



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

Key



= book



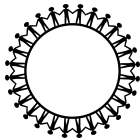
= website



= 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); WhiteHots (whitehots.com); Goodminds (goodminds.com); Ella Minnow (ellaminnow.ca); TinLids (tinlids.ca) and Scholastic (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.








OESSTA Resource Supports for the 2013 Revised SSHG Curriculum





Grade 8 Geography Strand B





Global Inequalities: Economic Development and Quality of Life






	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Crow, Ben, and Suresh K. Lodha. <i>The Atlas of Global Inequalities</i>. Berkeley: U of California, 2011.</p> <p>This book describes how inadequate health services, unsafe water, and other barriers impact people's ability to live their lives to the fullest. Students will also assess how transport, energy, and digital communication infrastructure affects economic development. Students can use jots notes to gather information from this book to help guide their inquiry on issues related to global development and quality of life.</p>	B 2.2
	<p>Hunt, Jilly. <i>Fair Trade</i>. Chicago, IL: Heinemann Library, 2012.</p> <p>This Fair Trade book examines who benefits from fair trade and how the system works. Students are challenged to investigate the different perspectives involved in trade with this resource. Students can use this book to help them evaluate evidence and draw conclusions about global development and quality of life.</p>	B 2.5
	<p>Issues 21 (series). Canada: Scholastic, 2014. Print.</p> <p>Students can use books from this series to formulate questions to guide investigations into issues related to global development and quality of life. Each book in the series highlights an essential question that provokes the inquiry of an issue from different perspectives. Titles of note include: Poverty, Children's Rights, and Pandemic.</p>	B 2.1





	<p>McCarney, Rosemary A., and Jen Albaugh. <i>Because I Am a Girl: I Can Change the World</i>. Toronto: Second Story, 2014. Print.</p> <p>The book is part of a global initiative from Plan International to end gender inequality, promote girls rights and raise millions of girls out of poverty. The book includes stories and photographs of girls who are making changes around the world. Students can use this resource to formulate questions about the quality of life of girls from different places around the world.</p>	<p>B 2.1</p>
	<p>While reading the following novels students can generate questions about quality of life in different places around the world.</p> <p>Sheth, Kashmira. <i>Boys without Names</i>. New York: Balzer Bray, 2010. Print.</p> <p>This is a story about a boy's experiences with unfair labour practices in Mumbai after he has fled a rural village in India seeking a better life.</p> <p>Ellis, Deborah. <i>No Safe Place</i>. Toronto: Groundwood /House of Anansi, 2010. Print.</p> <p>This is a story of a young refugee from Baghdad and the other young migrants he meets as he seeks a safe refuge.</p> <p>McCormick, Patricia, and Arn Chorn-Pond. <i>Never Fall Down: A Novel</i>. New York: Balzer Bray, 2012. Print.</p> <p>A young boy has his life changed after Khmer soldiers enter his town. The story describes the challenges and his will to survive.</p> <p>McCormick, Patricia. <i>Sold</i>. New York: Hyperion, 2006. Print.</p> <p>This is the story of a young girl who struggles to find freedom after she is sold into prostitution by her stepfather.</p> <p>Mulligan, Andy. <i>Trash</i>. Oxford: David Fickling, 2010. Print.</p> <p>This is a story of sheer poverty and the personal characteristics that young people develop to overcome their circumstances.</p> <p>Narsimhan, Mahtab. <i>The Tiffin</i>. Toronto, Ont.: Dancing Cat, 2011. Print.</p> <p>This is the story of a youth who was separated from his mother and forced into unfair labour. He strives to find his birth mother in an ingenious way.</p>	<p>B 2.1</p>






	<p>Senzai, N. H. <i>Shooting Kabul</i>. New York: Simon & Schuster for Young Readers, 2010. Print.</p> <p>This is the story about a young boy who seeks his sister who was lost while they were fleeing Afghanistan to find freedom in the United States.</p> <p>Perkins, Mitali. <i>Bamboo People: A Novel</i>. Watertown, MA: Charlesbridge, 2010. Print.</p> <p>This is a story of conflict in Burma as told by two fifteen-year-olds .</p>	
	<p><i>MigrationsMap.net</i>. Web. 25 May 2015. http://migrationsmap.net</p> <p>This interactive map traces the immigration and emigration patterns of different countries. Students can select any country and choose to determine where immigrants are arriving from and where emigrants are going to. It includes interesting health information for countries as well including data about HIV and tuberculosis prevalence. It is a good site for gathering information about quality of life and formulating questions. The data is from 2007 so comparison to more recent data is recommended.</p>	<p>B 2.1 B 2.2</p>
	<p><i>Population Reference Bureau</i>. Population Reference Bureau. Web. 01 May 2015. http://www.prb.org/</p> <p>This site provides links to several articles about the quality of life of countries around the world. On the left can be found a link to the “World Population Data Sheet” with current information about a variety of quality of life measures and indicators. There is also a world population ‘clock’ showing the current world population. This site would be helpful gathering and interpreting information about quality of life.</p>	<p>B 2.2 B 2.4</p>
	<p><i>Human Development Reports</i>. United Nations. Web. 01 May 2015. http://hdr.undp.org/en</p> <p>This website, hosted by the United Nations Development Programme, provides detailed, up-to-date data on various quality of life measures and indicators for countries around the world. Included is a link to the “Human Development Report”, which is updated each year, as well as many other thematic reports. Clicking on “data” fast-tracks you to current data on countries. This could be used for gathering and interpreting information about quality of life.</p>	<p>B 2.2 B 2.4</p>

	<p><i>Worldwide NGO Directory</i>. World Association of Non-Governmental Associations. Web. 28 Apr. 2015. http://www.wango.org/resources.aspx?section=ngodir</p> <p>This site provides a detailed list of Non-Governmental Organizations from around the world. Viewers can search by region either by clicking on the region name or on a colour-coded map. It would be useful for finding which NGOs are available in different countries around the world, especially for an inquiry project about how to improve the quality of life for particular groups in different countries. Students could then research the selected groups elsewhere on the internet to learn more details about their activities in those countries.</p>	<p>B 2.5</p>
	<p><i>Central Intelligence Agency</i>. Central Intelligence Agency. Web. 01 May 2015. https://www.cia.gov/library/publications/the-world-factbook/</p> <p>This site provides extensive information about countries around the world, including up-to-date data on quality of life indicators, as well as maps, flags, and country comparisons. This site is helpful to students conducting inquiry on different countries, especially for data that is not included in more conventional human development indices.</p>	<p>B 2.2 B 2.4</p>
	<p>"Hans Rosling: Global Population Growth, Box by Box." <i>YouTube</i>. TED Talks, 2010. Web. 18 May 2015. https://www.youtube.com/watch?v=fTznEIZRkLg</p> <p>In this TED Talk, Hans Rosling examines how the world's population will grow to 9 billion over the next 50 years. Rosling proposes that only by raising the living standards of the poorest can we check population growth. Information presented will look at different factors and how they impact quality of life in different regions of the world. Students can complete a Quick Write/Quick Draw with the information they have gathered from this TED Talk to show their understanding of the content of the video. Students should consider interrelationships, patterns and trends, and spatial significance when they formulate inquiry questions, record their notes and/or draw a visual to show their thinking.</p>	<p>B 2.1 B 2.2 B 2.4</p>
	<p>"Melissa Fleming: Let's Help Refugees Thrive, Not Just Survive." <i>YouTube</i>. TED Talks, 16 Oct. 2014. Web. 18 May 2015. https://www.youtube.com/watch?v=1bXAkbcyipo</p> <p>In this TED Talk, Melissa Fleming addresses the high number of refugees (50 million) in the world today. Fleming suggests that refugee camps need to be places of healing and places where displaced people can be trained and educated with skills that they can use to rebuild their homes and communities. Students can create an issues organizer to show the social, economic, political,</p>	<p>B 2.1 B 2.5</p>

	and environmental impacts of the refugee crisis based on the evidence provided. Follow-up with what types of conclusions can we draw from this evidence.	
	<p>"Animation: Human Development Report 2013 - Rise of the South Hdr.undp.org #hdr." <i>YouTube</i>. United Nations Development Programme, 14 Mar. 2013. Web. 18 May 2015. https://www.youtube.com/watch?v=UnlR-JkbeFs</p> <p>In this short animation, an overview of the 2013 Human Development Report is provided. The animation looks at the emerging nations of the south and growing economies around the world. Students can identify three criteria that they would use to measure human development and then compare it to the data used on the UN's website (http://hdr.undp.org/en/countries).</p>	<p>B 2.2 B 2.5</p>
	<p>UIS Tellmaps. <i>UNESCO Institute for Statistics</i>. UNESCO. Web. 03 June 2015. http://tellmaps.com/uis/oosc/</p> <p>This interactive map focuses on Global trends related to out--of--school children:</p> <ol style="list-style-type: none"> 1) Click Section 4 Gender Disparities 2) Click on the indicators on the right and determine the percentage of girls not attending school. Examine the patterns. 	<p>B 2.3</p>
	<p>"A Gendered World: Closing the Global Education Gap." <i>The Guardian</i>. Guardian News and Media. Web. 3 June 2015. http://www.theguardian.com/global-development/interactive/2011/oct/25/gendered-world-education-gap-interactive</p> <p>This map explores the gender gap in education. The date shows changes over a period of time. Where are the areas most affected by education gaps? Why do the gaps occur there?</p>	<p>B 2.3</p>
	<p>"Products." <i>Canadian Geographic</i>. Canadian Geographic. Web. 01 June 2015. http://www.canadiangeographic.ca/educational_products/products_cida_maps.asp</p> <p>This is a free map (1-10 copies) that highlights the Human Development Index.</p>	<p>B 2.3</p>

	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Pendergrast, Mark. <i>Beyond Fair Trade: How One Small Coffee Company Helped Transform a Hillside Village in Thailand</i>. Vancouver: Greystone Books, 2015. Print.</p> <p>Through the story, students can examine how the people of this region in Thailand moved away from their reliance on opium production and created a more stable future for their children.</p>	B 3.8
	<p>Morley, David. <i>Healing Our World: Inside Doctors Without Borders</i>. Markham, Ont.: Fitzhenry & Whiteside, 2008.</p> <p>Students can examine organizations that work to improve quality of life with this resource. Doctors Without Borders/Médecins Sans Frontières provides care to some of the world's neediest regions.</p>	B 3.5
	<p>Hollyer, Beatrice. <i>Our World of Water: Children and Water around the World</i>. New York, NY: Henry Holt, 2009.</p> <p>Students can describe the significance of water as an indicator that measures quality of life with this book. As they read they can examine the daily lives of children in Peru, Mauritania, the United States, Bangladesh, Ethiopia, and Tajikistan, and investigate access to clean water in different countries.</p>	B 3.1
	<p>Mendenhall, Emily, and Adam Koon. <i>Environmental Health Narratives: A Reader for Youth</i>. Albuquerque: U of New Mexico, 2012.</p> <p>This resource allows the students to explore the interrelationships between the environments in which people live and the health problems that they may experience. This book allows students to examine the impact that quality of life factors like air pollution, access to clean water, food justice, climate change and urbanization have on the health of people living in developing countries.</p>	B 3.1
	<p>Milway, Katie Smith, Eugenie Fernandes, and Valerie Wyatt. <i>Mimi's Village and How Basic Health Care Transformed It</i>. Toronto: Kids Can, 2012.</p> <p>This picture book can be used as a minds on activity which leads into an investigation. The book explores an array of humanitarian problems faced by many people around the world. The story also includes strategies that can be implemented to improve quality of life. Students can use the resource to identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale.</p>	B 3.1

	<p>“World Population Maps (interactive).” <i>Graphs and Maps</i>. Institut Nationale D’études Demographiques. Web. 25 May 2015. https://www.ined.fr/en/everything_about_population/graphs-maps/interactive-world-maps/</p> <p>This interactive map allows students to choose countries to determine various human development indicators including life expectancy, birth and death rate, and age percentages. The site also creates a line chart to show the statistics over a period of time from 1950 and allows students to compare similar statistics on the same graph. There is also the option to consider global data on indicators, including CO2 emissions. The site provides several charts and graphs to display quality of life information.</p>	<p>B 3.2 B 3.3</p>
	<p><i>NatGeo Mapmaker Interactive</i>. National Geographic. Web. 25 May 2015. http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000#</p> <p>This site allows students to build geographic maps using an online gis program provided by National Geographic. Students can add layers related to quality of life, text boxes and symbols, to create their own maps. Although there are fewer options than other programs, the site is very easy to use and a good introduction to using and building gis maps.</p>	<p>B 3.1 B 3.2</p>
	<p>“United States Census Bureau.” <i>International Programs</i>. US Government. Web. 25 May 2015. https://www.census.gov/population/international/data/idb/informationGateway.php</p> <p>This website provides international data about the quality of life in different countries, with a focus on information related to population (population, population density, mortality rates, fertility rates, etc.). Students can choose the year and country that they are interested in. There is also an option to create population pyramids for any country and any year.</p>	<p>B 3.2 B 3.4</p>
	<p><i>A Developing World</i>. Canadian Geographic. Web. 25 May 2015. http://worldmap.canadiangeographic.ca/</p> <p>This detailed, interactive map allows students to explore population characteristics of Canada, including population, life expectancy, and gross domestic product per capita. There is general information about different themes, and a glossary of terms. Students can click on other countries to see a comparison between that country and Canada. For teachers, there is a link to lesson plans and resources. The site provides visual information about Canada’s wealth and quality of life in comparison with other parts of the world.</p>	<p>B 3.2 B 3.9</p>

	<p>"Worldometers--Real Time World Statistics." <i>Worldometers</i>. Dadax. Web. 25 May 2015. http://www.worldometers.info/</p> <p>This site provides up-to-the-second information about the world population and other human development indicators such as health care expenditures, number of automobiles produced, and amount of energy used. There are also links to other databases about jobs, criminal records, and death rates. There is a lot of information on quality of life and economic development.</p>	<p>B 3.1 B 3.2</p>
	<p>"Haiti -- the Graveyard of Good Intentions: Bertrude Albert & Priscilla Zelaya at TEDxUF." <i>YouTube</i>. TED Talks, 9 Apr. 2014. Web. 18 May 2015. https://www.youtube.com/watch?v=KJdb2-7oQKA</p> <p>This TED Talk examines how giving money to the third world may not always be beneficial as it is often unsustainable aid. Haiti is used as a case study for the speakers who are co-founders of the non-profit, Questions: What factors can contribute to quality of life? How can non-profit groups assist with improving quality of life? Can foreign aid impact economic development?</p>	<p>B 3.5 B 3.8</p>
	<p>"Free The Children." <i>YouTube</i>. Free the Children International, 2010. Web. 18 May 2015. https://www.youtube.com/watch?v=-RiUHRCK0yw</p> <p>A short video overview of the the organization <i>Free the Children</i> and the work that they do globally. The organization raises awareness about child labour and issues related to children. Students can research other NGOs and the work that they are doing to raise awareness and improve quality of life. This research may develop into students creating their own PSAs.</p>	<p>B 3.1 B 3.5</p>
	<p>"I'll Take It From Here - Because I Am a Girl." <i>YouTube</i>. Plan UK, 16 Aug. 2013. Web. 18 May 2015. https://www.youtube.com/watch?v=gy7N2G_Hz_Y</p> <p>This stop-motion animation film by Plan International addresses the importance of educating girls. The film won the UNICEF Award for best film promoting children's rights in 2013. Question: What are some other organizations that focus on educating women in the developing world?</p>	<p>B 3.1 B 3.5</p>
	<p>"Regions Affected by Sweatshops around the World." <i>ArcGIS</i>. ESRI. Web. 03 June 2015. http://www.arcgis.com/home/item.html?id=d2d520a5d0114143a13c3e60770a07b3</p> <p>Students can look at areas around the world to explore the concept of "sweatshops." An article accompanies the map to provide for a deeper understanding.</p>	<p>B 3.9</p>

Professional Resources

Harder, Christian, ed. *The ArcGIS Book: 10 Big Ideas about Applying Geography to Your World*. California: ESRI, 2015. Print.

[The ArcGIS Book - 10 Big Ideas About Applying Geography to Your World](http://learn.arcgis.com/en/arcgis-book/)
<http://learn.arcgis.com/en/arcgis-book/> - home-overview

This resource is available for free download (interactive PDF) or purchase in print form. Teachers (and students) can use the guided lessons to explore 10 “big ideas” using GIS, and learn about ways to create and analyze maps.

Special Series: 7 Billion - National Geographic Magazine. National Geographic Magazine. Web. 23 Apr. 2015.

<http://ngm.nationalgeographic.com/7-billion>
<http://ngm.nationalgeographic.com/7-billion>

This website provides 8 different themes related to the birth of the 7 billionth person. Each theme has a link to articles, videos, and interactive graphics which explore urbanization, resource depletion, and gender inequality. Viewers can explore ideas about overpopulation and its impact on the environment and formulate questions for inquiry about a variety of issues.

Cizek, Katerina. "NFB/interactive." *NFB*. 360 Video Tech, Web. 23 Apr. 2015.

<http://interactive.nfb.ca/#/outmywindow>
<http://interactive.nfb.ca/> - /outmywindow

This interactive website exposes students to 13 different families around the world. Clicking on a window reveals a 360 degree view of a family's living room; viewers can pan the room and click on images that link to videos and audio files. The site can be used to explore ideas and formulate questions about inequalities the quality of life. Google Chrome or flash are required; there is minimal coarse language in the lyrics of one of the songs.

Economic Development: A Global Challenge. Films for the Humanities & Sciences. 2007.

Learn360. 18 May 2015

<http://www.learn360.com/ShowVideo.aspx?IPK=98742872&lid=10384040&SearchText=development&ID=927692>

An overview of development and how it is measured. The video also examines political, historical, and geographic reasons to explain levels of development.

"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

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.

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

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