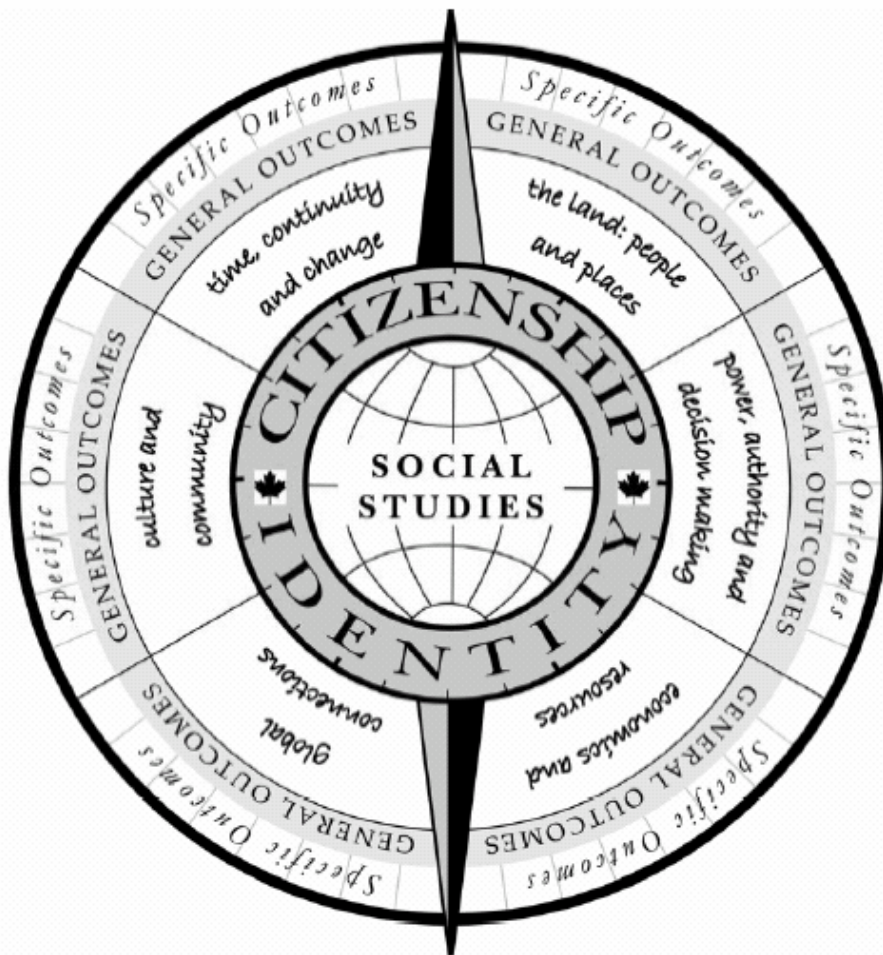


# Literature Connections to The New Social Studies Curriculum Historical Thinking

...a sampling of quality literature and associated outcomes



Calgary Board of Education



aisi

Alberta Initiative For School Improvement

## Resource Connections to The New Social Studies Curriculum

### Rationale

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

The purpose of this document is to:

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

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

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

The criteria used in selecting the materials includes:

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

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

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

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

***Availability:***

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

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



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



**Canadian Author**

**Dimensions of Thinking**

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

As part of this literature listing, the authors have identifies a short list of resources to support historical and geographical thinking. Because the skills and processes in these areas apply across the grades, the authors felt the books could be used from K-6. Watch for this section to

grow as new titles are evaluated and added. Teachers can select the literature that best supports historical and geographic thinking for their students and indeed add many more that they see fit.

## Historical Thinking



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

**\$23.99**

**ISBN 0066239354**

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

illustrations that you can look at over and over again and discover something new each time.

Perfect for discussions about neighbourhood, caring for the environment. Previewed by Hawkwood Elementary.

**Skills and Processes: Historical Thinking**

*Also listed in Grade One; Geographical Thinking*



**Baker, Jeannie. (1991). *Window*. New York: Greenwillow Books.**

**\$25.89**

**ISBN 0688089186**

Using the metaphor of an open window that overlooks a natural space, this uncaptioned story illustrates the changes that humans make to transform a place over period of time equal to the childhood, adolescence and young adulthood of the newborn Sam in the first scene. As time passes, the natural space is changed from essentially undisturbed rural land to congested urban living. By the time Sam has a newborn of his own, there does not seem to be any space that it

not populated by human activity. The author's note indicates that the pace of change will consume all but designated preserves by the year 2020. Using illustration techniques typical of animated film, this story seeks to challenge us to be responsible citizens of the planet.

Previewed by AISI Teacher-Librarians.

**Skills and Processes: Historical Thinking**

*Also listed in Grade One*



**Bosak, Susan V. (1997) *Something to remember me by*. Toronto: Communication Project.**

**\$19.95**

**ISBN 1896232019**

This book is a product of the Communication Project - a research and education group. It deals with the relationship and love between a granddaughter and her grandmother as the girl grows into adulthood. Great artwork accompanies a simple but powerful story about intergenerational relationships, life changes, and the legacies one generation provides for the next. Highly recommended.

Previewed by W.O. Mitchell Elementary.

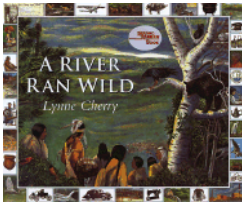
**Skills and Processes: Historical Thinking**



**Bunting, Eve. (2000) *The memory string*. New York: Clarion Books. \$23.95 ISBN 0395861462**

A very touching story about a young girl's cherished family artifact – a string of buttons that represents family members and events past and present. Laura, whose mother has died, has an estranged relationship with her new stepmother. When she loses a button from her string, she is distraught. During a late-night search, her stepmother finds the missing button. Laura overhears her commenting that she will just leave the button on the porch “like a gift from a good fairy”. Laura begins to realize that it is time to reconcile with her stepmother, and the ending is an optimistic one. Excellent story to use when modeling family stories and use of family artifacts. Belonging and connecting. Previewed by Hillhurst Elementary.  
**Skills and Processes: Historical Thinking (family treasures)**

**Cherry, Lynne. (1992) *A river ran wild: an environmental history*. San Diego: Harcourt Brace Jovanovich.**

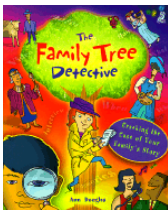


**\$21.95**

**ISBN 0152005420**

Environmental history of Massachusetts' and New Hampshire's Nashua River, from its discovery by aboriginal peoples, through settlement and the polluting years of the Industrial Revolution, to the ambitious clean-up that revitalized it in recent years. Provides much information including descriptions of North American aboriginals, settlers and settlements, pollution from mills, and animal life. Carefully avoids assigning blame and strives to be positive about each stage in the river's development. Even while polluted, the river never appears menacing - just ill. Richly illustrated with text framed by labelled, colour drawings illustrating artifacts from the various eras. Opposite each page of text is a full-page painting of the river as it changes through the years. Includes a note by the author about the river and endpapers are maps of the colonies in the 1500s and the 1900s. Highly recommended. Previewed by Mount View Elementary.

**Skills and Processes: Historical Thinking**



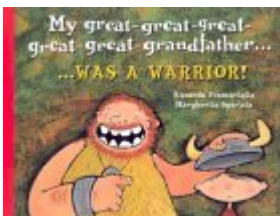
**Douglas, Ann. (1999) *The family tree detective*. Toronto, Ontario: Owl Books.**

**\$9.95**

**ISBN 1895688892**

How-to guide on tracing your family genealogy. Provides tips and suggestions for interviewing relatives and friends, searching for and storing information, and exploring family names. Highlighted boxes give additional information around topics like family genes or present experiments to try, such as creating a time capsule. Colourful cartoon illustrations. Good resource on a topic that may not be covered in a school library. Historical Thinking. Previewed by Hillhurst Elementary.

**Skills and Processes: Historical Thinking**



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

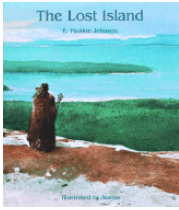
**\$21.95**

**ISBN 1894222814**

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

**Skills and Processes: Historical Thinking**

*Also listed in Grade Two*



**Johnson, E. Pauline. (2004) *Lost Island*. Vancouver: Simply Read Books.**

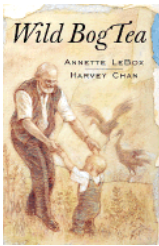


**\$22.95**

**ISBN 1894965078**

In a conversation with a young boy, an old man reflects wistfully on the loss of land, religion, dress, language, tradition and story that his people have suffered because of the coming of the 'Pale-faces'. He tells the story of a great medicine man, Sagalie Tyee, who had a dream vision of what was to become of their land with the creation of the city of Vancouver. Following his vision, he canoed up the North Arm where his strength, courage and fearlessness left him and lodged on a misty island. The grandfather still wishes to seek the mysterious island and regain from it, all the power the First Nations had before the white man came. A haunting Canadian legend first published in 1911. Beautiful watercolour illustrations match the mood perfectly. Previewed by Hillhurst Elementary.

**Skills and Processes: Historical Thinking (change over time)**



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

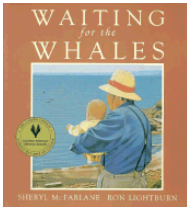


**\$18.95**

**ISBN 0888994060**

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

**Skills and Processes: Historical Thinking (change over time)**



**McFarlane, Sheryl. (1991) *Waiting for the whales*. Victoria: Orca Book Publishers.**



**\$8.95**

**ISBN 0920501966**

Living alone on the West Coast of British Columbia, an elderly man spends his winters walking the beaches and forests near his home. He works in his enormous garden during the summer, and gives away most of what he grows. His passion is the orca whales that feed each summer on the salmon that return to spawn in the creek near his home. The whales are magnificent. Their departure leaves him even lonelier, until the year his daughter and her daughter return to live with him. They become a part of his life and as she grows, he shares with his granddaughter his love of the whales. When he dies, her mother comforts her daughter by telling her that her grandfather's spirit has joined the whales. A powerful story of family bonds and connection to nature, this is illustrated with evocative images of the land and the sea. Winner of the 1992 Amelia Frances Howard-Gibbon Medal; 1992 Elizabeth Mrazik-Cleaver Canadian Picture Book Award; 1992 Governor General's Literary Award for Children's Literature (Illustrations - English Text). Previewed by AISI Teacher-Librarians.

**Skills and Processes: Historical Thinking (change over time)**



**Millard, Dr. Anne. (1998) *A street through time: A 12,000-year walk through history*. New York: Dorling Kindersley**

**\$27.99**

**ISBN 0789434261**

Including *A City through Time* and *The Story of the Nile*, this is one volume in a fascinating series, which shows how a location has changed through time. Every double page is packed with colourful cutaways, cross-sections and close-ups. This one looks at a street from its beginnings as a location for Stone Age hunters, first farmers, Iron Age workers, Romans, Vikings, medieval townspeople and others up to a modern city street. Text that runs around the outside of the spread provides information and questions that will have readers looking for details in the complex pictures. Time-traveling quiz and glossary at the end. Historical thinking. Time, continuity and change. Previewed by Hillhurst Elementary.

## Outcomes: Historical Thinking (change over time)

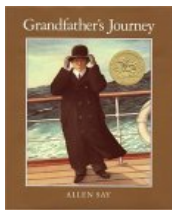


**Polacco, Patricia. (1988) *The keeping quilt*. New York: Aladdin Paperbacks. \$10.99**

**ISBN 0689844476**

When six-year old Anna came to America with her Russian parents, she learned English very quickly and became part of her neighbourhood in New York. She also outgrew her dress and babushka, which became part of a quilt, along with parts of her uncle's shirt and her aunts' nightdress and apron. The quilt was used as the Sabbath tablecloth. When Anna married, the quilt served as her wedding huppa. Her first child Carle was wrapped in the quilt, and later, it was her wedding huppa. The quilt welcomed Carle's first child Mary Ellen, and wrapped the now-elderly Anna in its warmth. It became Mary Ellen's wedding huppa and wrapped her first daughter, Patricia. As she grew up, Patricia used the quilt as a tent and a cape and a blanket. She welcomed her daughter Traci Denise in the quilt. Traci will one day take the quilt and its memories with her when she leaves home. Illustrated with rich pencil drawings, this story demonstrates the connection across time and space of family, love and faith. Winner of the Association of Jewish Libraries Sydney Taylor Award. Previewed by AISI Teacher-Librarians.

**Skills and Processes: Historical Thinking (family treasures)**

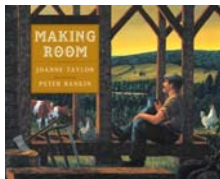


**Say, Allen. (1993) *Grandfather's journey*. Boston: Houghton Mifflin. \$27.95**

**ISBN 0395570352**

Grandfather leaves Japan and comes to America where he finds a home. However, throughout the ensuing generations the pattern continues of living in one country and pining for another. Grandfather, his daughter and grandson all spend their life suspended between two worlds, loving both. This is a touching book with beautiful watercolour paintings that capture moments in the family's history. Winner of the 1994 Caldecott Medal and the 1994 Boston Globe-Horn Book Award (Picture Book). Previewed by Curriculum Support.

**Skills and Processes: Historical Thinking**



**Taylor, Joanne. (2004) *Making room*. Toronto: Tundra Books. \$22.99**

**ISBN 088776651X**

John William Smith clears some land in a broad valley to build his home. Upon completion of it, he decides he needs a wife. In turn, she decides they need... a pantry and when it is completed, a cradle, some extra bedrooms, another house added on for the extended family, a parlour, and so on until they need to retire. Their family builds them a cozy cottage near the orchard and tenderly care for them in their old age. Rich, full-page oil paintings evoke a sense of the rural landscape of Nova Scotia in the 1800s. Excellent family story that also reflects people and their environment through time. Enjoyable read aloud with repeated refrain. Previewed by Hillhurst Elementary.

**Skills and Processes: Historical Thinking (Nova Scotia—1800- ), Fiction**



**Thornhill, Jan. (1997) *Before & After: a book of nature timescapes*. Washington DC: National Geographic Society. \$16.00**

**ISBN 0792270932**

A combination puzzle, art, and information book. Two-page spreads with vibrant coloured pictures show a variety of environments including a coral reef, savannah, forest edge, wetland, meadow, rain forest, and schoolyard, before and after.

Borders identify wildlife found in each painting. The illustrations are fun to look at, noting differences between two pictures. Some discrepancies in time, e.g., "After a year" - shows garden ready to be planted and then ready to be harvested. "Nature Notes" at the end of the book indicate what is happening in each environment. Previewed by (SSPS) Evaluation/Selection.

**Skills and Processes: Historical Thinking: time continuity**

## **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](#)

<b>Social Studies Outcomes</b> (Specific Learner Outcomes)	<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)
<i>Values and Attitudes</i>	<a href="#">1.1.2 – to share and cooperate with others</a>
<i>Knowledge and Understanding</i>	<a href="#">1.1.3 – Community , Belonging</a> <a href="#">1.1.4 – living together peacefully</a> - <a href="#">how people cooperate</a>
<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 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