



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

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

### Key



= book



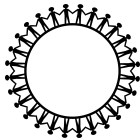
= website



= 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.

## Grade 5 Strand B






# OESSTA Resource Supports for the 2013 Revised SSHG Curriculum





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### People and Environments:






### The Role of Government and Responsible Citizenship

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Goldsworthy, Steve. <i>Should Canada Build Pipelines in the United States?</i> Calgary, AB: Weigl, 2013. Print.</p> <p>This book examines the current social, political, and economic impacts facing Canada around the issue of pipelines. This book is in a debate format, with one side presenting “the argument for yes”, and the opposite “an argument for no” when you flip the book. The historical context of pipelines is covered along with likely future developments. From the series <i>Canadian Issues</i></p>	B 2.2 B 2.4 B 2.5
	<p>Goldsworthy, Kaite. <i>Should Canadians Have Private Clinics?</i> Calgary, AB: Weigl, 2013. Print.</p> <p>This book examines the issue of private health clinics in Canada following the same format as the book above. The historical context of health clinics is covered along with likely future developments in this area. Students can gather information to support their inquiries and debate both sides of the issue. From the series <i>Canadian Issues</i></p>	B 2.2 B 2.5
	<p>Williams, Laura E., and Craig Orback. <i>The Can Man</i>. New York: Lee &amp; Low, 2010. Print.</p> <p>In <i>The Can Man</i>, a boy wants to earn money to buy a new skateboard. He watches a homeless man collect cans for cash, and decides to do the same. The realistic paintings in the story help students to identify some issues inherent in homelessness. It also demonstrates how even small acts of kindness and humanity can make a difference to someone in a difficult situation. This book can spark a knowledge building circle to develop questions and potential actions to combat local social issues.</p>	B 2.1





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	<p>Craig, David S., et al. <i>More than a Play</i>. Toronto, Ont.: Elementary Teachers' Federation of Ontario, 2011. Print.</p> <p>More Than a Play is a resource compiled and published by ETFO that contains several plays written by Canadian Playwrights that focus on equity and social justice issues for students. This resource could be used to allow students to explore the curriculum through drama and the arts.</p>	<p>B 2.2</p>
	<p>Sundem, Garth. <i>Real Kids, Real Stories, Real Change: Courageous Actions around the World</i>. Minneapolis, MN: Free Spirit Pub., 2010. Print.</p> <p><i>Real Kids, Real Stories, Real Change</i> profiles 30 multicultural kid heroes in five areas: Kids Saving the Environment, Kids Standing Up for Themselves, Kids Helping Others, Kids Overcoming Challenges and Kids Using Talents and Creativity. One such profile includes a focus on a Canadian youth named Ryan Hreljac who worked to bring clean drinking water and wells to those who don't have access. This book could be used to gather information on how to be an active global citizen. It could also be used to support mapping skills where students create maps which show where these different profiles take place.</p>	<p>B 2.2 B 2.3</p>
  	<p>Wilson, Janet. <i>Shannen and the Dream for a School</i>. Toronto: Second Story, 2011. Print.</p> <p>Guiding Question            What do the quality of schools in First Nations communities reflect about the effectiveness of actions taken by one or more levels of government? Use this question to address an issue of national, provincial/territorial, and/or local significance.</p> <p>Activity: Divide students into “sides” “teams” and have them debate the issues once they have researched the Government” perspective and the “Community” perspective.</p>	<p>B 2.2</p>



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	<p><i>Statistics Canada</i>. Government of Canada, Web. 27 May 2015.  <a href="http://www.statcan.gc.ca/start-debut-eng.html">http://www.statcan.gc.ca/start-debut-eng.html</a></p> <p>The most extensive source of data regarding Canada, its people, industry and more. The updated StatsCan website allows visitors to easily browse by topic (aboriginal peoples, government, language, trade, etc). A variety of thematic maps (health, crime) and interactive maps (the census profile, aboriginal peoples) can be explored.</p>	<p>B 2.2 B 2.3</p>
	<p><i>My Maps</i>. Google Inc., Web. 27 May 2015.  <a href="https://www.google.com/maps/d/u/0/">https://www.google.com/maps/d/u/0/</a></p> <p>Using Google Maps Engine Lite, students can build customized maps to conceptualize numerous topics (plot election results and voter turnout by region, highlight key regional election issues, etc). By sharing and collaborating with each other, students can layer their maps to contrast different regions or time periods.</p>	<p>B 2.3</p>
	<p><i>Coggle</i>. Coggle, Web. 27 May 2015.  <a href="https://coggle.it">https://coggle.it</a></p> <p>Coggle is an mind mapping tool that can help students to organize gathered data. As a collaborative platform, students can share their mind maps with peers, add to a common bank of research data, and build upon each other's research.</p>	<p>B 2.4</p>
	<p>"Glossary of Parliamentary Terms for Younger Students" <i>Parliament of Canada</i>, Government of Canada, Web. 27 May 2015.  <a href="http://www.parl.gc.ca/About/Parliament/Education/GlossaryElementary/index.asp?Language=E">http://www.parl.gc.ca/About/Parliament/Education/GlossaryElementary/index.asp?Language=E</a></p> <p>Used as a tool during research, this online glossary from the Government of Canada will help students to communicate the results of their inquiry research using appropriate and specific vocabulary.</p>	<p>B 2.6</p>
	<p>Assembly of First Nations. Assembly of First Nations, Web. 21 Nov 2015.  <a href="http://www.afn.ca/en">http://www.afn.ca/en</a></p> <p>The Assembly of First Nations website provides a description of what the organization is and has a list of policy topics. Education is of particular interest as it can be linked to Shannon Koostachin and the aboriginal perspective of education in Ontario.</p>	<p>B 2.1 B 2.5</p>





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 	<p>“U.N. Convention on the Rights of the Child.” <i>Canadian Children's Rights Council</i>. Canadian Children's Rights Council. Web. 17 Oct. 2015.  <a href="http://www.canadiancrc.com/UN_CRC/UN_Convention_on_the_Rights_of_the_Child-Overview.aspx">http://www.canadiancrc.com/UN_CRC/UN_Convention_on_the_Rights_of_the_Child-Overview.aspx</a></p> <p>Guiding Question:          Explore Canadian social and/or environmental issues, i.e. funding to reserve schools. What is the difference in education allowance per student between your city and Attawapiskat?</p> <p>Activity:          Explore the issues and draw conclusions relating the evidence to the Human Rights Convention. Launch a poster campaign in your classroom aimed at the right level of government about this injustice.</p>	<p>B 2.2</p>
	<p>Bottlegate, SK Films Production, TVO, 2012. 23:48 minutes          Available online: <a href="http://thewaterbrothers.ca/bottlegate/">http://thewaterbrothers.ca/bottlegate/</a></p> <p>From the award-winning “Water Brothers” series, this episode deals with the issue of water resources and bottled water in Ontario and around the world. The information provided can be used to support students in identifying water-conservation issues, the responsibilities of different levels of government and themselves as good citizens. An education guide is provided on the website.</p> <p>DVD available for purchase at: <a href="http://thewaterbrothers.ca/the-water-brothers-dvds-for-sale/">http://thewaterbrothers.ca/the-water-brothers-dvds-for-sale/</a></p>	<p>B 2.1</p>
	<p>HI-HO MISTAHEY! National Film Board of Canada, 2013.          Trailer on NFB website 1:43 min. <a href="http://www.nfb.ca/film/hi-ho_mistahey_en/trailer/hi-ho_mistahey_trailer">http://www.nfb.ca/film/hi-ho_mistahey_en/trailer/hi-ho_mistahey_trailer</a>          Short Clip on NFB website 2:25 min. <a href="http://www.nfb.ca/film/hi-ho_mistahey_en/clip/hi_ho_mistahey_clip2">http://www.nfb.ca/film/hi-ho_mistahey_en/clip/hi_ho_mistahey_clip2</a>          Full length: 99 min. Available with Campus subscription and rental: <a href="http://www.nfb.ca/film/hi-ho_mistahey_en/">http://www.nfb.ca/film/hi-ho_mistahey_en/</a></p> <p>This powerful feature-length documentary tells the story of Shannen’s Dream, a national campaign to provide equitable access to education for children in First Nations communities. The trailer, short clip, and main video from 4:34-12:24 show First Nations</p>	<p>B 2.2          B 2.5</p>

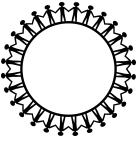
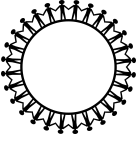
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	<p>children and MPP at a press conference, children’s protest on Parliament Hill, Shannen in 2008, and MP Charlie Angus explaining how strong citizen participation brought Shannen’s Dream all the way to the U.N. Students can use the points of view presented to further investigate and analyze the policies and actions of our government on education for aboriginal students in Canada.</p>	
	<p>Citizen Z, National Film Board, Toronto, 2004. 11 minutes</p> <p>This short documentary focuses on Toronto's Dufferin Grove Recreation Park - home to a playground, ice rinks, an organic farmer's market, a theatre troupe and cultural activities. But when municipal workers inspect the park and discover huge puppets and a kitchen sharing the park's dedicated Zamboni building, the flourishing neighbourhood group is threatened with eviction. This is a tongue-in-cheek look at what happens when a small community complains and takes on city hall. An excellent video for students to collect and analyze points of view, the role of Municipal Government, and the role of citizen action.</p> <p>Available online, or purchase DVD or download at:  <a href="http://www.nfb.ca/film/citizen_z">http://www.nfb.ca/film/citizen_z</a></p>	<p>B 2.2 B 2.5</p>
	<p>Hannah's Story, NFB of Canada, 2007. DVD. 29:05 min.</p> <p>At the age of 5, Hannah Taylor spotted her first homeless person in the back alleys of Winnipeg. This experience not only troubled her, but drove her to do nothing less than change the world. The Ladybug Foundation, the charity Hannah helped establish, has raised over a million dollars to date. With her huge heart and can-do attitude, she preaches a simple message of "Share a little of what you have, and always care about others." This short documentary can help students create action plans of their own to address issues which matter to them. Includes a Teacher’s Guide with follow-up activities:  <a href="http://www3.onf.ca/sg/100508.pdf">http://www3.onf.ca/sg/100508.pdf</a></p> <p>Available for online viewing and DVD download purchase:  <a href="http://www.nfb.ca/film/hannahs_story">http://www.nfb.ca/film/hannahs_story</a></p>	<p>B 2.2 B 2.5</p>

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	<p>A. Celebrating 5 Years of Ontario's Greenbelt, Ontario Greenbelt Organization, Toronto, 2010. 6:32 min. Available on Greenbelt Youtube channel:  <a href="http://www.youtube.com/watch?v=Nuj9CmY4RRk">http://www.youtube.com/watch?v=Nuj9CmY4RRk</a></p> <p>B. 10 Years in the Greenbelt, TVO, Toronto, 2014. 4:34 min. Available on TVO Youtube channel:  <a href="http://www.youtube.com/watch?v=rmMznGecW9g">http://www.youtube.com/watch?v=rmMznGecW9g</a></p> <p>C. Public Urged to Support Greenbelt Review, Hamilton Spectator, Hamilton, April 2015. 1:23 min. Available online viewing:  <a href="http://www.thespec.com/news-story/5553736-public-urged-to-support-stronger-greenbelt-plan/">http://www.thespec.com/news-story/5553736-public-urged-to-support-stronger-greenbelt-plan/</a></p> <p>10 years ago, the Ontario government launched an ambitious and controversial attempt to preserve nearly two million acres of farmland and wetlands in the Oak Ridges Moraine and the Niagara Escarpment from urban sprawl, new highways, polluted waters, etc. These 3 video clips can be used by students to learn about Ontario's Greenbelt, to evaluate evidence and to draw conclusions about the actions still needed by government and citizens to help to protect these valuable lands.</p>	<p>B 2.2 B 2.5</p>
	<p>Steinberger, Fred G. &amp; Co. "Map of Ontario." <i>Ontario Health Coalition</i>. Ontario Health Coalition. Web. 1 June 2015.  <a href="http://www.ontariohealthcoalition.ca/wp-content/uploads/Interactive-Map-Hospital-Cuts-final.pdf">http://www.ontariohealthcoalition.ca/wp-content/uploads/Interactive-Map-Hospital-Cuts-final.pdf</a></p> <p>This is an interactive map highlighting the location of hospitals in Ontario. This could be a provocation for an inquiry related to health needs.</p>	<p>B 2.3</p>
	<p>"Welcome to the First Nation Profiles Interactive Map." <i>Aboriginal Affairs and Northern Development Canada</i>. Government of Canada. Web. 01 June 2015.  <a href="http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html">http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html</a></p> <p>Users will use the selection tool to click on a green dot and get First Nations community information, including links to First Nations community websites and First Nations Profiles.</p>	<p>B 2.3</p>
	<p>"Air Quality in Canada." <i>CBCnews</i>. CBC/Radio Canada, 02 Oct. 2013. Web. 26 Sept. 2015.  <a href="http://www.cbc.ca/news2/interactives/air-quality">http://www.cbc.ca/news2/interactives/air-quality</a></p> <p>Students can compare the impacts of environmental issues.</p>	<p>B 2.3</p>

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	<p>MPP contact information: School/Community Partnerships</p> <p>"MPP Addresses and Contact Information." <i>Legislative Assembly of Ontario</i>. Legislative Assembly of Ontario. Web. 25 May 2015. <a href="http://www.ontla.on.ca/web/members/member_addresses.do?locale=en">http://www.ontla.on.ca/web/members/member_addresses.do?locale=en</a></p> <p>Use this list to contact your local Member of Provincial Parliament and have them visit your classroom.</p>	B 2.1
	<p>Volunteer opportunities with the Salvation Army: Field Study</p> <p>"Volunteering With The Salvation Army." The Salvation Army in Canada. 2015. Web. 25 May 2015. <a href="http://www.salvationarmy.ca/volunteer/#faqs">http://www.salvationarmy.ca/volunteer/#faqs</a></p> <p>Contact a Salvation Army representative near you to find out about volunteer opportunities within your community connected to issues like homelessness, poverty, and support for the elderly. Find similar organizations in your community.</p>	B 2.2






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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Wilson, Janet. <i>Shannen and the Dream for a School</i>. Toronto: Second Story, 2011. Print.</p> <p>This is the true story of Shannen Koostachin, a Cree teenager from Northern Ontario. She and her classmates created a social justice campaign for greater equity in educational funding for children in First Nations communities. More specifically, she drew attention to Attawapiskat, Ontario advocating for children there to attend school in a safe and comfortable building, with a culturally relevant curriculum. The text brings some current issues of First Nations children to the attention of students, and demonstrates how even young Canadian citizens can take action. Further examination of current events around the opening of the new elementary school opened in Attawapiskat in August of 2014 is possible.</p>	<p>B 3.6 B 3.7</p>
	<p>Yousafzai, Malala and Patricia McCormick. <i>I Am Malala: How One Girl Stood up for Education and Changed the World, Young Readers Edition</i>. S.I.: Little, Brown, 2015. Print.</p> <p>This is a young reader's edition of Malala Yousafzai's personal story that shares her experiences at home and at school as well as discussing the impact of the Taliban presence in Pakistan. Students can see the impact of active citizenship in young people around the world. This resource is also available in eBook and eAudiobook format.</p>	<p>B 3.7</p>
	<p>Jankeliowitch, Anne, and Yann Arthus-Bertrand. <i>Kids Who Are Changing the World</i>. Illinois: Sourcebooks. 2014. Print.</p> <p>This resource looks at the roles that many different young people from different parts of the globe play in trying to make a difference in some way. Each vignette focuses on a social or environmental issue and how this inspired them to take action. Students can use this to create a potential action plan for an issue of personal significance, as well as see the impact of active citizenship in young people around the world.</p>	<p>B 3.7</p>




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	<p><i>Canadian Citizenship in Action</i> (series). Calgary, Alta.: Weigl Educational, 2009. Print.</p> <p>This resource examines what the responsibilities of being a Canadian citizen and the general overall question of “What does it Mean to be a Citizen?” Series titles: Citizens in a Democracy, Protecting Rights in Canada, Individual Power, Resolving Political Differences, Citizen’s Rights and Responsibilities, What is Citizenship, Citizens and the Political Process, Citizens and Government in Canada. This series furthers understanding and context regarding the rights and responsibilities associated with citizenship in Canada. Available in French.</p>	<p>B 3.1 B 3.2</p>
	<p>Stanbridge, Joanne. <i>Who Runs This Country, Anyway?: A Guide to Canadian Government</i>. Toronto: Scholastic Canada, 2015. Print.</p> <p>This informative and engaging book uses real photographs and youthful cartoon characters to explain Canadian electoral and government processes.</p>	<p>B 3.3 B 3.4</p>
	<p>"Our Country, Our Parliament." <i>Library of Parliament</i>. Parliament of Canada, Web. 27 May 2015. <a href="http://www.parl.gc.ca/about/parliament/education/ourcountryourparliament/home-e.aspx">http://www.parl.gc.ca/about/parliament/education/ourcountryourparliament/home-e.aspx</a></p> <p>Young Parliamentary tour guides lead students through this exploration of Canada’s government. Topics include the history of Canadian democracy, responsibilities of the three levels of government, elections, and the role of individual Canadian citizens. An integrated glossary of terms allows students to hover over keywords for definitions. Each section of the six main sections include an interactive module that invites students to interact with constituency maps, take a tour of parliament, order the steps of the election process, and play quiz-style games.</p>	<p>B 3.2 B 3.3 B 3.7</p>




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	<p><i>Canadian Points of View Reference Centre</i>. EBSCO. Web 28 October 2015.  <a href="http://web.b.ebscohost.com/pov/search/basic?sid=9f6c0e25-bcc6-4025-af63-16be7b5e05bd%40sessionmgr114&amp;vid=0&amp;hid=116">http://web.b.ebscohost.com/pov/search/basic?sid=9f6c0e25-bcc6-4025-af63-16be7b5e05bd%40sessionmgr114&amp;vid=0&amp;hid=116</a></p> <p>Arctic drilling, green consumerism, oil exports and aboriginal fishing rights: these are just a few contemporary issues approached by <i>Canadian Points of View</i> which is available from many school boards' virtual library pages. Articles can be read aloud, making the resource highly accessible for students at different reading levels. Each topic is divided into historical background, key terminology and contemporary discussion.</p>	<p>B 3.5</p>
	<p><i>Teaching Kids News</i>. TKN, Web. 27 May 2015.  <a href="http://teachingkidsnews.com">http://teachingkidsnews.com</a></p> <p>The first step in citizen advocacy is to become aware of local and national issues. This news website provides current news articles from a Canadian perspective. Curated by a team of teachers and freelance journalists, most articles are available at multiple reading levels. Discussion prompts and optional writing tasks are matched to articles. (e.g. <a href="#">Big Shift in Alberta Politics NDP Majority</a>, <a href="#">Senator Mike Duffy on Trial Facing 31 Charges</a>)</p>	<p>B 3.4</p>
	<p>"What are Human Rights?" <i>United for Human Rights</i>. United for Human Rights, Web. 27 May 2015.  <a href="http://www.humanrights.com/what-are-human-rights.html">http://www.humanrights.com/what-are-human-rights.html</a></p> <p>United for Human rights provides an overview of the history of human rights as a concept, from the laws of Cyrus the Great, Roman Natural Law and the Magna Carta, to the Universal Declaration of Human Rights. An engaging 10-minute documentary film, "The Story of Human Rights", provides an excellent overview. A collection of 30 PSA-style videos, each focusing on one UDHR article, feature mostly child-centric dilemmas. This resource is also available in French.</p>	<p>B 3.1</p>

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	<p>"Welcome to Canada!" <i>Ontario Educational Resource Bank</i>. Ontario Ministry of Education, Web. 27 May 2015.  <a href="https://download.elearningontario.ca/repository/13/1399190000/GRD5ENGEU03/GRD5ENGEU03A02/mme/3-1_Welcome%20to%20Canada/LO9051%20-%20Welcome%20to%20Canada.html">https://download.elearningontario.ca/repository/13/1399190000/GRD5ENGEU03/GRD5ENGEU03A02/mme/3-1_Welcome%20to%20Canada/LO9051%20-%20Welcome%20to%20Canada.html</a></p> <p>Join a family on their journey to become Canadian citizens in this interactive online activity. Students will learn about the process to apply for Canadian citizenship, eligibility of applicants and the citizenship test. Knowledge of the process is tested through a final quiz.</p>	<p>B 3.1</p>
	<p>Civics 101 Series, TVO, Ontario, 2009. Available on Youtube:</p> <ul style="list-style-type: none"> <li>● Who Does What? 4:24 minutes  <a href="https://youtu.be/AVE3OsR5W-0">https://youtu.be/AVE3OsR5W-0</a></li> <li>● Rights and Responsibilities 3:23 min  <a href="https://www.youtube.com/watch?v=DA6QAdKOmtA">https://www.youtube.com/watch?v=DA6QAdKOmtA</a></li> <li>● How a Law is Made 3:11 min  <a href="http://www.youtube.com/watch?v=yzfILqk0ksM">http://www.youtube.com/watch?v=yzfILqk0ksM</a></li> </ul> <p>These 3 short P-J videos use a fast-paced rap and cartoon characters to look at the responsibilities of our 3 levels of governments, our legal rights and responsibilities, and the process of making a new law. Can be used as springboards to in-depth inquiries and student action plans.</p>	<p>B 3.1 B 3.2 B 3.3</p>
	<p>The Levels of Government (Ontario), StudentVote, May 2014. 2:17 minutes. Available on YouTube:  <a href="https://www.youtube.com/watch?v=GADdPGkVuss">https://www.youtube.com/watch?v=GADdPGkVuss</a></p> <p>This video will provide your students with a short but up-to-date explanation of the three levels of government in Canada, where they are located, and the major responsibilities of each. Video clips from 2014 showing each level of government in Ontario in action, are included. As the information goes by quickly, viewing the video on more than one occasion may help students consolidate their understanding.</p>	<p>B 3.2 B 3.3</p>

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	<p>Let's Learn About Local and Provincial/Territorial Governments: Working For Us McIntyre Media Inc., Canada, 2011. 20 min. and Let's Learn About Federal Government: Our Laws and Rights, McIntyre Media Inc., Canada, 2011. 20 min.</p> <p>In this 2 video series, after a small Canadian community is devastated by a tornado, two of its students learn about Canada's 3 different levels of government and their respective responsibilities from their teacher, as she explains ways the government is responsible for providing the different kinds of services in their community. Recent film and news clips are used in the narrated explanations. A Teacher's Guide includes follow-up activities for students beginning on page 19. DVD available from <a href="http://www.mcintyre.ca/catalogue">http://www.mcintyre.ca/catalogue</a></p>	<p>B 3.2 B 3.3</p>
	<p>"Canadian and World Studies." <i>EduGAINS</i>. Ontario Ministry of Education. Web. 08 June 2015.  <a href="http://www.edugains.ca/newsite/curriculum/secondaryresources/canadianworldstudies.html">http://www.edugains.ca/newsite/curriculum/secondaryresources/canadianworldstudies.html</a></p> <ol style="list-style-type: none"> <li>1) Click on the resources tab, then scoll down</li> <li>2) Select Part 2. Concepts of Disciplinary Thinking, The Inquiry Process, Spatial Skills</li> <li>3) See the sub-headings: Quarry images.</li> </ol> <p>These images reflect issues regarding the Oak Ridge Moraine Quarry images. Maps are included along with news stories, data and images. This information can used to determine why different groups may have different perspectives on specific social and environmental issues.</p>	<p>B 3.6</p>
	<p>"Who Owns the Arctic." <i>The New York Times</i>. The New York Times, 06 Dec. 2013. Web. 26 Sept. 2015. <a href="http://www.nytimes.com/interactive/2013/12/07/sunday-review/who-owns-the-arctic.html?_r=0">http://www.nytimes.com/interactive/2013/12/07/sunday-review/who-owns-the-arctic.html?_r=0</a></p> <p>The maps in this article highlight the countries and issues involved with Canada's sovereignty in the Arctic. The map can be used to generate questions about key issues in Canada.</p>	<p>B 3.5</p>

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	<p>Habitat for Humanity: School/Community Partnerships.</p> <p>"ReStore Building Supplies." <i>Habitat for Humanity Canada</i>. Habitat For Humanity, 2015. Web. 25 May 2015.  <a href="http://www.habitat.ca/findarestorep4235.php">http://www.habitat.ca/findarestorep4235.php</a></p> <p>Affordable housing is a significant issue for many communities. Find out how to donate items to stores which help to furnish Habitat for Humanity Homes.</p>	<p>B 3.5 B 3.7</p>
	<p>Getting Involved with Provincial Government: School/Community Partnerships.</p> <p>"Getting Involved." <i>Legislative Assembly of Ontario</i>. Legislative Assembly of Ontario. Web. 25 May 2015.  <a href="http://www.ontla.on.ca/lao/en/getting-involved/">http://www.ontla.on.ca/lao/en/getting-involved/</a></p> <p>This site provides information about how to organize demonstrations, develop or sign petitions and to visit the legislature in action.</p>	<p>B 3.7</p>
	<p>Canadian Civil Liberties Association: School/Community Partnerships.</p> <p>"Education." <i>Canadian Civil Liberties Association</i>. Canadian Civil Liberties Association. Web. 27 Sept. 2015.  <a href="https://ccla.org/education/elementary/">https://ccla.org/education/elementary/</a></p> <p>Visit this site to organize classroom visits from the Canadian Civil Liberties Education Trust staff. Student can explore rights and address social issues.</p>	<p>B 3.7</p>

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Professional Resources
<p>Seale, Doris, and Beverly Slapin. <i>A Broken Flute: The Native Experience in Books for Children</i>. Walnut Creek, CA: AltaMira, 2005. Print.</p> <p>This resource contains extensive reviews of literature, children's literature, non-fiction texts, poetry as well as images within published work regarding Aboriginal peoples, yet written by non-Native writers. An excellent source for revealing bias, stereotypes and inaccuracies related to Aboriginal peoples in North America.</p>
<p>"Aboriginal Presence in Our Schools." <i>Aboriginal Presence in Our Schools</i>. District School Board Ontario North East. Web. 27 Oct. 2015. <a href="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</a></p> <p>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.</p>
<p>Bigwin, Elizabeth et al. <i>Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8</i>. Ontario: Limestone DSB, 2013. Print. <a href="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</a></p> <p>This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.</p>
<p>"How Government Works." <i>Government of Canada</i>. Government of Canada, Web. 31 May 2015. <a href="http://www.canada.ca/en/gov/system/">http://www.canada.ca/en/gov/system/</a></p> <p>An easy to understand, topically organized explanation of government structure, political priorities, the electoral process and more.</p>
<p>"Education Historica." <i>Historica</i>. Historica Canada, Web. 31 May 2015. <a href="https://www.historicacanada.ca/content/education">https://www.historicacanada.ca/content/education</a></p> <p>A search engine allowing teachers to source media, lesson ideas and primary source material by applying filters specific to theme and time period.</p>
<p>"Discover Canada." <i>Discover Canada</i>. Citizenship and Immigration Canada, Web. 31 May 2015. <a href="http://www.cic.gc.ca/english/resources/publications/discover/section-08.asp">http://www.cic.gc.ca/english/resources/publications/discover/section-08.asp</a></p> <p>Initially written for an audience of new Canadians, this resource provides clear insight into the core civics of Canadian democracy.</p>

## Grade 5 Strand B

Kids, Take Charge! Kiran Sethi, TEDIndia, India, 2009. 9:28 minutes. Available at TED.com:  
[http://www.ted.com/talks/kiran\\_bir\\_sethi\\_teaches\\_kids\\_to\\_take\\_charge?share=1d54a835e3&language=en](http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge?share=1d54a835e3&language=en)

Kiran Bir Sethi shows how her ground-breaking Riverside School in India teaches students one of life's most valuable lessons: "I can." Watch as her Grade 5 students take local issues into their own hands, lead other young people, even educate their own parents.

The Charter of Rights and Freedoms, Springtide Co, Halifax, 2013. Available on YouTube:  
[https://www.youtube.com/watch?v=YAIM1qzO9\\_w](https://www.youtube.com/watch?v=YAIM1qzO9_w)

An excellent adult explanation of the Rights and Freedoms guaranteed under Canada's Constitution.