism?**

**RELATED ISSUE 20-4.4 Should individuals and groups in Canada embrace a national identity?**

**General Outcome**

Students will examine the complexities of nationalism within the Canadian context.

**Specific Outcomes**

**Values and Attitudes**

*Students will:*

- 20-4.4a appreciate historical and contemporary attempts to develop a national identity (C, I, TCC)
- 20-4.4b appreciate contrasting historical and contemporary narratives associated with national identity (C, I, TCC)
- 20-4.4c respect the views of others on alternative visions of national identity (C, I)

**Knowledge and Understanding**

*Students will:*

- 20-4.4d explore multiple perspectives on national identity in Canada (C, I)
- 20-4.4e explore methods used by individuals, groups and governments in Canada to promote a national identity; e.g., national symbols, institutions, government programs (C, I)
- 20-4.4f identify historical perspectives of Canada as a nation; e.g., Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Pierre Trudeau (I, CC, TCC)
- 20-4.4g explore the challenges and opportunities associated with the promotion of Canadian national unity; e.g., Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism and multiculturalism (C, I, CC)
- 20-4.4h examine various perspectives on future visions of Canada; e.g., pluralism, multination model, separatism, global leader, Aboriginal self-determination, North American integration (I, LPP, CC)
- 20-4.4i develop personal and collective visions of national identity (C, I)

**Guiding questions:** General guiding questions are provided to support the achievement of outcomes

- *What traditions and symbols are expressions of identity in Canada?*
- *What techniques are used to promote identity in Canada?*
- *How have historical perspectives on nation shaped Canada?*
- *What are some contemporary challenges to Canadian national unity? What opportunities exist to promote Canadian national unity?*
- *What are some visions for a future Canadian identity?*
- *What is your vision of Canadian identity?*

	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 11 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	Indonesia
Active citizenship	International agreements
Anti-Semitism	Internationalism
Afghanistan	Internment
Alienation	Inuit
Arab-Israeli conflict	Israel
Arctic sovereignty	Italy
Argentina	Kristallnacht
Armenian massacres	Military intervention
Balkans	Multiculturalism
Bosnia	NATO
Cambodian genocide	Nation-State
Canada	National interest
Citizenship	Nationalist loyalties
Collective consciousness	National Security
Communism	Nationalism
Concentration camps	Sovereignty
Conflict	Pakistan
Conscription	Patriotism
Contending loyalties	Peacekeeping
Crimes against humanity	Propaganda
Cuba	Quebecois
Cultural loyalties	Quiet Revolution
Cultural pluralism	Racism
Cultural Revolution	Refugees
Czechoslovakia	Regional loyalty
Darfur	Repatriation
Dictatorship	Revolution
Displacement	Self-determination
Dissidence	Social action
Dominican Republic	Sovereignists
Ethiopia	State-sponsored crimes
Ethnic cleansing	Terrorism
Ethnic loyalty	Tied aid
Ethnic nationalism	Turkey
Evolving identity	Ultranationalism
First nations	Unilateralism
Foreign policy	War crimes
Foreign relations	World War I
France	World War II
French Revolution	
Genocide	
Hiroshima	
Holocaust	
Humanitarianism	
Identity	
Ideological loyalty	
Immigration	
India	



Canadian Author



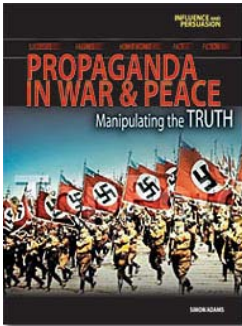
Adams, Simon. (2006) *The Balkans*.  
North Mankato, MN: Smart Apple Media. \$29.95  
ISBN: 9781583406038

**Series: *Flashpoints***

Insightful and up-to-date, this volume provides an overview of the Balkan Peninsula. Known for bitter warfare and considered one of the main flashpoints of the modern world, readers see the human toll and are given the opportunity to make sense of the history behind the headlines through very accessible language. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.4; 1.6-1.9; 1.11; 2.1-2.4; 2.6-2.9**  
**(20-4): 1f-h; 2c-h**

**Keywords: Balkans, Conflict, Nationalism,**



Adams, Simon. (2005) *Propaganda in war & peace: Manipulating the truth*.

Mankato, MN: Heinemann Educational \$39.96  
ISBN: 9781403476551

**Series: *Influence and persuasion***

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 (20-1 & 20-2): 1.3; 1.5; 1.8; 1.9; 2.1; 2.3; 2.4; 2.6; 2.7; 2.9**  
**(20-4): 1f-h; 2a-f**

**Keywords: Propaganda, Conflict**



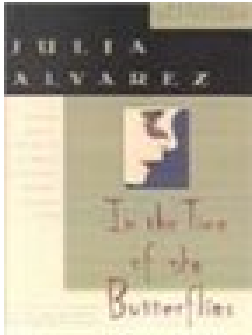
Alvarez, Julia. (2002) *Before we were free*.

Toronto, ON: Random House. \$7.99 ISBN: 9780440237846

This story is a testimonial to those who fought for freedom in the Dominican Republic during dictator General Trujillo's 30-year bloody rule. Although the author escaped the tyranny in real life, her novel focuses on 12-year-old Anita de la Torre whose family remains in the country to fight for their freedom. Anita initially enjoys her life but starts to question aspects about her freedom as her country becomes more oppressed under the dictatorship of El Jefe and when most of her extended family leave quickly for the safety of America. Anita also discovers that her parents are members of the underground resistance and this leads to frightening episodes with secret police and the fear of being targeted to mysteriously disappear. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1; 1.3; 1.4; 1.6; 1.8; 2.1; 2.6-2.9; 3.1; 3.2; 3.8; 3.9**  
**(20-4): 1a; 1c; 1e-h; 2a; 2b; 2d-g**

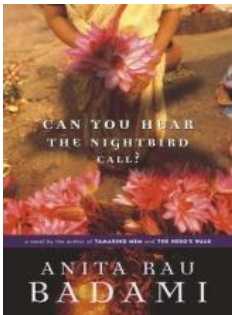
**Keywords: Dictatorship, Dominican Republic, Ideological loyalty, Nationalist loyalties, Revolution**




**Alvarez, Julia. (1995) *In the time of the butterflies*.  
Toronto, ON: Penguin Group \$ 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 (20-1 & 20-2): 1.1; 1.3; 1.4; 1.6; 1.8; 2.1; 2.6-2.9; 3.1; 3.2; 3.8; 3.9**  
**Keywords: Dictatorship, Ideological loyalty, Nationalist loyalties, Revolution**



**Badami, Anita Rau. (2006) *Can you hear the nightbird call?*   
Toronto, ON: Knopf Canada. \$21.00 ISBN: 9780676976045**

This is the story of the lives of three women over 50 years from the partition of India and Pakistan in 1947 to the explosion of Air India flight 182 off the coast of Ireland in 1985. Badami demonstrates the life of immigrants in Canada as they attempt to retain their identity amidst a multi-cultural background and the horrors of war and terrorism. For mature readers. Previewed by Earnest Manning High and (ESS) Evaluation/Selection.

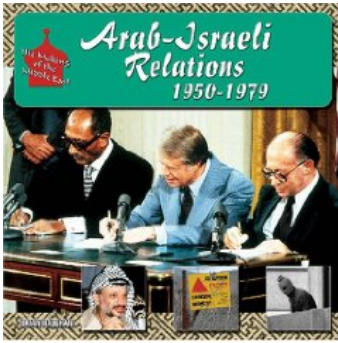
**Outcomes (20-1): 1.1-1.4; 1.5; 1.6; 1.9; 1.11; 4.3; 4.5; 4.7; 4.9**  
**Keywords: Ethnic loyalty, Identity, India, Immigration, Pakistan, Racism**



**Bagdasarian, Adam. (2000) *Forgotten Fire*  
Toronto, ON: Random House \$9.99 ISBN: 9780440229179**

For mature readers, this book is based on the true story of a 12-year-old boy (the author's great uncle) who survived the genocide carried out against Armenians in Turkey during WW I. After the disappearance of his father & uncle, Vahan witnesses the murder of his two brothers at home & after a forced march, loses other members of his family one by one. "He faces hunger, destitution, beatings & sexual abuse, & is forced to watch as others are killed or raped as he crosses Turkey in an attempt to escape this persecution of his people. Throughout these experiences, he develops, matures, & strengthens his resolve, at the same time-undoubtedly- learning to fear the loss of anyone he becomes close to. When he finally reaches freedom in Constantinople in 1918, it is as though readers have, in some small way, endured these experiences as well, & come away stronger." A significant addition to Holocaust literature. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1): 2.1; 2.2; 2.6-2.8; 3.1; 3.3**  
**Keywords: Armenian massacres, Crimes against humanity, Ethnic cleansing Genocide, Turkey**



**Baughan, Brian. (2007) *Arab-Israeli relations, 1950-1979*  
Broomall, PA: Mason Crest. \$28.74. ISBN: 978142220178**

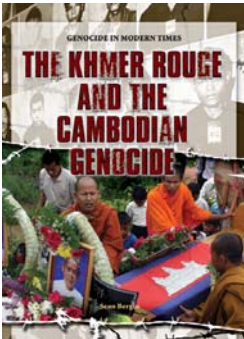
**Series: *The making of the Middle East***

The titles in this series offer accessible and manageable information, excellent organization, colourful design and numerous drawings and photographs with detailed captions, current and historical maps. The series provides modern history of the Middle East, and each title investigates a specific time period or theme in the history, with important events, trends, decisions and issues.

This title examines the history of relations between Israel and neighbouring Arab countries with such events as the Suez Crisis, the Six-Day War and the Camp David Accords. Included are chronology, glossary, further reading, Internet resources and indexes. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.3; 1.6, 1.8, 1.9, 2.1-2.3; 2.4, 2.5, 2.7, 2.9, 3.1-3.6, 3.8, 3.9 (20-4): 1a-1d; 1f-1i**

**Keywords: Arab-Israeli conflict, Foreign policy, Internationalism, International agreements, Israel**



**Bergin, Sean. (2009) *The Khmer Rouge and the Cambodian genocide*  
New York, NY: Rosen. \$36.63 ISBN: 978140428222**

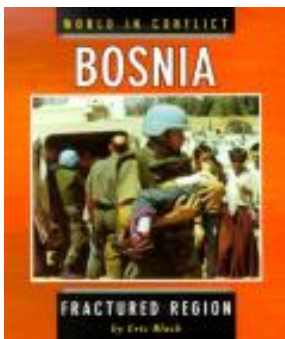
**Series: *Genocide in modern times***

This book examines the extensive genocide that occurred in Cambodia in the mid- to late 1970s at the hands of Pol Pot and the Khmer Rouge. The series provides a geographical and political picture of the events leading to the horrors, often describing the nation as a colony and showing the results of hatred based on racial, cultural and religious prejudice. Using first person accounts, contemporary news reports and numerous carefully selected photographs, the books are visually effective and information is

readable. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 2.1, 2.2, 2.4, 2.6-2.8, 3.1, 3.3, 3.4, 3.9**

**Keywords: Cambodian genocide, Crimes against humanity, Ethnic cleansing, Genocide, Refugees**



**Black, Eric. (1999) *Bosnia: Fractured region*.  
Minneapolis, MN: Lerner. \$37.95 ISBN: 9780822535539**

**Series: *World in conflict***

This well-organized book provides a comprehensive analysis of the issues, covering the nature of the population of the former Yugoslavia - ethnicity, religion -, historical roots of the problem, present situation, and what is being done to solve the problem. Attractive format with many colour and B&W photos, maps, and boxed highlights (leaders involved, camps, siege of Sarajevo). Includes excellent table of contents, glossary, chronology, and index. Short account (96 pages),

but comprehensive and very timely. Previewed by Lord Beaverbrook High.

**Outcomes (20-1 & 20-2): 1.1-1.4; 1.6-1.9; 1.11; 2.1-2.4; 2.6-2.9**

**Keywords: Bosnia, Conflict, Crimes against humanity, Ethnic cleansing, Peacekeeping, War crimes**



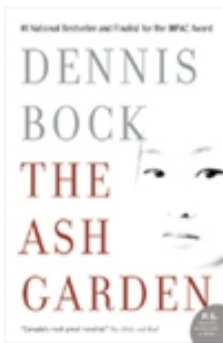


**Blatchford, Christie. (2007) *Fifteen days: Stories of bravery, friendship, life and death from inside the new Canadian Army.*** Toronto, ON: Random House. \$22.00 ISBN: 9780385664677

Christie Blatchford, embedded reporter with the Globe and Mail, reports on her experience and memories of the war as experienced over three trips to Afghanistan over 10 months in 2006. She selects 15 particularly difficult days during which Canadian soldiers, several of whom she had come to know and all of whom she respects, were killed in service. She documents the the men and women of the Canadian forces, many of whom are still actively engaged in Afghanistan, as she memorializes those who have given the ultimate gift to free the commoners, women and children from the oppression of the control obsessed drug lords, the Taliban. Her account of the situations and experiences are hard hitting and very real as she takes the reader into the sights, sounds, and intimacies of war and living in the raw of battle. There will be tears! Previewed by Ernest Manning High.

**Outcomes (20-1 & 20-2): 3.1- 3.9**

**Keywords: Conflict, Afghanistan, Foreign relations, Internationalism**

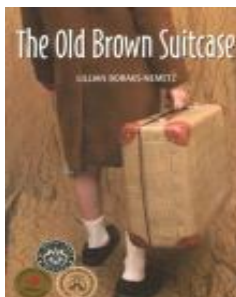


**Bock, Dennis. ( 2001) *The ash garden.*** Toronto, ON: HarperCollins. \$19.95 ISBN: 9780006485452

This is the story of Anton, a scientist who helped work on the atomic bomb at Los Alamos, Sophie, Anton's wife, and Emiko who was a child in Hiroshima when the bomb fell. All lives are affected by the bombing. The book brings all three together: the scientist who feels he has all the answers; the wife who must redefine herself; and Emiko who is chosen to come to America for skin grafts after her beloved grandfather and brother die. The very descriptive language makes the reader feel as if they are in the story. Excellent book examines the bombing of Hiroshima from different points of view. For mature readers. Previewed by Western Canada High and William Aberhart High.

**Outcomes (20-1): 2.1, 2.2, 2.4, 2.6-2.8, 3.3**

**Keywords: World War II, Hiroshima, National interest, Ultrnationalism**



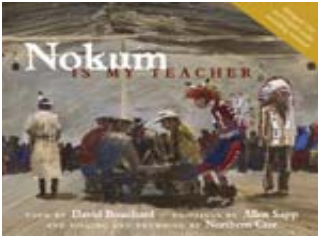
**Boraks, Jagna. (1994) *The old brown suitcase: A teenager's story of war and peace.***


**Brentwood Bay, BC: Ben-Simon. \$12.50 ISBN: 9780914539100**

Told in alternating chapters, two story lines tell the moving story of Slava, a young Jewish girl from Poland, who survives the horrors of the Warsaw Ghetto, and emigrates with her family to Canada. One voice describes Slava's adjustment to life in Montreal where she must learn a new language and adapt to a new culture. The other voice describes Slava's childhood in Poland both before and during the war. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 2.2, 2.6-2.8, 4.3, 4.4, 4.9**

**Keywords: Anti-Semitism, Holocaust, Identity, Immigration, Refugees, World War II**



**Bouchard, David. (2006) *Nokum is my teacher.***   
Calgary, AB: Red Deer Press. \$24.95 ISBN: 9780889953673

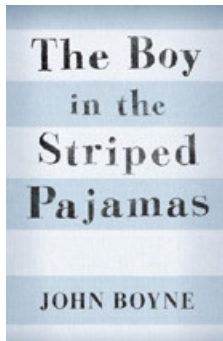
**Picture Book**

As one of Canada's premier storytellers, this book further enhances Bouchard's solid reputation. A young aboriginal boy questions his grandmother about the world beyond his home and community.

Through a series of questions, Nokum wisely guides her grandson towards a greater understanding of the world outside the reserve and at the same time instilling a great respect for the Cree culture. A bilingual English and Cree audio recording is enclosed with the volume. The Compact Disc contains a reading of the story in English then Cree, to the accompaniment of the aboriginal drumming group, Northern Cree. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11; 4.3-4.7; 4.9; 4.8**  
**(20-4): 1a-1i; 4a-4c; 4d, 4e, 4i**

**Keywords: Identity; First Nations, Nationalism; Cultural loyalties; Ideological loyalty; Aboriginal; Evolving Identity**



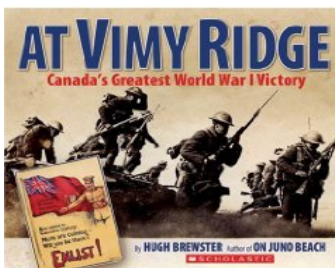
**Boyne, John. (2006) *The boy in the striped pajamas.***  
Toronto, ON: Random House. \$10.99 ISBN: 9780385751537


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 (20-1 & 20-2): 2.1, 2.2, 2.4, 2.6, 2.7, 2.8,**  
**(20-4): 2a, 2c, 2e-2g,**

**Keywords: World War II, Ethnic cleansing, Holocaust, Genocide**



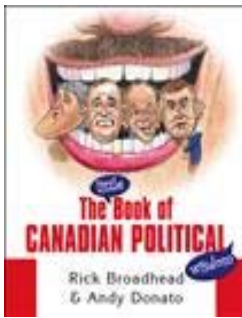
**Brewster, Hugh. (2007) *At Vimy Ridge: Canada's greatest World War I victory.*** 


Toronto, ON: Scholastic Canada. \$10.99  
ISBN: 9780439949828

An amazing account of Canada's involvement in World War I and the lead up to the battle for Vimy Ridge. Accompanied by black and white archival photographs, maps, quotes from soldiers involved, and artists' renderings, this is a book that students will pour over. Because it was such a significant victory, it really earned Canada admiration from around the world and was a turning point in Canada defining itself as a nation. Fascinating information about some of the personalities, the strategies, the details about weaponry, providing soldiers with maps, etc. Previewed by Hillhurst Elementary.

**Outcomes (20-1 & 20-2): 1.1, 1.3, 1.5, 1.8, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.6, 4.9**  
**(20-4): 1a, 1c, 1e, 1f, 1h, 3d, 3e, 4a, 4b, 4d, 4e, 4f, 4i**

**Keywords: Conflict, World War I, Nationalism, National interest, Nationalist loyalties**

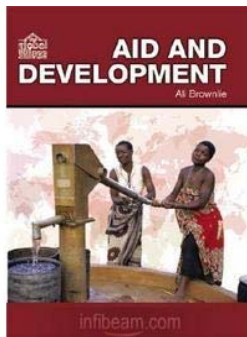


**Broadhead, Rick. (2004) *The little book of Canadian political wisdom.***   
Toronto, ON: Key Porter. \$21.95 ISBN: 9781552636404

This is the hilarious little book of political cartoons that Social Studies teachers have been looking for. It is a compilation of the best and worst statements uttered by our earless politicians. It combines the statements with brilliantly satirical illustrations. It will be fun to read and laugh at this little gem. Previewed by Jack James High.

**Outcomes (20-1 & 20-2): 1.1, 1.3, 1.5, 1.6, 1.8, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9**

**Keywords: Cultural loyalties, Identity, Nationalism, Nationalist loyalties, National interest, Propaganda**



**Bojang, Ali Brownlie. (2008) *Aid and development***  
Mancato, MN: Smart Apple Media. \$32.80  
ISBN: 9781559920096

**Series: *Global Village***

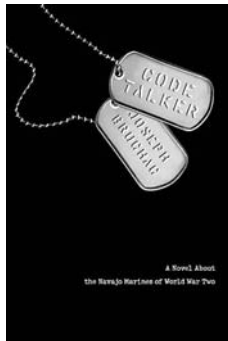
As part of a series dealing with the effects of globalization in the areas of politics, economics, environment and culture, this book focuses on the effectiveness of aid to poor and developing countries.

Discussions include: global poverty and development, disasters and humanitarian aid, governmental and non-governmental aid, and challenges for aid and development. The books in the series are well

illustrated with a good balance of colour photos, information text boxes, graphs, text and tables. A number of critical issues are also presented throughout the book. The volumes are short (45 pages), but contain enough content to make them useful. Volumes have a table of contents, debate topics, facts and figures, a list of books, web sites and teaching resources as well as a glossary and index. Previewed by Centennial High

**Outcomes (20-1 & 20-2): 3.1-3.9  
(20-4): 3a-3h**

**Keywords: Foreign policy, Internationalism, Humanitarianism, Tied aid**



**Bruchac, Joseph. (2005) *Code Talker: a novel about the Navajo marines of World War Two.***

Toronto, ON: Penguin Group. \$10.99 ISBN: 9780142405963

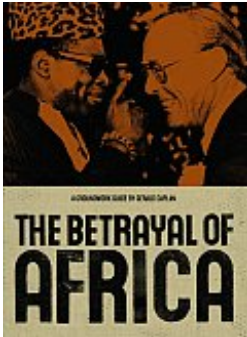
Writing for his grandchildren years after his experiences, Ned Begay writes about leaving his Navajo family at age six to attend a strict mission school where life is often cruel and native cultural ties to their language and life are severely punished. At age sixteen he is asked to report for "special duty" in a World War II platoon and discovers that his native language is highly prized. He is sent to a special code school where he learns a top secret, indecipherable code based on the Navaho language. Many years later, after declassification, Ned is able to relate his experiences in the all-Navajo 297<sup>th</sup> platoon where "code talkers" transmitted codes that the Japanese were unable to break. Many experiences, both good and bad, are revealed and the reader is introduced to a new and enlightened

perspective on Native American involvement during the war. Previewed by Centennial High School.

**Outcomes (20-1 & 20-2): 1.1-1.6, 1.8-1.11, 2.4, 2.8**

**(20-4): 1a-1i, 2f**

**Keywords: Aboriginal, Cultural loyalties, Nationalism, Racism, World War II**



**Caplan, Gerald L. (2008) *The betrayal of Africa.***

**Toronto, ON: Groundwork Books. \$18.95 ISBN: 9780888998248**

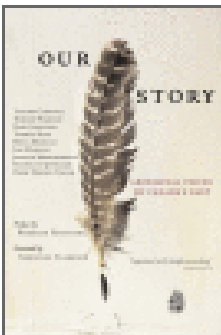
**Series: *Groundwork Guides***

As with other 'Groundwork Guides', this title offers a concise and comprehensive overview of the many problems that plague Africa as a result of its colonial past. Caplan presents the argument that the western world, rather than being likely to provide a solution, is really the source of Africa's problems. Caplan states that "those with power determine the how things will be for those without" and currently the West continues to exert considerable influence through its policies and political arrangements. It is

Caplans' belief that if significant change is to occur in Africa, Western nations need to change how they provide assistance, and must also accept responsibility for many of the problems that Africa has and is experiencing. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 2.1, 2.2, 2.4, 2.8, 2.9, 3.1-3.9**

**Keywords: Africa, genocide, Foreign policy, Foreign relations, Imperialism, National interest, Tied aid**



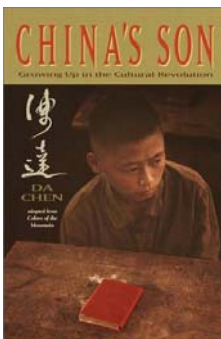
**Cardinal, Tantoo et. Al. (2004) *Our story.***

**Toronto, ON: Doubleday \$32.95 ISBN: 9780385660754**

A collection of nine short stories from a variety of Aboriginal (Canadian) writers (Tantoo Cardinal, Thomas King, Tomson Highway, etc.) The stories are historical, contemporary and retold. The stories explore and articulate the Aboriginal experience of Canada's history, with insight, imagination and humour. Previewed by Forest Lawn High

**Outcomes (20-1 & 20-2): 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 4.1-4.7, 4.9**

**Keywords: Aboriginal, Cultural loyalties, Ethnic loyalty, First Nations, Identity, Nationalism**



**Chen, Da. (2003) *China's Son: Growing up in the Cultural Revolution.***

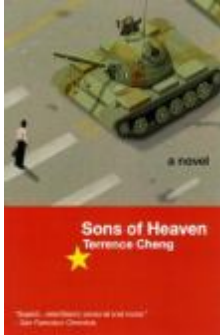
**New York, NY: Laurel Leaf. \$7.50 ISBN: 9780440229261**

This is a retelling for younger readers of Da Chen's memoir "Colors of the Mountains" (Random, c2000). It is easily accessible to older middle and high school students without adaptation. During the Cultural Revolution, Da Chen's family was persecuted because his grandfather was a landlord. Although he was a bright boy, he was mistreated by students and teachers alike. He dropped out of school and became involved with a gang of young gamblers. Eventually he returned to his studies, and succeeded with the support of his family. This is an excellent coming-of-age story about courage

and determination in face of adversity --- perseverance in difficult circumstances, poverty and exclusion. A strong family bond is evident throughout the story. This follows a chronological format, and is very authentic because it is autobiographical. Compelling and easy to read, the book is timely as it deals with gang interaction. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (20-1 & 20-2): 1.2, 1.3, 1.8; 1.9, 2.1, 2.2, 2.4, 2.6, 2.7**  
**(20-4): 1a-1d, 2a, 2d, 2e**

**Keywords: Communism, Unilateralism, Cultural pluralism, Cultural Revolution**



**Cheng, Terrace. (2003). *Sons of heaven*.  
Scarborough, ON: HarperCollins \$19.95. ISBN: 9780060002442**

This story is set against the horrifying events that surrounded the student movement for peaceful democracy in Tiananmen Square, June 1989. While China's military mobilized to suppress the uprising, hundreds or thousands were killed, but the image of a solitary man challenging a tank will remain forever in our memory. Cheng creates the character and life of this young hero, his family and all the circumstances leading up to the incident and afterwards. This is a sophisticated novel with convincing detail and a fascinating storyline. Characters are well built and chapters alternate point-of-view from the dissident (hero), from the comrade (high official) and from the soldier (the dissident/hero's brother). This novel is very well written and naturally, has some violence in detail, but it is well worth the read for mature readers. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1): 1.1-1.11, 2.1-2.4, 2.6-2.8**

**Keywords: Conflict, Dissidence, Nationalism, Patriotism, Cultural Revolution**



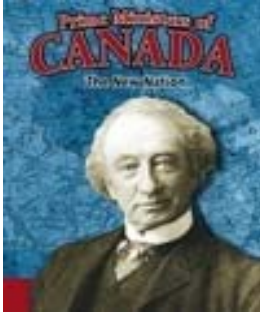
**Chotjewitz, David. (2004). *Daniel half human: and the good Nazi*  
New York, NY: Simon & Schuster. \$6.99 ISBN: 9780689857485**


As best friends Daniel and Armin admire Hitler and plan to join the Hitler Youth movement. Armin eventually joins the Hitler Youth while Daniel learns, to his horror, that he is half-Jewish and therefore considered only half-human from an Aryan perspective. Daniel keeps the truth a secret. Chotjewitz effectively reveals the imperceptible way that German society becomes unraveled, and how life for Jews in Germany becomes more unbearable as new laws are constantly introduced. Later in the story we see Daniel as an Allied soldier called upon to interrogate Germans in the aftermath of World War II. Daniel unexpectedly sees his old friend again and must make a crucial decision that will change their lives forever. Chotjewitz leaves the reader to question personal beliefs and consider how we might have reacted under similar conditions. Previewed by Queen Elizabeth Junior/Senior High and (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**(20-4): 1a-1b, 4d, 2a-2h**

**Keywords: Anti-Semitism, Contending loyalties, Ethnic cleansing, Holocaust, Ultranationalism, Kristallnacht**



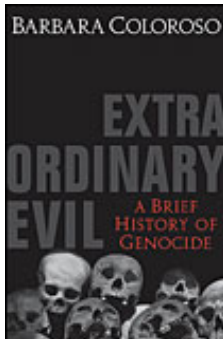
Cline, Bev. (2007) *The new nation.*   
Calgary, AB: Weigl \$26.95 ISBN: 9781553882473

**Series: Prime Ministers of Canada**

As part of a six volume set, we see an excellent balance of text and visuals. In these accessible volumes, 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, timeline, glossary, political terms and index. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**  
**(20-4): 1a-1i, 4a-4i**

**Keywords: Nationalism, Nationalist loyalties, Treaties, Canada**



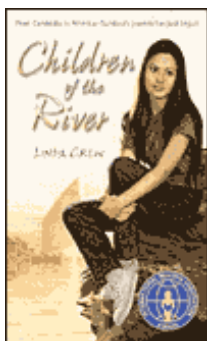
Coloroso, Barbara. (2008) *Extraordinary evil: A brief history of genocide.*

Toronto: ON: Penguin Group. \$18.00 ISBN: 9780143051589

Barbara Coloroso has written a very moving account of three horrific examples of Twentieth Century genocide – The Armenians in the Ottoman Empire, the Jews and gypsies in Nazi Germany, and the Tutsi in Rwanda. Although this book is short it is very powerful and should be part of all high school libraries for both students and staff. For those who want an introduction to the subject of genocide, this is an excellent beginning. Previewed by Henry Wise Wood High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Armenian genocide, Genocide, Holocaust, Rwandan genocide**



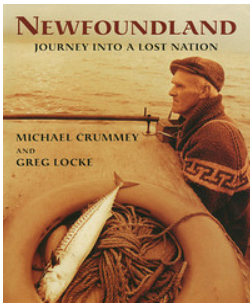
Crew, Linda. (1991) *Children of the river.*


New York, NY: Laurel Leaf. \$8.99 ISBN: 9780440210221

Having escaped Cambodia and the Khmer Rouge army four years earlier, Seventeen-year-old Sundara now lives in Oregon and attends high school there. Her life in school, however, is a constant struggle as she tries to balance her old and new cultural values with the experiences of her past and present. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.6, 1.8-1.11, 2.1-2.4, 2.6 -2.9, 3.1-3.4,**  
**(20-4): 1a-1d, 1f, 1i, 2a-2h, 3a-3c**

**Keywords: Cambodian genocide, Contending loyalties, Ethnic loyalty**  
**Immigration, Identity**

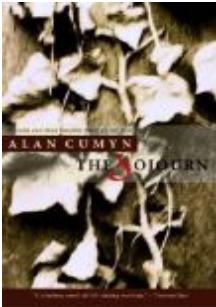


**Crummey, Michael and Locke, Greg. (2004) *Newfoundland: Journey into a lost nation.***   
Toronto, ON: McClelland & Stewart. \$29.99 ISBN: 9780771061424

What is the Newfoundland identity, "this Newfoundland thing"? Noted Canadian author Michael Crummey and photojournalist Greg Locke (both with Newfoundland roots) offer their collective reply in this fascinating book. An essay from a personal perspective (offers historical as well as current information) provides context for the stunning collection of over 100 one-page colored, captioned photographs. Clearly, culture is a response to environment. Previewed by Terry Fox Junior High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 1.4-4.9**

**Keywords: Cultural loyalty, Nationalism, Identity, Regional loyalty,**

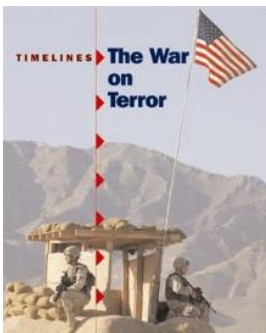


**Cumyn, Alan. (2004) *The sojourn.***   
Toronto, ON: McClelland & Stewart. \$19.95 ISBN: 9780771024948

Ramsay Crome, who in civilian life is an artist from Vancouver, has joined the war effort as a trench digger in WW I. The book opens with him in the trenches fighting at the front. It is a graphic & poignant account. When he is granted a leave to London, he stays with relatives he has never met. There he falls in love & begins to question why he has volunteered for the army. His father (enigmatic, well-connected) visits & tells him about the futility of this war & the machinations of the politicians. However, Ramsay is trying to free himself from his father, & also wants to feel he is doing his duty to country & fellows. Sandwiching the love story between two harsh experiences of war highlights the disconnect between those two worlds, and juxtaposes the values of each. A highly emotional account of wartime with wonderfully drawn characters. Essential reading for high school students. Previewed by William Aberhart High.

**Outcomes (20-1 & 20-2): 1.1-11, 4.1-4.7**

**Keywords: Conflict, World War I, Patriotism, Contending loyalties**



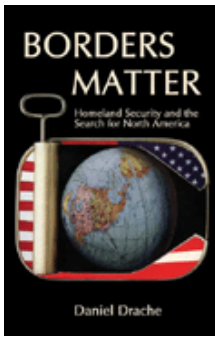
**Downing, David. *The war on terror.***  
Mankato, MN: Arcturus. \$27.75 ISBN: 97891841937281


**Series: *Timelines***

This series will please students who struggle with history and research. "Timelines explores the major conflicts of the 20<sup>th</sup> century and early 21<sup>st</sup> century and breaks them down into 21 key events. There are eyewitness accounts and statistics given to show why these events were key to the conflict. Students are encouraged to do more research on each conflict through..." concluding entries. "The page layouts are very busy with one column of text, the timeline of events leading up to the event featured, and photos. Students using these books will enjoy them because the hard part is already done for them. For basic research, these will be a first choice; but for those students who need to do in-depth papers, these will be a starting point. A listing of key figures in each conflict is given, as well as a glossary and a further information guide..." and index. This particular title explores 9/11, the Madrid and London bombings and the rise of al-Qaida. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.1, 2.1-2.9, 3.1-3.9**

**Keywords: Terrorism**



Drache, Daniel. (2004) *Borders matter: Homeland security and the search for North America*   
Black Point, NS: Fernwood. \$17.95 ISBN: 9781552661239

A very thorough discussion of matters of Canadian and U.S. border concerns. Written post-9/11, this Canadian publication appears to be very balanced in its presentation of regional, political and national boundaries and whether borders will serve a function in North America. Well documented, researched and written. Authoritative endnotes and chronology of U.S. and Canadian border and trade issues. Previewed by Chinook Learning Services.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9**

**Keywords: National interest, National security, Nationalism, Sovereignty**

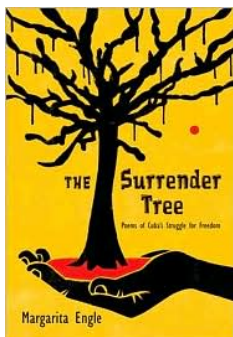


Duberstein, John. (2006) *A velvet revolution: Vaclav Havel and the fall of Communism*.  
Greensboro, NC: Morgan Reynolds. \$30.20 ISBN: 9781931798853

Complete with a timeline, sources, bibliography, websites and index, this biography is a comprehensive study on a most unusual, dynamic political figure and describes how the most famous dissident of Czechoslovakia became president following the Velvet Revolution and the accomplishments that he made during his presidency. Previewed by James Fowler High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.6, 1.8-1.11, 2.1-2.9, 3.1-3.9**

**Keywords: Czechoslovakia, Communism, Dissidence, Revolution**



Engle, Margarita. (2008) *The surrender tree: Poems of Cuba's struggle for freedom*.  
New York, NY: Henry Holt. \$18.95 ISBN: 9780805086744

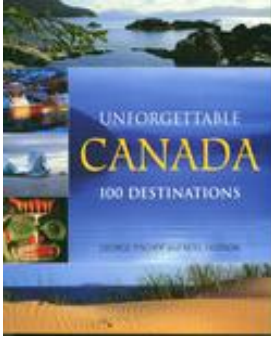
#### **Poetry**

Almost all of the speakers in this narrative of many voices are real individuals who speak to the struggle for Cuba's independence spanning the years 1850 - 1899. There are many tales of cruelty of conquest and a desire to be free. Rosaria Castellanos is at the centre of these stories and the reader finds out a number of facts about her life and the other individuals who are speaking in the author's notes. Also included in the author's note and timeline at the conclusion of the narrative is additional information about Cuba's quest for independence. A compelling read. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9**

**Keywords: Foreign policy**





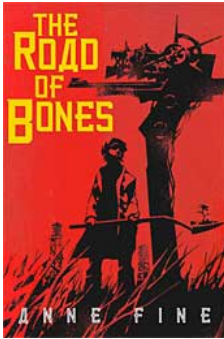
**Fischer, George. (2007). *Unforgettable Canada: 100 destinations* Boston Mills Press. \$29.95 ISBN: 9781550464610**

This gorgeous collection of 100 destinations throughout Canada features colour photography and brief, accessible and descriptive text, in one to five pages, for each place chosen. From iceberg-watching in Newfoundland to the traditional Arctic toe dip in Tuktoyaktuk, Northwest Territories to the Badlands in Alberta to the Masset Potlatch in British Columbia, this is a wonderful ride of eye-catching possibilities. School libraries that need to update their Canadian geography sections will appreciate this quality title at a sensible price. Includes a contents,

bibliography, list of websites and index. Previewed by Curriculum and Learning Technologies, (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**Keywords: Canada, Identity, Nationalism**



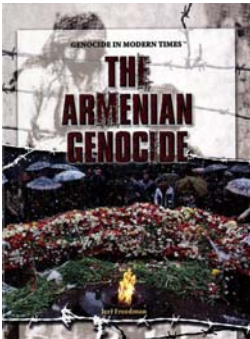
**Fine, Anne. (2008) *Road of bones.***

**New York, NY: Farrar Straus Giroux. \$16.95 ISBN: 9780374363161**

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 (20-1 & 20-2): 1.1-1.4,1.8, 1.10, 1.11, 2.1-2.9**

**Keywords: Communism, Human rights**



**Freedman, Jeri. (2009) *The Armenian genocide***

**New York, NY: Rosen. \$36.63 ISBN: 9781404218253**

**Series: *Genocide in modern times***

This book examines the events surrounding the killing of up to 1.5 million Armenians at the hands of the Ottoman Turks between 1915 and 1917.

The series provides a geographical and political picture of the events leading to the horrors, often describing the nation as a colony and

showing the results of hatred based on racial, cultural and religious

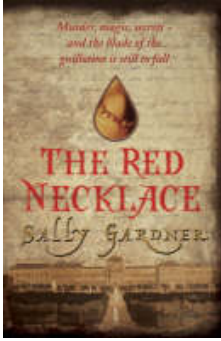
prejudice. Using first person accounts, contemporary news reports and

numerous carefully selected photographs, the books are visually effective

and information is readable. Previewed by Centennial High

**Outcomes (20-1 & 20-2): 1.1-1.4,1.8, 1.10, 1.11, 2.1-2.9**

**Keywords: Armenian massacres, Communism, Genocide, Racism, Crimes against humanity, Ethnic cleansing**



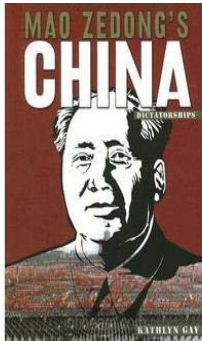
**Gardner, Sally. (2008) *The red necklace: A story of the French Revolution.*  
London, ENG: Orion. \$12.95 ISBN: 9781842556344**

Set during the first days of the French Revolution, fourteen-year-old Yann Margoza, a Gypsy who has spent his childhood as part of a magic show touring Europe, with a Gypsy dwarf, Tetu, must find out who he really is. One night Yann meets Sido, the crippled daughter of a French aristocrat and eventually must rescue her from the evil Count Kalliovski as well as the Revolution itself. The book is rich in historical facts and reads like a thrilling, suspenseful murder mystery. Engaging characters, lively pace and historical

significance. The last page drops a strong hint that a sequel is on the way. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.6-2.9**

**Keywords: French revolution, Ultrationalism**



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

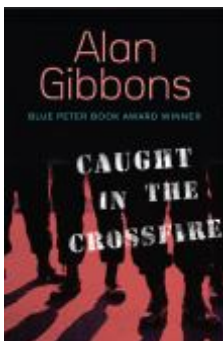
**Series: *Dictatorships***

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. They are full of colourful photographs, maps,

highlighted text, and clear headings. Each title in the series has a section called Who's Who?, a timeline, glossary, bibliography, websites, blogs, films, a table of contents, and an index. "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: (20-1 & 20-2): 1.1-1.11, 2.6-2.9**

**Keywords: Dictatorship, Cultural Revolution, Communism, Nationalist loyalties, Propaganda**



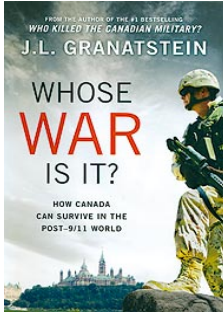
**Gibbons, Alan. (2003) *Caught in the crossfire*  
London: Dolphin. \$9.99 ISBN: 9781842550960**

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 (20-1 & 20-2): 1.1-1.11, 3.1-3.9**

**(20-4): 1a-1i, 3a-3h**

**Keywords: Ethnic nationalism, Ultrationalism, Racism**



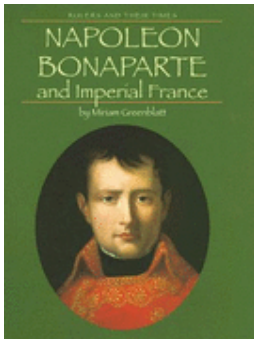
**Granatstein, J.L. (2006) *Whose war is it?: How Canada can survive in the post 9/11 world.***

**Toronto, ON: HarperCollins. \$17.95 ISBN: 9780002228541**

The book discusses seven key problems Granatstein believes Canada needs to confront. He argues that Canada's role of peacekeeping is no longer relevant in a post-9-11 world, since recent missions, from Somalia to Afghanistan, are akin to war. He argues that Canada needs to rethink current foreign and defense policies, so the national interests of Canadians can be protected. He also argues that Canadian multiculturalism and foreign policies, Arctic sovereignty, the relationship with the USA, and the pacifist ideals of Quebec need to be re-examined. Previewed by Lester B. Pearson High.

**Outcomes (20-1 & 20-2): 1.1-1.11' 2.1-2.9, 3.1-3.9, 4.1-4.9.**

**Keywords: Arctic sovereignty, Foreign policy, National interest, National security, Multiculturalism, Peacekeeping**



**Greenblatt, Miriam. (2006) *Napoleon Bonaparte and Imperial France.***  
**New York, NY: Marshall Cavendish. \$32.79 ISBN: 9780761418375**

**Series: *Rulers and their times***

This series combines cultural history with biographical review. This particular title chronicles Napoleon's path to power in the late eighteenth and early nineteenth century France. Discusses his ambition to conquer Europe, shares details of his personal life, military and political prowess, and includes a look at conditions in Imperial France, with excerpts from letters, diaries, and newspapers. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.6-2.9**

**Keywords: Cultural loyalties, France, Napoleon Bonaparte**

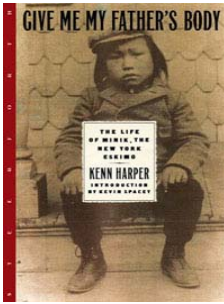



**Hamamura, John. (2006) *Color of the sea: A novel.***  
**New York, NY: Anchor. \$17.95 ISBN: 9780307386076**

Isamu "Sam" Hamada was born in Hawaii to Japanese parents, but raised in Hiroshima, Japan until he was nine. His passion for martial arts is an important part of his life. When he moves to California in 1930, this skill is a connection with Keiko Yanagi, a spirited young Japanese-American woman who returns to Japan in 1940 to complete her education. Her family and she will be deported from Japan after the bombing of Pearl Harbour, and will be sent to an internment camp in the United States. Drafted into the American army, Sam's fluency in Japanese eventually places him in a translator's job where his is an unwitting role in the bombing of Hiroshima. A complex story of racial injustices, irony, and love. For mature readers. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1): 1.1-1.11, 2.1-2.9**

**Keywords: Contending loyalties, Hiroshima, Internment, Multiculturalism, Racism, World War II**



**Harper, Kenn. (2001) Give me my father's body.**   
Hanover, NH: Steerforth Press. \$28.95. ISBN: 9780743410052

This is the story of Minik, an Inuit child brought along with five other Inuit by Robert Peary to New York in 1897. Four of the Inuit died within the year, and fifth returned to Greenland. Only Minik remained. He stayed for twelve years, in which time he learned English, played sports, attended church and learned to like big-city life. His life changed when he discovered his father's skeleton on display in the American Museum of Natural History. Unhappy with society, Minik returned to Greenland in 1909. He relearned his native tongue and the ancestral skills needed to survive in the Arctic. He even worked with other Arctic explorers, but for the remainder of his life, he sought a place where he truly belonged. A haunting story of cultural displacement, and personal longing. Previewed by Ernest Morrow Junior High.

**Outcomes (20-1 & 20-2): 11, 2.1-2.3**  
**(20-4): 1a-1i, 2a, 2b**

**Keywords: Contending Ethnic nationalism, Identity, Inuit, Repatriation, Self-determination**



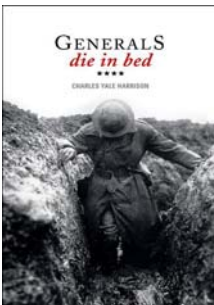
**Harris, Nathaniel. (2007) World War II.**  
North Mankato, MN: Arcturus. \$27.55 ISBN: 9781841937304


**Series: Timelines**

This volume explores the crises leading up to the war and the battles at sea, on land and in the air. Key events in the volume include the German invasion of Poland; the Battle of Britain; the attack on Pearl Harbor; and the destruction of Hiroshima. 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. Although this series only briefly mentions Canada's role, the books are clearly written, well organized, and well illustrated with a modern 'feel' about the dramatic historical event portrayed. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**  
**(20-4) 1a-1b, 4d, 2a-2h**

**Keywords: Conflict, World War II**

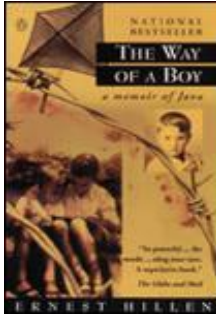



**Harrison, Charles Yale. (2002) Generals die in bed.**   
Toronto, ON: Annick Press. \$19.95 ISBN: 9781554510740

A re-issue of the 1930 edition, this is the story of an 18-year old Canadian soldier who narrates his war experiences from the time he leaves Canada to the Battle of Amiens, when he is wounded and sent home. He details all the horrors of trench warfare: lice, rats, the stench of decaying bodies, mud, blood, filthy uniforms and living conditions, hunger and poor food, and always, the deafening screams of battle from men and guns. He destroys any noble ideas about war. A stark story, honest and forthright. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.7, 4.2, 4.7, 4.9**  
**(20-4): 1a-1i, 2f, 4g**

**Keywords: Conflict, National Interest, Nationalism, World War I**




Hillen, Ernest. (1993) *The way of a boy*   
Toronto, ON: Penguin Group. \$17.00 ISBN: 9780140179750

This autobiographical account of a young boy's experiences in Japanese internment camps in Java during WW II. Forcibly removed from their homes and separated from their relatives and friends, the Dutch colonists in Java were interned in Japanese prison camps where filth, disease, starvation overcrowding, and brutality soon become a way of life. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1, 1.2, 1.10, 1.11, 2.1, 2.2, 2.7, 3.3**

**Keywords: Concentration camps, Indonesia, Internment, World War II, War crimes**



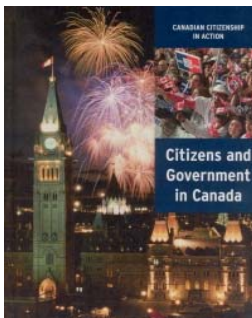
Homan, Rick. (2004) *Citizenship and government*   
Oakville, ON: Rubicon Education. \$29.95 ISBN: 9780921156772

**Series: Canadian heritage collection  
primary documents of 20<sup>th</sup> century Canada**

The primary documents in this book trace the events leading to nationhood and beyond and reveal the passions and insights of Canadian citizens from the late 19<sup>th</sup> century into the new millennium. Previewed by Ernest Morrow Junior High and (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1 – 1.11, 4.1-4.9**

**Keywords: Canada, Citizenship, Identity, Nationalism, Nationalist loyalties**



Hudak, Heather C. (Ed). (2009) *Citizens and government in Canada*   
Calgary, AB: Weigl. \$11.95 ISBN: 9781553884682

**Series: Canadian citizenship in action**

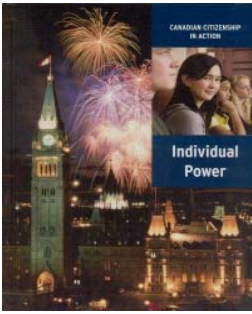
This volume explores the levels of government and how these levels make and formalize the decision making process. Discussions include the British North America Act, a case study of the Meech Lake Accord, a profile of Elijah Harper, a case study of the Charlottetown Accord and a short introduction to the Canadian court system. 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. All include a table of contents, suggested readings, Internet resources, a glossary and a short index. Previewed by Centennial High .

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**(20-4): 1a-1i, 4a-4i**

**Keywords: Canada, Citizenship, Identity, Nationalism, Nationalist loyalties**



Hudak, Heather C. (Ed). (2009) *Individual Power*   
Calgary, AB: Weigl. \$11.95 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 (20-1 & 20-2): 1.1-1.11, 4.1-4.9**  
**(20-4): 1a-1i, 4a-4i**

**Keywords: Canada, Citizenship, Identity, Nationalism, Nationalist loyalties**



Jansen, Hanna. (2006) *Over a thousand hills I walk with you*  
Minneapolis, MN: Lerner. \$19.95 ISBN: 9781575059273

Author Hanna Jansen recounts the circumstances that led her adopted Rwandan daughter, Jeanne, to their family in Germany. Told in alternating voices, Jeanne's chapters are told in the third person and describe her life before, during and after the wars in her native Rwanda that led her to be orphaned. Hanna's chapters are told as her own first-person reactions to her daughter's tragic experiences. Occasionally, she switches to second person, addressing Jeanne directly, always with a mix of great sadness for what her daughter had to endure. Previewed by Centennial High.

**Outcomes: (20-1 & 20-2): 3.1-3.9**

**Keywords: Genocide, Rwanda, State-sponsored crimes**



Jarman, Julia. (2004) *Peace weavers*  
Toronto, ON: Random House. \$24.95 ISBN: 978184272956

Hilde, whose mother is in Iraq protesting the war, is now living with her librarian father on an American Army Base in England. While there, she volunteers to help with an archeological dig on base. Hilde finds she has an unusual connection with the skeleton of Maethilde (a peace weaver and word weaver of ancient England.) Chronological organization with occasional flashbacks in time. Though the topic of the United States at war in Iraq is a sensitive topic, a variety of viewpoints are represented. The prevailing theme is that peace weaving and word weaving are preferable. Previewed by John

Ware Junior High.

**Outcomes (20-1 & 20-2): 1.1-1.4, 3.1-3.9**

**(20-4): 1a-1i, 3a-3h**

**Keywords: Iraq, Ethnic nationalism, Identity**



**Jiang, Ji-li. (1997) *Red scarf girl: A memoir of the Cultural Revolution***  
New York: HarperCollins. \$9.99 ISBN: 9780064462082

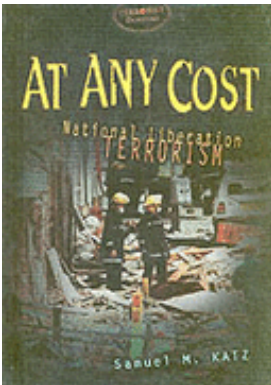
Beginning in 1966, when the Cultural Revolution began, and the author was twelve, Ji-li tells how her life changed from an admired student with high marks and leadership abilities to a life of humiliation, fear and terror. She must decide whether to break with her wealthy family by testifying against 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 (20-1 & 20-2): 1.2, 1.3, 1.8; 1.9, 2.1, 2.2, 2.4, 2.6, 2.7**

**(20-4): 1a-1d, 2a, 2d, 2e**

**Keywords: Communism, Contending loyalties, Cultural Revolution**



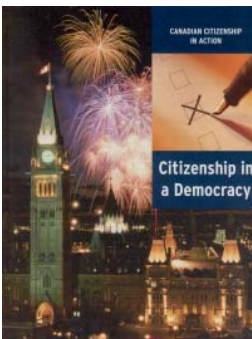
**Katz, Samuel M. (2003) *At any cost: National liberation terrorism***  
Minneapolis, MN: Lerner Publications. \$29.95  
ISBN: 9780822509493

**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: (20-1 & 20-2): 1.1-1.1, 2.1-2.9, 3.1-3.9**

**Keywords: Nationalism, Nationalist loyalties Terrorism, Ultrnationalism**



**Kisson, Heather (Ed.). (2009) *Citizenship in a democracy* 🍁**  
Calgary, AB: Weigl. \$11.95. ISBN: 9781553884668

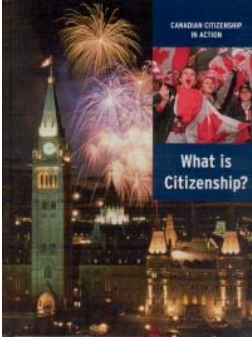
**Series: *Canadian citizenship in action***

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 (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**Keywords: Canada, Citizenship, Democracy, Nationalism**



**Kissock, Heather (Ed.). (2009) *What is citizenship?* 🍁  
Calgary, AB: Weigl. \$11.95. ISBN: 9781553884644**

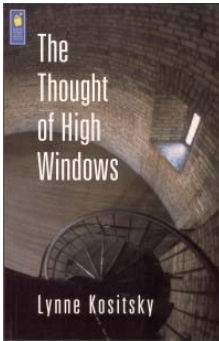
**Series: *Canadian citizenship in action***

This volume explores what it means to be a citizen of a country. Investigations include a profile of Michaelle Jean, examples of active citizenship, a case study of Bill C-10, explanations of participatory citizenship, and a few short activities promoting critical thinking. The books in the series are short (32 pages) but deal effectively with the subject matter. All include a table of contents, suggested readings, Internet resources, a glossary and a short index. Previewed by Centennial

High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**Keywords: Canada, Citizenship, Democracy, Identity, Nationalism, Nationalist loyalties**



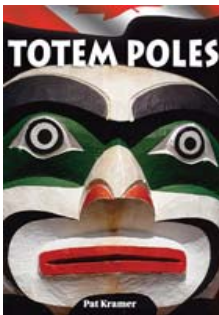
**Kositsky, Lynne. (2004) *The Thought of High Windows.* 🍁  
Toronto, ON: Kids Can Press. \$7.95 ISBN: 9781553376224**

This is the story of sixteen-year-old Esther Wilinski and tells of the horrifying experiences of persecuted young Jews by Hitler's death squads during the second World War. Frumpy, overweight and often ridiculed, Esther is among a group of young Jewish people who are fleeing Nazi Germany and the Gestapo. With the aid of the Cultural Society of Belgium, Esther and her group manage to escape to Belgium and later to France. Along the way they encounter many of the inhumanities and horrors of war...isolation, separation, squalid living conditions, starvation, bombings, persecution of young men and women by drunken Vichy soldiers and the German Gestapo. Back in Berlin, Esther's father Mottell is arrested and hauled off to prison while her Mama and little brother Josef are soon rounded up and sent east by one-way train...On several occasions Esther uses windows as her escape from difficult situations. Conclusion may be disturbing for some.

Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Anti-Semitism, War crimes, Ethnic cleansing, Holocaust, World War II**



**Kramer, Patrick. (2008). *Totem poles.* 🍁  
Vancouver, BC: Heritage House. \$19.95 ISBN: 9781894974448**

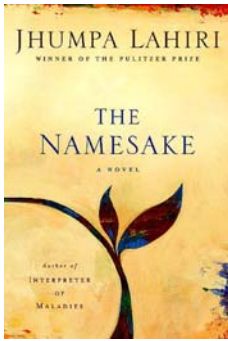
First published in 1998, this new edition describes the origin and history of the carved poles first documented by an artist on Captain James Cook's third voyage in 1778. The book describes the impact of exploration of the northwest leading to smallpox and missionary work. Also described is the development of the art, laws forbidding display, totems removed for museum collections around the world, a 50 year period of dormancy in carving, and a renaissance after 1949 that is sustained by the resurgence in aboriginal

pride, and tourist appeal. Previewed by Centennial High

**Outcomes (20-1): 1.1-1.11, 4.1-4.9**

**Keywords: Cultural loyalties, Ethnic nationalism, First Nations, Aboriginal, Identity, Reclamation**





**Lahiri, Jhumpa. (2003) *The namesake*.**  
**Boston, MA: Houghton Mifflin. \$32.95 ISBN: 9780395927212**

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 (20-1): 1.1-1.1**

**Keywords: Contending loyalties, Cultural loyalties, Identity, immigration**



**Lawrence, Ian. (2004) *B is for Buster*.**   
**New York, NY: Delacorte Press. \$19.95 ISBN: 9780385730860**

A young, under age boy enlists in the Canadian Air Force in World War II, and is sent to a squadron in England. He is trained as a wireless operator and sent on ops over Germany. After his first op, he realizes how frightened he is. Afraid to confide in his team, he confides in the person who is in charge of the pigeons that accompany each op and go on every mission.

This shows a different - human side to the soldiers who fought in the war. It shows the emotions the soldiers felt going into battle. How they battled with


fear - not just the hero - but all characters in the story. The book describes what it was like heading out in the ancient "Halifax Bombers" and later "Lancaster Bombers". The story gives a realistic side to what war is like. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.3, 4.6**

**(20-4): 1a-1i, 4a-4c, 4f**

**Keywords: Ideological loyalty, Nationalist loyalties, World War II**



**Leskun, Charles and Tobin, Tim. (2003) *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 fame 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 (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**(20-4): 1a-1i, 4a-4i**

**Keywords: Nationalist loyalties, Sovereignists, Quiet Revolution, Quebecois**

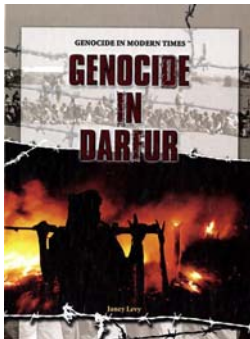


**Levitin, Sonia. (1988) *The return***  
Toronto, ON: Random House. \$6.99 ISBN: 9780449702802

Desta, an Ethiopian Jew, leaves her village with her brother and sister and sets out barefoot, on a dangerous journey to Israel via a refugee camp in Sudan. Sensitive, well-written story, with area map. This is a fictionalized account of "Operation Moses". Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9**  
**(20-4): 1a-1i, 2a-2h, 3a-3h**

**Keywords: Anti-Semitism, Ethiopia, Ethnic nationalism, Isreal, Refugees,**



**Levy, Janey. (2009) *Genocide in Darfur***  
New York, NY: Rosen. \$36.63 ISBN: 9781404218246

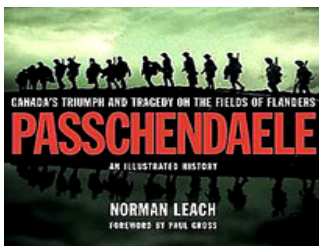
**Series: *Genocide in modern times***


As part of a series called, *Genocide in modern times*, this book investigates the ongoing crisis in the western Sudan region of Darfur that has claimed 500,000 lives and has left over two million people homeless. The people of Darfur continue to be systematically attacked, raped, and murdered by the Sudanese army and by the Janjaweed militia controlled by the Sudanese government. One chapter in this volume is dedicated to the history of genocide, not only in Darfur but worldwide. Previewed by

Centennial High.

**Outcomes (20-1 & 20-2): 2.1-2.9, 3.1-3.9**

**Keywords: Conflict, Crimes against humanity, Darfur, Genocide, Peacekeeping**



**Leach, Norman. (2008) *Passchendaele: Canada's triumph and tragedy on the fields of Flanders: An illustrated history.***   
Regina, SK: Coteau Books. \$19.95 ISBN: 9781550503999

Thoroughly illustrated with outstanding photography and superb layout, this readily accessible account of the Battle of Passchendaele tells the story of Canada's triumph and tragedy in the War to End All Wars. Although the book does not have a table of contents nor an index, the information is managed through the use


of two page chapters with decidedly descriptive headings. Chapters are in chronological order of events. Previewed by Centennial High.

**Outcomes: (20-1 & 20-2): 1.1-1.11, 3.1-3.9, 4.1-4.9**

**(20-4): 1a-1i, 3a-3h, 4a-4i**

**Keywords: Conflict, World War I**



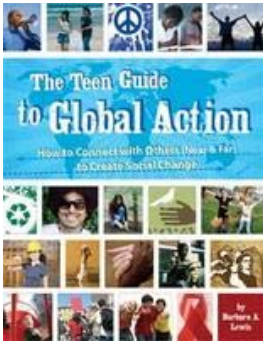
Leskun, Charles. (2003). *Nationalism and French Canada*.   
Oakville, ON: Rubicon Education. \$24.95 ISBN: 9780921156819

**Series:** *Canadian heritage collection: Primary documents of 20<sup>th</sup> century Canada*

This volume offers an overview 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 event(s) of that time frame and is accompanied by primary documents of various kinds. Simply written in accessible language, supplemented with colour photographs and reproductions.

**Outcomes (20-1 & 20-2):** 1.1-1.11, 4.1-4.9  
**(20-4):** 1a-1i, 4a-4i

**Keywords:** Identity, Nationalism, Quebecois, Quiet Revolution Sovereignty.



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

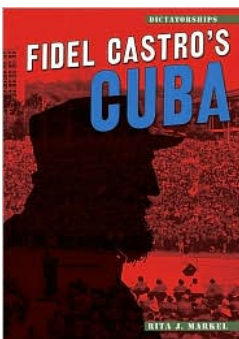
Minneapolis, MN: Free Spirit. \$12.09 ISBN: 9781575422664

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 (20-1 & 20-2):** 3.1-3.9  
**(20-4):** 3a-3h

**Keywords:** Active citizenship, Social action,



Markel, Rita J. (2007) *Fidel Castro's Cuba*.

Minneapolis, MN: Twenty-first Century Books. \$34.75  
ISBN: 9780822572848

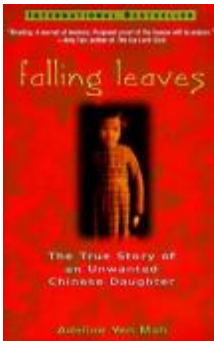
**Series:** *Dictatorships*

As part of a series that explores the history of dictatorships, the personalities behind them as well as the mechanisms dictators used to establish power and control over their populations. This volume describes how Castro 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. Previewed by Lester B. Pearson High and (ESS)

Evaluation/Selection.

**Outcomes (20-1 & 20-2):** 1.1-1.11

**Keywords:** Cuba, Dictatorship, Dissidence



**Mah, Adeline Yen. (1998) *Falling leaves: The true story of an Unwanted Chinese Daughter.***

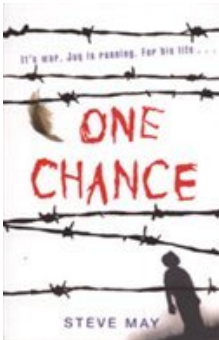
**Toronto, ON: John Wiley & Sons. \$32.50 ISBN: 9780471247425**

Born to the first wife of a rich Shanghai business man, Adelaine is unwanted by her father and his new wife. Traces the events of China through the communist takeover, the Cultural Revolution and Tiananmen Square massacre as well as the birth of modern day Hong Kong and its preparations for the takeover by China in 1997. Slow in parts, but the sad story of an unwanted child and her attempts to reconcile with her family is interesting against the backdrop of political events over the past six decades in China.

Previewed by Lester B. Pearson High.

**Outcomes (20-1 & 20-2): 1.1-1-1.11, 2.1-2.9**

**Keywords: Cultural Revolution, Identity**



**May, Steve. (2004) *One chance.***

**London, ENG: Egmont Books. \$12.50 ISBN: 9781405216265**

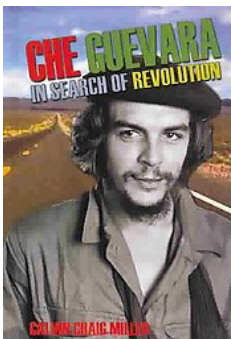
The story takes place in France in 1940. War is approaching and Jaq, 12 years of age, has escaped from his war torn hometown. He is searching for Switzerland, a country he believes will be safe, clean and peaceful. During his journey, he survives by stealing food and the possessions of others. He ends up stealing from a farmer who, with his teenage son, chase him. They severely injure him and are ready to kill him, when Jaq manages to escape and hide. A young girl finds him and helps him remain hidden, despite his deadly injuries. She eventually has to tell her family when Jaq is near death.

The family takes the boy in and this is when most of the conflict takes place. This peaceful family is blamed for keeping a "criminal" safe. Great conflict between neighbouring families and towns' people results. All have different views about the war and who should fight. The story is one of personal values being tested, trust being tried, and loyalty being questioned. Previewed by University Elementary.

**Outcomes (20-1 & 20-2): 1.1-1-1.11, 2.1-2.4, 2.6-2.9**

**(20-4): 1a-1i, 2a-2h**

**Keywords: Conflict, Contending loyalties, World War II**



**Miller, Calvin Craig. (2006) *Che Guevara: In search of revolution***

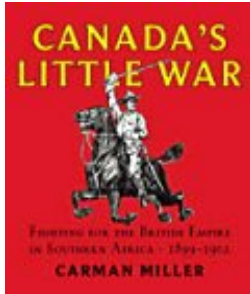
**Greensboro, NC: Morgan Reynolds. \$36.26 ISBN: 9781931798938**

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 (20-1 & 20-2): 1.1-1.11, 2.1-2.9**

**(20-4): 1a-1i, 2a-2h**

**Keywords: Conflict, Cuba, Revolution**



Miller, Carmen. (2006) *Canada's little war: Fighting for the British Empire in South Africa, 1899-1902*   
Halifax, NS: James Lorimer & Company. \$19.95  
ISBN: 9781550288056

This is the first illustrated history of Canada's involvement in the Boer War, illustrated throughout with black and white and colour photographs. This was Canada's first trial by fire, and Canadians were divided in opinion as to supporting the British Empire by sending some 7,000 troops to South Africa. Some were involved in military struggles and others became part of the scorched-earth tactics and concentration camps established by the British. Very small print and sophisticated reading make this a resource for the older reader. The information is not readily available elsewhere, however, and text is supported by contents notes, bibliography and index. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1): 1.1-1.11, 2.1-2.6, 2.9, 3.1, 3.2, 3.4, 3.5, 3.9**

**Keywords: Conflict, Contending loyalties, Internationalism, Internationalism, South Africa, World War II**

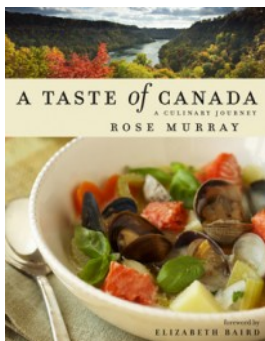



Morpurgo, Michael. (2007) *Private Peaceful*  
Toronto: ON: Scholastic. \$7.99 ISBN: 9780439636537

Private Thomas Peaceful, 17, spends the night remembering his life growing up as a son of an estate worker in Devon, England and his first year as a soldier in the trenches of the Great War. He has always looked up to his older brother, Charlie, for guidance and assurance, to his oldest brother, Big Joe for love, to his friend, Molly for his heart and to his mother for devotion. He misses not only his family and friends but also his quiet, contented rural community and way of life. He wants the night to go slowly because dawn will bring a devastating event even more ghastly than the battles and deaths that they have witnessed so far. Written in his usual polished style, Morpurgo tells the story so convincingly that the reader feels a part of the action, the characters and the passion. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 2.1, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5, 3.9**

**Keywords: Conflict, World War I**



Murray, Rose. (2008) *A taste of Canada.*   
Vancouver, BC: Whitecap. \$34.95 ISBN: 9781552859117

This is a beautifully illustrated book on Canadian cooking which shows the diversity of recipes from coast to coast. What makes this cookbook worthwhile is that it reflects the multicultural makeup of our country. There are numerous wonderful photographs and some very useful written passages including material on meats, grains, and many other culinary items such as maple syrup. (ESS) Evaluation/Selection

**Outcomes: (20-1 & 20-2): 1.1-1.11, 4.1, 4.3, 4.4, 4.5, 4.9**

**Keywords: Multiculturalism, Cultural loyalties, Identity, Regional loyalty**

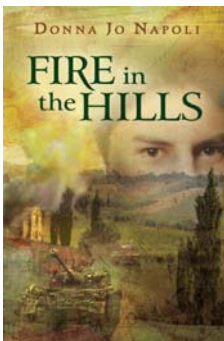


**Nanji, Shenaaz. (2008) *Child of dandelions* **  
**Toronto: ON: Second Story Press. \$9.95 ISBN: 9781897187500**

Growing up in Uganda (1972) during the presidency of Idi Amin, 15-year-old Sabine struggles to come to terms with the 90 day expulsion of all Indians from the country. Her Papa is a successful businessman and they are all Ugandan citizens, in fact Sabine was born in Uganda. When her Uncle goes missing, the family is distraught and asks the officials to search for him, but so many have "gone missing". Sabine's best friend, Zena, an ethnic Ugandan is even acting strangely and defending the government's move to extract all Indians and let the Ugandans take over the running of businesses. As tension mounts and the days count down, their home is invaded and Sabine's father escapes by crossing the border into Kenya. Her mother follows with money to bribe the border guards who don't want any more refugees. This is a hair-raising story by a Calgary author, one that the reader will long remember for its historical value, suspense and the courage of a young woman. (ESS) Evaluation/Selection

**Outcomes: (20-1 & 20-2): 2.1-2.9**

**Keywords: Displacement, Ethnic loyalty, Refugees, State-sponsored crimes, Uganda**

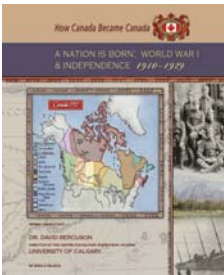



**Napoli, Donna Jo. (2008) *Fire in the hills*.**  
**New York, NY: Penguin. \$9.00 ISBN: 9780142412008**

Although this book is a sequel to "Stones in Water", it can easily stand on its own. The story begins as fourteen-year-old Roberto has escaped from a German labour camp and wants to return to his home in Venice. As World War II winds down, he finds that his country is torn between the Germans and the Allies. He becomes involved in the Italian resistance against the occupying German Army and through his involvement with the resistance fighters, we see the horrors of war and the valiant sacrifices made by ordinary citizens. A powerful novel of a little known aspect of the Second World War. The action is fierce as Roberto witnesses many atrocities. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 2.1-2.9**

**Keywords: Conflict, Italy, Nationalism, World War II,**



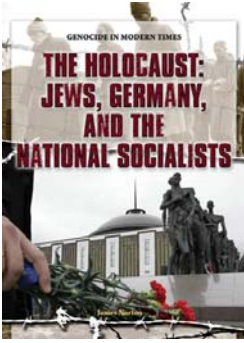
**Nelson, Sheila. (2006) *A nation is born: World War I and independence 1910-1929* **  
**Broomall, PA: Mason Crest. \$28.95 ISBN: 9781422200063**

**Series: *How Canada became Canada***

This title offers Canadian history including Canada's participation in the Boer War, nationalism, Canada's part in the Great War, the Conscription Crisis, the Halifax Explosion, a greater independence and years between the wars, labor unions, the Winnipeg General Strike, and votes for women. It includes colour photos, maps, feature boxes, a table of contents, a time line, further reading, web sites, and an index. The reading level is rather sophisticated, but the vocabulary appears in side columns and the articles are not in-depth. (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**Keywords: Conscription, Nationalism, World War I**



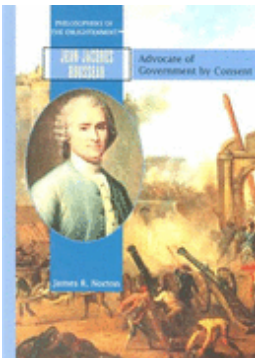
**Norton, James. (2009) *The Holocaust: Jews, Germany, and the National Socialists***  
 New York, NY: Rosen. \$36.63 ISBN: 9781404218215

**Series: *Genocide in modern times***

This book takes a close look at the annihilation of Jews during World War II and this particular period of history, from Hitler's rise to power and the growth of anti-Semitism to the deportation and extermination of the Jews. It also discusses the end of the war, the Nuremberg trials, difficulties that survivors faced, and how the Holocaust continues to affect us today. The series provides a geographical and political picture of the events leading to the horrors, often describing the nation as a colony and showing the results of hatred based on racial, cultural and religious prejudice. Using first person accounts, contemporary news reports and numerous carefully selected photographs, the books are visually effective and information is readable. Text boxes, a time line, glossary, list of web sites, bibliography, table of contents and an index further enhance the accessibility of these books. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Anti-Semitism Holocaust, World War II**



**Norton, James R. (2006) *Jean-Jacques Rousseau: advocate of government by consent***  
 New York, NY: Rosen. \$33.25 USD ISBN: 9781404204225

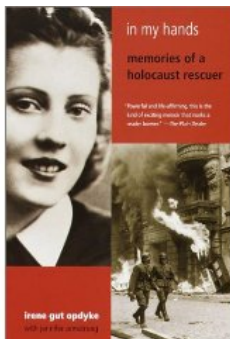
**Series: *Philosophers of the Enlightenment***

Contains discussion of Rousseau's childhood, the political climate of his times, a presentation of his "Two Discourses", "Emile", and the "Social Contract", as well as discussion of his influence in the French Revolution. Contains excellent photographs along with detailed text boxes, primary source documents and is presented in a useable and approachable format. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes: (20-1 & 20-2): 1.1-1.11, 2.6-2.9**

**(20-4): 1a-1i, 2d, 2f**

**Keywords: French Revolution, Ultrnationalism**



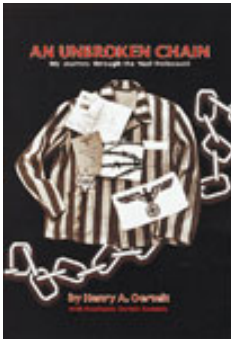
**Opdyke, Irene Gut. (1999). *In my hands: Memories of a Holocaust rescuer.***

**Toronto, ON: Random House. \$17.99 ISBN: 9780385720328**

Irene Gut was a seventeen-year-old nursing student when war broke out in Poland in 1939. She was first in Ternopol, then a tiny village in Ukraine and eventually assigned to wait tables in a German officer's dining room. She lost her family, friends and nation, but gradually found ways to resist the Germans. She smuggled food to partisans and Jews in hiding. Eventually, Irene became an American citizen and told her story of the decade o chaos and upheaval he lived through. Told in Spartan language, this is a compelling memoir, authenticated by the Jews Irene saved. Previewed by Ernest Morrow Junior High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: World War II; Poland; Holocaust,**



**Oertelt, Henry. (2001) *Unbroken chain: My journey through the Nazi Holocaust***

**Mineapolis, MN: Lerner. \$19.95 ISBN: 9780822529521**

This is the true-life account of the author's survival of five different German concentration camps. In eighteen heart-stopping incidents (eighteen is the numeric value for the Hebrew word for 'life'), Oertelt manages to escape death time and again. Written with emotion and brutal honesty, this outstanding story of survival, human dignity and perseverance is a must read. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Ethnic cleansing, Holocaust, Internment, World War II**



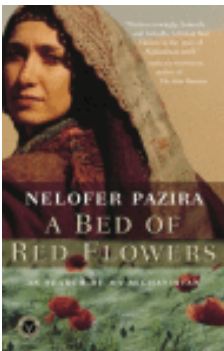
**Pausewang, Gudrun. (2004) *Traitor.***

**Atlanta, GA: Anderson Press. \$11.95 ISBN: 9781842703137**

Anna, seventeen, finds an injured Russian soldier in her barn. She then hides him for the duration of the war. This leads to dire consequences as her brother has been indoctrinated by the propaganda of Hitler Youth. Because the author is German, this book opens up a whole new perspective on Nazi Germany.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9**

**Keywords: Contending loyalties, World War II,**



**Pazira, Nelofer. (2005) *A bed of red flowers: In search of my Afghanistan.***

**Toronto, ON: Random House. \$21.00 ISBN: 9780679312727**

This book is very realistic and depicts actual events leading up to the Soviet invasion of Afghanistan and the rise of resistance groups in the country itself. The author Nelofer Pazira gives an account of her life memories of what went on in her country and what it was like to live in Afghanistan during the time of her childhood and teenage years. This book is very engaging and interesting while still presenting the facts about a war-torn country and what citizens have to do to survive. Previewed by Queen Elizabeth

Junior/Senior High

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9**

**Keywords: Afghanistan, Conflict**





Hughes, Susan. (2008) *Raise your voice lend a hand change the world.*

Toronto, ON: Scholastic Canada \$7.99 ISBN: 978043994675

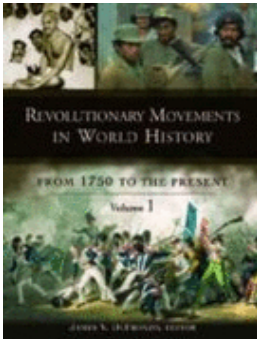
This little book packs a lot of power. Each of the five chapters asks a question: Can I make a difference? Where do I start? Who can I help? How can I help? What about when I'm older? Inspiration and ideas are presented through quick tips and numerous short stories and quotes from young people who have helped do something to make their world a better place. Layout of the book will appeal to high school as well as junior high with its

bold headings, numerous quality black and white photographs of kids who make a difference, shaded biographical information boxes, tips that are separated by two blank lines and italicized lettering. Has a table of contents, and index. Previewed by Centennial High

**Outcomes (20-1 & 20-2): 3.1-3.9**

**(20-4): 3a-3h**

**Keywords: Social action, Social change**



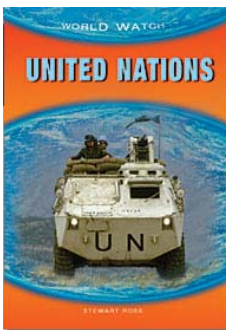
*Revolutionary movements in world history: from 1750 to present.*

Santa Barbara, CA: ABC-CLIO \$285.00 USD ISBN: 9781851097937

This 3-volume set is the first to focus exclusively on the revolutionary movements that have changed the course of history from the American and French Revolutions to the present. 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 and (ESS) Evaluation/Selection.

**Outcomes: (20-1): 1.1-1.11, 2.1-2.9, 3.1-3.9, 4.1-4.9**

**Keywords: Revolution**



Ross, Stewart. *United Nations.*

North Mancato, MN: Raintree. \$39.36 ISBN: 9780739866160

**Series: World watch**

This attractively formatted book discusses all aspects of the United Nations from pre-League of Nations to the present including general history, the structure, cases studies of involvement, and world problems that concern the UN. Well illustrated with many black and white as well as colour illustrations, photographs or maps are found on every page. Well balanced coverage of the organizations' successes and failures will give students a good understanding of the UN as well as the ability to identify some of the

most pressing complex global issues of today.

**Outcomes (20-1 & 20-2): 3.1-3.9**

**(20-4) 3a-3h**

**Keywords: Peacekeeping, International agreements, United Nations, Treaties**



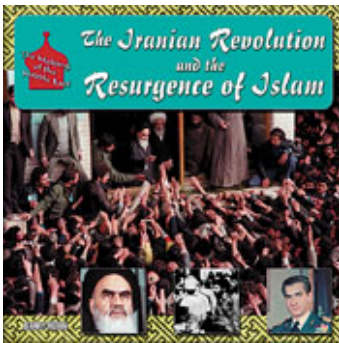
**Ross, Stewart. (2007) *World War I*.  
North Mankato, MN: Arcturus. \$27.55 ISBN: 9781841937298**

**Series: *Timelines***

This volume explores significant battles, treaties, and conferences of World War I, including the assassination of Archduke Ferdinand; the first Zeppelin raid on London; the sinking of the Lusitania; and the start of the Battle of the Somme. 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. Although this series only briefly mentions Canada's role, 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 (20-1 & 20-2): 2.1-2.9, 3.3-3.9  
(20-4): 2a-2h, 3a-3h**

**Keywords: World War I, conflict**



**Rubin, Barry. (2007) *The Iranian revolution and the resurgence of Islam*.  
Broomall, PA: Mason Crest. \$28.74. ISBN: 9781422201749**

**Series: *The making of the Middle East***

The titles in this series offer accessible and manageable information, excellent organization, colourful design and numerous drawings and photographs with detailed captions, current and historical maps. The series provides modern history of the Middle East, and each title investigates a specific time period or theme in the history, with important events, trends, decisions and issues.

This title examines the history of the modern Islamist movement, discussing the Iranian Revolution and other examples of revolutionary Islamism during the 1980's and 1990's. Included are chronology, glossary, further reading, Internet resources and indexes. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9  
(20-4): 1a-1i, 2a-2h**

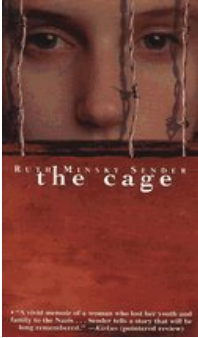
**Keywords: Cultural loyalties, Ethnic Nationalism, Revolution, Terrorism**



**Schlosser, Eric. (2001) *Fast food nation: The dark side of the all-American meal*.  
New York, NY: Harper Collins. \$18.95 ISBN: 9780061161391**

An excellent examination of the fast food culture of North America. Looks at the effects of fast food on the economy, its youth culture, allied industries such as meatpacking, development of franchises, the health and nutrition implications of fast food consumption. Includes such companies such as McDonald's, Burger King, fast food franchises at Disneyland, etc. Previewed by Western Canada High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 3.1, 3.2, 3.5, 3.7, 3.8  
Keywords: Identity, Nationalism, Nationalist loyalties,**



**Sender, Ruth. (1986) *The cage*.**  
**New York: NY: Macmillan. \$8.99 ISBN: 9780689813214**

This compelling memoir is simply-written, pain filled and full of candid descriptions of ghetto and concentration camp existence in Germany from 1939 to 1945. Riva, a young Jewish girl, who loses her mother and two brothers to the Holocaust, recounts her experiences. The story effectively reveals the systematic breakdown of social values and the gradual elimination of Jewish rights during the Holocaust years. Previewed by John Diefenbaker High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Ethnic cleansing, Holocaust, World War II**



**Senker, Cath. (2008) *The Arab-Israeli conflict*.**  
**North Mankato, MN: Arcturus. \$27.75 ISBN: 9781841937250**

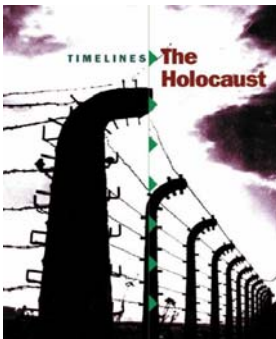
**Series: *Timelines***

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: (20-1 & 20-2): 1.1-1.11, 3.1-3.9**

**Keywords: International Agreements, International Law, Nationalist loyalties  
United Nations**



**Sheehan, Sean. *The Holocaust***  
**North Mankato, MN: Black Rabbit \$27.75 ISBN: 9781841937274**

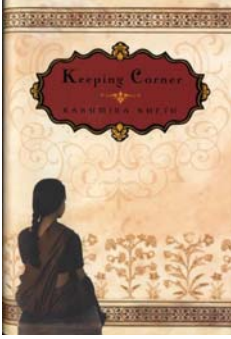
**Series: *Timelines***

This book provides a good starting point of information for research on the Holocaust. As part of a series that explores major conflicts of the 20<sup>th</sup> Century, this volume presents eyewitness accounts, statistics, timelines, numerous photographs, a listing of key figures, glossary and an index for accessibility. Previewed by (ESS) Evaluation and Selection.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**(20-4): 1a-1b, 4d, 2a-2h**

**Keywords: Anti-Semitism, Crimes against humanity, Holocaust, Ultrationalism, World War II,**

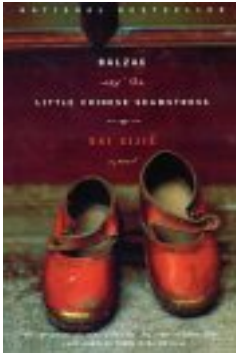


**Sheth, Kashmira. (2006) *Keeping corner***  
Winnipeg, MN: Hyperion. \$6.99 ISBN: 9780786838608

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 (20-1 & 20-2): 1.1-1.11, 2.1-2.9**  
**(20-4): 1a-1i, 2a-2h**

**Keywords: Cultural loyalties, Imperialism, Identity**

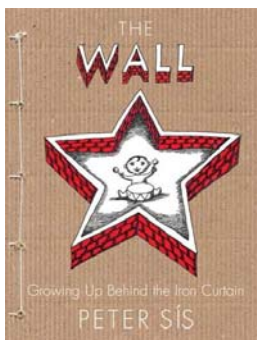


**Sijie, Dai. (2001) *Balzac and the little Chinese seamstress.***  
New York, NY: Knopf. \$14.95 ISBN: 9780385722209

Two young boys exiled to the countryside during the Cultural Revolution in China find hope and love in discovering great works of literature and in forming a friendship with a young local seamstress. A lovely and captivating read with serious theses and literary merit that effectively captures a dark period in China's history. Previewed by E.P. Scarlett High.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.6, 2.9**

**Keywords: Cultural Revolution, Unilateralism**



**Sis, Peter. (2007) *The wall: growing up behind the Iron Curtain.***  
New York: Farrar, Straus and Giroux. \$20.50  
ISBN: 9780374347017

**Picture Book/Graphic Novel**

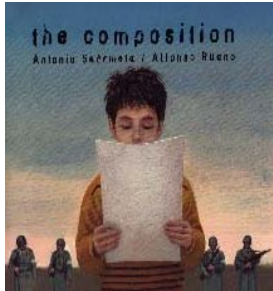
An "almost graphic" picture book in which the author places his life growing up in Czechoslovakia during the Cold War alongside a chronology of events during the Communist regime, until the fall of the Berlin Wall. Excerpts from his journals give a personalized account and greater depth to our understanding 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. Due to the size of the illustrations it would be inadvisable to use it as a read-aloud with a whole

class, but could be used well for small groups and enrichment. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9**

**(20-4): 1a-1i, 2a-h, 3a-3h**

**Keywords: Human Rights, Communism, Czechoslovakia**



**Skarmeta, Antonio and Ruano, Alfonso. (2000)**



***The composition.***

**Toronto, ON: Groundwood Books. \$16.95 ISBN: 9780888993908**

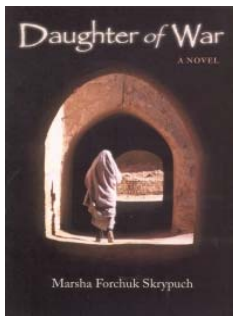
**Picture book**

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 by Sunnyside Elementary and (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9**

**(20-4): 1a-1i, 2a-2h**

**Keywords: Dictatorship, Human rights, Imperialism**



**Skrypuch, Marsha Forchuk. (2008). *Daughter of war.***

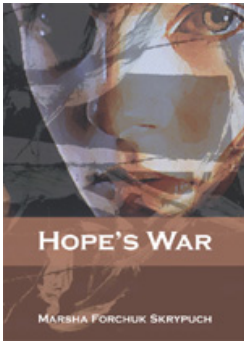



**Markham, ON: Fitzhenry & Whiteside. \$14.95 ISBN: 9781554550449**

Set in 1916, Turkey, during the Armenian genocide, two teens Marta (15) and Kevork(16) have survived, by the sheer will to live, first at an orphanage after their parents were killed and now undercover. Marta, living as a Muslim third wife of a Turk and now pregnant, has luckily been returned to the orphanage by a jealous second wife. She hides at the orphanage and works to care for the few remaining children. Kevork poses as an Arab shoemaker, but is secretly assigned by the underground to travel with money, bits of clothing and messages to the Armenians on a death march into the desert. There they barely survive the horrors of starvation, disease, casual murder and the smell of death is ever present. Throughout the story Marta and Kevork, betrothed a year earlier, live in hope of survival and discovering each other again. Skrypuch bases her story on firsthand accounts of the Armenian genocide in Turkey during World War I, and tells the story through Marta, Kevork and others who were sympathetic to the Armenian survival. For mature readers. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1): 1.1-1.11, 2.1-2.9, 3.3**

**Keywords: Armenian genocide, Turkey, World War I,**

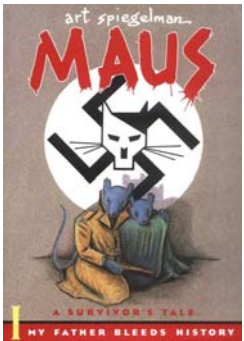


**Skrypuch, Marsha Forchuk. *Hope's war*.  Toronto, ON: Dundurn Group. \$12.99 ISBN: 9781895681192**

This is the story of a Canadian family in present times whose father/grandfather is accused of war crimes during the Nazi occupation of the Ukraine. It is a fascinating story of the family dynamic under extremely stressful conditions. Told from the perspective of an artistic high school student, it deals with the issues of the law, peer pressure and family cohesion. There are well drawn symbols and vivid visual imagery...little known issues relating to war crimes and human rights. The theme of identity and human rights plays out on both an individual level and on a societal level. Previewed by Central Memorial High

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9**

**Keywords: Ethnic loyalty, Human rights, War crimes, National identity, Ukraine**



**Spiegelman, Art. (1986) *Maus I: A survivor's tale; My father bleeds history*.**

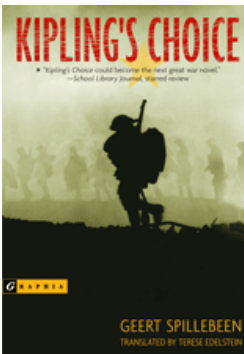
**New York, NY: Knopf Doubleday \$16.95 ISBN: 9780394747231**

Spiegelman's exceptional portrayal of his father as a survivor of the Jewish Holocaust, and how he relates this to his cartoonist son, has received critical acclaim. Being the only graphic novel to have received the Pulitzer Prize for Literature, this is a powerful story for historical significance and literary merit. Spiegelman uses a cartoon form (the Nazis are cats, the Jews mice and the Poles are pigs) that at once emphasizes the situation and shocks the reader. For mature readers. Previewed by (ESS)

Evaluation/Selection

**Outcomes (20-1): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Anti-Semitism, Ethnic cleansing, Holocaust, Poland**



**Spillebeen, Geert. (2007) *Kipling's choice***

**New York, NY: Houghton Mifflin Harcourt. \$10.99**

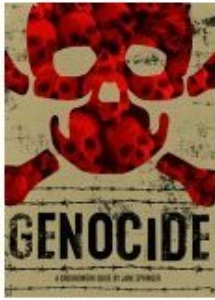
**ISBN: 9780618800353**

John Kipling lies mortally wounded in the trenches of France. The war is raging all around him. And now he is dying in his first battle. As he waits for death, he thinks back to his childhood. He is the son of the famous author Rudyard Kipling. And his father truly believed in duty to country. As a matter of fact, Rudyard had to pull strings to get John into the military. We learn about John's life and beliefs about honor and duty. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1, 1.8, 1.11, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5, 3.9**

**(20-4): 1c, 1h, 1i, 2a, 2b**

**Keywords: France, Nationalism, World War I**



**Springer, Jane. (2006) *Genocide*.  
Toronto, ON: Groundwork Books. \$12.99 ISBN: 9780888996824**

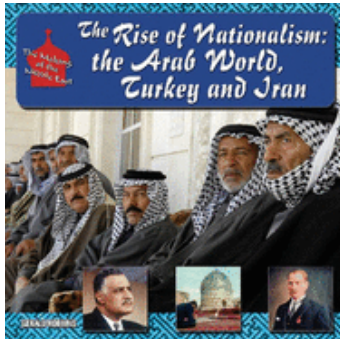
**Series: *Groundwork guides***

Groundwork Guides provide an overview of key contemporary political and social issues. This book delves into the history of genocide worldwide and asks questions such as: What is genocide? Where has it happened in the past? Who is being threatened by it today? What can we do to prevent it? It examines and elucidates the debates and controversies surrounding the use of the term. Topics include transatlantic slave trade, slaughter of America's Native peoples, the Armenian massacre, the Nan king massacre, the Holocaust, the Khmer

Rouge slaughter, Rwanda, Darfur and Sudan. Text-based but readable, the book includes a detailed timeline, and a list of organizations to contact for more information. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 2.1-2.9, 3.1-3.9**

**Keywords: Crimes against humanity, Genocide, Human rights.**



**Spyer, Jonathan and Brown, Cameron. (2007) *The rise of nationalism: The Arab world, Turkey, and Iran*.  
Broomall, PA: Mason Crest \$28.74 ISBN: 9781422201694**

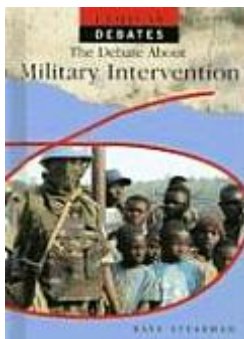
**Series: *The Making of the Middle East***

The titles in this series offer accessible and manageable information, excellent organization, colourful design and numerous drawings and photographs with detailed captions, current and historical maps. The series investigates a specific time period or theme in history, with important events, trends, decisions and issues. This title examines the ideological background of

nationalist movements in the Middle East and how they developed. Included are chronology, glossary, further reading, Internet resources and indexes. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9  
(20-4): 1a-ii, 2a-2h, 3a-3h**

**Keywords: Ethnic nationalism, Cultural loyalties**



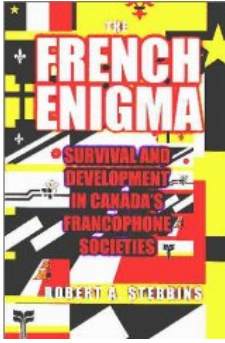
**Stearman, Kay. (2007) *The debate about military intervention*  
New York, NY: Rosen Central \$33.19 ISBN: 9781404237568**

**Series: *Ethical debates***

As part of a series that introduces debate topics dealing with global issues, this volume introduces perspectives surrounding military intervention in areas of the world such as Bosnia, Afghanistan and Iraq. The book deftly portrays the issues through case studies, clear and concise chapters, an excellent variety of photos, fact boxes and viewpoints. Also included are very useful sot summaries at the end of each chapter. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 3.1-3.9**

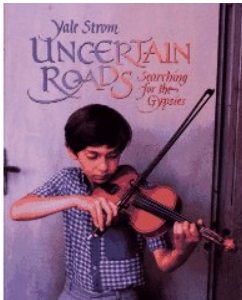
**Key words: Genocide, Military intervention, NATO, Peacekeeping**



**Stebbins, Robert A. (2000) *The French enigma: Survival and development in Canada's francophone societies***  
Calgary, AB: Detselig Enterprises. \$24.95 ISBN: 9781550592016

Written by a local author who is a professor at the University of Calgary, this book explores the lack of knowledge about the country's francophone. Using information from history, linguistics, education, sociology, geography, and political science, the author sheds light on the language, culture, social worlds, and patterns of everyday life of francophone Canada. Previewed by Western Canada High.

**Outcomes (20-1): 1.1-1.11, 4.1-4.9**  
**Keywords: Sovereignists, Quebecois**



**Strom, Yale. (1993) *Uncertain roads: Searching for the Gypsies*.**  
Markham, ON: Simon and Schuster. \$25.50 ISBN: 9780027885316

Strom's opening paragraph states that "with the collapse of communism, the fall of the Berlin Wall and the reunification of Germany, Pandora's box has been opened, and its contents –nationalism, pan-Slavism, tribalism, and anti-Semitism – have created an atmosphere of intolerance" for which the "most easily identifiable targets" are the approximately ten million to eleven million Rom living in Europe. Through Strom's many superb photos and numerous interviews we see a the rich diversity of culture and a notable portrayal of the gypsies'

individuality, warmth and courage.

**Outcomes (20-1 & 20-2): 1.1-1.11**  
**(20-4): 1a-1i**  
**Keywords: Anti-Semitism, Ethnic Nationalism**

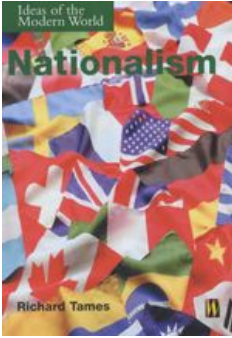


**Szpilman, Wladyslaw. (2000) *The pianist: The extraordinary true story of one man's survival in Warsaw, 1939-1945***  
Toronto, ON: McArthur &Company. \$16.95 ISBN: 9781552781425

A stirring memoir about a pianist's incredible survival in Warsaw during World War II. Using extracts from the diary of Wilm Hosenfeld, the reader is told about the terrible deaths of family members and shows how he was saved by a German officer who had heard him playing the piano. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**  
**Keywords: Anti-Semitism, Concentration camps, Holocaust, World War II**





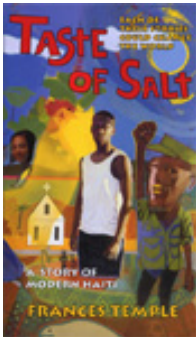
Tames, Richard. (2004) *Nationalism*.  
Orlando, FL: Steck-Vaughn. \$32.00 ISBN: 9780739864173

**Series:** *Ideas of the modern world*

This book traces the evolution of Nationalism and nation-states from their rise in Europe at the time of the French Revolution through a description of nations and Empires to the continuing conflicts that they cause today. The book also looks at the relationship between nationalism and other significant twentieth century ideas such as fascism and communism. Previewed by Lord Beaverbrook High and (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2):** 1.1-1.11, 2.1-2.9, 3.1-3.9

**Keywords:** Communism, Fascism, French Revolution, Nationalism, Revolution



Temple, Francis. (1992) *A taste of salt*.  
Toronto, ON: Scholastic \$18.97 ISBN: 9780531054598

The powerful stories of two Haitian teenagers speak to the loyalty they both feel for their country. While lying in a hospital after a severe beating, Djo, 17 tells his life story to Jeremie, a young woman who has also grown up in the slums and worked with the social reformer, Father Aristide. Both of their accounts are full of the grim realities of life in modern Haiti...Dialect is used throughout, but it is readable, lyrical, and adds authenticity to the narrative. Jeremie and Djo's contemporary voices are a riveting testament to a country in political turmoil. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2):** 1.1-1.11, 2.1-2.9, 3.1-3.9

**Keywords:** Contending loyalties, Dictatorship, Haiti, Nationalism



Ung, Loun. (2006) *First they killed my father: A daughter of Cambodia Remembers*.

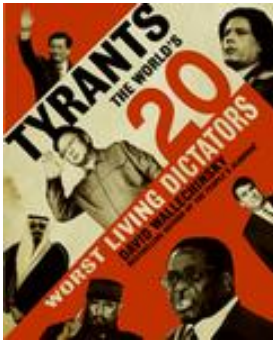
New York, NY: Harper Collins. \$16.50 ISBN: 9780060856267

One of seven children of a high-ranking government official, Loun Ung lived a privileged life in the Cambodian capital of Phnom Penh until the age of five. Then, in April 1975, Pol Pot's Khmer Rouge army stormed into the city, forcing Ung's family to flee and, eventually, to disperse. Loun was trained as a child soldier in a work camp for orphans, her siblings were sent to labor camps, and those who survived the horrors would not be reunited until the Khmer Rouge was destroyed. Harrowing yet hopeful, Loun's powerful story is an unforgettable account of a family shaken and shattered, yet miraculously sustained by courage and love in the face of

unspeakable brutality. Previewed by Centennial High.

**Outcomes (20-1 & 20-2):** 2.1-2.9

**Keywords:** Cambodian genocide, State sponsored crimes, Terrorism, War crimes



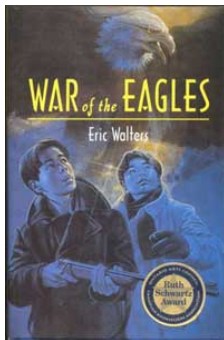
**Wallechinsky, David. (2006) *Tyrants: The world's 20 worst living dictators***  
New York, NY: Regan \$24.50 ISBN: 9780060590048


Examines 20 of the world's most notorious dictators who still hold power in their countries (the author includes George Bush as a special case). Each biography ranges in length from 15-20 pages and looks at such things as human rights violations, electoral fraud, justice systems, personalities and mysterious backgrounds. The book also reveals the extent that foreign corporations and governments support these tyrants despite their policies. Previewed by Henry Wise Wood High and (ESS)

Evaluation/Selection.

**Outcomes (20-1 & 20-2): 2.1-2.9, 3.1-3.9**

**Keywords: Crimes against humanity, Dictatorship, Genocide, Human rights, Unilateralism**



**Walters, Eric. (1998) *War of the eagles.***   
Victoria, BC: Orca. \$9.95 ISBN: 9781551430997

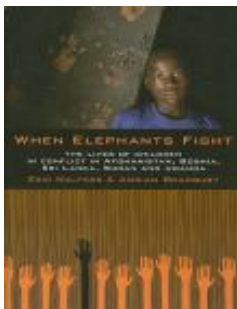
Jed lives with his grandmother and his mother in a village near Prince Rupert, British Columbia, while his father, a British bush pilot, is off in Europe on missions during World War II. Jed learns to coexist with the Canadians on the base and even earn money by helping his mother cook, and by hunting game. His friendship with Tadashi who lives in a nearby Japanese village changes as they both deal with issues related to their race, and their friendship. This book looks honestly at the Haida, Japanese, military and

cultures through the eyes of two teenage boys. Previewed by Olympic Heights.

**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**

**(20-4): 1a-1i, 4a-4i**

**Keywords: Conflict, Cultural Identity, Internment, Racism, World War II**



**Walters, Eric and Bradbury, Adrian. (2008) *When elephants fight: The lives of children in conflict in Afghanistan, Bosnia, Sri Lanka, Sudan and Uganda***   
Victoria, BC: Orca. \$19.95 ISBN: 9781551439006

The lives of five children who live(d) in conflict in Afghanistan, Bosnia, Sri Lanka, Sudan and Uganda are featured with their personal stories of war, death, loss of family, survival against all odds. Each story provides a follow-up to explain where that young person is today and how they are living. Following this story is a brief history of their country, information on

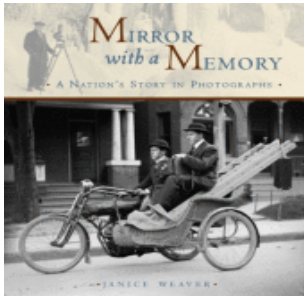
the conflict and reflections on other consequences of the crisis in that country. The personal stories are shocking and honest, and the histories and information on the related countries is informative and up-to-date. Previewed by Curriculum and Learning Technologies (ESS)

Evaluation/Selection.

**Outcomes (20-1 & 20-2): 2.1-2.9, 3.1-3.9**

**(20-4): 2a-2h, 3a-3h**

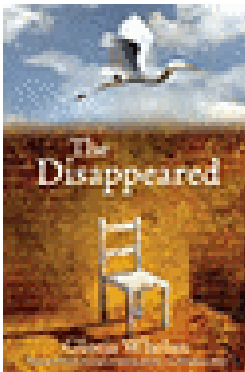
**Keywords: Alienation, Crimes against Humanity, Human Rights, Refugees, State sponsored crimes.**



Weaver, Janice. (2007) *Mirror with a memory: a nation's story in photographs.* Toronto, ON: Tundra Books. \$29.99 ISBN 9780887767470

Defining moments in Canadian history are thematically presented in this photography collection. Offers a great visual perspective of a nation's people, places and events. Accompanying text and captions are accessible and photographs are fascinating. Previewed by (ESS) Evaluation/Selection

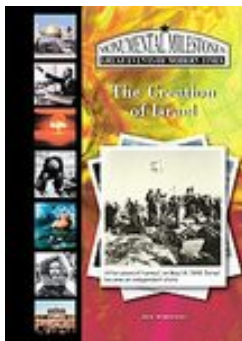
**Outcomes (20-1 & 20-2): 1.1-1.11, 4.1-4.9**  
**Keywords: Canada, Nationalism**



Whelan, Gloria. (2008) *The disappeared.* Toronto, ON: 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.

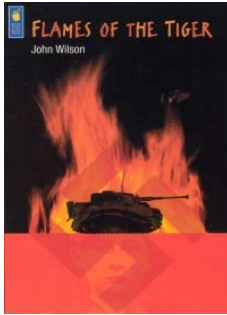
**Outcomes (20-1 & 20-2): 2.1-2.9**  
**(20-4): 2a-2h**  
**Keywords: Argentina, Crimes against humanity, Human Rights, State-sponsored crimes.**




Whiting, Jim. (2008) *The creation of Israel.* Hockessin, DL: Mitchel Lane. \$34.42 ISBN: 9781584155386

**Series: Monumental milestones. Great events of modern times**  
 This book will provide a good introduction to this event. Well illustrated and accessible, the forty-eight page volume includes full-colour photographs throughout, chronology, timeline of discovery, chapter notes, further reading, web addresses, glossary and index. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.3; 1.6, 1.8, 1.9, 2.1-2.3; 2.4, 2.5, 2.7, 2.9,**  
**3.1-3.6, 3.8, 3.9**  
**(20-4): 1a-1d; 1f-1i**  
**Keywords: Israel, Arab-Israeli conflict, Nationalism, Nation-state**



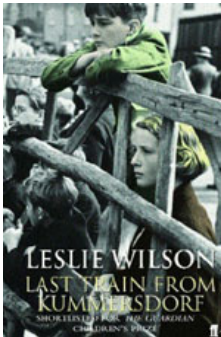
**Wilson, John. (2003) *Flames of the tiger*.  Toronto, ON: Kids Can Press. \$7.95 ISBN: 9781553376194**

Follows the story of thirteen Dieter, a German youth living in Berlin, and his twenty-year-old brother Reinhold who joins the Nazi SS, and their family. Dieter is called upon to fight for his country in a conflict that he doesn't fully understand, and eventually tries to flee to Canada after the Russians capture Berlin. Graphically depicts the brutality of war and the hardships of civilian life, and the humanity of both sides in a war. The book is written as flashbacks in Dieter's voice over the last four years of World War II.

Reviewed by Sir William Van Horne High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8  
(20-4): 1a-1b, 4d, 2a-2h**

**Keywords: World War II, Collective consciousness, Contending loyalties, Holocaust, Nationalist loyalties, Propaganda**



**Wilson, Leslie. (2005) *Last train from Kummersdorf*. London, ENG: 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 (20-1 & 20-2): 2.1-2.4, 2.6-2.8  
(20-4): 2a-2h**

**Keywords: Collective consciousness, Contending loyalties, World War II,**



**Wiseman, Eva. (2006) *Kanada*.  Toronto, ON: Tundra. \$12.99 ISBN: 9780887767296**

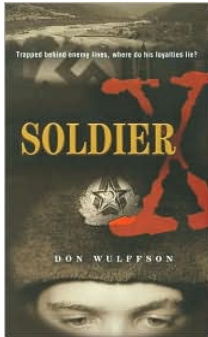
In the last year of World War II, Hungarian Jews were deported to the death camps of Central Europe. Fourteen-year old Jutka and her family are sent to Auschwitz where they suffer horrendous conditions and privation. Jutka, who often had dreamed of Canada where her aunt lived in Ottawa, must make a choice, to work in Kanada, the ironically named warehouses of clothing, jewelry and toys that belonged to those sent to their deaths, or to stay with her family and friends, including her first love, Sandor. Working in Kanada would ensure easier living conditions and more food, but Jutka chooses family and friends. When the camp is liberated, the inmates find that they must try to rebuild their lives in a world in which anti-Semitism still thrives. Both Jutka and Sandor know that they cannot return to Hungary. Sandor chooses Eretz Israel as his destination. Jutka must choose: to accompany him, or to go to her remaining family in Canada. This exploration of lives ripped apart by genocide and war is especially

compelling juxtaposed with Canada's official disinterest in helping European Jews to immigrate to this country at that time. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.9, 3.1-3.9**

**(20-4): 1a-1i, 2a-2h, 3a-3h**

**Keywords: Ethnic cleansing, Foreign policy, Genocide, Holocaust, Immigration, Refugees,**

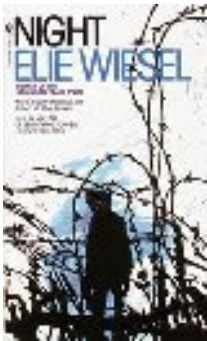


**Wulffson, Don L. *Soldier X***  
**New York, NY: Viking. \$9.99 ISBN: 9780142500736**

The novel is based on a conversation that the author had with a German war survivor. The result is a thoughtful and compelling novel that takes readers inside the mind of a boy who must fight and even die for a war he does not believe in. Clearly and simply written, Erik's message is the terrible waste of war, in lives lost, destruction and insanity. Teen readers and adults alike will enjoy Erik's story of courage, common sense and caring in the midst of a world coming apart. Previewed by (ESS) Evaluation/Selection.

**Outcomes (20-1 & 20-2): 1.11, 2.1-2.9, 3.1, 3.3, 3.9**

**Keywords: Conflict, Contending loyalties, World War II**

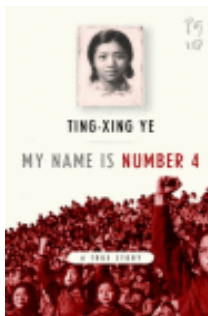



**Wiesel, Elie. (2006) *Night***  
**New York, NY: Farrar, Straus & Giroux. \$12.25 ISBN: 9780374500016**

This chilling read takes the reader inside the horror of a World War II Nazi concentration camp. Wiesel is frank about how the experience has marred his life. It carries a strong warning message about how to avoid this again. For mature readers. Previewed by Queen Elizabeth High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Anti-Semitism, Holocaust, Human rights, War crimes, World War II,**

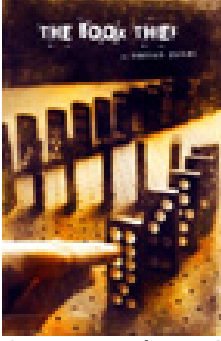


**Ye, Ting-xing. (2007). *My name is number 4: A true story.***   
**Toronto, ON: Doubleday. \$14.95 ISBN: 9780385663052**

This is an abridged version of her adult autobiography "A leaf in bitter Wind". Focusing on Ye's life from age fourteen to twenty-four the reader sees the transformation of this young girl's life when China's Cultural Revolution takes over the country. As the revolution takes hold, Ye is shipped off to the Da Feng Prison Farm because she is the daughter of a prosperous business owner and suffers extreme physical and emotional hostilities. She describes a dangerous and violent time when all capitalist influences are eradicated at a very high cost to the foundations upon which Chinese society was built. Previewed by (ESS) Evaluation/Selection

**Outcomes (20-1 & 20-2): 1.1-1.11, 2.1-2.3, 2.4, 2.7, 2.9**

**Keywords: Cultural Revolution, Propaganda, Revolution,**



**Zusak, Markus. (2006) *The book thief*.  
New York, NY: Knopf Books. \$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 neighbours. Vivid images support the compelling portrait of a young girl's struggle to survive and maintain some semblance of happiness in very difficult times. A striking and memorable portrayal of the German home front during World War II. Previewed by Centennial High.

**Outcomes (20-1 & 20-2): 1.1-1.2, 1.4, 1.8, 2.1-2.8**

**Keywords: Anti-Semitism, Human rights, Ultrnationalism, World War II,**