



Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography

A Reference for Selecting
Learning Resources

Revised Edition
March 2007

**SOCIAL STUDIES KINDERGARTEN TO GRADE 8
LEARNING RESOURCES: ANNOTATED
BIBLIOGRAPHY**

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Revised Edition March 2007

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CONTENTS

Acknowledgements *iii*

Introduction *iv*

References for Selecting Learning Resources *v*

Learning Resources Reviews *v*

Selection Criteria *v*

Terms and Definitions *vi*

Organization *vii*

Sample Resource Annotation *ix*

Titles and Descriptions of Social Studies Learning Resources

Kindergarten learning resources *K-1*

Kindergarten Index: Alphabetical List of Resources by Cluster *K-33*

Grade 1 learning resources *1-1*

Grade 1 Index: Alphabetical List of Resources by Cluster *1-40*

Grade 2 learning resources *2-1*

Grade 2 Index: Alphabetical List of Resources by Cluster *2-27*

Grade 3 learning resources *3-1*

Grade 3 Index: Alphabetical List of Resources by Cluster *3-24*

Grade 4 learning resources *4-1*

Grade 4 Index: Alphabetical List of Resources by Cluster *4-24*

Grade 5 learning resources *5-1*

Grade 5 Index: Alphabetical List of Resources by Cluster *5-15*

Grade 6 learning resources *6-1*

Grade 6 Index: Alphabetical List of Resources by Cluster *6-19*

Grade 7 learning resources *7-1*

Grade 7 Index: Alphabetical List of Resources by Cluster *7-33*

Grade 8 learning resources *8-1*

Grade 8 Index: Alphabetical List of Resources by Cluster *8-33*

Distributor Directory *D-1*

INTRODUCTION

References for Selecting Learning Resources

Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources (Revised Edition March 2007) is a reference tool intended to help educators select student and teacher learning resources that support Kindergarten to Grade 8 social studies instruction, learning, and assessment. The annotated bibliography describes each resource listed, and is intended to be used along with the *Manitoba Text Book Bureau Catalogue of Learning Resources*, which provides ordering information and prices. Learning resources can be purchased by calling the Manitoba Text Book Bureau (MTBB) toll free (in Manitoba and Saskatchewan) at 1-866-771-6822 or at (204) 483-5041 or by visiting the online version of the MTBB catalogue: <<http://www.mtbb.ca>>.

The January 2007 edition of the bibliography contains learning resources reviewed between March 2003 and August 2006 and replaces the February 2004, June 2004, and September 2005 editions.

Learning Resources Reviews

The learning resources listed in this document were reviewed in March and August 2003; March and August 2004; and in July and August 2005, and updated in January 2007, for the purpose of identifying a range of materials suitable for Manitoba's social studies curricula. This bibliography provides a detailed list of learning resources that are philosophically congruent with *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (2003)*.

Educators from across Manitoba and from the Northwest Territories participated in the first review, and educators from Manitoba participated in the remaining reviews. Manitoba teacher-evaluators were selected by Manitoba Education, Citizenship and Youth from superintendent nominations.

Resources were reviewed to determine whether they matched the content, philosophy, and approach described in Manitoba social studies curricula. Resources that were congruent with the curricula, that demonstrated good instructional and technical design, and met the criteria for social considerations were recommended for designation as Manitoba learning resources.

Selection Criteria

The selection of learning resources was based on the fidelity with the rationale, philosophy, processes, and learning outcomes identified in *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (2003)*.

The learning resources in this annotated bibliography were selected according to the following criteria:

- **Curriculum Fit/Content/Philosophy:** Teacher-evaluators determined the suitability of each learning resource by considering the degree to which the content and processes of the resource align with the curriculum, thus providing support for teacher implementation. They also considered grade-appropriateness.

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- **Instructional Design:** Teacher-evaluators determined the appropriateness of the instructional design of the resource, determining the degree to which the resource states instructional goals and learner outcomes, and addresses a variety of learning and teaching styles.
 - **Social Considerations:** Teacher-evaluators determined the appropriateness of the resource in terms of social concerns. They considered the degree to which the resource
 - is free of bias and stereotyping;
 - includes Canadian content;
 - utilizes culturally diverse examples; and
 - accurately portrays First Nations, Inuit, and Métis peoples.
 - **Technical Design:** Evaluators determined the appropriateness of the resource in terms of technical design, considering the degree to which the resource is visually interesting, appealing, and has a logical and consistent form.

Sensitive Content and Local Selection of Learning Resources: Although each resource listed in this bibliography has been reviewed by Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books need to be reviewed for local sensitivities.**

When using this annotated bibliography to select learning and teaching resources, teachers should consider how the resources meet the learning requirements of students, the perspectives of their own student population, as well as local decisions made related to the delivery of potentially sensitive content, as noted above.

Information on a specific learning resource may be obtained from the descriptive information in this bibliography, as well as from the supplier, published reviews, colleagues, and an examination of the resource.

Definitions of Terms in the Suggested Uses Section of each annotation

The following terms and definitions are used in this annotated bibliography to describe the learning resources:

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.

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- **Teacher Professional Reference:** identifies resources that provide theory and research to assist teachers in implementing the learning outcomes identified for Social Studies.

Example:

“Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms” p. K-7

- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

Example:

“Hands-on Social Studies Grade 1” p. 1-7

“25 Mini-Plays World History” p. 8-2

The following terms are used in the notes section (if applicable) of each annotation:

- **Teacher Background Information/Reference:** identifies resources that assist teachers in implementing the learning outcomes identified for Social Studies in terms of content.

Example:

“Discovering First Peoples and First Contacts” p. 5-5

“Boldly Canadian: The Story of the RCMP” p. 6-4

- **Teacher Read-Aloud:** identifies resources that assist teachers in implementing the learning outcomes identified for Social Studies. The resources are too difficult to be read by most students at that grade level.

Example:

“A Poppy Is to Remember” p. 3-15

“Gold Rush Fever” p. 6-7

Organization

The titles and annotations of the learning resources in this bibliography are organized alphabetically by grade. The learning resources in each grade were reviewed between March 2003 and August 2006.

Annotations

The collection of resources is primarily of materials released between 1999 and 2005.

Two types of annotations appear in this document.

1. Integrated resources, series, atlases and stand-alone resources have descriptive annotations (detailing the components, organization, and general cautions, if applicable), followed by descriptions of the individual components.

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2. Stand-alone fiction and non-fiction resources are annotated by key topics. A few historical fiction titles have been listed in the bibliography to indicate a wider range of materials that can be used to implement the curricula. The list of titles is not exhaustive. For further resources, teachers may wish to consult their school library, or the Instructional Resources Unit of Manitoba Education, Citizenship and Youth at:

<http://libinfo.merlin.mb.ca>

Date Recommended

The **Date Recommended** heading for each annotation identifies the month and the year that a given resource was selected.

Out-of-Print Resources

The titles for out-of-print resources are shown in red.

New Resources

The titles for new resources are shown in green.

Indices

There are 9 indices, one for each grade level, from Kindergarten to Grade 8. The index of titles by cluster for each grade appears at the end of the annotations for each grade level.

The Six General Learning Outcomes

The descriptions of social studies learning resources include references to the six general learning outcomes (GLOs) for Kindergarten to Grade 8. Please see the *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (2003)* located at

<http://www.edu.gov.mb.ca/k12/cur/socstud/framework/index.html>.

Sample Resource Annotation

A **sample resource annotation for a Grade 1 Teacher Reference** appears on the following page.

This sample explains how the annotation is organized and the terminology which is used to describe the resource.

Sample Resource Annotation

Title → **Hands-on Social Studies Grade One** (Non-Fiction).

Publisher → Portage & Main Press (PEG), 2001

ISBN # → ISBN 1-55379-004-9.

Annotation → This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba **Grade 1** social studies curriculum, and supports teaching in all three clusters (I Belong, My Community, and Connecting with Others). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and Manitoba content. When learning about languages, cultures, and celebrations, specific references are made to Aboriginal (Ojibway and Cree) and Francophone communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Suggested Use:
Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2;
 Grade 1 - Cluster 3; Teacher Reference
 Date Recommended: 2003-Mar-10

Media Designation → (Non-Fiction).

of Pages → 178 p.

Publication Year → 2001

Distributor → (see page D-1 – D-7)

Grade Level → **Grade 1**

Cluster # → Cluster 1; Cluster 2; Cluster 3

Resource Designation → Teacher Reference

Resource will be recommended for at least 5 years after this date → 2003-Mar-10