



## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



= website



= video



= map



= community resource



= Activity suggestion(s)

### Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company ([saundersbook.ca](http://saundersbook.ca)); WhiteHots ([whitehots.com](http://whitehots.com)); Goodminds ([goodminds.com](http://goodminds.com)); Ella Minnow ([ellaminnow.ca](http://ellaminnow.ca)); TinLids ([tinlids.ca](http://tinlids.ca)) and Scholastic ([scholastic.ca](http://scholastic.ca)) to access educational discounts. This is by no means an exhaustive list.

### Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.

Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.





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### Heritage and Identity: Our Changing Roles and Responsibilities

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Petricic, Dusan. <i>My Family Tree and Me</i>. Toronto, ON: Kids Can, Limited, 2015. Print.</p> <p>This picture book is an introduction to the concept of family ancestry, and tells two stories in one book. Students can formulate questions and investigate how people in families contribute to the identities of future generations.</p>	A 2.1 A 2.2
	<p>Small, Mary, and Stacey Previn. <i>Being Responsible: A Book about Responsibility</i>. Minneapolis, MN: Picture Window, 2006. Print.</p> <p>A simple non-fiction book that shows some ways children demonstrate responsibility at home, in their communities, and in school settings. Students can use prior knowledge and make text-to-self connections as they brainstorm and formulate questions related to responsibility (putting away their toys, washing the dishes after a meal).</p>	A 2.1 A 2.5
	<p>Bullard, Lisa, and Brandon Reibeling. <i>My Neighborhood: Places and Faces</i>. Minneapolis, MN: Picture Window, 2003. Print.</p> <p>When a new family moves in next door, Libbie shows him around the neighborhood. Students can construct personally relevant maps that include locations within their own neighbourhoods and communities.</p>	A 2.3
	<p>Frazee, Marla. <i>The Boss Baby</i>. New York: Simon and Schuster, 2011. Print.</p> <p>This book is a humorous take on the arrival of a new baby. Students can draw conclusions about how having a new sibling might shift or change their responsibilities (having to help out more at home, etc.). This title is also available as an eBook.</p>	A 2.5





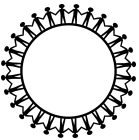
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	<p>Orloff, Karen Kaufman, and David Catrow. <i>I Wanna Go Home</i>. New York, NY: G. P. Putnam's Sons, an Imprint of Penguin Group, 2014. Print.</p> <p>In this book, a boy discovers that visiting his grandparents in a retirement home while his parents are in Bora Bora wasn't as bad as he had expected. Students can brainstorm and formulate questions related to changes in their responsibilities at home compared to when they are visiting family/friends.</p>	<p>A 2.1</p>
	<p>Castaneda, Omar S. <i>Abuela's Weave</i>. New York: Lee &amp; Low, 1995. Print.</p> <p>Guiding Question:</p> <p>How does our own understanding of unique individuals and groups help us appreciate the diversity in our community?</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Look at Native American Traditions of Quilts</li> <li>• Make a class quilt to reflect a piece of each student's culture/heritage/story</li> <li>• send a square home, have kids reflect a story, may make a class quilt, use personally meaningful icons for each student that tells a story, explore how different communities use quilts differently</li> <li>• Make a class quilt, that reflect a piece of each student's culture/heritage/story</li> </ul>	<p>A 2.1</p>
	<p>"BC SPCA: Youth Education Programs for Kids." <i>SPCA</i>. SPCA. Web. 22 May 2015.  <a href="http://www.sPCA.bc.ca/kids-teens/about-animals/pet-care/">http://www.sPCA.bc.ca/kids-teens/about-animals/pet-care/</a></p> <p>This website contains articles on pet care organized by pet type as well as lesson ideas and information about having a classroom pet. The information can be used to investigate the responsibilities involved in caring for a pet.</p>	<p>A 2.1 A 2.2</p>
	<p>"Time Line Maker." <i>SoftSchools</i>. SoftSchools. Web. 22 May 2015.  <a href="http://www.softschools.com/teacher_resources/timeline_maker/">http://www.softschools.com/teacher_resources/timeline_maker/</a></p> <p>An online tool to make timelines by entering the event date and description online. The tool then produces a printable chronological graphic organizer (timeline). It can be used to organize significant personal events.</p>	<p>A 2.4</p>

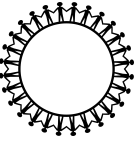
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	<p><i>Family Tree Templates.</i> Family Tree Templates. Web. 22 May 2015.  <a href="http://www.familytreetemplates.net">http://www.familytreetemplates.net</a></p> <p>An online source of a variety of printable templates to create family trees.</p>	<p>A 2.4</p>
	<p>"EekoWorld." <i>PBS Kids.</i> PBS Kids. Web. 22 May 2015.  <a href="http://pbskids.org/eeoworld/">http://pbskids.org/eeoworld/</a></p> <p>This site has a variety of animated videos to help students learn about the importance of environmental responsibility and stewardship. Topics include: the environment, garbage and recycling, and the future.</p>	<p>A 2.5</p>
	<p>Chrysanthemum. Weston Woods. 1998          Available on Learn360:  <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=Chrysanthemum&amp;ID=254995">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=Chrysanthemum&amp;ID=254995</a></p> <p>Chrysanthemum loved everything about her name until she went to school. One day she meet Delphinium Twinkle and learns how her name is a part of her identity and decides she would never want to be called anything else. Students can formulate questions about their names and how they got them and then gather information to answer their questions.</p>	<p>A 2.1 A 2.2</p>
	<p>I Love You Like Crazy Cakes. Weston Woods. 2002.          Available on Learn360:  <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=new+baby&amp;ID=255291">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=new+baby&amp;ID=255291</a></p> <p>This video is about a woman who adopts a baby from an orphanage in China. Use this story to lead a class discussion about significant events in people's lives, e.g., the birth of a sibling.</p>	<p>A 2.2</p>
	<p>All About Families. Colman Communications. 1999.          Available on Learn360:  <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;lid=10960822&amp;pageAll=2&amp;SearchText=families&amp;ID=227453">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;lid=10960822&amp;pageAll=2&amp;SearchText=families&amp;ID=227453</a></p> <p>This video helps primary level students understand what a family is. It shows the family as an important part of every person's life. Students can gather information about how families work together, play together, learn from each other, celebrate together, and help one another.</p>	<p>A 2.2</p>

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	<p>Math Monsters-Mapping. Slim Goodbody. 2000. Available on Learn360: <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=how+to+make+a+map&amp;ID=130293">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;lid=10960822&amp;SearchText=how+to+make+a+map&amp;ID=130293</a></p> <p>This episode explains why maps can sometimes be confusing if they are not detailed enough and discusses why they are useful. This video can be used to get students thinking about important things they would need to include on a simple map they make.</p>	<p>A 2.3</p>
	<p>Google Maps. Google, Web. 23 May 2015. <a href="https://www.google.ca/maps">https://www.google.ca/maps</a></p> <p>This interactive mapping site can be used to get street maps and satellite photos of local areas. It can be used to map places of personal importance. Using free credentials, students can create and save site and route maps.</p>	<p>A 2.3 A 2.6</p>
	<p>Bredeson, Carmen. Looking at Maps and Globes. New York: Children's, 2009. Print.</p> <p>An introductory age appropriate read aloud text on maps. It includes topics such as: what is a map, symbols, legends, map directions, scale, poles and equator. Part of the Rookie Reader series.</p>	<p>A 2.3</p>
	<p>"Adventure Island." National Geographic Education. National Geographic, Web. 23 May 2015. <a href="http://education.nationalgeographic.com/multimedia/interactive/maps-tools-adventure-island/">http://education.nationalgeographic.com/multimedia/interactive/maps-tools-adventure-island/</a></p> <p>An interactive game to learn how symbols work on a map and to practise using them.</p>	<p>A 2.3</p>
	<p>Students from Other Schools: School and Community Partnerships</p> <p>Make contact with a teacher who teaches at a different school in your area or somewhere else in the province and set up a video chat where students can share/compare their roles and responsibilities within their homes and schools. To make contacts, try: <a href="https://education.skype.com/mysteryskype">https://education.skype.com/mysteryskype</a> Consider connecting with teachers through the OESSTA forum: <a href="http://oessta-teachers.ca">oessta-teachers.ca</a></p>	<p>A 2.1</p>

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	<p>Family members: School and Community Partnerships</p> <p>Invite students' family members into the classroom to share stories of their childhood and what their roles within their family or community were.</p>	<p>A 2.2</p>
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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Kostecki-Shaw, Jenny Sue. <i>Luna and Me: The True Story of a Girl Who Lived in a Tree to save a Forest</i>. New York: Henry Holt, 2015. Print.</p> <p>This book can be used to teach environmental respect using the example of Julia Hill, a young girl who lived in a redwood tree for two years so they wouldn't cut it down.</p>	<p>A 3.5</p>
	<p>Curtis, Jamie Lee, and Laura Cornell. <i>My Brave Year of Firsts: Tries, Sighs, and High Fives</i>. New York, NY: Joanna Cotler, 2012. Print.</p> <p>Frankie learns to ride a bike, tie her shoes, make new friends, try new foods, and work with her dad. A first grade girl reflects upon some significant events in her life that are part of growing up, such as riding a bike, and making new friends. This book can be used to illustrate chronological order and compare some of the milestones and significant events that occur in a child's life. This resource is also available as an eAudiobook.</p>	<p>A 3.3</p>
	<p>Orloff, Karen Kaufman., and David Catrow. <i>I Wanna Iguana</i>. New York: Putnam, 2004. Print.</p> <p>In this amusing story, a mother and son discuss how much responsibility is involved in caring for a pet iguana. Use this story to discuss some of the responsibilities your students have at home. This resource is also available as an eBook.</p>	<p>A 3.1</p>
	<p>Shannon, David. <i>David Goes to School</i>. New York: Blue Sky, 1999. Print.</p> <p>David hasn't learned how to follow the rules at school yet. This book can be used to brainstorm ideas of how David and your students can be more respectful in a school environment.</p>	<p>A 3.4</p>

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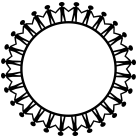
	<p>Kalman, Bobbie. <i>My Family Community</i>. New York: Crabtree Pub., 2010. Print.</p> <p>This text defines what makes a community, and illustrates how a family is also a community. Have students compare the information gathered from the text to their own families.</p>	<p>A 3.1 A 3.2</p>
	<p>Willems, Mo. <i>Knuffle Bunny: A Cautionary Tale</i>. New York: Hyperion Books for Children, 2004. Print.</p> <p>This book is the first in the Knuffle Bunny trilogy that follows Trixie, a little girl who can't be without her beloved stuffed animal. A useful book to encourage discussion about significant items in students' lives.</p>	<p>A 3.2</p>
	<p>Dillon, Leo, and Diane Dillon. <i>If Kids Ran the World</i>. New York: Blue Sky, 2014. Print.</p> <p>This picture book suggests numerous ways that how the world would be different if it was run by children. Students can identify examples of respect and stewardship within the story and their own lives.</p>	<p>A 3.4 A 3.5</p>
 	<p>Plain, Ferguson. <i>Eagle Feather</i>. Winnipeg: Pemmican Publications, 2006.</p> <p>Guiding Question: How do people's roles and responsibilities relate to situations around us?</p> <p>Activity: Have children discuss and draw examples environmental stewardship by doing a litter audit at the local park.</p>	<p>A3.5</p>
 	<p>Bruchac, Joseph, and Anna Vojtech. <i>The First Strawberries</i>. New York: Dial Books for Young Readers, 1993. Print.</p> <p>Guiding Question What are people's responsibilities within their community? What might happen if people did not meet their responsibilities? What are your responsibilities?</p> <p>Activity: Students can either draw a picture and write a description of the idea of responsibility they learned from the story and its role in the Cherokee community; or describe their responsibility in their</p>	<p>A 3.1</p>

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	classroom community and how this meets the needs of the classroom community.	
	<p>Olsen, Sylvia. <i>Yetsa's Sweater</i>. Winlaw, B.C.: Sono Nis, 2006. Print.</p> <p>Guiding Questions: What is the role of an elder in your community?</p> <p>Activity: Children can make a venn diagram comparing an elder in their own community to an Elder in Yetsa's Sweater storybook.</p>	A 3.2
	<p>"Mannerific Games." <i>TVOKids.com</i>. TVOntario. Web. 22 May 2015. <a href="http://www.tvokids.com/games/mannerific">http://www.tvokids.com/games/mannerific</a></p> <p>This online game allows students to identify and practise respectful behaviour in a virtual school environment. The game has oral instructions and can be played independently.</p>	A 3.4
	<p>"I Am Unique." <i>LearnAlberta</i>. Alberta Education. Web. 22 May 2015. <a href="http://learnalberta.ca/content/ssiau/index.html?launch=true">http://learnalberta.ca/content/ssiau/index.html?launch=true</a></p> <p>These online activities help students to identify and celebrate what makes people unique, as well as, practising solving social problems in a respectful way. Instructions and a help feature are oral making it accessible to all reading levels.</p>	A 3.4
	<p>"Feelings: My Home and Family." <i>KidsHealth</i>. The Nemours Foundation, Web. 22 May 2015. <a href="http://kidshealth.org/kid/feeling/#cat20068">http://kidshealth.org/kid/feeling/#cat20068</a></p> <p>This website contains an extensive list of articles about family responsibilities and relationships. All articles have a "listen" option allowing for independent access. There is some preteen content, so articles should be chosen for students instead of allowing children to explore the whole list.</p>	A 3.2 A 3.5



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 	<p><i>Education Saskatchewan</i>. Saskatchewan Learning. Web. 6 Oct. 2015. <a href="http://www.education.gov.sk.ca/aboriginal-elders-community-workers">http://www.education.gov.sk.ca/aboriginal-elders-community-workers</a></p> <p>Guiding Question: What ways do we show respectful behaviour when meeting with an elder?</p> <p>Activity: Make a list of “respectful behaviours we traditionally show when meeting with special members of our own cultural communities. Have children write an illustrated story of when they meet with “community helpers” in their own cultural settings, what would a First nations child do in their own community? Consider linking to Yetsa's Sweater.</p>	A 3.4
	<p>Franklin - Franklin and Sam. Nelvana. 2005. Available on Learn360: <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;IPK=23716377&amp;lid=10960822&amp;pageAll=4&amp;SearchText=respect&amp;ID=129723">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;IPK=23716377&amp;lid=10960822&amp;pageAll=4&amp;SearchText=respect&amp;ID=129723</a></p> <p>Franklin tries to give up sleeping with his stuffed toy, Sam. He doesn't want his friends to think he is a baby, so when they go camping Franklin tries to hide Sam. He finds out his friends sleep with their own toys. Have the students share some personally significant items and what they mean to them.</p>	A 3.2
	<p>Berenstain Bears - Showdown At Birder's Wood. Nelvana. 2005. Available on Learn360: <a href="http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;lid=10960822&amp;pageAll=3&amp;SearchText=respect&amp;ID=129821">http://www.learn360.com/ShowVideo.aspx?IPK=23716377&amp;GradeLevel=3360058&amp;lid=10960822&amp;pageAll=3&amp;SearchText=respect&amp;ID=129821</a></p> <p>Too Tall's gang longs to build the ultimate tree fort in Birder's Wood, but Sister plans to protect the habitat of an endangered bird living there. Use this video to talk about why it is important to treat the environment with respect.</p>	A 3.5
	<p>Local Police Service: School and Community Partnerships</p> <p>Most schools are paired with a police officer who does community outreach/education programs. Contact your officer and invite him/her in to speak to students about the kinds of things that they can do to be responsible citizens. If you do not have a police contact for your school, google ‘(name of your city) police services’ and look for the key words ‘community outreach’ or ‘programs’ to find a contact.</p>	A 3.4 A 3.5

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	<p>"Municipal Initiatives on Anti-littering." <i>Canadian Plastics Industry Association</i>. Canadian Plastics Industry Association. 2015. Web. 18 May 2015.  <a href="http://www.plastics.ca/articles_merge/municipalinitiatives.php">http://www.plastics.ca/articles_merge/municipalinitiatives.php</a></p> <p>Municipal Initiatives on Anti-Littering: Field Study          This site provides ideas about how to reduce litter in your community. Set up an anti-litter initiative in your school to help promote environmental responsibility.</p>	A 3.5
	<p>Guest Speaker about Anti-Bullying: School and Community Partnerships.</p> <p>Invite a guest speaker to talk about bullying as a way of reinforcing the roles we play in our friendships and our school communities.  <a href="http://school-bullying-program.com/ontario-bullying-program.htm">http://school-bullying-program.com/ontario-bullying-program.htm</a></p>	A 3.4

### Professional Resources

Sobel, David. *Mapmaking with Children: Sense of Place Education for the Elementary Years*. Portsmouth, NH: Heinemann, 1998. Print.

This professional resource emphasizes the development of students' sense of place with a focus on constructing maps of familiar surroundings.

Kirman, Joseph M. *Elementary Social Studies: Creative Classroom Ideas*. 4th ed. Toronto: Pearson Prentice Hall, 2008. Print.

This professional resource provides an inquiry and critical thinking focus to social studies teaching.

Murray, Karen, et al. *Hands on Social Studies Grade 1: An Inquiry Approach*. Winnipeg: Portage & Main, 2014. Print.

This professional resource uses the inquiry model with the revised (2013) Ontario Social Studies History and Geography curriculum. It provides lessons and blackline masters for teacher use.

Cecchini, Marie E., MS. "Classroom Support for Non-Traditional Families." *Earlychildhood NEWS*. Excelligence Learning Corporation, Web. 22 May 2015.  
[http://www.earlychildhoodnews.com/earlychildhood/article\\_home.aspx?ArticleID=729](http://www.earlychildhoodnews.com/earlychildhood/article_home.aspx?ArticleID=729)

An article on talking to children about non-traditional families. It suggests ways to correct misconceptions about non-traditional families and foster respect in the classroom.

"What Is Inquiry-Based Learning?" *YouTube*. YouTube, Web. 29 Apr. 2015.  
<https://www.youtube.com/watch?v=u84ZsS6niPc>

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This video is an introduction to the inquiry process in your teaching.

"Aboriginal Presence in Our Schools." *Aboriginal Presence in Our Schools*. District School Board Ontario North East. Web. 27 Oct. 2015. [http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal\\_Presence\\_in\\_Our\\_Schools.pdf](http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf)

This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.

Bigwin, Elizabeth et al. *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8*. Ontario: Limestone DSB, 2013. Print.  
[http://www.limestone.on.ca/Programs/Aboriginal\\_Ed/Aboriginal\\_ED\\_Documents/Turtle\\_Island.pdf](http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf)

This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.