Grade 4 to 7

Resource Guide for Social Studies

**Legend:**

 **= Resource list and how to obtain more**

 **= General teaching ideas/thoughts**

 **= Curricular Competency that might work best with that**

 **resource**

**Grade Four**

**Big Idea: The pursuit of valuable resources has played a key role in changing the land, people, and communities of Canada.**

**Big Idea: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity**

**Big Idea: Demographic changes in North America created shifts in economic and political power.**

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| --- | --- | --- |
| Title  | Author | ISBN / TBC |
| The Secret of the Dance | Andrea Spalding and Alfred Scow | TBC 160646 |
| Canadian Railroad Trilogy |  Gordon Lightfoot | 9780888999535 |
| The Red Sash | Jean Pendziwol | 9780888995896 |
| Ghost Train | Paul Yee | 978-1554983896 |
| Tales from Gold Mountain | Paul Yee | 978-1554981250 |
| Canada Our Road to Democracy | Alister Mathieson and Marianne Ilass | 978-0992115982 |

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| **Title**  | **Teaching Ideas** |
| The Secret of the Dance | * Connects well to the second Big Idea
 |
| Canadian Railroad Trilogy | * Read Ghost train first
* Add to the Ghost train question
 |
| The Red Sash | * Connects well with the second Big Idea
* A question that could work might discuss conflict versus cooperation
 |
| Ghost Train | * Curricular competency of Continuity and Change
* Possible question: Railway building in Canada caused some aspects of life to stay the same while others changed. Consider how the building of the railway changed life and also how immigration caused change. What parts of life did not change?
 |
| Tales from Gold Mountain | Was not able to preview |
| Canada Our Road to Democracy | * Curricular competency of Historical Significance
* Possible question: what is the most significant ‘letter’ in Canadian democracy? Be sure to justify your response.
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**Grade Five**

**Big Idea: Canada’s policies and treatment of minority peoples have negative and positive legacies**

**Big Idea: Immigration and Multiculturalism continue to shape Canadian society and identity**

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| Title  | Author | ISBN / TBC |
| **Shi-shi-etko** | Nicola I. Campbell | 978-0-88899-659-6 |
| **Shin-chi’s Canoe** | Nicola I. Campbell | 978-0-88899-857-6 |
| **When I Was Eight** | Christy Jordan-Fenton | 978-1-55451-490-8 |
| **Not My Girl** | Christy Jordan-Fenton | 978155451625-4 |
| **The Matchbox Diary** | Paul Fleischman | 978-0763646011 |
| **Naomi’s Tree** | Joy Kogawa | 978155451842 |
| **The Name Jar** | Yangsook Choi | 978-0-440-41799-6 |

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| **Title**  | **Teaching Ideas** |
| Shi-shi-etko | * Curricular competency of Historical Perspective
* Possible question: How would you feel if you had to leave your family to go to school?
 |
| Shin-chi’s Canoe | * Re-do/Add to the Shi-shi-etko question.
 |
| When I Was Eight | * Curricular competency of Historical Perspective
* Possible teaching tool: Binary opposites. Have students consider strong/weak, right/wrong, etc.
 |
| Not My Girl | * Same as above!
 |
| The Matchbox Diary | * Curricular competency of Historical Perspective
* Builds on the immigrant experience from Ghost Train and Railway Trilogy from grade 4.
* Possible question: Have students consider the Italian versus Aboriginal perspective
 |
| Naomi’s Tree | * Curricular competency of Historical Perspective
 |
| The Name Jar | * Curricular competency of Historical Perspective
 |

**All of these resources are well suited to explore Historical Perspective (specifically Aboriginal, European and Asian)**

**Grade Six**

**Big Idea: Complex global problems require international cooperation to make difficult choices for the future**

**Big Idea: Systems of government vary in their respect for human rights and freedoms**

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| Title  | Author | ISBN/TBC |
| One Well | Rochelle Strauss | 978-1-5533-7954-6 |
| One Plastic Bag | Miranda Paul | 978-1-4677-1608-6 |
| The Boy Who Harnessed The Wind | William Kamkwamba and Bryan Mealer | 978-0545-59188-1 |
| Every Day is Malala Day | Rosemary McCarney | 978-1-927583-31-9 |
| Our Rights: How Kids are Changing the World | Janet Wilson | 978-1-9269-2095-5 |
| Yasmin’s Hammer | Ann Malaspina | 978-1-6006-0359-4 |
| Every Human Has Rights | National Geographic  | 978-1-42630510-8 |

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| **Title**  |
| One Well |
| One Plastic Bag |
| The Boy Who Harnessed The Wind |
| Every Day is Malala Day |
| Our Rights: How Kids are Changing the World |
| Yasmin’s Hammer |
| Every Human Has Rights |

**Teaching Ideas:**

**Curricular competencies of Historical Significance, Perspective and Cause & Consequence are easily accessible through all of these resources.**

**All of these resources link to the Science curriculum (water cycle and environmentalism).**

**Possible teaching tool: Use *Every Human Has Rights* as a lens to then look at the others.**

* **Through the other resources, what rights are not being respected?**
* **Which is the most significant human right? Why?**

**Grade Seven**

**Big Idea: Geographic conditions shaped the emergence of civilization.**

**Big Idea: Religious and cultural practices that emerged during this period have endured and continue to influence people.**

**Big Idea: Increasingly complex societies required new systems of laws and government.**

**Big Idea: Economic specialization and trade networks can lead to conflict and cooperation between societies.**

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| Title  | Author | ISBN/TBC |
| A City Through Time | Philip Steele | 978-1465402493 |
| Escape from Pompeii | Christina Balit | 978-1845070595 |
| You Wouldn’t Want to Be a Pyramid Builder | Jaqueline Morley | 978-0531238523 |
| Pompeii Lost and Found | Mary Pope Osbourne | 978-0375828898 |
| Mummy Cat | Marcus Ewert | 978-0544340824 |
| You Wouldn’t Want to Be a Sumerian Slave | Jaqueline Morley | 978-0531189214 |
| You Wouldn’t Want to Be a Slave in Ancient Greece | Fiona Macdonald | 978-0-531-23853-0 |

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| **Title**  | **Teaching Ideas** |
| A City Through Time | * Curricular competency Continuity & Change
* Great overview and opportunity to look at early societies and note what has remained and what has undergone significant change
 |
| Escape from Pompeii | * Curricular competency of Perspective and Continuity & Change
* Would pair will with ‘The Dog of Pompeii’ short story
* Links to science and physical geography
 |
| Pompeii Lost and Found | Was not able to preview |
| Mummy Cat | * Neat way to introduce belief
* Opportunity to compare to modern times
* Making text to self, text and world connections
 |
| You Wouldn’t Want to Be a Sumerian Slave | * I would use all three of these resources together in a ‘stations’ format
 |
| You Wouldn’t Want to Be a Slave in Ancient Greece | * They all build background knowledge around Ancient Civilizations in a fun, magazine-like way
 |
| You Wouldn’t Want to Be a Pyramid Builder | * In the end students could do a Perspective piece or justify which civilization is most Significant
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