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## INTEGRATING SOCIAL STUDIES, HISTORY AND GEOGRAPHY WITH DANCE, DRAMA AND VISUAL ARTS

### Integrating Social Studies with the Arts

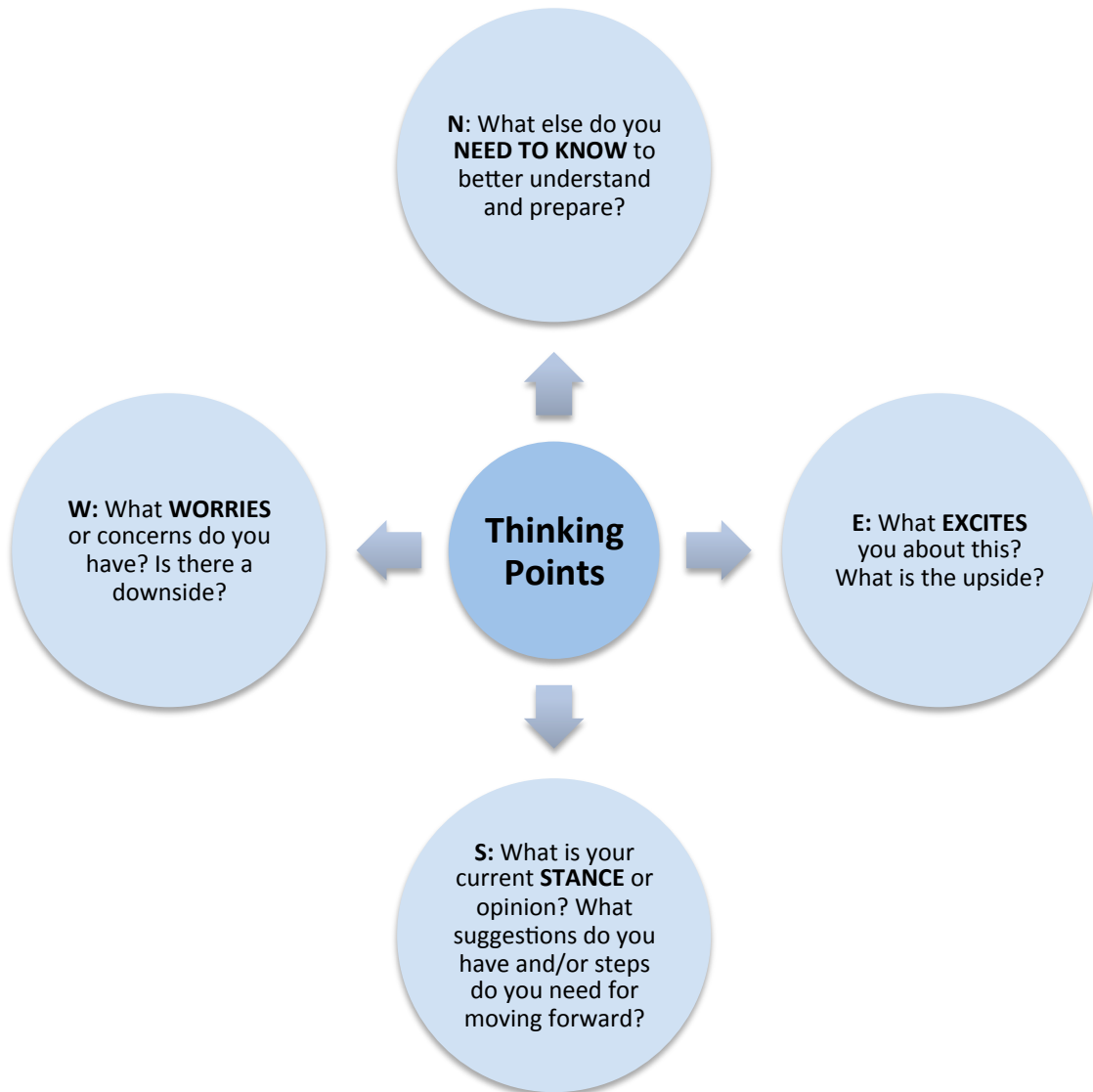
Integrating social studies with the arts requires that the specific knowledge and skills from the expectations of each subject are addressed. “By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings.” (Social Studies Curriculum 2013)

Integrating the Arts with the Social Studies curriculum requires a balance between:

- Critical Thinking and Critical Literacy
- Arts Knowledge and Skills
- Student Engagement
- Social Emotional Development Well-being and ability to learn

## INTEGRATING SOCIAL STUDIES, HISTORY AND GEOGRAPHY WITH DANCE, DRAMA AND VISUAL ARTS

With a colleague, in a small group or individually, use the visible thinking Compass Points Routine by Richart, Church and Morrison to establish and discuss integration of social studies, history and geography with the arts.





## Considerations for teachers

Integrating social studies, history and geography dance, drama and visual arts requires consideration of

- instructional approaches;
- healthy relationships;
- critical thinking and critical literacy;
- equity and inclusivity; and,
- areas addressed on the Achievement Chart in both subject areas.

A central goal of integrating artistic processes with the social studies, history and geography inquiry processes is to explore, learn, communicate, reflect on, express an informed point of view/critical stance through creative means. Students and classes will be at varying levels of readiness. As well, sensitivity and awareness must be exercised and modeled by the teacher so that all students feel safe to express themselves without judgment or marginalization.

Teachers can help by differentiating as appropriate, scaffolding gradual independence and guiding students through the challenges associated with working through the creative and critical analysis processes in dance, drama and visual arts.

Students' individual identities and collective abilities should be supported throughout their inquiries. For example, some students may need opportunities to explore, experiment and practice with tools, techniques and ideas before they can be expected to make meaning with them. Others may need encouragement to seek materials/techniques which will facilitate transferring and applying their knowledge from social studies, history and geography contexts into art forms/art works.

Integrating social studies, history and geography with the arts also requires the teaching of specific knowledge and skills from both subject areas. Teachers can honour student voice by providing opportunities for student-driven and problem-based explorations that are relevant and meaningful to student experiences and interests.

“By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings.”

(Social Studies Curriculum 2013, pg. 42)



## PLANNING FOR INTEGRATION Strands / Overviews at a Glance

### Social Studies

#### **Grade 1**

- Our Changing Roles and Responsibilities
- The Local Community

#### **Grade 2**

- Changing Family and Community Traditions
- Global Communities

#### **Grade 3**

- Communities in Canada, 1780-1850
- Living and Working in Ontario

#### **Grade 4**

- Early Societies 3000 BCE-1500 CE
- Political and Physical Regions of Canada

#### **Grade 5**

- First Nations and Europeans in New France and Early Canada
- The Role of Government and Responsible Citizenship

#### **Grade 6**

- Communities Canada, Past and Present
- Canada's Interactions with the Global Community

### Arts Overviews

#### **Primary**

##### **Dance, Drama, Music, Visual Arts**

- emphasis should be on an exploration of the student's self, family, personal experiences, and world
- begin to develop ability to use the creative and critical analysis processes

#### **Junior**

##### **Dance, Drama, Music, Visual Arts**

- learn to identify and explore multiple perspectives, question the message in artworks and consider issues related to fairness, equity and social justice
- communicate their own ideas and opinions for a variety purposes and audiences



## PLANNING FOR INTEGRATION Strands / Overviews, Grade 7 & 8

### History

#### Grade 7

- New France and British North America 1713 and 1850
- Canada, 1800-1850: Conflict and Challenges
- historical inquiry process

#### Grade 8

- Creating Canada, 1850-1890
- Canada, 1890-1914: A Changing Society

### Arts Overviews

#### Dance, Drama, Music, Visual Arts

- explore issues related to personal identity/community concerns
- critically analyze and evaluate perspective in artworks
- use inquiry and research skills
- use dance, drama and visual arts to explore and comment on topics of relevance that matter in their daily lives including social justice issues and exploring multiple perspectives
- students need to see themselves in the material

### Geography

#### Grade 7

- Physical Patterns in a Changing World
- Natural Resources and the World: Use and Sustainability

#### Grade 8

- Global Settlement: Patterns and Sustainability
- Global Inequalities: Economic Development and Quality of life

### Arts Overviews

#### Dance, Drama, Music, Visual Arts

- explore issues related to personal identity/community concerns
- critically analyze and evaluate perspective in artworks
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- use dance, drama and visual arts to explore and comment on topics of relevance that matter in their daily lives including social justice issues and exploring multiple perspectives
- students need to see themselves in the material

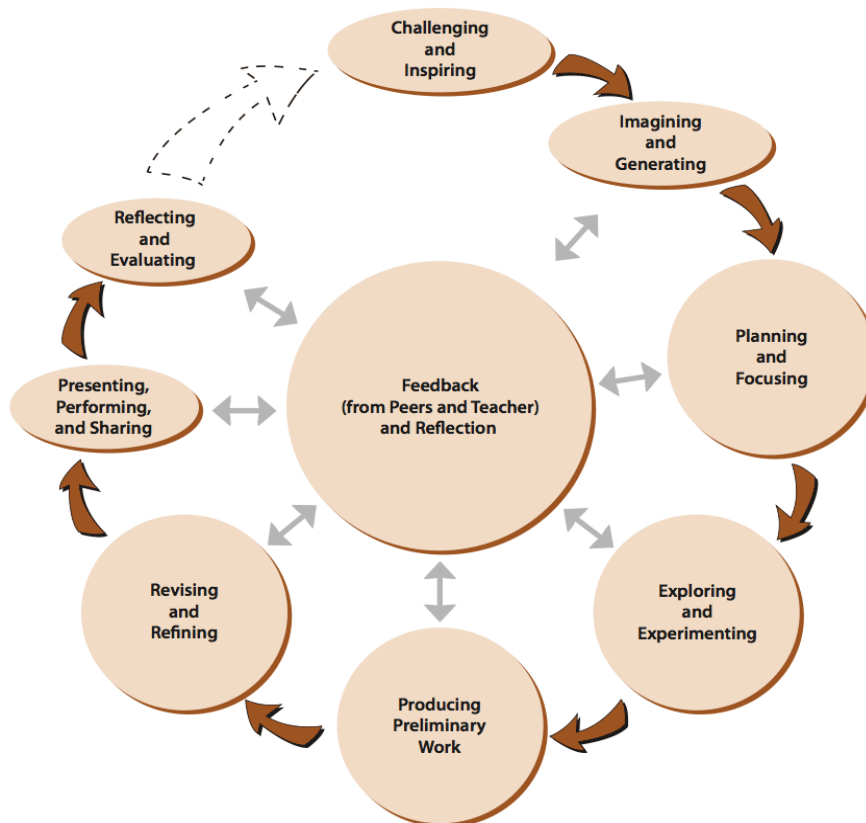
## SSHG Inquiry and the Creative Process

The inquiry model in social studies, history and geography includes several processes: formulating questions; gathering and organizing information, evidence, and/or data; interpreting and analysing information, evidence, and/or data; evaluating information, evidence, and/or data and drawing conclusions; and, communicating findings. These processes do not need to be implemented in this particular order, nor do they need to all be addressed in a single lesson or activity.

### Inquiry in Social Studies, History and Geography:

- Encourages habits of mind that question;
- Helps students to find new relevance;
- Encourages multiple pathways and student voice;
- Places the teacher as 'guide on the side', not 'sage on the stage'; and,
- Encourages students to discover multiple meanings and develop a point of view/critical stance.

### Creative Process in Dance, Drama and Visual Arts:



Retrieved from *The Ontario Curriculum Grades 1-8 Arts* and *The Ontario Curriculum Social Studies, Grades 1-6; History and Geography, Grades 7-8*



**What are the similarities in these processes? Do they complement each other?**

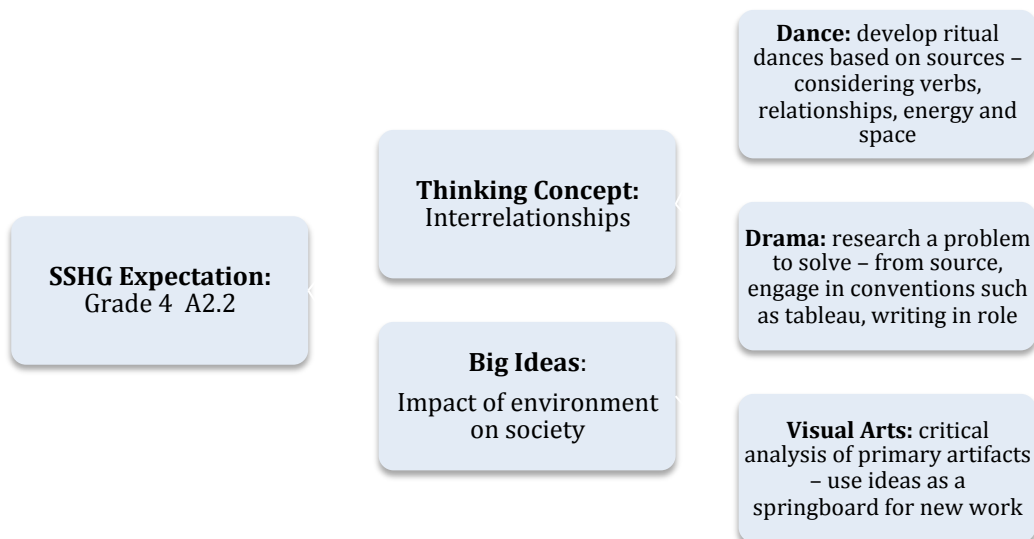
Student inquiries may be based on issues and themes that they select collaboratively and are relevant to their personal experiences and interests. One approach is for students to start with the inquiry process in social studies, history and geography to develop their knowledge and understanding, and then move to the creative process in dance, drama and visual arts to apply and communicate their learning.

Students can also reflect on their final products through the use of the critical analysis process in dance, drama and visual arts.



**Connecting the Social Studies, History and Geography Curriculum with the Arts**

When integrating both subjects, locate an entry point in the social studies, history and geography curriculum. Use a chart as a springboard for planning (e.g., p. 96 Social Studies document, Grade 4). Teacher prompts in specific expectations may also provide a starting point for integration. Link to dance, drama and visual arts expectations. Begin utilizing the inquiry process from social studies, history and geography. Pose a question for inquiry/ introduce an artifact or piece of evidence for exploration that will lend itself to the creation of artwork through the creative process in the dance, drama and visual arts.



“You will have to experiment and try things out for yourself and you will not be sure of what you are doing. That’s all right. You are feeling your way into the thing.”

–Emily Carr, 1933

## Sample Planning Template

Social Studies	The Arts
<b>Grade: 4</b>	<b>Grade: 4</b>
<b>Strand:</b> Heritage and Identity: Early Societies, 3000 BCE-1500 CE	<b>Strand:</b> Dance
<p><b>Overall Expectation:</b>  <b>A2. Inquiry:</b> use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE-1500 CE) with an emphasis on aspects of the interrelationships between the environment and life in those societies (FOCUS ON: <i>Interrelationships</i>)</p>	<p><b>Overall Expectation:</b>  <b>A1. Creating and Presenting:</b> apply the creative process to the composition of movement sequences and short dance pieces using the element of dance to communicate feeling and ideas</p>
<p><b>Specific Expectation:</b>  <b>A2.1</b> formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies with emphasis on aspects of the interrelationship between the environment and life in those societies  <b>A2.2</b> gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats</p>	<p><b>Specific Expectation:</b>  <b>A1.3</b> use narrative form to create short dance pieces on a variety of themes  <b>A1.4</b> use elements of energy and time</p>
<p><b>Concepts of Social Studies Thinking:</b>  Interrelationships</p>	<p><b>Fundamental Concepts for Grade 4:</b>  -time and energy</p>
<p><b>Big Idea:</b>  The environment had a major impact on daily life in early societies.</p>	<p><b>Big Idea:</b>  The dance elements of time and energy can be used to create a dance piece through the creative process.</p>
<p><b>Possible SSHG Inquiry (...may begin with a question or with a piece of evidence):</b></p> <ul style="list-style-type: none"> <li>- Would you like to have lived in an early society?</li> <li>- How did the environment have a major impact on daily life in early societies?</li> <li>- Let's explore this coin.</li> <li>- What is the meaning of this painting on this vase?</li> </ul> <p><b>Other ideas?</b></p>	



**Using the Creative Process:**

**What will you use to challenge and inspire your students as they begin to apply the creative process?**

-Now that we have learned about early societies...

-How can we create a dance that shows how the environment had a major impact on daily life in early societies?

-How can we create a dance that shows how people in early societies interacted with their environment?

-How can we create a dance that shows the importance of an action or a ritual of an early society?

**Learning Goal:**

What can we learn about the interrelationship between early societies and their environment?

**Co-construct success criteria with your students:**

## Planning Checklist

**Does the inquiry invite:**

- Fun? Engagement? Interaction?
- The key features of differentiated instruction, including flexible learning groups, choice, respectful tasks, shared responsibility for learning, use of technologies?
- Relevance to students' experiences and interests?
- Use of Critical Thinking?
- Use of the Creative Process?
- Use of the Critical Analysis Process?
- Focus on the Big Ideas in social studies, history and geography?
- Focus on the Thinking Concepts within social studies, history and geography?
- Focus on the Fundamental Concepts for dance, drama, music, visual arts?
- Consider multiple sources/viewpoints , i.e., aboriginal perspectives?
- Promote anti-discrimination, fairness, equity and social justice?

## ASSESSMENT AND EVALUATION OF INTEGRATED STUDENT WORK

“Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations.” (SSHG, Curriculum Document, 2013, pg. 28)

“Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.” (SSHG, Curriculum Document, 2013, pg. 28)

The following rubric starter has been designed to accompany the sample planning template for grade four social studies and grade four dance.

All four categories of the achievement chart are represented on the rubric through the integration of both subjects.

Teachers are encouraged to customize the qualifiers (limited, some, considerable, high degree) and descriptors of effectiveness for the task.

<b>Grade 4 Social Studies</b> <b>Overall Expectation:</b>	
<b>A2. Inquiry:</b> use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE-1500 CE) with an emphasis on aspects of the interrelationships between the environment and life in those societies (FOCUS ON: <i>Interrelationships</i> )	
<b>Knowledge and Understanding:</b>	- Demonstrates <b>limited, some, considerable, a high degree of</b> understanding of the ways of life and relationships with the environment of early societies. -Formulates questions to guide investigation into ways of life and relationships with the environment of early societies with <b>limited, some, considerable, a high degree of</b> effectiveness.
<b>Thinking:</b>	-Gathers and organizes information on the ways of life and relationships with the environment of early societies with <b>limited, some, considerable, a high degree of</b> effectiveness.



### Grade 4 Dance

**A1. Creating and Presenting:** apply the creative process to the composition of movement sequences and short dance pieces using the element of dance to communicate feeling and ideas

<b>Communication</b>	Uses dance as a language to explore and communicate ideas with <b>limited, some, considerable, a high degree of</b> effectiveness.
<b>Application</b>	Makes connections between social studies and the art form of dance with <b>limited, some, considerable, a high degree of</b> effectiveness.

### Sample Questions Related to the Concepts of Social Studies, Historical and Geographic Thinking

The questions below incorporate the Concepts of Social Studies, History and Geography Thinking while making connections to the arts. Questions can be related to the SSHG big ideas or may be used as related prompts for talking, writing or generating dance, drama or visual artwork. Each question is accompanied by a quote from respected, Stanford arts educator and advocate, Elliot W. Eisner. See:

<http://www.arteducators.org/advocacy/10-lessons-the-arts-teach>

#### Related Concepts of Social Studies, History and Geographic Thinking

##### Significance

#### Elliot W. Eisner Quote

*“The arts teach students that small differences can have large effects. The arts traffic in subtleties.”*



- What is the importance of developing, creating and sharing drama and dance and/or visual art works?
- What can these various art forms tell us about the people who make them and the places they come from?
- What is the artist trying to say?
- What stands out for you?
- Is this an important artwork/artifact? Why?

### **Cause and Consequence**

*“The arts teach children that problems can have more than one solution and that questions can have more than one answer.”*

- Why did the artist create this artwork/artifact?
- What social and environmental circumstances influence the dance, drama and visual art that is created?

### **Continuity and Change**

*“The arts teach children that in complex forms of problem solving, purposes are seldom fixed but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.”*

- What traditions are maintained?
- How do we know where a work of art comes from?
- What are some clues?
- What questions can we ask to find out more about how artworks/artifacts from this time period have stayed the same or changed over time?

### **Patterns and Trends**

*“The arts teach children to think through and within a material. All art forms employ some means through which images become real.”*

- Why might an artistic tradition be maintained or abandoned?
- What might cause a ‘style’ or approach to the art-making to change?
- Identify similarities and differences between specific artworks/artifacts in the past and present?
- What might those characteristics tell you about how, when and why they were made?

### Interrelationships

*“The arts help children to make good judgments about qualitative relationships, unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.”*

- How are dance, drama and visual art used as an expression of people and their time and place?
- What do you think is the role of dance, drama, music or visual artist in our society and the society you are studying? How is it the same and how might it be different?

### Perspectives

*“The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.”*

- How do the dance, drama and visual arts help us learn about and understand how people in the past and in the present and in other cultures and parts of the world think and feel?
- What is the artist’s view of the world?
- How does the artist’s view match or contrast with your own view of the world?

Can you think of other questions that would be suitable for each of these related SSHG Concepts of Thinking? Which SSHG Concept of Thinking would make a good pairing with an arts strand and its fundamental concepts?

### What is Critical Literacy in the Arts?

Critical Literacy encourages students to explore points of view, multiple and missing voices, deconstruction and construction of texts, and calls to action. Critical Literacy in the dance, drama and visual arts allows students to question, address and engage with ideas and issues creatively and safely.

For excellent strategies of how critical literacy looks in dance and drama see:

<http://code.on.ca/resource/critical-literacy-drama-and-dance>

### What it looks like in action:

The resources below were selected for their strong SSHG connections. Please note: most resources were developed after 2009 but prior to the revisions of the 2013 SSHG Curriculum. Therefore, there may be shifts in direct links to the specific topics at each grade level. Several additional resources (basic techniques, glossaries, lessons, units and links) are available on the subject association websites. In general, the conceptual and



practical underpinnings of the strategies and techniques in these dance, drama and visual arts resources can be adapted across divisions and topics as needed. Many of the units promote a call to action.

## **PRIMARY**

### **CODE Council for Ontario Drama and Dance Educators**

- Community helper role-play and city park problem solving: <http://code.on.ca/resource/empowering-community-helpers>
- Cooperation skills, kindness, respect and empathy are practiced through drama: <http://code.on.ca/resource/building-classroom-community-through-character-education>
- Urban and rural communities, different perspectives through role-play and writing in role: [http://code.on.ca/resource/exploring-urban-and-rural-communities-through-drama - section-0](http://code.on.ca/resource/exploring-urban-and-rural-communities-through-drama-section-0)
- Critical thinking, problem solving, environmental stewardship, features the story and struggles of Kenyan activist and Nobel recipient Wangari Maathai <http://code.on.ca/resource/sowing-seeds-cultivating-change>

### **Curriculum Services Canada CSC**

- Drama: Students create an original myth and learn how to use elements of drama to dramatize their story <http://resources.curriculum.org/arts/dramaelements.shtml>
- Visual Art: (late primary) Students use meanings of the shapes in Aboriginal art to create their own art and legends. Connections to language, drama and assessment are highlighted <http://resources.curriculum.org/arts/legends.shtml>

**Ontario Art Education Association OAEA:** This link accesses the site's resources page: <http://ontarioarteducationassociation.org/public-resources/curriculum-support-documents/>

- Primary Painting My World –Students investigate and create their own imaginary world while integrating painting and drama techniques

## **JUNIOR**

### **CODE Council for Ontario Drama and Dance Educators**

- Dance Drama: Students explore the social and environmental impact of urban development <http://code.on.ca/resource/what-should-i-do>
- Dance: Students use media to explore the overuse of natural resources <http://code.on.ca/resource/financial-literacy-and-environment#section-1>

- Drama: Students examine point of view during role-play while they explore the role of government and community response to a proposed garbage dump in their neighbourhood <http://code.on.ca/resource/building-community>
- Drama: Students explore the complexity of colonization and the interactions between First Nations and Europeans <http://code.on.ca/resource/explorers-and-first-nations>

### **Curriculum Services Canada CSC**

- Visual Art: Exploring mediums for First Nations Art  
<http://resources.curriculum.org/arts/mediums.shtml>
- Visual Art: Integrating First Nations Teachings (painting)  
<http://resources.curriculum.org/arts/firstnations.shtml>
- Students express meaning about government using multimedia techniques  
<http://resources.curriculum.org/arts/multimedia.shtml>
- Students create mythical creatures using shapes  
<http://resources.curriculum.org/arts/creatures.shtml>
- Drama: History research as interview in role (history portion starts at 8:55 min.)  
<http://resources.curriculum.org/arts/molecules.shtml>

**Ontario Art Education Association OAEA:** This link accesses the site's resources page:

- <http://ontarioarteducationassociation.org/public-resources/curriculum-support-documents/>
- Junior Drawing  
Drawing it Out: Students learn about *The Seven Grandfather Teachings* and how contemporary Aboriginal artists create work that comments on identity, society and the world.
- Print your Inner Animal  
Students work toward creating animal symbolism collographs in this unit that can be integrated in many historical/world contexts.

### **INTERMEDIATE**

#### **CODE Council for Ontario Drama and Dance Educators**

- Dance: Students explore needs vs wants and media's role in 'telling them' what they need <http://code.on.ca/resource/needs-versus-wants>
- Drama: Exploring Rituals: Students explore the elements of an ideal, equitable society  
<http://code.on.ca/resource/exploring-rituals>



- Dance: World on Fire: Students create original choreography in response to social justice issues: <http://code.on.ca/resource/world-fire>
- Drama: Financial Literacy and Trade: Students learn about the impact of trade on nations and the relationship between natural resources, geography and trade <http://code.on.ca/resource/financial-literacy-and-trade-origins-and-impact>

### **Curriculum Services Canada CSC**

- Visual Art: Students create an urban installation inspired by a class trip to Toronto <http://resources.curriculum.org/arts/fieldtrip.shtml>
- Dance: Students learn to use creative movement to explore global/social issues: <http://resources.curriculum.org/arts/groupmovement.shtml>

### **Ontario Art Education Association OAEA:**

This link accesses the site's resources page:

<http://ontarioarteducationassociation.org/public-resources/curriculum-support-documents/>

- Intermediate Drawing  
Superheroes Making a Difference: Students examine social change in historical and contemporary contexts in this drawing unit
- Intermediate Painting  
Painting Social Change: Students explore contemporary issues through painting image, text and engaging in inquiry and critique
- Intermediate Printmaking  
Propaganda Prints: Students learn histories and techniques of propaganda art and create propaganda print on contemporary themes or social issues



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### **Websites:**



TVO Interview with Larry Swartz on creating caring classrooms  
<http://www.youtube.com/watch?v=hLOm8VtDCTo>

BC Drama Teacher site – many useful links:  
<http://www.bcdramateachers.com/lessonsresources.html>

This documentary highlights the work of Dorothy Heathcoate, a pioneer in educational drama. Heathcoate's foundational work was instrumental in the development of current approaches to drama in education and many of the conventions that are currently used in the classroom. <http://www.youtube.com/watch?v=f5jBNIEQrZs>

Dance Ontario [www.danceontario.com](http://www.danceontario.com)

Integrating Dance: <http://dancepulse.org/2010/12/03/dance-arts-integration-into-academic-subjects-2/>

Kennedy Centre Arts Edge <http://artsedge.kennedy-center.org/educators.aspx>

Arts Alive <http://www.artsalive.ca>

Art 21 <http://www.pbs.org/art21>

Art Gallery of Ontario <http://www.ago.net>

Centre for Canadian Contemporary Art [www.ccca.ca](http://www.ccca.ca)

*Art Image Publications* for art reproductions (various sizes of posters) They are reasonably priced and are sold in kits or individually. [www.artimagepublications.ca](http://www.artimagepublications.ca)

Educational arts website Khan Academy and MOMA Museum  
<http://www.khanacademy.org/partner-content/MoMA>

This fun site takes students on a learning art tour:  
<http://smartmuseum.uchicago.edu/smartkids/>

The J Paul Getty Museum has an excellent education site  
<http://www.getty.edu/education/index.html>

Creatively Teaching Multicultural Art  
<http://www.goshen.edu/art/ed/multiculturalart.html>

[http://www.oldpz.gse.harvard.edu/vt/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_Core\\_routines/CompassPoints/CompassPoints\\_Routine.html](http://www.oldpz.gse.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/CompassPoints/CompassPoints_Routine.html)