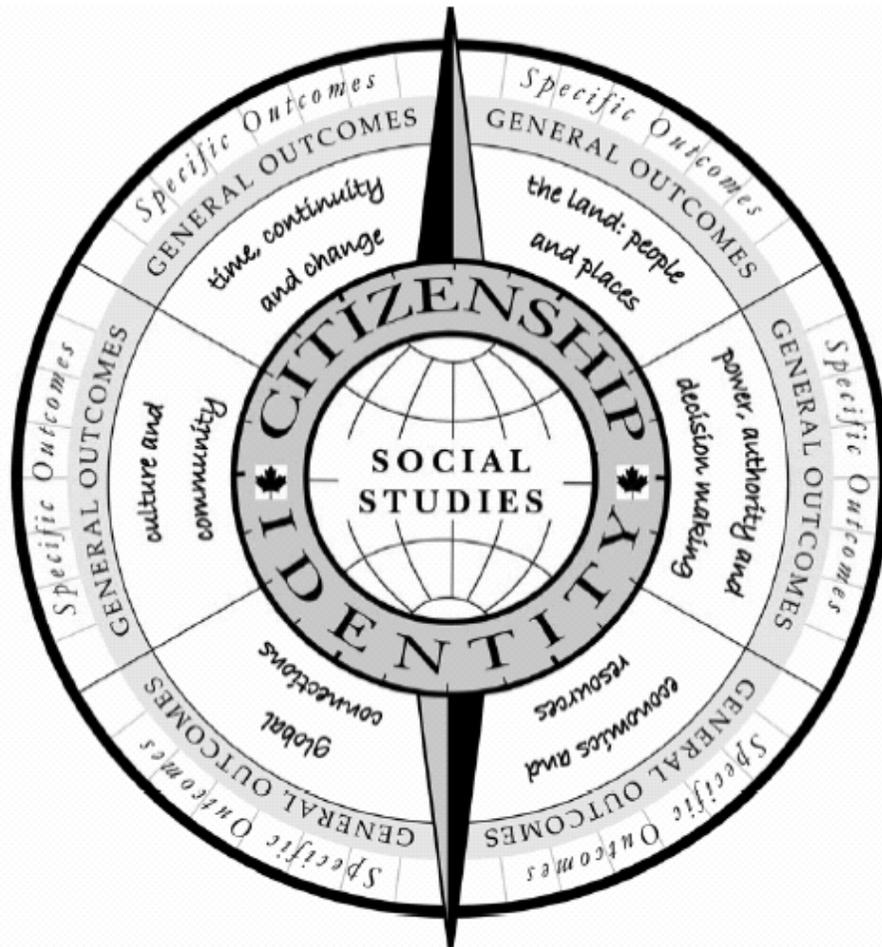


Literature Connections to The New Social Studies Curriculum Grade 10

...a sampling of quality literature and associated outcomes



Calgary Board of Education

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Resource Connections to The New Social Studies Curriculum 10

Rationale

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

The purpose of this document is to:

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

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

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

The criteria used in selecting the materials include:

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

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

Availability:

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

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



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

Screening Literature Through the Lens Of Social Studies

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

Templates:

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

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) _____

General Outcome Connection _____

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

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

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

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

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) *Picture Book - Two Homes* by Claire Masurel

General Outcome Connection **1.1 My World: Home, School and Community**

<p>Social Studies Outcomes (Specific Learner Outcomes)</p>	<p>Which Outcomes connections (where applicable) can be identified in this story, video or song? (Record specific Outcomes and keywords to explain how the resource best connects to the Program of Studies)</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>Dimensions of Thinking</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>Social Participation as a Democratic Practice</p>	
<p>Research for Deliberative Inquiry</p>	
<p>Communication</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 10-1

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

Related Issue 1

To what extent should globalization shape identity?

General Outcome

Students will explore the impacts of globalization on their lives.

Specific Outcomes

► Values and Attitudes

Students will:

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

► Knowledge and Understanding

Students will:

- 1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- 1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)

	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 10-1

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

Related Issue 2

To what extent should contemporary society respond to the legacies of historical globalization?

General Outcome

Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)
- 2.4 recognize and appreciate the validity of oral histories (TCC, CC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

► Knowledge and Understanding

Students will:

- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)
- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)

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	C	Citizenship		I	Identity		
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(continued)

- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)
- 2.12 evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC)
- 2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

	C	Citizenship		I	Identity		
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Social Studies 10-1

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

Related Issue 3

To what extent does globalization contribute to sustainable prosperity for all people?

General Outcome

Students will assess economic, environmental and other contemporary impacts of globalization.

Specific Outcomes

► Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

► Knowledge and Understanding

Students will:

- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

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

Social Studies 10-1

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

Related Issue 4

To what extent should I, as a citizen, respond to globalization?

General Outcome

Students will assess their roles and responsibilities in a globalizing world.

Specific Outcomes

► **Values and Attitudes**

Students will:

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

► **Knowledge and Understanding**

Students will:

- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, 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)

- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, 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 10-2

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

Related Issue 1

Should globalization shape identity?

General Outcome

Students will explore the impacts of globalization on their lives.

Specific Outcomes

► **Values and Attitudes**

Students will:

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

► **Knowledge and Understanding**

Students will:

- 1.4 identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- 1.9 analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC)

	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 10-2

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

Related Issue 2

Should people in Canada respond to the legacies of historical globalization?

General Outcome

Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)
- 2.4 recognize and appreciate the validity of oral histories (TCC, CC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

► Knowledge and Understanding

Students will:

- 2.6 identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM)
- 2.10 examine the consequences of imperialism in Canada for Aboriginal Peoples (*Indian Act*, consequences of residential schools, social impact on Indigenous peoples) (CC, TCC, I, GC)
- 2.11 analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM)
- 2.12 identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

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

Social Studies 10-2

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

Related Issue 3

Does globalization contribute to sustainable prosperity for all people?

General Outcome

Students will understand economic, environmental and other impacts of globalization.

Specific Outcomes

► Values and Attitudes

Students will:

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

► Knowledge and Understanding

Students will:

- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

	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 10-2

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

Related Issue 4

Should I, as a citizen, respond to globalization?

General Outcome

Students will examine their roles and responsibilities in a globalizing world.

Specific Outcomes

► **Values and Attitudes**

Students will:

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

► **Knowledge and Understanding**

Students will:

- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

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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)

- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, 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		

10-4: LIVING IN A GLOBALIZING WORLD

KEY ISSUE: Should we embrace globalization?

RELATED ISSUE 10-4.1: Should globalization shape identity?

General Outcome

Students will explore the impacts of globalization on their everyday lives.

Specific Outcomes

Values and Attitudes

Students will:

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1b appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, GC, CC)
- 10-4.1c appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, GC, CC)

Knowledge and Understanding

Students will:

- 10-4.1d identify the various ways that people in Canada express their identities; e.g., role modelling, language, religion, spirituality, the arts, clothing, relationship to land, traditions (I, LPP, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)
- 10-4.1f explore the impact of media and communications technology on diversity; e.g., universalization of pop culture, hybridization and diversification (I, GC, CC)
- 10-4.1g examine the opportunities and challenges presented by globalization to the identities and cultures of peoples in Canada; e.g., acculturation, accommodation, cultural revitalization, affirmation of identity, assimilation, homogenization (I, GC, CC)
- 10-4.1h examine efforts to promote languages and cultures in Canada in response to globalization; e.g., language laws, cultural content legislation, revitalization of language and culture (I, CC, PADM)

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

- *In what ways do peoples in Canada express their identities?*
- *What are some understandings of globalization in your community? How has globalization affected other communities?*
- *How have various forms of media impacted cultural diversity in Canada?*
- *What impacts does globalization have on cultures?*
- *Does globalization provide opportunities to promote languages and cultures?*

	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 globalization?

RELATED ISSUE 10-4.2: Should people in Canada respond to the consequences of historical globalization?

General Outcome

Students will explore the effects of historical globalization on indigenous and nonindigenous peoples.

Specific Outcomes

Values and Attitudes

Students will:

- 10-4.2a recognize and appreciate the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (I, GC, CC, TCC)
- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2e recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (I, CC, TCC)

Knowledge and Understanding

Students will:

- 10-4.2f identify the effects of cultural contact between Europeans and indigenous peoples in Canada; e.g., exchange of goods and technologies, depopulation, influences on government (GC, CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2h examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (LPP, PADM, TCC)
- 10-4.2i examine the consequences for Aboriginals of a heritage of imperialism in Canada; e.g., *Indian Act*, consequences of residential schools, social impacts on indigenous peoples (I, GC, CC, TCC)
- 10-4.2j examine attempts to address the consequences of imperialism in Canada; e.g., *Royal Commission on Aboriginal Peoples*, contemporary examples (GC, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

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

- *How did contact between Europeans and indigenous peoples of Canada shape cultures and institutions?*
- *What is the relationship between industrialization and imperialism? What is the relationship between imperialism and globalization?*
- *How did imperialism shape government policies in Canada?*
- *How have the legacies of imperialism impacted First Nations, Métis and Inuit peoples?*
- *Do the people of Canada have a responsibility to address the legacies of imperialism?*
- *What is the relationship between historical and contemporary globalization?*

	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 globalization?

RELATED ISSUE 10-4.3: Does globalization contribute to sustainable prosperity for all people?

General Outcome

Students will explore economic, environmental and other impacts of globalization.

Specific Outcomes

Values and Attitudes

Students will:

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)

Knowledge and Understanding

Students will:

- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

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

- *What are some perspectives on economic globalization in your community?*
- *What are some examples of economic issues in your community that are associated with globalization?*
- *What political and economic opportunities and challenges does globalization present to your community? To Canada?*
- *How does globalization impact the environment?*
- *What are some perspectives on the meaning of prosperity?*
- *What are some perspectives on the relationship between globalization and sustainable prosperity?*

	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 globalization?

RELATED ISSUE 10-4.4: How should I, as a citizen, respond to globalization?

General Outcome

Students will examine their roles and responsibilities as citizens in a globalizing world.

Specific Outcomes

Values and Attitudes

Students will:

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)

Knowledge and Understanding

Students will:

- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)
- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

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

- *What are some understandings of quality of life?*
- *How has globalization impacted the quality of life for youth in your community? In Canada? In other countries?*
- *How has globalization impacted the quality of life for women in your community? In Canada? In other countries?*
- *Does globalization promote human rights and democracy?*
- *How has globalization impacted the quality of life in communities in Canada? In other countries?*
- *How can individuals, groups, businesses and governments act to improve the quality of life of others?*
- *In what ways can I respond to globalization through active and responsible citizenship in workplace, community and global contexts?*

	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 10 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
Acculturation
Activism and advocacy
Assimilation
Bretton Woods Conference
Canada
Capitalism
Civil strife
Communications technology and media
Conflict
Consumer activism
Contemporary globalization
Corporate responsibility
Culture
Cultural revitalization
Democratization
Depopulation
Diversification
Diversity
Economic growth
Economics
English-French relations
Entrepreneurship
Environment
Euro centrism
European contact
F.A. Hayek
Foreign investment
Free trade
Global citizenship
Global consciousness or Global citizenship
Globalization
Historical globalization
History
Homogenization
Human geography
Human rights
Hybridization
Identity-collective (traditions, language, religion, spirituality, the arts, attire, relationship to the land, ideological beliefs, role modelling)
Imperialism
Immigration and emigration
Industrialization
International agreements
International law
International Monetary Fund
International relations
Knowledge economy
Linguistic revitalization
Marginalization
Milton Friedman
Modernization
Multi-national corporations
Oral traditions
Outsourcing
Pandemics
Pluralism
Privatization
Quality of life
Residential schools
Social action
Spirituality
Stewardship
Sustainable prosperity
Transnational corporations
Trade liberalization
United Nations
Viewpoints
World Bank
World Trade Organization



Canadian Author

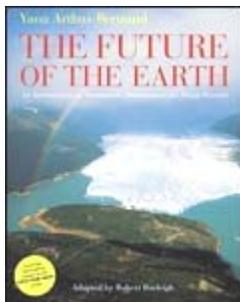


Anderson, Sarah and John Cavanagh. (2005) *Field guide to the global economy*. New York : New Press. \$23.50 ISBN 9781565849563

A very readable text with graphs and cartoons that support the information. The book is designed to nurture the debate around the global economy. It identifies economic globalization, describes new thinking about the global economy, explores and refutes numerous globalization claims and describes the major institutions and policies driving globalization (IMF and World Bank). Finally the book discusses a number of alternatives. Previewed by Henry Wise Wood High.

Outcomes: (10-1 & 10-2): 3.1; 3.2; 3.3-3.9; 4.1; 4.8; 4.10

Keywords: Economics; Globalization; International law; Human rights; Resource development; Outsourcing; Foreign investment; Bretton Woods Conference; Free trade; Corporate responsibility; World Bank; World Trade Organization; International agreements



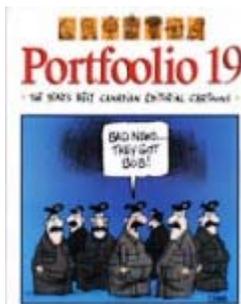
Arthus-Bertrand, Yann. (2004) *The future of the earth: an introduction to sustainable development for young readers*. New York : Harry N. Abrams. \$25.00 ISBN: 9780810950184

This incredibly, beautiful book is the work of the Yann Arthus-Bertrand. His stunning aerial images vividly bring to the attention of the reader, how the world is changing around us. The book has been thematically organized to explore the issues of sustainability of our world. The themes are: Biodiversity and Natural Habitats, Climate Changes, Populations, Agriculture and Production and Pollution. Each two-page spread presents another part of the world and the global concerns which impact it.

Each spread has a captivating aerial photo, relative quotes, full explanation of the relevance of the photo and the impact on the environment and an interesting sidebar comment. The book has no index, but has a contents page. Previewed by Jack James High & (ESS) Social Studies Team.

Outcomes: (10-1 & 10-2) 2.2; 2.3; 3.1 - 3.3; 3.7 - 3.9; 4.1; 4.3 - 4.6; 4.8 - 4.10 (10-4) 2c; 3a; 3b; 3f; 3g; 3h; 4d; 4e; 4h; 4i; 4j

Keywords: Sustainable prosperity; Environment; Human geography; Economics; Sustainability; Stewardship; Corporate responsibility

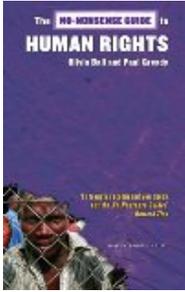


Badaeux, Guy. (2003) *Portfolio 19: the year's best Canadian editorial cartoons*. Toronto, ON : McArthur & Company. \$19.95 ISBN: 9781552784464

Collection of 2003 Canadian editorial cartoons, organized chronologically - two to a page or full page. Includes brief introduction to big news events prior to collection of cartoons. Excellent resource and enjoyable read. Previewed by Terry Fox Junior High.

Outcomes: (10-1 & 10-2) 1.2; 1.6; 1.8; 1.9 (10-4) 1a; 1b; 1d; 1e; 1f

Keywords: Identity; Canada; Culture; Viewpoints; English-French relations; International relations



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

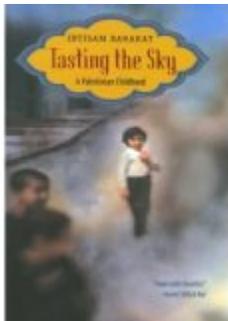
Series: No-nonsense Guide To

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

individuals. Previewed by William Aberhart High.

Outcomes:(10-1) 2.1; 2.2; 2.3; 2.5; 2.11; 2.13

Keywords: Human rights; Viewpoints; Marginalization; International law; United Nations; International agreements



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

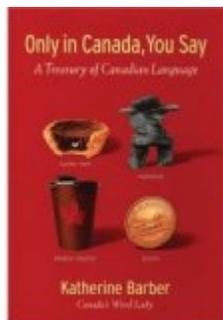
This powerful and sad memoir tells of a Palestinian family who managed to survive and stay together despite the horrors of the Six Day War and ongoing occupation. The author tells of her separation from her family when, as a child of three, she was left behind when her parents and siblings escaped from their home in the middle of the night. She describes how the family managed to keep going as refugees in Jordan, how they were allowed home only to have the Israeli army use the nearby hill for their practice space, love for family and how they maintained their culture, starting the United Nations sponsored school and much more. Some

readers may be upset by the traditional slaughter of the family's goat and the celebration of circumcisions. Excellent writing and vivid prose illuminate the circumstances and history for the Western reader.

Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1& 10-2) 1.1; 1.2; 1.4; 1.7; 1.8; 2.2; 3.1; 4.2; 4.6; 4.8

Keywords: Human rights; Immigration and Emigration; Acculturation; Conflict



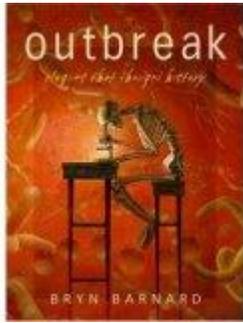
Barber, Katherine. (2007) *Only in Canada you say : a treasury of Canadian Language* 
Don Mills, ON. : Oxford University Press. \$24.95 ISBN: 9780195427073

Highlights more than 1,200 words and phrases that are unique to our neck of the woods. For example, did you know that those tasty butter tarts your mother or grandmother used to make don't exist beyond our borders? And, jokes about living in the Great White North aside, can you name all of the distinctly 17 Canadian words for ice? Organized thematically, "Only in Canada You Say" covers Canadian English from coast to coast to coast, with sections dedicated to the things we love

to do, where we live, how we get around, and what we wear. The entertaining and informative introductions to each section provide a fresh, often eye-opening, perspective on the reality of Canadian English from Canada's own 'Word Lady', Katherine Barber. The perfect lexicon for anyone wanting to understand Canadians, this book will also help us to understand-and celebrate-ourselves. Previewed by Centennial High.

Outcomes: (10-1 & 10-2) 1.2; 1.3; 1.4; 1.6; 1.7; 1.9;

Keywords: Canada; Culture; Identity—collective; Linguistic revitalization



Barnard, Bryn. (2005) *Outbreak: plagues that changed history*. New York : Crown Publishers. \$25.95 ISBN: 9780375829864

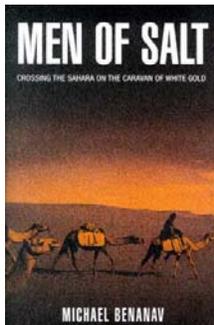
This title explores the specific plagues that have impacted society through the ages. The author begins with an introduction to microbes and the positive and negative effects that they have on humans. A study of the history of microorganisms follows. The bulk of the book then focuses on specific plagues with a chapter devoted to each, including the Black Death, smallpox, yellow fever, cholera, tuberculosis, and influenza. The last chapter is a discussion of the modern struggle against disease. A glossary and list of sources are included. Does not include an index or table of contents. The detailed colour paintings

enhance the text. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1 &10-2): 2.1; 2.2; 2.6; 4.1; 4.8 4.11

(10-4): 2b; 2f; 4a; 4d; 4h 4j

Keywords: Depopulation; Historical globalization; Pandemics



Benanav, Michael. (2006) *Men of Salt : Crossing the Sahara on a caravan of white gold*

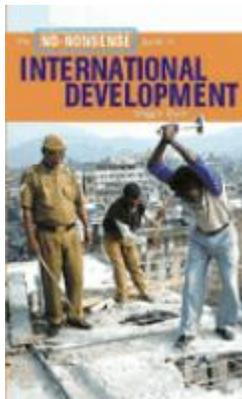
Guilford, Conn. : Lyons Press. \$16.95 ISBN: 9781599211640

Century after century, camels and their drivers have traveled the sands between the city of Timbuktu and the salt mines of Taoudenni, hauling the valuable slabs of salt to outposts connected to trade routes. Hearing that the caravans were threatened by the introduction of trucks, author Benanav joined a caravan, becoming one of the few Westerners to do so. A gripping narrative of a unique Islamic culture, where globalization and modernization have yet to make a significant impact. The truth he learns on his trip about the interaction between modern technology and ancient tradition

is much more complicated and interesting than a simple story of how Western technology destroys the traditional culture. A well written and fascinating adventure. Previewed by Centennial High.

Outcomes: (10-1 &10-2) 1.1 - 1.3; 1.5 - 1.8; 3.1; 3.2; 3.6; 3.7; 3.9; 4.1; 4.4; 4.8

Keywords: Globalization; Acculturation; Culture; Identity—collective; Human geography



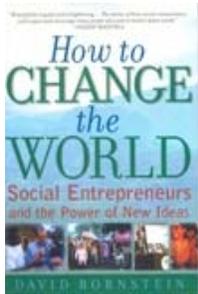
Black, Maggie. (2002) *The no-nonsense guide to international development*. Toronto : New Internationalist Publications. \$14.95 ISBN: 9781896357621

Series: The No-nonsense Guides

Published by New Internationalist, these guides target headline issues that citizens care about but that politicians evade. Arguments, statistics, quotations, graphs and features from past issues, along with fairly sophisticated text and bibliographic references are offered. Contents, contacts and index. Example chapters are Aid: the International Contribution, Enter "Sustainability". This title provides accessible information for thinkers outside the media and political boxes. Previewed by (SSS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.6; 1.9; 2.2; 2.3; 2.7; 2.9; 2.11; 2.13; 3.1; 3.2 - 3.9; 4.1 – 4.11.

Keywords: Economics; Globalization; International relations; International agreements



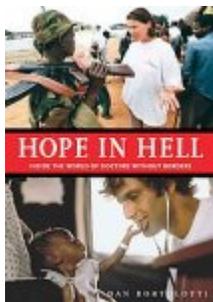
Bornstein, David. (2007) *How to change the world : social entrepreneurs and the power of new ideas*

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

First edition published in 2004, this edition includes updates on individual entrepreneurs, and a new forward. "Social entrepreneurs' are to social change what business entrepreneurs are to the economy. Aimed at the general reader, this text presents inspiring accounts of dozens of individuals around the world who have stepped in to solve problems where governments and bureaucracies have failed. For example, one of the innovators profiled is a South African woman who developed a home-based care model for AIDS patients that changed government health policy. Another chapter tells the story of an American man credited with saving 25 million lives by marketing a global campaign for immunization." Advanced readers, IB, Teacher Resource. Reference & Research Book. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 &10-2): 1.1 – 1.3; 2.2 ; 2.3; 3.9; 4.1 – 4.11

Keywords: Activism and advocacy; Social action; Sustainable prosperity; Consumer activism



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

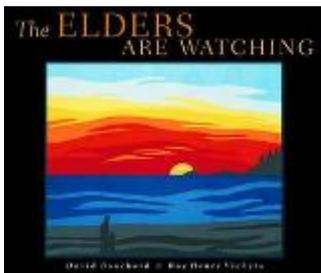
Richmond Hill, ON. : Firefly Books. \$19.95 ISBN: 9781554071425

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

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

Outcomes: (10-1): 4.1-4.11

Keywords: Global citizenship; Non-governmental organizations; Social action; Conflict; Human rights



Bouchard, Dave. (1997) *The elders are watching.*

Vancouver : Raincoast Books. \$19.95 ISBN: 9781551921105

Poetry

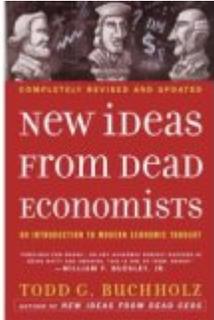
First published in 1990, this reissue in hardcover includes larger, bolder print, and better quality colour reproductions. In this poetic tribute, a Grandfather tells his grandson the stories of the Old Ones - the Elders, and discusses our own role as caretakers of the earth. The poems are brief, rather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

Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.4; 1.9; 2.3; 2.4; 3.7 – 3.9; 4.3; 4.4

(10-4): 1b; 1d; 2d; 3f; 3h

Keywords: Aboriginal; Canada; Environment; Global citizenship; Oral traditions

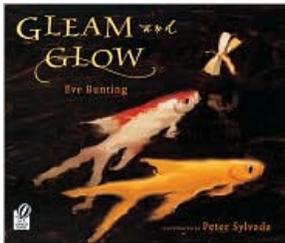


**Buchholz, Todd G. (2007) *New ideas from dead economists : an introduction to modern economic thought.*
New York : Plume. \$20.00 ISBN: 9780452288447**

In this book, Todd Buchholz provides a lively and intelligible introduction to the key ideas of economics through the study of the great economists who have shaped the discipline. Instead of the formal models and complex diagrams that are the focus of standard economics textbooks, Buchholz provides clear, non-technical explanations and timely examples of the economic ideas so important to anyone who wants to understand how new policies are likely to affect the economy and why certain policies are chosen. Text based but very readable, substantive and witty with humorous examples scattered liberally throughout the chapters. Has a table of contents; notes, references and an index. Previewed by Centennial High.

Outcomes: (10-1): 3.1 – 3.9; 4.4; 4.8;

Keywords: Economics; Historical globalization; History; Milton Friedman; F.A. Hayek



**Bunting, Eve. (2001) *Gleam and Glow.*
San Diego : Harcourt Publishing. \$19.00 ISBN: 9780152025960**

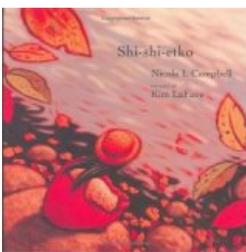
Picture Book

This is a beautifully written story about a family that is forced into exile. When the father joins an underground resistance, Viktor, the narrator, his sister and mother must live among their war-torn surroundings. The take comfort with a pair of goldfish that a refugee leaves behind. When the three leave for the border, they must leave the fish behind. Viktor releases them into the family pond and after a long stay in a refugee camp and eventual reunion with their father they make their way back to the family home only to find their house destroyed but the fish pond abundant with beautiful goldfish. Endnotes draw parallels to conflict in Balkans. A story about hope and rebuilding in times of conflict and strife. Previewed by (ESS)

Evaluation/Selection

Outcomes: (10-1& 10-2) 1.1; 1.2; 1.4; 1.7; 1.8; 2.2; 3.1; 4.2; 4.6; 4.8

Keywords: Human rights; Immigration and Emigration; Acculturation; Conflict



**Campbell, Nicola I. (2005) *Shi-shi-etko* 
Toronto : Groundwood Books. \$16.95 ISBN: 9780888996596**

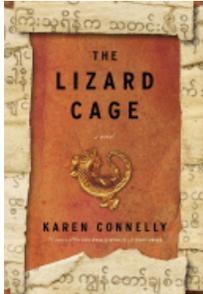
Picture Book

This is a poignant and thoughtful, picture book presentation of the "special days" in a young native girl's life before she leaves for residential school. Simple and beautiful artwork depicts the autumn colours as her family shares the teachings of her heritage, to carry with her as memories to her new life. The author shows the richness of the culture, and the point of view of those who were separated from their communities by outsiders who had no knowledge of or value for their culture. This will be useful in studies of European contact, and of Aboriginal life. A foreword by the author tells briefly of the loss suffered by not only Canadian Aboriginals by this treatment, but of Aboriginals of other parts of the world. Previewed by Cecil Swanson Elementary; Resource Links December 2005.

Outcomes: (10-1 & 10-2): 1.1; 1.2; 1.4; 1.8 ; 2.4; 2.5; 2.6; 2.10; 2.11; 4.1

(10-4) : 1c; 1d; 1g; 1h; 2a; 2d; 2e; 2f; 2i; 2k; 4a; 4d

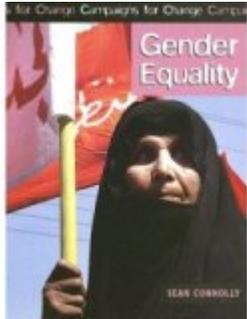
Keywords: Aboriginal; Assimilation; Marginalization; Canada; History; Culture; Residential schools; European contact



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

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

Outcomes: (10-1): 1.2; 1.4; 1.8; 2.2; 3.1; 3.6; 4.2; 4.3; 4.4; 4.8; 4.10
Keywords: Human rights; Activism and advocacy



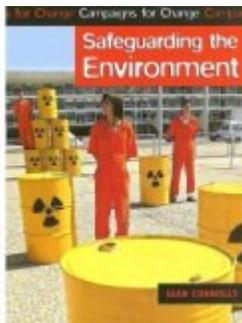
Connolly, Sean. (2006) *Gender equality*.
North Mankato, Minn. : Smart Apple Media. \$29.35 ISBN: 9781583405154

Series: Campaigns for Change

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

Outcomes: (10-1 & 10-2): 1.1 - 1.4; 1.7; 1.8; 2.2; 2.3; 2.11; 4.1 - 4.11

Keywords: Marginalization; Human rights; Culture; Identity—collective; History; Activism and advocacy



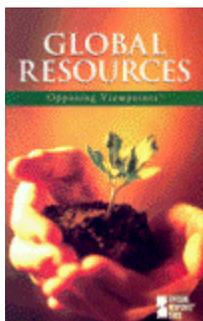
Connolly, Sean. (2006) *Safeguarding the environment*.
North Mankato, Minn. : Smart Apple Media. \$29.35 ISBN: 9781583405192

Series: Campaigns for Change

This series traces several of the world's most important campaigns for change, providing detailed information about the people and events that transformed history, and looking at the continued struggle to bring these rights to all parts of the world. This book looks at the movement toward understanding the damage to Earth that human activity can cause and what needs to be done to safeguard our future. Previewed by James Fowler High.

Outcomes: (10-4): 3.a; 3g; 3h; 4a; 4c; 4e; 4h - 4j

Keywords: Environment; Sustainable prosperity; Stewardship; Globalization



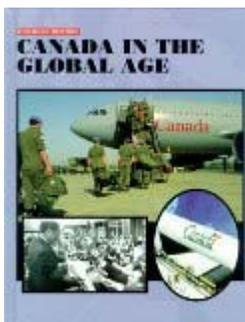
Cothran, Helen (ed.) *Global resources : opposing viewpoints*.
San Diego : Greenhaven Press. \$28.75 ISBN: 9780737716825

Series: Opposing Viewpoints Series

Well organized, up-to-date book presents opposing viewpoints on depletion of global resources, agricultural policies, energy sources and protection. Issues addressed are oil reserves, food supplies, forest destruction, genetically-engineered foods, organic farming, livestock agriculture, solar power, nuclear power, wind power, wave energy, world population, free trade and sustainable development. Previewed by Bishop Pinkham Junior High.

Outcomes: (10-1 & 10-2): 2.3; 3.1 - 3.9; 4.1; 4.3; 4.9

Keywords: Globalization; Sustainable prosperity; Environment; Viewpoints



Craats, Rennay. (2004) *Canada in the global age.* 
Calgary: Weigl Publishers. \$26.95 ISBN 9781553880172

Series: Canadian History

'Canada in the Global Age', one of the titles in the Canadian History Series, deals with such topics as the Constitution, Immigration and Multiculturalism, Industry, Economy, Foreign Policy, Free Trade, Indigenous Peoples, Regional Diversity, English-French Relations, Canada's Role in Peacekeeping and the United Nations, Canada - U.S. Relations, and Globalization. It also contains a brief summary of Canadian history, a glossary, and a quiz. Each topic is covered concisely but accurately. This is a great resource for such social studies courses as Canadian

history, Canadian economy, and Canadian and Global Issues. Thematic Links: Globalization; Economics; Peacekeeping; Multiculturalism; Ethnic Diversity; Regional Diversity; Free Trade; International. Previewed by (ESS) Evaluation / Selection.

Outcomes: (10-1 & 10-2): 1.1 - 1.9; 3.1 - 3.3; 3.5; 3.9; 4.1 - 4.8

Keywords: Canada; Globalization; Global citizenship; Identity—collective; Diversity; Economics



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

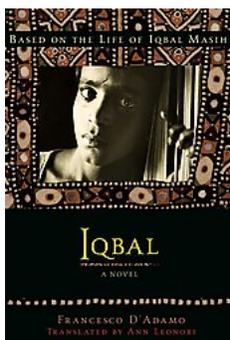
DVD / Videorecording

Series Title: (W5)

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

Outcomes: (10-1 & 10-2): 1.3-1.9; 2.2; 2.3; 3.5; 3.7; 4.1 – 4.11.

Keywords: Canada; Global citizenship; Identity—collective; Marginalization; Diversity; Economics; Immigration and emigration

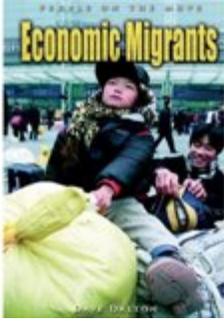


D'Adamo, Francesco. (2005) *Iqbal: a novel.*
New York : Aladdin. \$5.99 ISBN: 9781416903291

Fatima, a young Pakistani girl, is forced to work in a carpet factory to pay off her parents' debt. The child workers in the factory are forced to work long hours in terrible conditions with little food or water, some of them chained to their looms so they cannot escape. When 13-year-old Iqbal arrives to work at the factory the children are given some hope that one day their lives might be better. This moving novel is based on the true story of the courageous Iqbal Masih who knew his life was worth more than a carpet, and that treating children like slaves is wrong and how he sacrificed everything to help others. Previewed by Hawkwood Elementary.

Outcomes: (10-1 & 10-2): 1.8; 2.6; 2.11; 3.2; 3.3; 4.1 - 4.8

Keywords: Human rights; Marginalization; Activism and advocacy; Quality of life; Globalization



**Dalton, Dave. (2006) *Economic migrants*.
Chicago, Ill. : Heinemann Library \$32.00 ISBN: 9781403469595**

Series: People on the Move

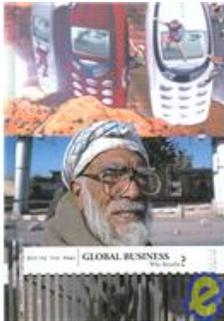
Also in the Series: Environmental Migrants; Nomads & Travelers; Refugees & Asylum Seekers

Wars, changing economies, and the environment can all have profound effects, not only on the physical landscape, but also on the lives of those caught up in the changes. This series examines various types of refugees and migrants, explaining how these people ended up in their situations and the various characteristics of their nomadic lifestyles. Page-layouts are eye-catching and

colourful with helpful maps and images. Fills a hole in many library collections, as it deals with the subjects from a geographical perspective. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1 & 10-2): 1.1; 1.3 - 1.5; 1.7; 1.9; 2.2; 2.11; 2.13; 3.1 – 3.9; 4.1 – 4.11

Keywords: Human geography; Economics; Immigration and emigration; Environment



**Downing, David. *Global business : who benefits?*
Chicago, Ill. : Heinemann Library. \$32.20 ISBN: 9781403488312**

Series: Behind the News

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

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

Outcomes: (10-1 & 10-2): 3.1 – 3.9; 4.1; 4.4; 4.8; 4.10

Keywords: Globalization; Economics; International relations; Multi-national corporations



**Ellis, Deborah. (2004) *The heaven shop*. 
Markham, ON : Fitzhenry & Whiteside. \$9.95 ISBN: 9781550419078**

This is a poignant story of a young girl caught up in the AIDS crisis in southern Africa. 13-year-old Binti, who stars in a weekly radio program, attends a private church school with her siblings. Her mother is dead, and then her father, who is a coffin maker (Heaven Shop Coffins), dies. Her tough grandmother, Gogo, announces that they have died from AIDS. Binti and her siblings are sent to stay with relatives who ostracize them and steal their money. Binti's brother lands in prison and her sister becomes a prostitute, but eventually they reunite with Gogo in a poor rural community. In Binti she has developed a strong character

who was inspired by a young radio performer Ellis met when she was doing research in Malawi. Ellis treats the topics of AIDS, prostitution, rape, death, and poverty with a reality and sensitivity which will help young people in more affluent society to appreciate just what these children have to face on a daily basis and hopefully help them develop more empathy for these children and their situations. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10.2): 2.3, 4.1 – 4.6; 4.9; 4.10

(10-4): 2b; 4a – 4f; 4h;

Keywords: Pandemics; Depopulation; Quality of life; Human rights



Ellis, Deborah. (2006) *I am a taxi*. 
Toronto : Groundwood Books. \$9.95 ISBN: 9780888997364

Series: The Cocalero novels

Sequel: Sacred Leaf

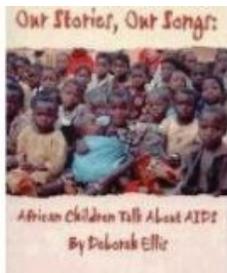
Diego, 14, shares a cell in San Sebastian Women's Prison in Cochabamba, Bolivia, with his mother and kid sister, (his father is in another prison), where they will stay for 17 years after being falsely accused of transporting coco paste used in the preparation of cocaine. During the day, Diego can leave the prison for school and to act as a taxi, running errands for his mother and other inmates.

Money is very tight because his mother must knit and sell her work to rent a cell and pay for their food. Diego is enticed into a get-rich scheme by a friend whose family is also in prison. Supposedly they can go to run errands and other work for a wealthy man for a couple weeks and return. But Diego and his friend find out that this is the cocaine business, dangerous, mean and exhausting and that they will be lucky to get out with their lives. Ellis once again reveals the underbelly of society, with children trying to survive in impossible conditions. There is some violence that is natural to the story. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.5; 1.8; 4.1 - 4.11

(10-4): 4a; 4b; 4d - 4f

Keywords: Globalization; Human rights; Marginalization



Ellis, Deborah. (2005) *Our stories, our songs : African children talk about AIDS*. 

Markham, ON. : Fitzhenry & Whiteside. \$22.95 ISBN: 9781550419139

Author Deborah Ellis traveled to Malawi and Zambia in 2003, and this book is the result. As she met children, she recorded their stories of poverty, discrimination, sorrow, determination, and dignity. "AIDS has affected everyone. Everyone has a story." The stories are poignant, describing the children's lives (including child labour, abuse, sexual exploitation, etc.) their hopes, fears and dreams. The children's stories are interspersed with quotes from public figures, authors, and facts about AIDS.

Photographs of the children are captured in sepia tones. The conclusion includes additional information about AIDS around the world, terminology, map, further readings, organizations, index. Previewed by Hillhurst Elementary.

Outcomes: (10-1 & 10.2): 2.3; 4.1 – 4.6; 4.9; 4.10

(10-4): 2b; 4a – 4f; 4h

Keywords: Pandemics; Depopulation; Quality of life; Human rights; Marginalization



Ellis, Deborah. (2004) *Three wishes : Palestinian and Israeli children speak*. 

Toronto, ON : Groundwood Book. \$12.95 ISBN: 9780888996459

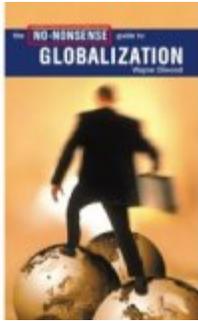
Deborah Ellis brings us the voices of children on both sides of the Palestinian/Israeli conflict which give us glimpses into the ordinary and extraordinary lives they live. The book includes interviews with twenty children ranging in age from 8 to 18. Each child's story is preceded with some background information which helps to explain the living conditions, the government, the conflict, the education system, the curfews, etc. The author does not take sides in the conflict but lets the children present their own stories, their frustrations and their hopes and dreams. It brings to life the reality of how people - especially children are living in countries disrupted by war and constant

conflict and makes it easier for young people to understand some of the political and religious conflict which is going on in that area of the world. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.3; 1.8; 2.2; 4.1 4.2; 4.4; - 4.6; 4.8

(10-4): 1a; 2b; 4a; 4b; 4d – 4g

Keywords: Conflict; Civil strife; Human rights; Quality of life



**Ellwood, Wayne. (2006) *No-nonsense guide to globalization*.
Toronto: New Internationalist Publications. \$14.95 ISBN: 9781896357461**

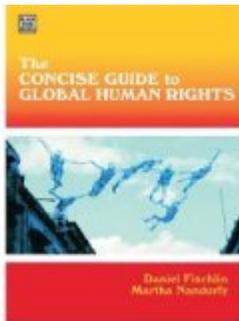
Series: No-nonsense guide to

This is a comprehensive guide to economic globalization. It includes an index and a list of website resources. Topics include an historical perspective, the relationship between tyranny and poverty, the global economy, global debt, deregulation, fair trade principles, global corporations, the role of Freidrich Hayek, the Bretton Woods conference, and free trade agreements. The author further describes the effects a global economy has on poverty and the environment, and describes possible changes which would revamp the global economy. Includes case studies.

Previewed by Willam Aberhart High.

Outcomes:(10-1): 3.1 - 3.9

Keywords: Globalization; Economics; Historical globalization; Environment; Global citizenship; International Monetary Fund; World Trade Organization; World Bank; Transnational corporations; Foreign Investment; United Nations;



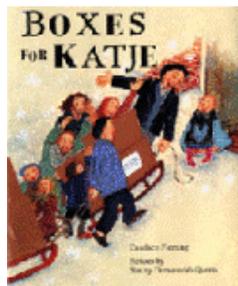
**Fischlin, Daniel. (2007) *The concise guide to global human rights* 
Montreal : Black Rose Books. \$24.99 ISBN: 9781551642949**

This book, authored by two professors from the University of Guelph, is an excellent overview of global human rights, written from a Canadian perspective. Interesting excerpts are provided that further illuminate topics and are presented in eye-catching graphic/comic format that help break up the large amount of text. There is an excellent section on AIDS worldwide, and other topics include: minority versus majority rights, terrorism, security, and selective rights in an age of retributive fear, communicating rights (media, education, and the arts), the future of human rights, and an excellent timeline of

the history of global human rights. The detailed list of works cited and comprehensive index are helpful. The book is text-heavy, but topics are relevant and covered in interesting detail. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1): 1.1; 1.5; 1.8; 1.9; 2.2; 2.10; 2.13; 4.1 – 4.11

Keywords: Human rights; History; Viewpoints; Global citizenship; Communications technology and media



**Fleming, Candace. (2003) *Boxes for Katje*.
New York : Farrar, Straus and Giroux. \$17.50 ISBN: 9780374309220**

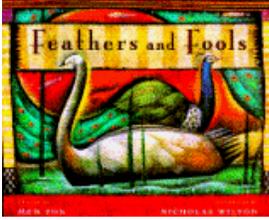
Picture Book

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

century. Social Studies. Previewed by (SSS) AISI Literacy, Willowglen.

Outcomes: (10-1 & 10-2): 2.2; 2.3; 2.5; 2.7; 2.9; 2.11 - 2.13; 3.5; 3.7; 3.9; 4.1– 4.8

Keywords: Global citizenship; Identity; History



**Fox, Mem. (1996) *Feathers and fools.*
San Diego, CA : Harcourt Brace. \$22.00 ISBN: 9780152004736**

Picture Book

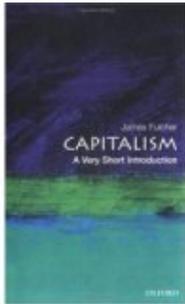
In this modern fable, swans and peacocks, who share the same pond peacefully, allow the fear of their differences to become so great that they destroy each other. The next generation of hatchlings emphasize their similarities rather than their differences. Lushly coloured acrylic paintings illustrate this powerful allegory.

Parallels to violence in the human world will incite discussion. Previewed by (ESS) Evaluation/Selection.

Outcomes (10-1 &10-2): 1.1, 1.2; 1.4; 1.8; 3.1; 3.7

(10-4): 1a -1c; 1d; 1g; 3a; 3f

Keywords: Marginalization; Pluralism; Quality of life; Conflict; Civil strife



**Fulcher, James. (2004) *Capitalism : a very short introduction.*
Oxford : Oxford University Press. \$9.95 ISBN: 9780192802187**

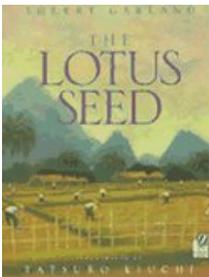
This brief book explores the origins of capitalism and questions whether it did indeed originate in Europe. It examines capitalism as it exists in several nations. The book presents the crisis tendencies of capitalism--including the S.E. Asian banking crisis, the collapse of the Russian economy, and the 1997-1998 global financial crisis--asking whether capitalism is doomed to fail, and suggests where some solutions are to be found. List of further reading could be helpful.

Book is detailed, but short, making it an excellent advanced overview/reference.

Includes some black and white photos. Print is tiny, and reading level is advanced. For mature readers / teacher reference. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes:(10-1): 1.1; 1.2; 2.2; 2.5; 2.9; 3.1; 3.2; 3.3 – 3.7.

Keywords: Capitalism; Economics; Globalization; History



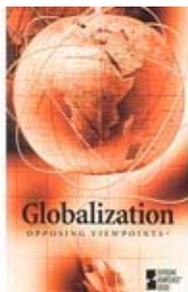
**Garland, Sherry. (1993) *The lotus seed.*
San Diego : Harcourt Brace Jovanovich. \$22.55 ISBN: 9780152494650**

Picture Book

A young Vietnamese girl saves a lotus seed and carries it with her to America to remember a brave emperor and the homeland that she has to flee. When the seed grows a new seed from the bloom, it is passed from generation to generation. The artwork also has the feel of memory, with pictures that are soft in focus and color, just the way remembrances can be. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1& 10-2) 1.1; 1.2; 1.4; 1.7; 1.8; 2.2; 3.1; 4.2; 4.6; 4.8

Keywords: Human rights; Immigration and Emigration; Acculturation; Conflict



**Gerdes, Louise (2006) *Globalization : opposing viewpoints.*
Detroit, Mich. : Greenhaven Press. \$26.55 ISBN: 9780737729382**

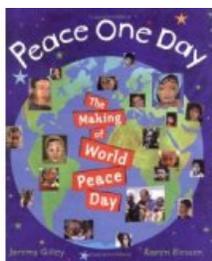
Series: Opposing Viewpoints Series

In the usual differing viewpoints fashion, articles are presented within the following main topics: How Does Globalization Affect Society? How Does Globalization Affect the Global Community? How Does Globalization Affect Developing Nations? What Global Policies Are Best? Articles are meant for mature readers and are from six to nine pages in length, offer graphs, quotations, statistics, periodical and book bibliographies, further discussion ideas, contact organizations (mostly

American), index and contents. Previewed by (SSS) Evaluation/Selection.

Outcomes: (10-1): 1.1 -1.9; 3.1 -3.9; 4.1 – 4.10

Keywords: Globalization; Economics; International relations; Multi-national corporations, Viewpoints



**Gilley, Jeremy. (2005) *Peace one day.*
New York: Putnam. \$24.00 ISBN: 9780399243301**

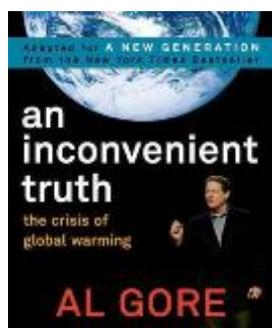
The collage illustrations and the autobiographical text give a poignant picture of the creation of a special day to promote world peace. P for announcement in the United Nations on September 11, 2001, it was delayed and celebrated for the first time on September 21, 2002. Gilley documents the difficulties encountered, and his emotional reactions, helping the reader understand just how difficult it is for one person to act alone. This is a book to inspire independent actions toward group

and worldwide peace. Not written for children in particular, it will be useful for study of world peace.

Previewed by Cecil Swanson Elementary.

Outcomes: (10-1 & 10-2): 1.1; 1.8; 2.1; 2.13; 3.5; 4.1 – 4.11

Keywords: Global citizenship; Activism and advocacy; Identity—collective; International relations; social action



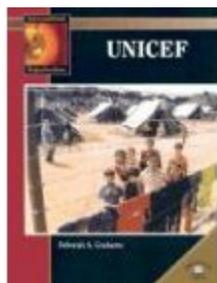
**Gore, Al. (2007) *An inconvenient truth: The crisis of global warming.*
New York : Viking. \$20.00 ISBN: 9780670062720**

This book is adapted from Al Gore's adult title and gives students information about the global warming crisis. Claiming that many of his conclusions have near unanimous support within the scientific community. He examines the environmental cost of our technological society warning that conditions could get worse and encouraging readers to take action. Text is clearly written and supplemented by large high quality photos and colour graphs and charts, clearly illustrating the consequences he foresees. The book does not present all available evidence, but does provide a compelling read and stimulation for debate over the accuracy of

Gore's predictions. Previewed by Centennial High.

Outcomes: (10-1 & 10-2): 3.1; 3.2; 3.8; 3-9; 4.1; 4.3 4.5; 4.8

Keywords: Environment; Global citizenship; Sustainable prosperity; Viewpoints



**Grahame, Deborah A. (2004) *UNICEF*
Milwaukee, Wis. : World Almanac Library. \$32.92 ISBN: 9780836855227**

Series: International Organizations

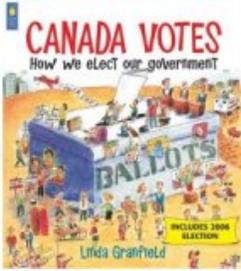
One volume in a series of eight, "UNICEF" is the best known of the United Nations' specialized agencies. Volunteers tend to the physical, psychological and educational health of children. The agency strives to end starvation, keep children as safe as possible and promotes literacy. Although the books in this series are small (about 50 pages), and quite expensive, they have an attractive format, extensive information, are readable with plenty of colour photos, information

boxes, table of contents, index, time line, list of books, addresses, and websites. Previewed by MidSun Junior High.

Outcomes: (10-1 & 10-2): 1.1; 1.7; 4.1 – 4.11

(10-4): 4a – 4j

Keywords: Human rights; International law; Social action; Global citizenship; Non-governmental organizations; Activism and advocacy.



Granfield, Linda. (2007) *Canada votes : how we elect our government* 
Toronto : Kids Can Press. \$11.95 ISBN: 9781554530915

Revision of the 2001 edition. Good basic overview covers the mechanics of elections, including changes to the Canadian Elections Act. Uses familiar analogies that help to explain difficult terms and concepts. Appealing format has short chapters, interesting boxed sidelights, and whimsical sketches. Includes a glossary, and table of contents. Highly Recommended for Social Studies and high school Knowledge and Employability 10-4 as well as English as a Second

Language. Previewed by Centennial High.

Outcomes: (10-1 & 10-2): 1.2; 1.4; 1.6; 1.9; 3.1; 3.7; 4.3; 4.8 – 4.11

(10-4): 1a; 1b; 1f; 1h; 4c; 4i; 4j

Keywords: Canada; Identity—collective; Democratization



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

Picture Book

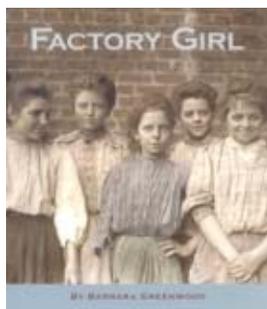
An important and powerful picture book for its allegory of the prejudice inherent in humanity. An outsider arrives on an island by raft. Feared by the islanders, a fisherman convinces them that they have a right to accept and save him. The story unfolds as a progression of fear, hatred and ultimately crime. Themes of xenophobia, racism, refugees are waiting to be explored. Redeeming to this book is its “non-preachy” text and sparse narrative. Images are dim, foreboding and aptly convey anger and fear.

Relevant on so many levels especially for study of globalization, diversity and human rights. Originally published in Germany and has received many rewards. Previewed by (ESS) Evaluation/Selection.

Outcomes (10-1 & 10-2): 1.1; 1.2; 1.4; 1.8; 3.1; 3.7

(10-4): 1a -1c; 1d; 1g; 3a; 3f

Keywords: Marginalization; Pluralism; Conflict; Civil strife; Immigration and emigration; Diversity, Human rights



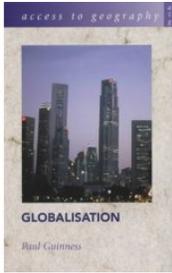
Greenwood, Barbara. (2007) *Factory Girl.* 
Toronto: Kids Can Press. \$22.95 ISBN: 9781553376491

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

Outcomes: (10-1 & 10-2): 2.2; 2.7; 2.8; 3.9; 4.2; 4.6; 4.7.

(10-4): 2b; 2g; 2h; 3b; 4b; 4e; 4f.

Keywords: Human rights; Canada; History; Identity—collective; Marginalization



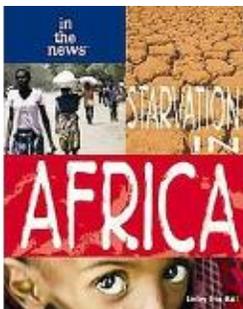
**Guinness, Paul. (2003) *Globalisation*.
London : Hodder & Stoughton. \$27.50 ISBN: 9780340846377**

Series: Access to Geography

This book explores the concept of globalization from its definition through examples of how and where globalization exists around the world and how it affects various societies. Some of the contents include: Development of Global Economy, World Trade, Transnational Corporations, The Role of NIC's in the Changing Global Economy and much more. Although the text is dense, it is easily read. The international case studies provide practical support and insights into the theories presented. The book includes a table of context, index, charts, graphs, photographs, chapter questions and websites for further exploration. Useful as a teacher resource ; IB. Previewed by Ernest Manning High School.

**Outcomes: (10-1): 1.3;1.5; 1.7; 1.8; 2.2; 2.3; 2.6; 2.7; 2.13; 3.1-3.5; 4.1
(10-2): 1.2; 1.5; 2.2; 2.3; 2.12; 3.1-3.6; 4.1**

Keywords: Globalization; Economics; Multi-national corporations; Contemporary globalization



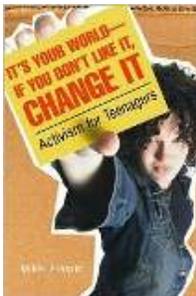
**Hall, Linley Erin. (2007) *Starvation in Africa*.
New York : Rosen Publishing, \$27.25 ISBN: 9781404209763**

Series: In the News

An examination of the history, causes, and strategies to combat famine in Africa, this book contains a useful glossary, for more information section, and index. Information is presented with many colour photographs and easy to read text (still at a slightly advanced level), which makes this an excellent resource for a struggling high school reader. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes: (10-1 & 10.2): 2.2; 2.3; 3.2; 3.7; 3.9; 4.1 – 4.8; 4.9; 4.10
(10-4): 2b; 4a – 4f; 4h**

Keywords: Depopulation; Globalization; Economics; Global citizenship; Pandemics; Quality of life

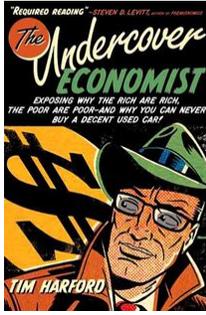


**Halpin, Mikki. (2004) *It's your world- if you don't like it, change it : activism for teenagers*.
New York : Simon Pulse. \$12.99 ISBN: 9780689874482**

This book encourages students to start using their ability to create change in our world from an early age. Topics covered include: Free Speech, Racism, The Environment, Gay Rights, Bullying and School Safety, Animal Welfare, War, Information about Safe Sex and Birth Control, Free Speech; HIV and AIDS, and Women's Rights. Information provided includes: the basics of activism, activism projects and outreach ideas, the 5-minute activist, how to be an activist at home, at school, and in the community, stories from teenagers who have taken on the world -- and won, and resources including books, movies, and websites. Note: there is a heavy American emphasis in the book, and most websites are American. However, some of the suggested organizations are international. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes: (10-1 & 10-2): 1.1; 4.1 – 4.11
(10-4): 2d; 4i; 4j**

Keywords: Social action; Global citizenship; Activism and advocacy; Human rights

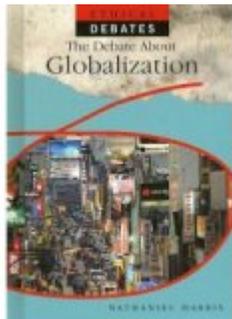


Harford, Tim. (2005) *Undercover economist : exposing why the rich are rich, the poor are poor-- and why you can never buy a decent used car!* Toronto: Anchor. \$21.00 ISBN: 9780385663397

Tim Harford demonstrates how the powerful underlying ideas of economics illuminate every aspect of the world we inhabit. Entertaining, fast-paced and well-written, Harford makes this often esoteric and dull subject quite accessible by using a fresh perspective, humour and by avoiding the jargon normally associated with economics to answer many of the perplexing questions surrounding the world's free-market economic forces. Grade level 10-12. Previewed by Centennial High.

Outcomes: (10-1): 3.1 - 3.3; 3.6

Keywords: Economics; Globalization



Harris, Nathaniel. (2008) *The debate about globalization.*

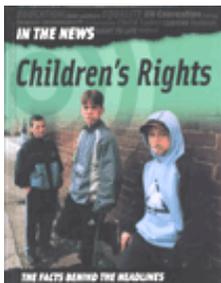
New York : Rosen Central Publishing. \$23.95 ISBN: 9781404237537

Series Title: Ethical Debates

This book deals with an issue - globalization – that affects everybody. It looks at conflicting ideas about the present and future state of the world and at the values on which those ideas are based. There are no easy answers, and readers will have to make up their minds for themselves. Reading is made easier with fact boxes, viewpoint boxes, summaries, case studies and photographs. Contents, index, timeline, further information and glossary. Previewed by James Fowler High.

Outcomes: (10-1 & 10-2): 1.1 – 1.9; 3.1 – 3.9; 4.1 – 4.11

Keywords: Globalization; Economics; Environment; Contemporary globalization



Hibbert, Adam. (2005) *Children's rights*

North Mankato, MN. : Sea-to-Sea. \$28.45 ISBN: 978-1932889444

Series: In the News

Also in the Series: The role of the United Nations ; The arms trade ; The far right racism ; Drug culture ; Terrorism ; Immigration and asylum ; Food safety and farming

In the News brings together the facts behind the headlines of today. Each book explores a topic in depth and features: the latest issues, background and historical details, up-to-date facts and figures and current opinions. Students can easily read the text and pictures are current and intriguing. Colourful side panels and text boxes ask questions and summarize facts. Excellent resources for researching controversial topics as these books look at many sides of an argument.

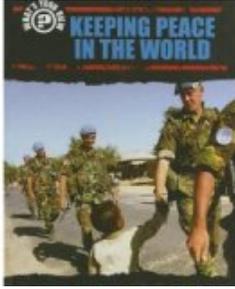
"Children's Rights" looks at the rights of children in many countries. What are their rights in schools, at home and in the justice system? Children in politics and the history of children's rights are also approached.

Previewed at Jack James High.

Outcomes: (10-1 & 10-2): 1.3; 1.8; 2.2; 4.1 4.2; 4.4; - 4.6; 4.8

(10-4): 1a; 2b; 4a; 4b; 4d – 4g

Keywords: Human rights; Quality of life; International law; Global citizenship



Hibbert, Adam. (2007) *Keeping peace in the world.*
North Mankato, Minn. : Smart Apple Media. \$28.55 ISBN: 9781583409718

Series: What's your view?

This book is part of a series that very simply and effectively features debates on key social and political issues of the 21st century. Each chapter (usually two pages in length) is presented as an essential question. Within the chapter, both sides of the argument are supported with quotes from experts, short case studies and a sampling of statistical data. Further debatable topics are included in the "More to Think About" text box included in each chapter. A great resource that can be used

as a springboard for numerous research topics, discussions, and debates. Previewed by Centennial High.

Outcomes: (10-2): 1.1 – 1.5; 1.8; 4.1 – 4.11

(10-4): 1a; 1e; 2b; 3e; 4a – 4j

Keywords: International relations; Global citizenship; Viewpoints



Hibbert, Adam. (2007) *Power of the media.*
North Mankato, Minn : Smart Apple Media. \$28.55 ISBN: 9781583409756

Series: What's your view?

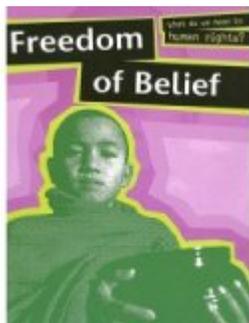
This book is part of a series that very simply and effectively features debates on key social and political issues of the 21st century. Each chapter (usually two pages in length) is presented as an essential question. Within the chapter, both sides of the argument are supported with quotes from experts, short case studies and a sampling of statistical data. Further debatable topics are included in the "More to Think About" text box included in each chapter. A great resource that can be used as a

springboard for numerous research topics, discussions, and debates. Previewed by Centennial High

Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.4; 1.6; 3.2 3.3; 3.9; 4.1 - 4.5; 4.7; 4.8

(10-4): 1a; 1b; 1e; 1f; 2b; 3a; 3b; 3c; 3f; 3h; 4a; 4c; 4j

Keywords: Globalization; Communications technology and media; Global citizenship; Viewpoints



Hirst, Mike. (2005) *Freedom of belief.*
North Mankato, MN : Sea To Sea Publications. \$29.35 ISBN 9781932889666

Series: What do we mean by human rights?

Also in the Series: Equal rights; Freedom of movement; Freedom of speech; Rights in the home; Worker's Rights

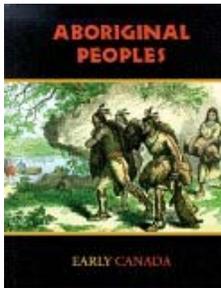
The series introduces the reader to the concept of human rights and discusses the practicalities of upholding them in today's world. Case studies encourage discussion and promote awareness of human rights - their abuse and good practice, and the responsibilities of both society and the individual. The information in these books is straightforward and effective with plenty of revealing

photographs, excellent and well-placed headings, information boxes, table of contents, and index. The books average about 45 pages with a good balance of pictures, headings and text. The books look simple but are packed with thought provoking themes. Previewed by Centennial High.

Outcomes: (10-1 & 10-2): 1.1: 1.4; 1.5; 1.8; 4.1 – 4.11

(10-4)1a; 1c; 4a – 4j

Keywords: Human rights; Globalization; Global citizenship



Hudak, Heather. (2007) *Aboriginal peoples* 
Calgary : Weigl. \$12.95 ISBN: 9781553882350

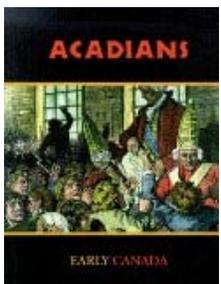
Series: Early Canada

Also in the Series: Settlers, Missionaries, Explorers, Aboriginal Peoples, Fur Traders

Well illustrated with many colour photographs, maps, reproductions, drawings and sidebars, this volume looks at the Aboriginal peoples who were first to inhabit the land thousands of years ago and how the arrival of explorers affected their traditional ways of life. Previewed by Centennial High.

Outcomes: (10-2): 1.1; 1.2; 1.8; 2.1 – 2.13; 4.1;
(10-4): 1b; 1c; 2a; 2d – 2g; 2i -2k; 3g

Keywords: Aboriginal; History; Canada; Assimilation; Identity—collective; Culture; European contact



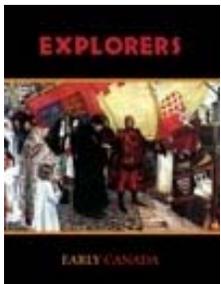
Heather, Hudak. (2007) *Acadians.* 
Calgary : Weigl. \$12.95 ISBN: 9781553882374

Series: Early Canada

Well illustrated with many colour photographs, maps, reproductions, drawings and sidebars, this overview of the history of Acadia includes its development as a French colony, interaction with the Mi'kmaq and expulsion by the British. Previewed by Langevin School.

Outcomes: (10-2): 1.2; 1.4; 1.8; 1.9; 2.1; 2.5; 2.6 – 2.13
(10-4): 1b – 1d; 1h; 2a – 2k

Keywords: Aboriginal; History; Canada; Imperialism; Assimilation; Identity—collective; Culture



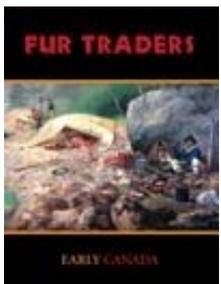
Hudak, Heather. (2007) *Explorers.* 
Calgary : Weigl. \$12.95 ISBN: 9781553882411

Series: Early Canada

Well illustrated with many colour photographs, maps, reproductions, drawings and sidebars, this volume explores the impact that the arrival of the explorers had on the Aboriginal peoples and the development of a young Canada. Suitable for Grade 10 Knowledge & Employability; English as a Second Language. Previewed by Centennial High.

Outcomes: (10-2): 2.1; 2.4 – 2.13
(10-4): 2a -2k

Keywords: Aboriginal; Canada; History; European contact; Assimilation; Imperialism; Identity—collective



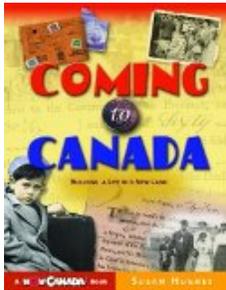
Hudak, Heather. *Fur traders* 
Calgary : Weigl. \$12.95 ISBN: 9781553882398

Series: Early Canada

Well illustrated with many colour photographs, maps, reproductions, drawings and sidebars, this volume explores the impact that the arrival of the fur traders had on the Aboriginal peoples and the development of a young Canada. Suitable for Grade 10 - Knowledge and Employability. English as a Second Language. Previewed by Centennial High.

Outcomes: (10-2): 2.1; 2.4 - 2.13
(10-4): 2a – 2k

Keywords: Aboriginal; Canada; History; European contact; Assimilation; Imperialism; Identity--collective



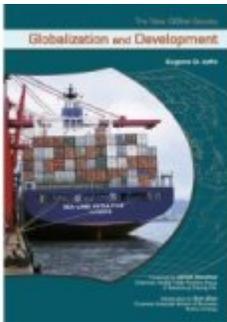
Hughes, Susan. (2005) *Coming to Canada: building a life in a new land.* 
Toronto: Maple Tree Press \$19.95 ISBN: 9781897066461

Series: WoW Canada! Book

Another solid addition to the WOW Canada! series. Covers the immigrant story in Canada from earliest travelers coming across the Bering Strait bridge, to the arrival of Europeans and others. Discusses the movement westward of settlers while also referring to some of the injustices brought upon various groups (ie. Chinese head tax). Twentieth century immigration and the effects of war on immigrant patterns (from war brides to draft dodgers to Somali refugees). At the end there are several quotes from recent immigrants describing their reasons for coming to Canada. Previewed by Hillhurst Elementary.

Outcomes: (10-1 &10-2): 1.1 - 1.9; 2.2; 2.3; 2.11; 2.13; 3.1; 3.2; 3.5 – 3.7; 4.1 – 4.8 (10-4): 1.b; 1c; 1g; 2d; 2h; 2j; 2k; 3a -3d

Keywords Canada, History; Immigration and Emigration; Identity—collective; Culture; Diversity



Jaffe, Eugene D. (2006) *Globalization and development.*
Philadelphia, PA : Chelsea House. \$30.00 ISBN: 9780791081860

Series: The New Global Society

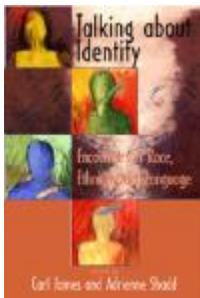
Also in the Series: Globalization and human rights ; Globalization and labour ; Globalization and poverty ; Globalization and the physical environment ; Globalization, language and culture

This book is part of a series entitled "The New Global Society". A series of essays are presented that address worldwide issues. Included are an index, glossary, bibliography and further reading list. The introduction states that the book "examines both the pros and cons of the consequences of globalization in

an objective manner." Although a number of points of view are presented and the authors seem to provide a balanced point of view, the United States is "the" point of comparison and American examples are used throughout. As well, the book is written with a pro-globalization viewpoint. The topic is timely and would be a good fit with the Grade 10 Social Curriculum However, the book would be better suited as a teacher resource or as a source of readings for motivated thinkers and readers, possibly Social 10 IB students. Conceptually, this book appears to be designed for an American audience in a first or second year university course. Previewed by Henry Wise Wood & Queen Elizabeth Junior/Senior High.

Outcomes: (10-1): 1.1; 1.3; 1.5; 1.7; 1.8; 3.1 – 3.9; 4.1 – 4.9

Keywords: Globalization; Economics; Human rights; Human geography; Economic growth; Foreign investment; International agreements



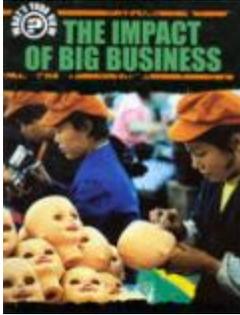
James, Carl E. and Shadd, Adrienne (Eds). (2001) *Talking about identity: Encounters in race ethnicity, and language.* 
Toronto: Between the Lines. \$29.95 ISBN: 9781896357362

An excellent collection of articles by Canadians of many different racial origins. Discusses the question of "What is the Canadian identity?", what it is like to grow up different from the white majority, and problems resulting from stereotyping and racism. In thematic arrangement, articles are written by school teachers and university professors who have extensive experience in multicultural studies, and come from a variety of racial and ethnic backgrounds. An easy to read and emotionally involving text, which paints pictures of

what, it is like to live in another's skin. This is a good source of articles for discussion, but teacher may have to introduce students to the text. Previewed by Viscount Bennett Centre.

Outcomes: (10-1): 1.1 - 1.4; 1.6 - 1.9

Keywords: Canada; Diversity; Identity—collective; Diversification; Human rights



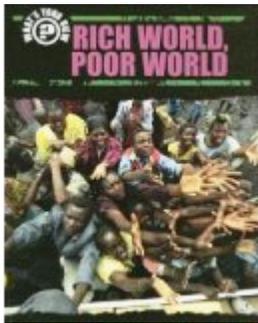
Jarman, Melanie. (2006) *The Impact of big business*.
North Mankato, MN: Smart Apple Media. \$28.55 ISBN: 9781583409749

Series: What's your view?

As part of a series that features debates on key social and political issues of the 21st century, this volume focuses on the role big business plays in our lives. Each chapter (usually two pages in length) presents an essential question and goes on to explain two sides of a related issue. Arguments are supported with quotes from experts, short case studies and samplings of statistical data. Information is accessible, concise and provides numerous ideas for further research, discussions and debate. Previewed by Centennial High.

Outcomes: (10-1) 1.4 - 1.6; 3.3; 3.6; 3.8; 3.9; 4.4; 4.8
(10-2) 1.5; 1.6; 3.1; 3.3; 3.6; 3.8; 3.9 4.4; 4.8

Keywords: Economics; Multi-national corporations; International law; Globalization; Outsourcing



Jarman, Melanie. (2006) *Rich world, poor world*.
North Mankato, Minn : Smart Apple Media. \$28.55 ISBN: 9781583409732

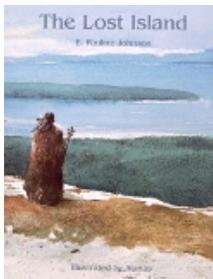
Series: What's your view?

As part of a series that features debates on key social and political issues of the 21st century, this volume focuses on the developing countries and the 40 percent of the world's population living in poverty. Each chapter (usually two pages in length) presents an essential question and goes on to explain two sides of a related issue. Arguments are supported with quotes from experts, short case studies and samplings of statistical data. Information is accessible, concise and provides numerous ideas for further research, discussions and debate. Previewed

by Centennial High.

Outcomes: (10-1 & 10-2) 1.5; 2.2; 2.3; 3.1 - 3.3; 3.6 - 3.9; 4.1 - 4.9
(10-4) 2b; 2c; 3a;.3e; 3f; 3h; 4a; 4b; 4c; 4d - 4j

Keywords: Economics; International relations; Viewpoints; Marginalization; Capitalism; International Law; Pluralism



Johnson, E. Pauline (Emily Pauline), 1861-1913. (2004) *The lost island*.
Vancouver, BC: Simply Read Books. \$22.95 ISBN 9781894965071

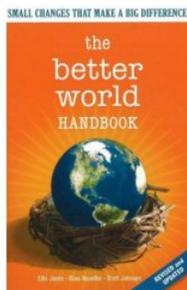


Picture Book

A found story from Pauline Johnson, of Aboriginal descent. The illustrations are both hauntingly beautiful and mystic. The story prophesizes the future city of Vancouver which would be built on native land—the lost island. Although the medicine man, cannot prevent this from happening, when he is dying he transfers his wishes and courage to the island and his people to never stop searching for it. It is a native elder who is narrating and although he has spent his life searching, he has only ever seen the shadow of the lost island on the water. Grade 5.2 Histories and Stories of Life in Canada and specifically, the ways of life of Aboriginal Peoples in Canada. Previewed by (ESS) Evaluation/Selection.

Outcomes: 10-1 & 10-2): 1.4; 1.9; 2.3; 2.4; 2.6-2.12 | 3.7 – 3.9; 4.3; 4.4
(10-4): 1b; 1d; 1g; 2d; 3f

Keywords: Aboriginal; Environment; Canada; History; Oral traditions; Identity—collective; Globalization; Human geography



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

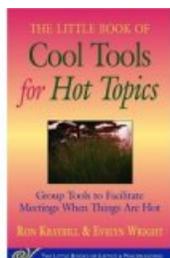
Gabriola, B.C. : New Society Publishers. \$21.95 ISBN: 9780865715752

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

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

Outcomes: (10-1 & 10-2): 1.1 – 2.3; 3.1 – 3.4; 3.8; 3.9; 4.1 - 4.11

Keywords: Social action; Sustainable prosperity; Activism and advocacy; Global citizenship



Kraybill, Ron and Wright, Evelyn. (2006) *The little book of cool tools for hot topics: group tools to facilitate meetings when things are hot.*

Intercourse, PA : Good Books. \$6.95 ISBN: 9781561485437

Series: The Little Books of Justice and Peace building

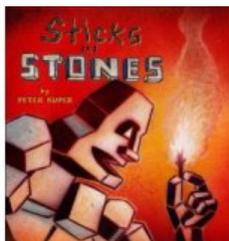
This quick-reading 100-page book is a how-to collection of tools that have proven to be highly effective for facilitation of group conversation about difficult topics. The book shows how to help people hear each other when they feel like shouting; how to focus on the issues at stake rather than having a war of personalities; how to employ actual

practices for better understanding (interviews, small-group discussions, role-reversal presentations); and how to move a group toward making a decision that all can honestly support. Previewed by Centennial High

Outcomes: (10-1 & 10-2): 1.1 - 2.3; 2.5; 3.1; 4.3

(10-4): 4a -4j

Keywords: Social action; Activism and advocacy



Kuper, Peter. (2004) *Sticks and stones.*

New York : Three Rivers Press. \$13.95 ISBN: 9781400052578

Graphic novel

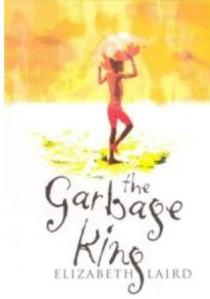
In this wordless graphic novel, Kuper fashions an epic story of the beginning of "man", his fascination for empire building, for conquering and seizing any other civilization, acquiring wealth and power at any cost. Here is a cautionary tale for today, a timeless allegory. Kuper draws his "stone" characters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

and his "stick" people in full colour while they are free in their fortification. A quick read, naturally, that packs a punch for reflection. Younger and older readers will enjoy this graphic novel and it should create lots of conversation. Previewed by (ESS) Evaluation / Selection.

Outcomes: (10-1 & 10-2): 2.1; 2.2; 2.6; 2.10; 2.12

(10-4): 2g -2k

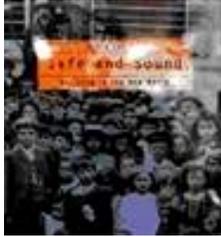
Keywords: Imperialism, Globalization; Marginalization; Capitalism; Assimilation; International Monetary Fund; World Bank; United Nations; World Trade Organization



**Laird, Elizabeth. (2003) *The garbage king*.
London : Macmillan Children's Books. \$19.99 ISBN 9781405019262**

Two boys who live completely different lives in Ethiopia (one destitute, the other a rich kid) end up running together in a street gang. Good literary merit. Setting in Ethiopia with accurate descriptions of everyday life and situation. Good plot and character development. Interesting read for those who will appreciate seeing how many other children live their lives. Previewed by Terry Fox Junior High.

Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.4; 1.8; 4.1; 4.2; 4.4; 4.5; 4.8; 4.10
Keywords: Globalization; Identity—collective; Quality of life; Human rights

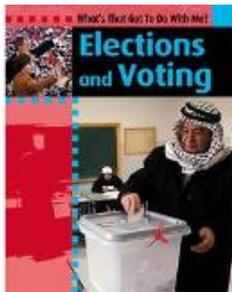


**Leblanc, Andre. (2005) *Safe and sound: Arriving in the New World* 
Montréal: Smith, Bonappetit & Son. \$10.95 ISBN: 9781897118047**

Series: Our History in Pictures

Archival photographs illuminate the landing of new immigrants to Canada in the early twentieth century. Captioned with text that seeks to give a brief explanation of who these people were as shown in their faces. This is a visually compelling record of those coming to a new world. This is a visually compelling record of those coming to a new world. Previewed by (SSS) AISI Teacher-Librarians.

Outcomes: (10-4): 4.1.b; 4.1.c; 4.1.g; 4.2.d; 4.2.h; 4.2.j; 4.2.k; 4.3.a; 4.3.b; 4.3.c; 4.3.d
Keywords : Canada; History; Immigration and emigration; Identité—collective; Culture; Diversity



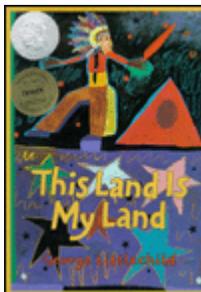
**Lishak, Antony. (2008) *Elections and voting*.
North Mankato, Minn. : Smart Apple Media. \$22.75 ISBN: 9781599200361**

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

Appealing book features information about democracy and other forms of government. Voting procedures through the perspectives of a female voter, an Afghan voter, a young voter, and a school council candidate are provided. Multiple perspectives broaden the readers' views. Good also for English as a Second Language. Previewed by Juno Beach Academy of Canadian Studies,

Outcomes: (10-1 & 10-2): 4.3; 4.9; 4.10; 4.11
(10-4): 4c; 4i; 4j

Keywords: Global citizenship; Identity—collective; Globalization; Social action; Activism and advocacy

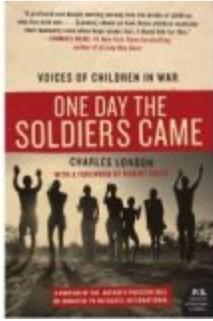


**Littlechild, George. (1993) *This land is my land*. 
San Francisco, CA. : Children's Book Press. \$25.50 ISBN: 9780892391196**

This title celebrates the author's ancestors and the history and traditions of the Plains Cree First Nations people. The story begins over 500 years ago when Columbus arrived in the Americas. The plight of the First Nations people is outlined as their land is taken away from them and they try to survive in the white man's world. This book emphasizes the beliefs and spirit of George Littlechild and how he made his way in the world. Beautiful, bold paintings accompany the reflections. Previewed by Windsor Park Elementary and (ESS) Social Studies Team.

Outcomes: (10-1 & 10-2): 1.4; 1.9; 2.3; 2.4; 3.7 – 3.9; 4.3; 4.4
(10-4): 1b; 1d; 2d; 3f; 3h

Keywords: Aboriginal; European contact; Assimilation; Culture; Identity—collective; Oral traditions



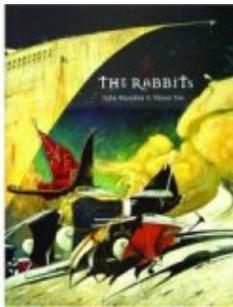
London, Charles. (2007) *One day the soldiers came : voices of children in war.*

New York : Harper Perennial. \$17.50 ISBN: 9780061240478

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

Outcomes: (10-1 & 10-2): 1.1; 3.6; 4.1; 4.2; 4.4 – 4.8

Keywords: Conflict; Human rights; Marginalization; Civil strife; Quality of life; Viewpoints



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

Vancouver: Simply Read Books. \$22.95 ISBN 9780968876886

Picture Book

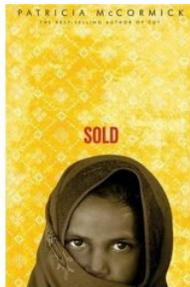
The emphasis of this powerful multi-messaged picture book is the propensity with which humans (in this case represented by futuristic armadillo-like creatures) have towards ecological and cultural destruction. It is an allegory of colonization told from the viewpoint of native animals. The rabbits arrive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

many different levels with many different age groups. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-2): 2.1; 2.4; 2.5; 2.6; 2.8 -2.11; 2.13

(10-4): 2a; 2d - 2g; 2k

Keywords: Imperialism; European contact; Assimilation; Environment; Conflict; Globalization; Marginalization; Capitalism



McCormick, Patricia. (2006) *Sold.*

New York : Hyperion. \$19.99 ISBN: 9780786851713

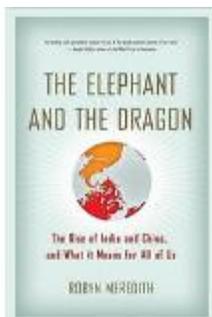
Sold by her gambling-addicted stepfather into prostitution in Nepal, India, Thirteen-year-old Lakshmi is beaten, starved, drugged, and raped, revealing a disturbing account of sexual slavery as it exists in India today. Using a blunt narrative style, McCormick's in-depth detail of her characters makes them believable and the brutality of this novel is present but not sensationalized. Lakshmi shows courage and determination in this heartbreaking story of misery and survival. Although written in verse in Lakshmi's voice, this style does not distract from the flow of the story.

CAUTION: This story is for mature and sympathetic readers, and is an important story reflecting a huge problem in sex slave trafficking. Previewed by (ESS) Evaluation / Selection.

Outcomes: (10-1 & 10-2): 1.8; 2.2; 4.1; 4.2; 4.4 – 4.6; 4.10

(10-4): 1.b; 1c; 1g; 2d; 2h - 2k; 3a - 3d; 4a; 4b; 4d – 4f

Keywords: Human rights; Marginalization; Culture



Meredith, Robyn. (2007) *The elephant and the dragon : the rise of India and China and what it means for all of us.*

New York : W.W. Norton. \$32.50 ISBN: 9780393062366

The author of this book gives an in-depth look at the economic power that both India and China are beginning to exert around the world, and how this power will increase dramatically over the next few decades. The Western world can benefit greatly from forming partnerships and developing closer ties with China and India, but the author also points out that there is also a great danger in ignoring the economic might of these two countries as they have so much more manpower to work with. Although the text is fairly advanced this book would be useful for anyone doing research on

globalization. Previewed by Henry Wise Wood High.

Outcomes: (10-1): 1.1 – 1.3; 1.5; 1.6; 1.7; 1.8; 3.1 – 3.9

Keywords: Globalization; Economics; Economic growth; International relations; Transnational corporations. Viewpoints; Contemporary globalization



Moissette, Dominic (Director) (2007) *Afghan chronicles.*

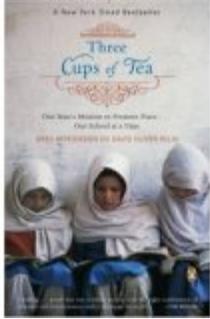
National Film Board. \$69.95

DVD

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

Outcomes: (10-1 & 10-2) 1.1; 1.3; 1.5; 1.6; 1.8; 3.1; 3.2; 3.8; 3.9; 4.1; 4.3; 4.4 - 4.6; 4.8 - 4.10

Keywords: Globalization; Human rights; Conflict; Culture; Identity—collective; Communications technology and media; civil strife



Mortenson, Greg. (2006) *Three cups of tea : one man's mission to promote peace-- one school at a time.*
New York : Penguin. \$19.50 ISBN: 9780143038252

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

children in Central Asia. Twelve years later he has build 55 schools. This book can be used on my levels and themes and is a core choice for Grade 10 study of Globalization. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 4.1 -4.11
(10-4): 4a – 4j

Keywords: Global citizenship; Human rights; Social action; Activism and advocacy; Non-governmental organizations



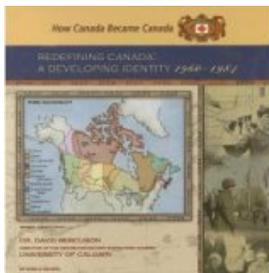
Nelson, Sheila. (2006) *Canada's changing society, 1984 - the present.* 
Philadelphia : Mason Crest Publishers. \$21.95 ISBN: 9781422200094

Series: How Canada Became Canada

History of Canada from 1984 (Mulroney era) to the present. Discusses struggles with Quebec, Canada's interaction with the U.S.A. and the rest of the world. Includes a look at Canada's role in the future. Series is aimed at Americans and Canadian audience. Many photos but text is quite advanced for the target audience, however,

glossary words are defined on page sidebars. Series fills a void in the library. Includes a table of contents, index, timeline, further reading list, and many reference websites. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1): 1.1 – 1.5; 1.7 - 1.9; 3.1 – 3.3; 3.5 - 3.9; 4.1; 4.9; 4.11
Keywords: Canada; History; Identity—collective; Globalization



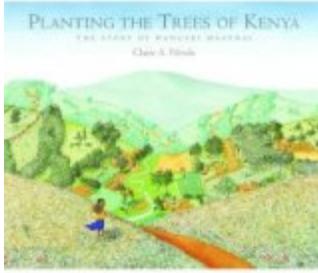
Nelson, Sheila. (2006) *Redefining Canada : a developing identity, 1960-1984* 
Philadelphia : Mason Crest Publishers. \$29.00 ISBN: 9781422200087

Series Title: How Canada became Canada

Explores the redefining of Canada's identity from 1960-1984. Topics include the FLQ crisis, emergence of environmental concerns, and the revised constitution. Series is aimed at Americans and Canadian audience. Many photos but text is quite advanced for the target audience, however, glossary words are defined on

page sidebars. Series fills a void in the library. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1): 1.1 – 1.5; 1.7 - 1.9; 3.1 – 3.3; 3.5 - 3.9; 4.1; 4.9; 4.11
Keywords: Canada; History; Identity—collective; Globalization



**Nivola, Claire A. (2008) *Planting the trees of Kenya : the story of Wangari*
Toronto: Douglas & McIntyre. \$18.95 ISBN: 9780374399184**

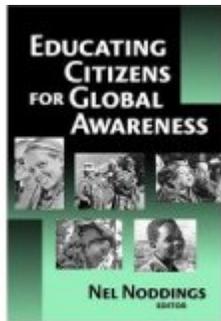
Picture Book

This lovely picture book highlights the difference and individual can make both to their environment and to the people who live within it. This book tells the story of Wangari Maathai, winner of the 2004 Nobel Peace Prize and founder of the Green Belt Movement. After returning to her home in Kenya, from college, Wangari becomes alarmingly aware of how the land has been transformed, it is dry and stripped of trees and the people are malnourished.

This is the story of her effort to change the fate of her land and teaching its inhabitants how to care for it. Previewed by (ESS) Evaluation/Selection.

**Outcomes: (10-1 and 10-2): 1.1; 1.4; 1.5; 1.8; 2.2; 2.3; 3.1; 3.2; 3.9; 4.1; 4.3; 4.9-4.11
(10-4): 2b; 2c; 4a; 4c; 4e; 4j**

Keywords: Global citizenship; Environment; Stewardship; Social change; Identity--collective



**Noddings, Nel (Ed.) (2004) *Educating Citizens for Global Awareness*.
New York: Teachers College Press. \$26.95 ISBN: 9780807745342**

This teacher resource describes what global citizenship is, gives the rationale for educating for global awareness and concrete approaches to curriculum transformation in K-12 classrooms. It fosters international understanding of issues and integrates perspectives of diverse cultures into the curriculum. The foreword, written by Daisaku Ikeda, the founder of the Boston Research Centre, and president of the largest lay Buddhist foundation in the world, emphasizes the key role in educator makes in the development of global citizenship. The book edited by Nel Noddings, professor at Stanford University, and other prominent educators,

features chapters covering such topics as global citizenship, gender, religious pluralism. This resource is well-written, conceptually rich and practice-based. It fits into the category of education, teaching methods and materials, and classroom planning. Previewed by Lord Beaverbrook High.

Outcomes: (10-1 & 10-2) 1.1 - 1.9; 2.1 - 2.10; 3.1-3.9; 4.1 - 4.11

Keywords: Global citizenship; Culture; Global citizenship; Identity—collective



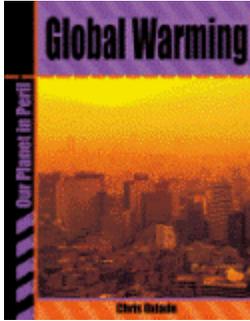
**Noël, Michel. *Good for nothing*. 
Toronto : Greenwood Books. \$19.95 ISBN: 978-0888994783**

Tells the story of Nipishish, a 15 year old Métis boy who is kicked out of residential school. Struggling to fit in with a foster family, his family and friends take him in as he slowly re-discovers his Anishnabe heritage. Slowly he finds purpose and identity. Set in Quebec in the 1960s much of the focus is around struggles between Aboriginal communities and the outside world. The prejudices and struggles of this time are highlighted. A good fictional accompaniment around study of cultural authenticity and Canadian identity.

Outcomes: (10-1&10-2): 1.2 - 1.4; 1.7 - 1.9; 2.1; 2.6; 2.9; 2.11; 2.12

(10-4): 1b - 1d; 1g ; 1h; 2a; 2e; 2f; 2h - 2k

Keywords: Aboriginal; Acculturation; Residential schools; Identity—collective; Canada; History



**Oxlade, Chris. (2003) *Global warming*.
Mankako, MN: Bridgestone. \$12.99 ISBN 9780736813617**

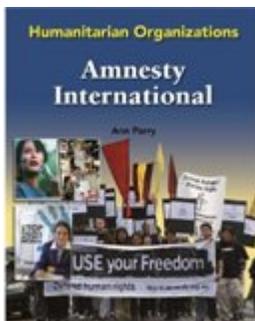
Series: Our Planet in Peril

Brief double-page chapters introduce the topic of global warming. The short chapters include information on such topics as “the atmosphere and the weather” and “changing climates”. The authors present the U.S. refusal to sign the Kyoto Protocol in a neutral tone. There are numerous colourful photographs, graphs and diagrams with informative captions added. The reader will also see simple experiments to reinforce the concepts and practical suggestions for actions to help protect the environment. Includes table of contents, a section on related websites, a glossary

and an index. Previewed by Centennial High

Outcomes: (10-4): 3.a; 3g; 3h; 4a; 4c; 4e; 4h - 4j

Keywords: Environment; Sustainable prosperity; Stewardship



**Parry, Ann. (2006) *Amnesty International*.
Philadelphia, Pa. : Chelsea House. \$37.45 ISBN: 9780791088135**

Series: Humanitarian Organizations

Also in the Series: Doctors without borders, Greenpeace, Red Cross, Save the Children

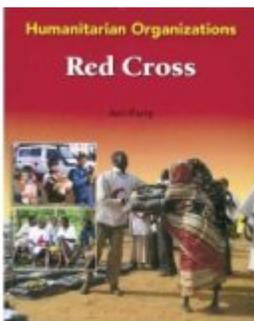
The "Humanitarian Organizations" series introduces students to groups such as Greenpeace, Doctors without Borders, and Amnesty International. Chapters highlight the organizations' history, their response to disasters and conflict, and the work of specific individuals within the organization. The books end with ideas for kids to participate in humanitarian efforts. Includes index and glossary. Web

sites are given as sources. This particular title covers Amnesty International, an organization that promotes and protects the rights of people around the world. This group is working towards a world in which every adult enjoys a basic human right to food and shelter, and every child is protected, educated, and receives medical treatment. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1 & 10-2): 1.1; 1.7; 4.1 – 4.11

(10-4): 4a – 4j

Keywords: Human rights; International law; Social action; Global citizenship; Non-governmental organizations; Activism and advocacy.



**Parry, Ann (2006) *Red Cross*
Langhorne, PA. : Chelsea House. \$37.45 ISBN: 9780791088142**

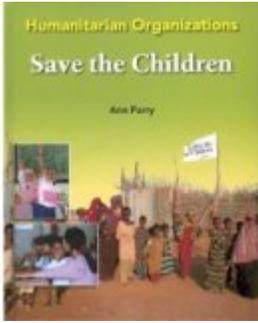
Series: Humanitarian Organizations

This particular title covers the International Red Cross and Red Crescent Movement. It is the largest international humanitarian organization in the world. Students are shown how the Red Cross coordinates help for victims of natural disasters, undertakes community development, and advises national societies. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-1 & 10-2): 1.1; 1.7; 4.1 – 4.11

(10-4): 4a – 4j

Keywords: Human rights; International law; Social action; Global citizenship; Non-governmental organizations; Activism and advocacy.



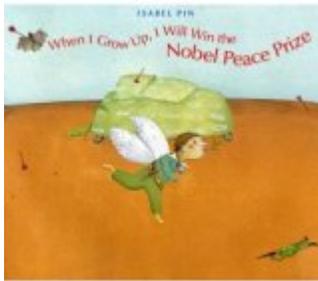
Parry, Ann. (2005) *Save the Children*. Philadelphia, PA. : Chelsea House. \$26.27 ISBN: 9780791088166

Series: Humanitarian Organizations

The "Humanitarian Organizations" series introduces Save the Children, an international relief and development organization that was founded in 1919 and now operates in more than 100 countries around the world. This organization is working to ensure the rights of children around the world to lead safe and healthy lives. Previewed by Queen Elizabeth Junior/Senior High.

**Outcomes: (10-1 & 10-2): 1.1, 1.7; 4.1 – 4.11
(10-4): 4a – 4j**

Keywords: Human rights; International law; Social action; Global citizenship; Non-governmental organizations; Activism and advocacy.



Pin, Isabel. (2006) *When I grow up, I will win the Nobel Peace Prize*. New York : Farrar, Straus and Giroux. \$20.00 ISBN: 9780374383138

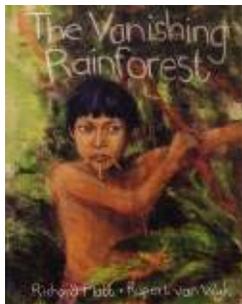
Picture Book

This well illustrated book takes a fresh look at a young boy who wants to do great things in his life when he grows up, while in reality he has trouble being brave in scary situations, getting along with his sister and standing up for himself against bullies. The two-page spread includes text that is in complete contrast to the illustrations. Viewed together, the readers are shown his high aspirations to change the world. The humorous story clearly outlines the problems and issues that all of us face today, and how we might change

things. A compelling story about rights and responsibilities, and global citizenship. Previewed by (ESS) Social Studies Team.

**Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.5; 1.6; 1.8; 1.9; 4.1 – 4.11
(10-4): 1a; 1c; 1e; 1f; 4a – 4j**

Keywords: Human rights; Global citizenship; Social action; Global citizenship



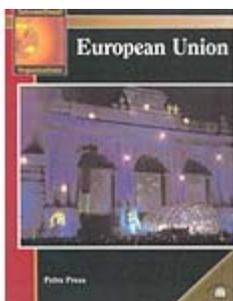
Platt, Richard. (2003) *The vanishing rainforest*. London : Frances Lincoln. \$9.95 ISBN: 9781845073213

Remaema, a child of the Yanomami tribe, relates a story about how her tribe learned to work with the strangers who are developing the rainforest where she lives. There is a conflict of interest, and a solution must be found that enables the tribe to continue living as it always has, while benefiting from the right form of development. A good book for starting a discussion about the rainforest, its development or the people who live there. Glossary of native language is helpful, as is the page titled 'Why Rainforests Matter'. Illustrations are excellent and colourful, vividly portraying the

mood of the book. Previewed by Centennial High.

**Outcomes: (10-1 & 10-2) 3.1; 3.2; 3.7; 3.8; 4.1; 4.5; 4.8
(10-4) 1c; 1e; 2b; 3c; 3f; 3g; 4.3h; 4.4a; 4.4c; 4.4d; 4.4e; 4.4h**

Keywords: Environment; Globalization; Acculturation; Modernization; Culture



**Press, Petra. (2004) *European Union*.
Milwaukee, Wis. : World Almanac Library. \$32.95 ISBN: 9781403469601**

Series: International Organizations

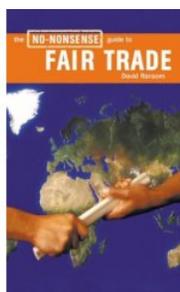
One volume in a series of eight dealing with international organizations, describes the background, formation, activities, advantages, and disadvantages of The European Union to which 15 European nations now belong. Although the books in this series are small (about 50 pages) and quite expensive, they have an attractive format, extensive information, readable text with plenty of color photos, information boxes, table of contents, index, timeline, list of books, address and web sites. A

welcome resource in this field. Previewed by MidSun Junior High.

Outcomes: (10-1 &10-2): 3.1 – 3.9; 4.10

(10-4): 3a – 3h

Keywords: Globalization; Economics; International relations



**Ransom, David. (2006) *No-nonsense guide to Fair Trade*.
Toronto: New Internationalist Publications. \$16.00 ISBN: 9781897071151**

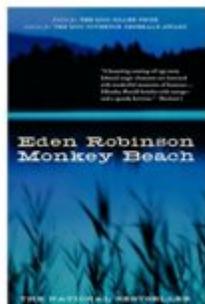
Series: No-nonsense guide to

Very useful book exams the subject of world trade between the "have" and "have not" nations. It discusses the moral and ethical issues of much of today's international trade. In addition to providing historical information to help the reader understand why trade relations have developed in such unjust ways, the book also provides examples of current trade agreements between "developed" and "developing" nations. It describes the plight of the poor workers

and the greediness of the multinational corporations. The north-south issue is discussed as well as the roles of a number of world organizations such as NAFTA and WTO. Also included are consumer responsibility and capitalism's weakness. A list of fairly traded products that are now on superstore shelves is listed at the end of the book. The excellent index allows students to quickly locate definitions. Previewed by Dr. E.P. Scarlett High.

Outcomes:(10-1) 3.1; 3.2; 3.3; 3.4; 3.6; 3.9

Keywords: International law, Economics; Imperialism; Marginalization; Multi-national corporations

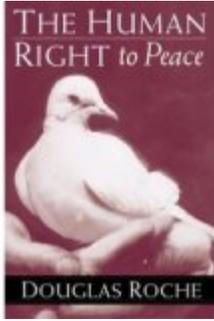


**Robinson, Eden. (2001) *Monkey beach* 
Toronto : Vintage Canada. \$21.00 ISBN 9780676973228**

Lisamarie Hill, the outspoken and defiant 20-year-old narrator of the story, struggles with her brother's mysterious disappearance from a fishing boat. Told in flashbacks as she searches for her brother, the story paints a picture of her childhood in a small village on the coast of British Columbia. Lisa recounts her time in the village and how this world has disappeared... lost to clear-cuts, cars, disappearing wildlife and loss of loved ones. An enjoyable read geared towards a female audience. Previewed at William Aberhart High and (ESS) Evaluation/Selection.

Outcomes: (10-1): 1.2; 1.4; 1.8; 2.2; 2.3; 2.6; 3.1; 3.2; 3.7 – 3.9

Keywords: Aboriginal; Culture; Canada; Identity—collective; Assimilation; Environment ; Depopulation

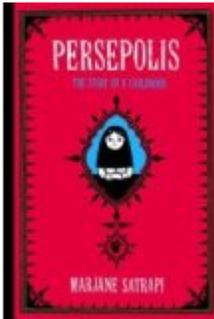


Roche, Douglas. (2003) *The human right to peace.* 
Toronto : Novalis. \$24.95 ISBN: 9782895074090

Authoritative description of 20th century globalization and an argument for the universal right to peace by Canadian Senator Douglas Roche, former ambassador for disarmament. Includes extensive table of contents, index of names and organizations, appendix, chapter notes, helpful websites and many statistics. Excellent fit for study of Globalization in Grade 10 Social Studies. Also for advanced readers and Teacher Resource. Previewed by Lord Beaverbrook High.

Outcomes: (10-1): 1.1; 1.5; 1.8; 1.9; 2.2; 2.10; 2.13; 4.1 – 4.11

Keywords: Human rights, History; Viewpoints; Global citizenship



Satrapi, Marjane. (2003) *Persepolis.*

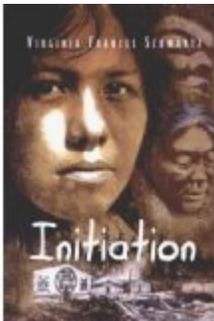
New York : Pantheon Books. \$26.95 ISBN: 9780375422300

Graphic Novel

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

Outcomes: (10-1 &10-2): 1.1; 1.3; 1.4 – 1.8; 2.5; 4.1 – 4.8

Keywords: Historical globalization; Marginalization; Culture; Identity—collective; Human rights



Schwartz, Virginia Frances. (2003) *Initiation.* 

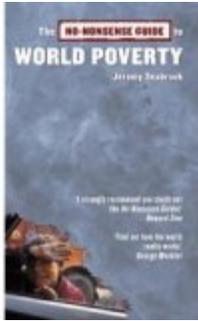
Toronto : Fitzhenry & Whiteside. \$12.95 ISBN: 9781550050547

On the brink of adulthood, Nana and her twin brother face a certain future. Daughter of a proud Kwakiutl chief, she will be sold in marriage to another tribe while her twin brother Nanolatch stays behind to become a warrior chief. The novel is based on a Kwakiutl transformation myth which centered on the belief that, when the salmon were scarce, a warrior could call them back by diving into the water and turning into a salmon. Well researched with strong, believable central characters, the novel transmits a powerful sense of ancient native culture and values and an

understanding of aboriginal life before European contact. The story evokes a strong reverence for the natural world and makes a plea for conservation to save the endangered migrating salmon. Although slow-moving at times, and somewhat dream-like, *Initiation* remains a compelling coming-of-age story that blends history and myth. Previewed by Centennial High.

Outcomes: (10-1 &10-2): 1.4; 2.4; 3.7; 3.8; 3.9

Keywords: Aboriginal; Canada; Culture; Identity—collective; Environment



Seabrook, Jeremy. (2007) *The no-nonsense guide to world poverty.* Toronto, ON. : New Internationalist Publications. \$16.00 ISBN: 9781897071359

Series: The No-nonsense Guides

Economic growth and wealth creation will never meet the poor's need for sufficiency and safety. This guide questions conventional thinking about wealth and poverty - Is the opposite of poverty really wealth, or is it safety and sufficiency? Drawing on the experience of poor people all over the world, the author gives voice to those whose views are rarely sought and shows how we all need to live more modestly to make poverty history. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 &10-2): 1.3; 1.8; 2.2; 2.3; 3.6; 3.9; 4.1 – 4.11

Keywords: Economics; International relations; Viewpoints; Marginalization; Capitalism; Depopulation



Seattle, Chief, 1790-1866. (1991) *Brother eagle, sister sky! : the message from Chief.* New York : Dial Books for Young Readers. \$24.99 ISBN: 978-0803709690

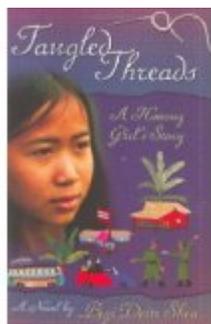
This is a wonderful book attributed to a great American chief over a hundred years ago. The text eloquently and poetically captured the central belief of North Americans: that the earth and every creature on it is sacred. Chief Seattle describes his people's respect and love for the earth and concern for its destruction. Susan Jeffers' extraordinary paintings illuminate the words and transform them into an experience for children of all ages and locations. It

will stimulate an awareness of a natural world that is rapidly losing its beauty. This timeless story relates well to many aspects of the Social Studies curriculum, as it demonstrates care and concern for the environment, and an appreciation of how land sustains communities and quality of life. Previewed by (SSS) Social Studies Team.

Outcomes: (10-1 & 10-2): 1.1; 1.2; 1.8; 4.1; 4.3; 4.8; 4.9; 4.11

(10-4): 1a; 1d; 4a; 4c; 4d; 4h; 4j

Keywords: Aboriginal; Environment; Human geography; Global citizenship; Stewardship; Oral traditions; Spirituality

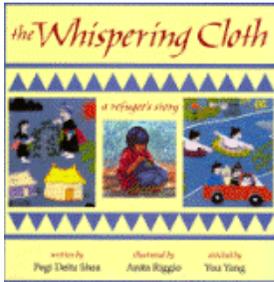


Shea, Pegi Deitz. (2003) *Tangled threads : a Hmong girl's story.* New York : Clarion Books. \$23.95 ISBN: 9780618247486

Mai Yang has lived in a Thai refugee camp with her grandmother for ten years. Their life in camp is very difficult as they must live in cramped quarters with very little food. The soldiers in charge are brutal. Finally, they are allowed to join their family in America. But Mai discovers her cousins have turned away from her traditional way of life. Story offers mature readers a different perspective about a young immigrant's life. References to rape of Mai's friend in the camp and attempted rape of Mai. Previewed by Queen Elizabeth Junior/Senior High and (ESS) AISI Curriculum Support.

Outcomes: (10-1): 1.1 – 1.5; 1.8; 1.9; 4.1 - 4.10

Keywords: Human rights, Human geography; Immigration and Emigration; Conflict; Identity – collective



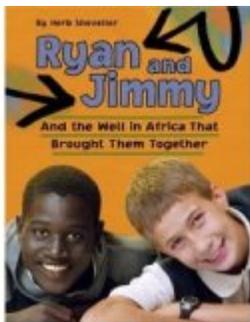
**Shea, Pegi Deitz. (1995) *The whispering cloth : a refugee's story.*
Honesdale, PA : Boyds Mills Press. \$21.00 ISBN: 9781563971341**

Picture Book

This picture book focuses on Mai, a child in a refugee camp in Thailand. In the traditional "pa'ndau" story cloths which her grandmother has taught her to stitch, Mai depicts the horrors she has experienced as a refugee, i.e. the murder of her parents, her escape, and life in the camp. Illustrations are beautifully conveyed as real stitched story cloths by Hmong. The story ends on a hopeful note with Mai and her grandmother depicted flying to a land of safety.

**Outcomes: (10-1 & 10-2): 4.1 – 4.11
(10-4): 4a – 4i**

Keywords: Immigration and Emigration; Human rights; Conflict; Quality of life



Shoveller, Herb. (2006) *Ryan and Jimmy : and the well in Africa that brought them together.*

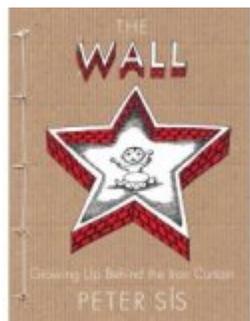
Toronto : Kids Can Press. \$18.95 ISBN: 9781553379676

This remarkable story tells how Ryan Hreljac at age six decided to earn enough money to build a well in Africa after hearing about the problems of acquiring clean drinking water. As he earned money at home, word spread through his community in Ontario and people started donating money to the cause. In the summer of 2000, Ryan, nine, travelled with his parents to a small village in Uganda to help open the well that was built with the money he raised. The trip

was also significant because Ryan met Jimmy, a young Ugandan boy, who was Ryan's pen pal since the boys had been paired through their respective schools. This is a very emotionally packed story, and will evoke much discussion at all age levels. It fits perfectly with global connections at all levels of the Social Studies curriculum and in particular with those studying Canada. Previewed by Cappy Smart Elementary.

**Outcomes: (10-1 & 10-2): 1.2 – 1.9; 4.1 – 4.11
(10-4): 1c -1g; 4a – 4j**

Keywords: Canada; International relations; Social action; Global citizenship; Sustainable prosperity



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

New York : Farrar, Straus and Giroux. \$20.50 ISBN: 9780374347017

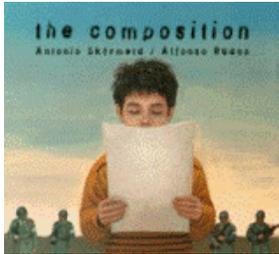
Picture Book/ Graphic Novel

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: (10-1 & 10-2): 1.1; 1.3; 1.4; 1.5; 1.8; 1.9; 2.2; 2.5; 2.8 – 2.13

Keywords: Conflict, History; Imperialism; Human rights; Identity—collective



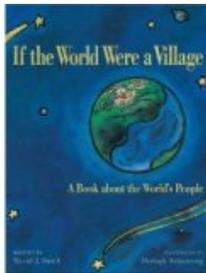
Skármeta, Antonio. (2000) *The composition*. 
Toronto, Ont. : Groundwood Books. \$16.95 ISBN: 9780888993908

Picture Book

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

Outcomes: (10-1 & 10-2): 1.1; 1.3; 3.1; 3.6; 4.2; 4.5; 4.10
(10-4): 1a; 1c; 3a; 3f; 4a – 4e; 4g

Keywords: Human rights; Imperialism

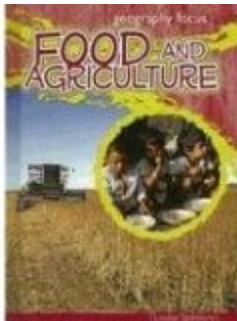


Smith, David J. (2002) *If the world were a village: a book about the world's people*. 
Toronto: Kids Can Press. \$18.95 ISBN: 9781550747799

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

Outcomes: 10-1: 1.1; 1.3; 1.4; 1.5; 1.8

Keywords: Globalization; Global citizenship; Human geography; Diversity



Spilsbury, Louise. (2006) *Food and agriculture : how we use the land*.
Chicago, Ill. : Raintree. \$30.80 ISBN: 9781410911148

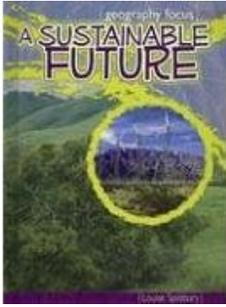
Series: Geography Focus

This series covers physical, human and environmental geography concepts and examines how research is carried out. Each title contains large photographs including aerial views, and many useful maps, graphs, and charts to illustrate statistical information. They also include case studies of someone working in the field. This title discusses how most of our food comes from agriculture and why some people have too much to eat while others go hungry. Geared for reluctant readers with an excellent balance of text to visuals. Useful for Knowledge & Employability Science 10-4. Previewed by Queen Elizabeth Junior/Senior High.

Outcomes: (10-2): 1.1; 1.3; 1.5; 3.1 – 3.3; 3.6 – 3.9

(10-4): 1a; 1c; 1e; 2b; 3a – 3c; 3e -3h

Keywords: Environment; Sustainable prosperity; Human geography



Spilsbury, Louise. (2006) *Sustainable future: Saving and recycling resources.*
Chicago, Illinois : Raintree. \$30.80 ISBN: 9781410911179

Series: Geography Focus

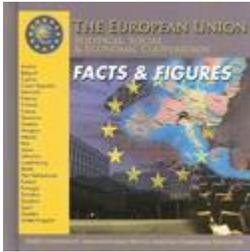
Illustrated throughout with colourful charts, graphs, pictures, fact boxes, maps and numerous case studies, the this book looks at the resources available in the world and encourages the reader to use just what is needed and leave the rest for future generations. Topics covered are energy, transportation, water, trees, consumerism, household waste, and recycling. The reader learns how important each individual's roll is in responding to waste and the necessity for responsible management of the

planet. Previewed by Queen Elizabeth Junior/Senior High and Centennial High.

Outcomes: (10-2): 3.5 - 3.7

(10-4): 3d; 3f; 3h; 4h

Keywords: Environment; Sustainable prosperity; Human geography



Stafford, James. (2006) *The European Union : facts and figures.*
Philadelphia : Mason Crest Publishers. \$30.75 ISBN: 9781422200452

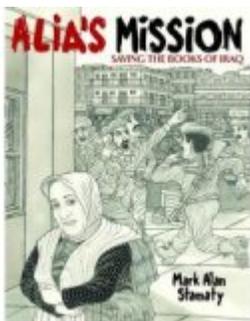
Series: The European Union

In-depth and up-to-date, this introductory title in the European Union series combines the big picture of how the EU was formed with details about how it works and the social, political, and economic advantages it provides for contemporary Europeans, "united in diversity". The writing style is difficult at times, with lots of bureaucratic jargon, but numerous illustrations help break up the text; there are

colour photos, cartoon-style pictures, and many graphs. Topics include how the use of a single standard currency benefits both business and individuals, and how the EU influences world efforts to preserve the environment. A list of project and report ideas appears at the back of the book, along with a chronology, a bibliography, and a list of Internet sources. Each of the remaining titles in the series concentrates on a different EU country. Previewed by Centennial High & Queen Elizabeth Junior/Senior High.

Outcomes: (10-1 &10-2): 3.1 – 3.9; 4.10

Keywords: Globalization; Economics; International relations



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

Graphic Novel

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

threatened or destroyed and their cultural importance. Previewed by (SSS) Evaluation/Selection.

Outcomes: (10-1): 4.1-4.4 ; 4.9-4.11

Keywords: Global citizenship, Stewardship; Social action; Conflict; Quality of life; Identity—collective; Civil strife; Culture

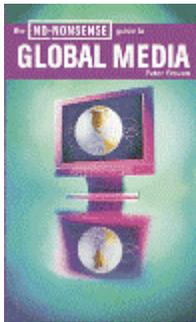


Sterling, Shirley. (1992) *My name is Seepeetza* 
Toronto: Groundwood. \$8.95 ISBN: 9780888991652

Told from the perspective of Seepeetza, who is twelve years old. This is a recount of her thoughts and feelings about her life at a residential school and at home through her diary over a year. Based on the author's experiences at a school run by Catholic sisters, it is honest in its description of the horrible experiences she faced -- forced to take a new non-Indian name; forbidden to speak her native language; family visits are rare and not encouraged; verbal and physical abuse by some of the staff. She also recounts troubles at home and also reflects on the good times both at home and at school. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1&10-2): 1.2 - 1.4; 1.7 - 1.9; 2.1; 2.6; 2.9; 2.11; 2.12
(10-4): 1b – 1d; 1g ; 1h; 2a; 2e; 2f; 2h - 2k

Keywords: Aboriginal; Assimilation; Identity—collective; Human rights; Marginalization; Residential schools

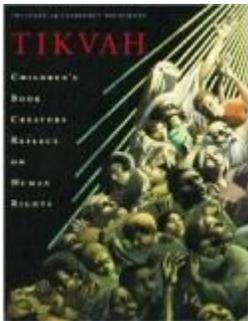


Steven, Peter. (2004) *The no-nonsense guide to global media*
Toronto : New Internationalist Publications. \$14.95 ISBN: 9781896357621

Series: The No-nonsense Guides

Published by the New Internationalist, this guide presents the political economy of the major media, (film, television, radio, recording, publishing and the Internet) and discusses mergers and new technologies. From Living with the media-voices from around the world, to Global media, the global marketplace, to suggestions for a better media world, this title provides accessible information for thinkers outside the media and political boxes. Arguments, statistics, quotations, graphs along with fairly sophisticated text and bibliographic references are offered. Contents, contacts, index. Previewed by (SSS) Evaluation/Selection.

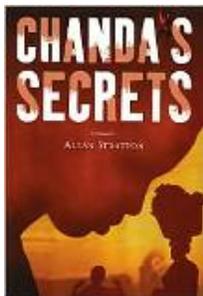
Outcomes: (10-1): 1.1; 1.4 – 1.9; 3.1; 3.9; 4.9; 4.10
Keywords: Communications technology and media; Globalization



Stevens, Norman D and Elie Wiesel (contributors) (2001) *Tikvah : children's book creators reflect on human rights.*
New York : SeaStar Books. \$19.95 ISBN 9781587170973

“Tikvah “was originally conceived as a special project in conjunction with the dedication of The Thomas J. Dodd Research Center Forty five different children's books authors explore various aspects of human rights. Wonderful quotes and stories. Intended for Young adult readers. Artwork is stunning and thought-provoking. A multi-literary resource that can be used in various ways for the study of Human Rights.

Outcomes: (10-1): 1.1; 1.5; 1.8; 1.9; 2.2; 4.1 – 4.11
Keywords: Human rights; Viewpoints; Global citizenship; Identity—collective



Stratton, Allan. (2004) *Chanda's secrets*. 
Toronto : Annick Press. \$11.95 ISBN: 9781550378344

A strong yet sensitive story of sixteen-year-old Chanda Kabelos' fight to help her family survive in sub-Saharan Africa in the face of the AIDS pandemic. This truly shining story of courage, determination and the search for an honest and truthful life are reflected in loving and devoted characters. As we enter Chanda's world, she is arranging for her one-and-a-half-year-old sister's funeral. No one speaks of AIDS, but rather they talk about rashes, bruises, fever, pain, and terrible illness so as to avoid all the stigma attached. When her step-father becomes ill and then her mother, Chanda begins to panic for her step siblings and for herself. The author captures the poverty, details of everyday life and hopefulness in this desperate time. An accessible and smooth read with strong language and frank description, this novel will grip students' attention. Previewed by (SSS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.3; 1.8; 2.1; 4.1 - 4.10

Keywords: Depopulation; Human rights; Pandemics; Quality of life



Suter, Keith. (2006) *Globalization*.
Whitby, ON. : McGraw-Hill Ryerson. \$16.95 ISBN: 9780071484527

Series: Teach Yourself

This text-dense handbook offers an accessible guide to this complex and often misunderstood process covering: history of globalization, nation-state systems, individual governments, the United Nations, the European Union, transnational corporations, consumerism, nongovernmental organizations, reactions against global economies and the staying power of the global marketplace. Included are a table of contents, glossary, abbreviations table, further reading, websites and index. Each chapter has bold headings and subheadings, a conclusion and some questions for reflection. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1): 10-1): 1.1; 1.3; 1.5; 1.7; 1.8; 3.1 – 3.9; 4.1 – 4.9

Keywords: Globalization; International relations; Non-governmental organizations; Economics; Trans-national corporations; Industrialization; Economics



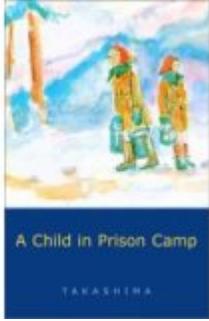
Tan, Shaun. (2007) *The arrival*.
New York : Arthur A. Levine. \$24.99 ISBN: 9780439895293

Picture Book / Graphic Novel

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

**Outcomes: (10-1 & 10-2): 1.1 - 1.4; 1.6 - 1.8; 3.2; 3.7; 4.1 - 4.4; 4.8
(10-4): 1a; 4a -4d; 4h**

Keywords: Globalization; Immigration and emigration; Acculturation; Diversity

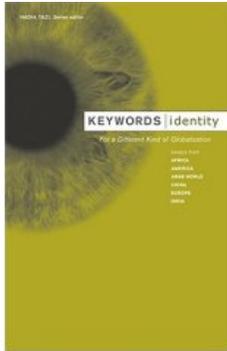


Takashima, Shizuye. (1980, 1971) *A child in prison camp.* 
Montreal : Tundra Books. \$9.99 ISBN 9780887762413

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

**Outcomes: (10-1 & 10-2): 2.2 – 2.4; 4.2; 4.4; 4.5
(10-4): 2b – 2e; 3b; 4a; 4b; 4d; 4c**

Keywords: Canada; History; Human rights; Conflict; Marginalization; Identity--collective



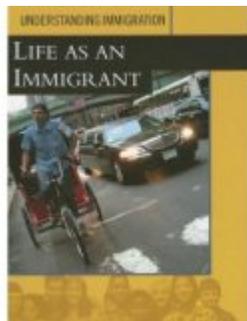
Tazi, Nadia (Ed.) (2004) *Keywords: identity.*
New York : Other Press. \$15.00 ISBN: 1590511050

Series: Keywords

Text based and quite dense, this book is a collection of essays from various parts of the world. The authors address the question of their own identity based on cultural makeup. Offering the following six points of view; Africa, America, Arab World, China, Europe, and India, we see distinctive views of the concept of identity and the use of numerous examples emphasizing their own unique perspectives. Thematically organized into regions, the book does not have an index but does include a table of contents for accessibility. Also included is a list of references and short biographies of the contributing authors. Previewed by Centennial High.

Outcomes: (10-1) 1.1 - 1.9; 2.1 - 2.10

Keywords: Identity—collective; Culture; Viewpoints; Globalization



Teichmann, Iris. (2007) *Life as an immigrant.*
North Mankato, Minn. : Smart Apple Media. \$28.55 ISBN: 9781583409688

Series: Understanding immigration

Also in the series: A multicultural world ; One country to another ; Immigration and the law

One Country to Another, Immigration and the Law, and Life as an Immigrant. While the point of view is American, this book does a good job of looking at life as an immigrant in many cultures. Examples are drawn from throughout the world with strong pictorial support. A number of personal stories are interspersed with the text to humanize the experience. There is a table of contents, a glossary, web connections and an index. Previewed by Terry Fox Junior High.

Outcomes: (10-1 & 10-2): 1.3-1.9; 2.2; 2.3; 3.5; 3.7; 4.1 – 4.11

Keywords: Canada; Global citizenship; Identity—collective; Diversity; Immigration and emigration



Thompson, Mel. (2006) *Ethics*.
New York: McGraw-Hill \$16.95 ISBN : 9780071477994

Series: Teach Yourself

This book introduces the main ethical theories and key thinkers such as Marx, Freud and Machiavelli using accessible, jargon-free language. This new edition features recent ethical issues and case studies and includes sections on Feminism, Genetics, Business Ethics and Environmental Ethics. Includes a table of contents, glossary and index giving greater accessibility to the reader. Previewed by Centennial High.

Outcomes: (10-1) 2.3; 2.12; 3.8; 4.2; 4.3; 4.4; 4.5; 4.6; 4.8

Keywords: Viewpoints; Economics; Environment; Capitalism; Contemporary Globalization

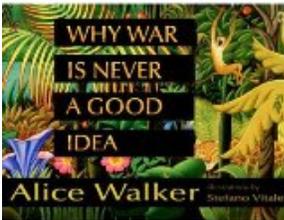


Wagamese, Richard. (1994, 2006) *Keeper n' me*. 
Toronto : Anchor Canada. \$19.95 ISBN: 9780385254526

Columnist, Richard Wagamese weaves a fascinating story about an Ojibwa man who was taken by Children's Aid as a child and after a series of foster homes finally escapes. Unfortunately his freedom is curtailed when life on the streets results in jail time. To his good fortune his Ojibwa family locates him and he returns to the reserve. The homecoming is at times humorous, poignant and emotional. An integral part of this return is a return to Ojibwa spiritual teachings that were denied to him. Expertly woven into the story-line and dialogue are specific teachings about smudging, the drum, the land, the animals, the four directions, the stories and the role of Elders. The important roles of men and women are explained to the youth who has only been seen all that is negative about the patriarchal system. This is a positive story that provides a unique bridge to understand traditional oral teachings through the written word. Previewed by Centennial High.

Outcomes: (10-1) 1.2; 1.4; 1.8; 1.9; 2.1 - 2.10; 2.12

Keywords: Aboriginal, Identity—collective; Culture; Acculturation



Walker, Alice. (2007) *Why war is never a good idea*.
New York : Harper Collins. \$21.50 ISBN: 9780060753856

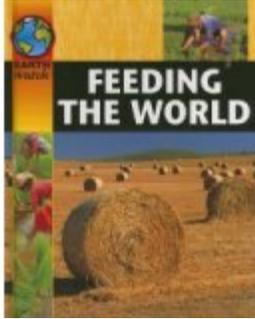
Picture Book

Vivid, rich artwork by Stefano Vitale illustrates the cruel reality of war in this poignant poem. Bright peaceful scenes are interspersed with dark symbolic scenes of destruction as the poet leads to her concluding "It happens to some of the nicest people on earth & one day you may have to drink the water in this place." It's a powerful and eloquent book. Previewed by Cecil Swanson Elementary.

Outcomes: (10-1 and 10-2): 1.1; 1.5; 1.8; 2.1; 2.2; 2.6; 2.11; 2.13; 3.2; 3.9; 4.1; 4.5; 4.8

(10-4): 2b; 2e; 3e; 4a; 4e; 4j

Keywords: Conflict, Global citizenship; Environment



Walpole, Brenda. (2007) *Feeding the world.*
North Mankato, Minn. : Sea to Sea Publications. \$24.65 ISBN: 9781597710640

Series: Earth Watch

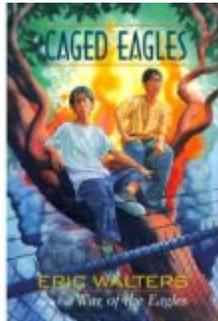
This series looks at our changing environment, how humans are impacting our world and what we can do to restore and maintain the balance of nature. Information is presented in a clear, well-organized format with high quality, captioned photographs, illustrations and diagrams. The information is easy to read and made accessible through the use of bold headings, subheadings, fact boxes, and a fact file. Includes an index, table of contents, and a glossary (of limited value since the words are not bolded in the text). This title includes

farming, caring for the soil, fishing, food quality control, new farming technology. Reading level elementary / middle school. Previewed by Hawkwood Elementary.

Outcomes: (10-2): 1.1; 1.3; 1.5; 3.1 – 3.3; 3.6 – 3.9

(10-4): 1a; 1c; 1e; 2b; 3a – 3c; 3e -3h

Keywords: Sustainable prosperity; Human geography; Environment; Globalization



Walters, Eric. (2000) *Caged eagles* 
Victoria, B.C. : Orca Book Publishers. \$9.95 ISBN 9781551431390

Sequel to: War of the Eagles.

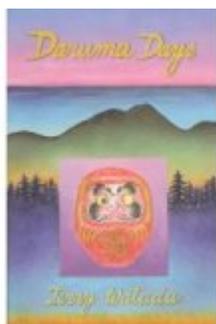
"Caged Eagles" tells the story of how Tadashi, the main character, and his Japanese family, cope with being put into detention camps during World War II. Through Tadashi's experiences, the reader comes to understand the personal consequences of those who were detained. The story reads well and is given impact by the fact that Tadashi seems so much like any other boy, making injustice clear and putting the reader in Tadashi's shoes. The author appears to have done a lot of research. The book is suspenseful and highly readable. Previewed by

Western Canada High.

Outcomes: (10-1 & 10-2): 2.2 – 2.4; 4.2; 4.4; 4.5

(10-4): 2b – 2e; 3b; 4a; 4b; 4d; 4c

Keywords: Canada; History; Human rights; Conflict; Marginalization; Identity--collective



Watada, Terry. (1997) *Daruma days : a collection of fictionalised biography* 
Vancouver : Ronsdale Press. \$14.95 ISBN 9780921870432

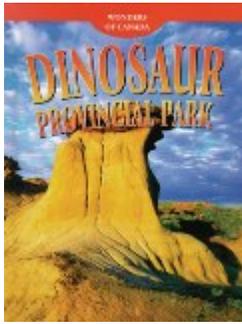
This is a very readable collection of short stories about the Japanese immigrants and their families in Canada, particularly during their internment during World War II. Watada captures the camp settings, the sadness of the people, but also the spirit which helps them endure. Each story emphasizes Japanese tradition and the supernatural. Watada writes in an entertaining fashion, quickly capturing the reader in the plot of each story. Includes a Japanese glossary. Could be useful for support material for novel study for Joy Kogawa's "Obasan" Previewed (ESS)

Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.1 - 1.4; 1.6 - 1.8; 3.2; 3.7; 4.1 - 4.4; 4.8

(10-4): 1a; 4a -4d; 4h

Keywords: Canada; History; Human rights; Conflict; Marginalization; Identity--collective



Watson, Galadriel. (2008) *Dinosaur Provincial Park*. 
Calgary : Weigl Educational Publishers. \$22.95 ISBN: 9781553883920

Series: Wonders of Canada

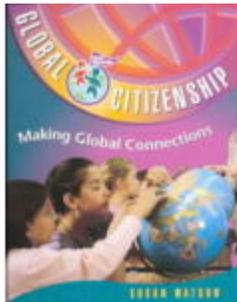
Also in the Series: Head-Smashed-In-Buffalo Jump; The historic district of Old Quebec; L'Anse aux Meadows; Old Town Lunenburg; SGang Gwaay

This book is part of a series featuring fascinating facts about the natural and cultural heritage of key Canadian sites. Readers learn how heritage is created, preserved, and passed down to future generations. Through the discovery of treasures in these heritage sites, readers uncover the meaning of heritage in daily life. Attractive layout includes numerous colourful photographs, informative maps, and activities involving

critical thinking skills, suggested web sites throughout the text, table of contents, glossary and index. Previewed by Centennial High.

Outcomes: (10-1 & 10-2): 1.2; 1.4; 1.7; 1.9; 4.3; 4.4; 4.9
(10-4): 1b; 1d; 1g; 1h; 3f; 3g; 4c; 4d

Keywords: Aboriginal; Canada; History; Identity—collective; Environment; Human geography



Watson, Susan. (2004) *Making global connections*.
North Mankato, Minn. : Smart Apple Media. \$26.30 ISBN: 9781583404058

Series: Global citizenship

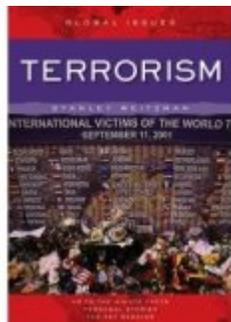
Also in the Series: Improving the quality of life ; Valuing world heritage ; Respecting cultural differences ; Protecting global environments ; Living sustainably ; Being active citizens ; Understanding human rights

An excellent series called Global Citizenship, explains what it means to be a citizen of the world--discusses ways we can make our planet a better place.

Emphasizes respect for human rights & cultures as well as good stewardship of the Earth. This series will widen readers' perspectives. A good choice on a difficult subject to find quality resources. Format is fun, each book begins with an introduction to our young "global citizens" who narrate & appear throughout book--offering advice & challenging our thinking on a topic. Format includes: fact bubbles, attractive photography & graphics, case studies, maps, glossary, index & contents. Upper elementary Reading Level, English as a Second Language. Previewed by Crossing Park Elementary.

Outcomes: (10-1 & 10-2): 1.1 – 1.9; 3.1 – 3.9; 4.1 – 4.11

Series Keywords: Globalization; Global citizenship; International relations; Environment; Social action; Human rights; Sustainable prosperity; Activism and advocacy



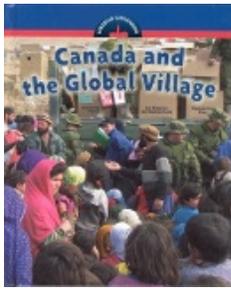
Weitzman, Stanley. (2006) *Terrorism* 
North Vancouver, B.C. : Walrus Books, \$12.95 ISBN: 9781552857465

Series: Global Issues

Illustrated with many colour photographs and sidebars, this examines aspects of terrorism: definition; historical perspectives; why and how individuals become terrorists; how terrorists operate financially and use the media; how terrorism affects people; what future may exist for terrorism; and if terrorism can be stopped. It is written in accessible language and includes a table of contents, recent timeline, glossary, a list of books and web sites, and an index. Previewed by (SSS) AISI Teacher-Librarians.

Outcomes: (10-1 & 10-2) 1.1; 1.3; 1.5; 1.6; 1.8; 3.1; 3.2; 4.1; 4.2; 4.9

Keywords: Globalization; Conflict; Communications technology and media; civil strife



Wells, Don (ed.) (2005) *Canada and the global village.* 
 Calgary: Weigl Publishing. \$26.95 ISBN 9781553880684

Series: Canadian Government

As part of a series that offers readers insight into the events shaping Canada's identity, both nationally and internationally, this particular volume focuses on Canada's involvement with developed and developing countries to enhance world security, improve international communication and reduce disparities in standards of living around the world. Uses an excellent variety of photographs, maps, fact boxes and charts to deftly portray an unbiased and thoughtful presentation of the issues

surrounding Canada and its global involvement. Previewed by Centennial High and Crossing Park.

**Outcomes: (10-1 & 10-2): 1.1; 1.3; 1.5; 1.7; 1.8; 2.2; 2.3; 2.11; 2.12; 3.3; 4.1 - 4.11
 (10-4): 1a -1c; 1e; 1g; 2b; 2j; 2k; 3b - 3e; 3g; 3h**

Keywords: Canada; International relations; Global citizenship



Wells, Don (ed.) (2005) *Canadian citizenship.* 
 Calgary : Weigl Educational Publishers. \$26.95 ISBN: 9781553880974

Series: Canadian Government

Also in the Series: The Canadian identity; Canada's system of government; Canadian unity; Canada and the global village

"Canadian Citizenship" offers a concise look at citizenship and the rights and freedoms afforded to Canadians. The series is published in Calgary and there are many examples used from Alberta. There is a mix of historical Canada and modern day Canada throughout the series. Redeeming to this series is its thoughtful and unbiased reporting on the topics. Fact boxes are well done and

encourage further thought. There is ample archival material and government documents. The series describes different facets of Canadian Government: Canadian citizenship, system of government, Canadian identity, Canadian unity and Canada and global citizenship. Contains: contents, index, timeline, quiz, further research, glossary. Previewed by (SSS) AISI Curriculum Support.

**Outcomes: (10-1 & 10-2): 1.1 – 1.9
 (10-4): 1a – 1h**

Keywords: Canada; Global citizenship; History; Identity—collective



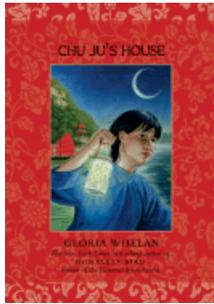
Welton, Neva. (2001) *Global uprising : confronting the tyrannies of the 21st century : stories from a new generation of Activists* 
 Gabriola Island, B.C. : New Society Publishers. \$27.95 ISBN: 9780865714465

The main theme of this book deals with modern day activism against globalization, racism, hunger, sexism, and poverty. Over 60 activists write 2-4 page articles on a wide variety of issues. Articles are from their personal viewpoint, and they clearly explain passion for their causes. Entries include Sierra Leone, Palestine, Zapatista Movement. Includes numerous b/w photos, good bibliography, and websites on activism. This is an excellent book on the goals

and experiences of modern activists. There are alternative viewpoints throughout. Previewed at Sir Winston Churchill High.

**Outcomes: (10-1 & 10-2): 4.1 – 4.11
 (10-4): 4a – 4j**

Keywords: Social action; Advocacy and activism; Globalization; Viewpoints; Human rights

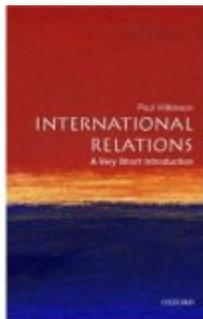


**Whelan, Gloria. (2004) *Chu Ju's house*.
New York: Harper Collins. \$7.99 ISBN: 9780439799553**

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

Outcomes: (10-4): 1a; 1c; 1e; 4a; 4b; 4d

Keywords: Globalization; Depopulation; Marginalization; sex role; china



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

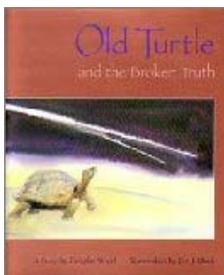
Series: Very Short Introductions

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

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

Outcomes: (10-1): 1.1; 1.3; 1.4; 1.5; 1.7 -1.9; 3.1 – 3.9; 4.1 – 4.10

Keywords: International relations; History; International law; Viewpoints



**Wood, Douglas. (2003) *Old turtle and the broken truth*.
New York : Scholastic Press. \$24.99 ISBN: 978-0439321099**

Picture Book

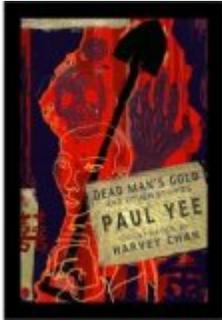
Old Turtle returns with a tale of truth. Earth is full of suffering and war until one little girl seeks Old Turtle, who tells her about a "broken truth" and how mending it will help her community to understand the common bond of all humanity. The story is about mending suffering and is a stunning, deep, and thought-provoking picture book by Douglas Wood. Illustrated by Jon J. Muth, the pale watercolours emit turtle's ancient

knowledge and Asian inspiration. Previewed by Crossing Park Elementary.

Outcomes: (10-1 and 10-2): 1.1; 1.5; 1.8; 2.2; 2.3; 3.2; 3.9; 4.1; 4.5; 4.8

(10-4): 2b; 2c; 4a; 4c; 4e; 4j

Keywords: Conflict; Global citizenship; Environment

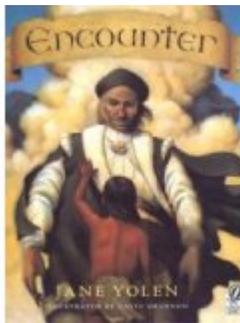


Yee, Paul. (2002) *Dead man's gold and other stories* 
Toronto : Douglas & McIntyre. \$9.95 ISBN: 9780888994752

"Thirteen years after the publication of 'Tales from Gold Mountain' (Groundwood, 1999), Yee returns with these 10 ghost stories, all infused with the experiences of Chinese immigrants who came in search of wealth in the mid-19th and early 20th centuries. Yee does not provide any historical data to accompany these stories and does not name Canadian location. It is up to the reader to make the geographical connections although the stories stand well on their own as great ghost stories, there is no mistaking what a wonderful supplement this is to Canadian history and struggles of immigrants in history. Previewed by (ESS) Evaluation/Selection.

Outcomes: (10-1 & 10-2): 1.2; 1.3; 1.4; 2.1; 2.2; 2.4; 2.6 – 2.11

Keywords: Canada; History; Human rights; Conflict; Marginalization; Identity--collective



Yule, Jane. (1992) *Encounter*
San Diego : Harcourt Brace Jovanovich. \$20.93 ISBN: 9780152259624

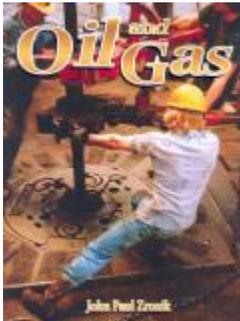
Picture Book

A poignant re-creation, based on historical records, of the landing of Columbus and his men in 1492 on the island of San Salvador. The narrator, a young Taine Indian boy, tells of the first meeting between the native people and the strangers, an encounter that changed their world forever. Includes an historical note at the end and an apology from the illustrator for adding loincloths to his figures.

Outcomes: (10-2): 2.1; 2.4; 2.5; 2.6; 2.8 -2.11; 2.13

(10-4): 2a; 2d - 2g; 2k

Keywords: Assimilation; European contact



Ironic, John Paul. (2004) *Oil and gas.*
New York: Crabtree Publishing. \$11.95 ISBN: 9780778714446

Series: Rocks, Minerals, and Resources

This book takes a look at this disappearing fossil fuel describing how it is made, where it is located in the world, and the environmental and economic problems its use has created. Approximately 45 excellent photos and illustrations complement the well defined vocabulary and objective presentation. The book includes 10 chapters of large text that is easy for readers to comprehend despite some of the more difficult scientific concepts presented. Includes a table of contents, a brief glossary and an index. Previewed by Centennial High.

Outcomes: (10-2): 3.5 – 3.7; 4.1; 4.8; 4.9; 4.10

(10-4): 3a; 3b; 3e -3h

Keywords: Environment; Sustainable prosperity; Human geography