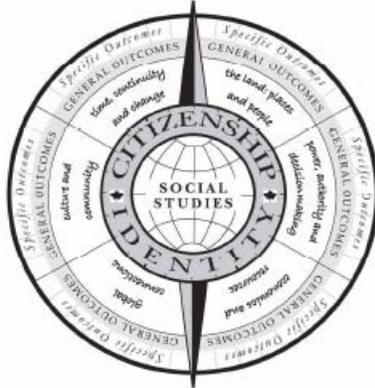


Weaving Children's Literature into Social Studies K-5



Workshop Facilitator Guide



Edmonton Regional Learning Consortium

This workshop facilitator guide is intended to support district curriculum facilitators and district PD leaders in providing learning opportunities for teachers in addressing “Weaving Children’s Literature into Social Studies K-5.”

The goals of the workshop (and the materials in the Workshop Facilitator Guide) are to:

1. Discuss and explore how children’s literature can facilitate student learning in the Social Studies program.
2. Further develop understanding of the Alberta Social Studies program.
3. Share ideas, strategies and experiences using children’s literature to support student learning in Social Studies.

Acknowledgements

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As a result of a grant from Alberta Education to the Edmonton Regional Learning Consortium, this workshop package has been developed to support weaving children's literature into the social studies Program of Studies. The primary developer of this resource was Thalia Hartson with assistance from Karen Keats Whelan. Joni Turville helped with editing and Carrie Dolan, an Education student, contributed an activity.

This resource is intended to support schools and district leaders in Social Studies so they can have access to processes and strategies that will facilitate ongoing conversations and learning opportunities focused on using children's literature in Social Studies.

For further information about these workshop materials, contact the Edmonton Regional Learning Consortium at 780-444-2497 or email info@erlc.ca.

It is assumed that facilitators (and participants) will have experience with the front matter, philosophy and rationale for the Social Studies program of studies through an introductory workshop and/or a tour of the program of studies in the Online Guide for Implementation at <http://onlineguide.learnalberta.ca>

Revised, May, 2009

Weaving Children's Literature into Social Studies K-5

Workshop Structure:

The Weaving Children's Literature into Social Studies K-5 workshop is divided into four sections, two that take place in the morning and two in the afternoon. The general instructional plan for each section of the workshop is to introduce examples of children's literature, developing concepts in context, followed by activities for participants. In some cases a variety of activities is provided, giving the facilitator alternatives to use depending on variables such as the needs and interests of each participant group. The main topics and activities for each of the four sections are:

1. **Part 1 - Introductory Material and Miss Rumphius**
2. **Part 2 - Interactive Read-Aloud and The Moccasins**
3. **Part 3 - The Strands and Big Ideas**
4. **Part 4 - Projects and Strategies**

Information for Facilitators:

Folding box carts, each containing a selection of 48 key books for the Social Studies Program of Studies, along with copies of the curriculum are provided for workshop facilitators from the districts that are part of the Edmonton Regional Learning Consortium. Also included in each box are all the materials in this facilitator guide and all files in electronic format on CD-ROM. It is recommended that the many files of literature lists and activities for specific grades be simply e-mailed to interested participants to avoid excessive photocopying. The list of Appendices (at the beginning of the Appendices section) can be given as a handout.

Facilitators are encouraged to supplement the books in the boxes with additional titles from their own school or district libraries in order to enrich the workshop experience for all participants. Additional titles for each activity are suggested throughout this document. All suggested titles are found in the various literature lists that are part of this package, along with full bibliographic information. The entire workshop can be done with just the books provided in the boxes, but any additional books that the facilitator can provide will help when doing workshops with large numbers of participants and serve to further enrich the experience for the participants.

The following is a quick list of the authors and titles of the books provided in the workshop boxes. Refer to APPENDIX I for an annotated list of these books, entitled **Book Box Annotated List for Weaving Children's Literature into Social Studies, K-5**, filename *Annotated List.doc*.

1. Bannatyne-Cugnet, Jo. **A Prairie Alphabet**
2. Bash, Barbara. **In the Heart of the Village: The World of the Indian Banyan Tree**
3. Birch, David. **King's Chessboard**

4. Brucker, Meredith Babeaux. **Anklet for a Princess: A Cinderella Story from India**
5. Carrier, Roch. **Flying Canoe**
6. Charles, Veronika. **Birdman**
7. Cherry, Lynne. **River Ran Wild**
8. Cherry, Lynne. **Shaman's Apprentice**
9. Cooney, Barbara. **Miss Rumphius**
10. dePaola, Tomie. **Legend of Old Befana**
11. Downie, Mary. **Pioneer ABC**
12. Einarson, Earl. **Moccasins**
13. Gilman, Phoebe. **Something From Nothing**
14. Graham, Georgia. **Strongest Man This Side of Cremona**
15. Guymer, Myrna. **Canadian Shield Alphabet**
16. Hacker, Carlotta. **The Kids Book of Canadian History**
17. Hehner, Barbara. **Spirit of Canada: Canada's Story in Legends, Fiction, Poems, and Songs**
18. Hughes, Susan. **Coming to Canada: Building A Life in A New Land**
19. Joose, Barbara. **Mama, Do You Love Me?**
20. Kessler, Deirdre. **Lobster in My Pocket**
21. Koldofsky, Eleanor. **Clip-Clop**
22. Krebs, Laurie. **Up and Down the Andes: A Peruvian Festival Tale**
23. **Life Like Mine: How Children Live Around the World**
24. London, Jonathan. **Sugaring-Off Party**
25. Martin, Jacqueline Briggs. **Lamp, the Ice, and the Boat Called Fish**
26. McLeod, Tom. **Delta is My Home**
27. Munsch, Robert and Michael Kusugak. **Promise is a Promise**
28. Munsch, Robert. **From Far Away**
29. Muth, Jon J. **Three Questions**
30. Pallotta, Jerry. **Going Lobstering**
31. Parr, Todd. **Family Book**
32. Polacco, Patricia. **Keeping Quilt**
33. Polacco, Patricia. **Luba and the Wren: A Ukrainian Folktale**
34. Pryor, Bonnie. **House on Maple Street**
35. Reynolds, Marilynn. **Name of the Child**
36. Rosenberry. **Growing-Up Tree**
37. Smith, David J. **If The World Were A Village**
38. Spalding, Andrew. **Secret of the Dance**
39. Trottier, Maxine. **Claire's Gift**
40. Trottier, Maxine. **Storm at Batoche**
41. Vaage, Carol. **Bibi and the Bull**
42. Wallace, Ian. **Boy of the Deeps**
43. Walters, Virginia. **Are We There Yet Daddy?**
44. Weaver, Janice. **Quilt of Belonging**
45. Wells, Rosemary. **House in the Mail**
46. Wiebe, Rudy. **Hidden Buffalo**
47. Williams, Mary. **Brothers in Hope: The Story of the Lost Boys of Sudan**
48. Winter, Jeanette. **Follow the Drinking Gourd**

Before the workshop, set up all the books on tables and group them roughly according to grade, with small signs that indicate the grades.

One of the key strategies to emphasize in this workshop is the reading aloud of books to students, and so reading aloud of important books or portions of them will be modeled several times during the workshop.

Teachers will recognize that children's literature is a major resource for this new curriculum. Throughout the curriculum document there are constant references to stories, traditions, families, and experiences of various groups of people, all of which are provided most abundantly by children's literature. From the extremely rich selection of children's literature that is available, teachers are able to select engaging and powerful books that can "breathe life" into the curriculum.

This workshop will focus on becoming familiar with suitable social studies books and various strategies for using them in the classroom. Most of the time will be spent actually working with books in one way or another. To facilitate useful interactions, the facilitator should arrange participants in grade groups around tables.

Activities, suggestions, and strategies provided throughout this workshop are given as samples and are meant to model what could be done with a wide variety of titles in many different grades. During the workshop, encourage participants to share ideas, strategies they have tried, and other titles that fit into the topics being covered.

A great many titles are listed in this document and in the activities, often without bibliographical reference. To find the bibliographical reference, with annotation, simply search electronically through the appropriate literature lists, including those that are in the Activities folder.

Before the Workshop:

Here are some questions to ask before preparing for the workshop. Use these as a reference to prepare for the learning opportunity:

1. Who is the audience? What are their roles? What are their attitudes about this topic, this presentation, and/or the work environment in general? What experiences, knowledge, skills and potential contributions do they bring to this event?
2. Are there contextual outcomes (purposes) for the workshop you should be aware of? What will be seen, heard or felt by the end of the presentation?
3. What's most important? Of all the possible outcomes, which are most critical? What types of outcomes are most desired – knowledge, skills or attitudes?

4. What resources will we have to work with? How much time is available? What needs to be communicated to whom prior to the event? What background knowledge do participants have about this topic? What are their levels of expertise?
5. What other Social Studies workshops and/or related inservicing has the staff participated in?

Logistics Questions:

Time:

How much time will we have?

Could any surprises affect the amount of actual presentation time?

How long will we have for lunch and for breaks?

Set Up:

What physical set-ups are required?

Can I get into the room 45 minutes before the event?

What do I need? (e.g. name tags, room arrangements, snack arrangements, audiovisual equipment, and instructional materials)

Travel:

What travel and transportation details should we check?

How do I get to the site and how long will it take me to get there?

Facilitators will have to work closely with the school district contact person to develop a workshop plan to suit the needs of the participants. There are more activities than time available, most likely, so facilitators should pick and choose to meet the particular needs of each group. Ideally this workshop should be offered as a full-day learning opportunity.

Workshop Materials:

- signs for book display tables indicating grade levels of the books
- blank paper for participants
- overhead projector
- overhead pens
- overheads
 - page 7 from the grade 4 literature list (Appendix VI)
 - blank overhead
 - page 2 of **Miss Rumphius Question: Could this story have taken place in Acadia?** (Appendix IX)
 - **Lifestyle, Traditions and Culture of India to be Discovered in Anklet for a Princess: A Cinderella Story from India – from the TEXT** (Appendix XI)
 - **Interactive Read Aloud** (Appendix XIII)
 - **Sparking Inquiry Through Children’s Literature: The Moccasins** (Appendix XV)
 - **The Strands Of Social Studies** (Appendix XVII)
 - Any desired activities or parts of activities
- handouts
 - literature lists, one for each grade that each teacher teaches
 - copies of curriculum
 - **Interactive Read Aloud** (Appendix XIII)
 - **Sparking Inquiry Through Children’s Literature** (Appendix XVI)
 - **The Strands Of Social Studies** (Appendix XVII)
 - **A Sampling of Literature to Support an Appreciation of Different Perspectives in Social Studies, Grades K-9** (Appendix XXXIII)
 - 2-page list of Appendices

Workshop Goals and Outline:

This workshop-planning guide contains a variety of learning opportunities based on participant needs. There are many more activities than can be incorporated into the workshop, so the facilitator should choose activities/processes based on participants’ experience, time available and expressed need.

Workshop Goals:

1. Discuss and explore how children’s literature can facilitate student learning in the Social Studies program.
2. Further develop understanding of the Alberta Social Studies program.
3. Share ideas, strategies and experiences using children’s literature to support student learning in Social Studies.

Workshop Outline:

Activity		Suggested Time	Objective/ Goal Addressed
Part 1 - Introductory Material and Miss Rumphius, 8:30 – 10:15			
A.	Introduction	15 min.	<ul style="list-style-type: none"> • Further develop understanding of the Alberta Social Studies program.
B.	Advantages of Using Children’s Literature and Literature Lists	15 min.	<ul style="list-style-type: none"> • Discuss and explore how children’s literature can facilitate student learning in the Social Studies program.
C.	Review of Some Special Books	30 min.	
D.	Miss Rumphius Story	25 min.	<ul style="list-style-type: none"> • Share ideas, strategies and experiences using children’s literature to support student learning in Social Studies.
E.	Traditions and Lifestyle Activity	20 min.	
Part 2 - Interactive Read-Aloud and The Moccasins, 10:30 – 12:00			
F.	Interactive Read-Aloud Activity: Interactive Read Aloud as a Teaching Strategy and Route to Inquiry	1 hr. and 30 min.	<ul style="list-style-type: none"> • Discuss and explore how children’s literature can facilitate student learning in the Social Studies program.
Part 3 - The Strands and Big Ideas, 1:00 – 2:15			
G.	Strands and Big Ideas Activity	1 hr. and 15 min.	<ul style="list-style-type: none"> • Further develop understanding of the Alberta Social Studies program. • Discuss and explore how children’s literature can facilitate student learning in the Social Studies program.
Part 4 - Projects and Strategies, 2:30 - 3:30			
H.	Selecting Non-fiction	10 min.	<ul style="list-style-type: none"> • Share ideas, strategies and experiences using children’s literature to support student learning in Social Studies.
I.	Novel Studies in the Social Studies	10 min.	
J.	Multiple Perspectives	15 min.	
K.	General Sharing	25 min.	

Part 1 - Introductory Material and Miss Rumphius

Facilitator's Notes

Suggested Time:

- 15 minutes

Materials:

- copies of Social Studies Program of Studies

A. Introduction

1. Facilitate introductions by having participants provide their names, grades taught, and school (and district if appropriate).

Provide a summary of the goals for the day:

1. Become familiar with a broad selection of powerful and useful books.
 2. Work with several key books and develop some strategies for using them in the social studies classroom.
 3. Share ideas, strategies and experiences using children's literature in the social studies.
2. Conduct a brief overview of the curriculum, focusing particularly on the following aspects, since these, in addition to the content areas, are well addressed or supported by many children's literature titles.
 - Multiple perspectives
 - The core concepts of Citizenship and Identity
 - The Aboriginal and Francophone threads
 - The central skill of Research and Inquiry
 - The Strands (which will be addressed in the third section of the day)
 - Environment as a recurring thread
 - Current events
 - Skills emphasized as much as knowledge
 - Problem areas as far a resources are concerned (e.g. Acadia, prairie communities, Tunisia, Peru, Ukraine)

Facilitator's Notes

Suggested Time:

- 15 minutes

Materials:

- page 7 from the grade 4 literature list (Appendix VI)

Participant Handouts

- literature lists for each grade (one copy for each teacher of the grade or grades he or she is teaching)

B. Advantages of Using Children's Literature and Literature Lists

1. Review quickly some of the advantages of using children's literature in the classroom:
 - Widespread availability
 - Easy integration into thematic curricula
 - Generally less dated than non-fiction
 - More focused and provide an in-depth look at social studies concepts
 - More interesting and less confusing for students than textbooks
 - Story lines help students remember concepts better
 - Contain colourful pictures and graphics
 - Present a more human side of social studies than do textbooks
 - Evoke both efferent (factual) and aesthetic response (emotional)
 - Support Inquiry and Research Processes

These advantages are listed at the end of each of the grade lists.

2. Hand out the literature lists for each grade (one copy for each teacher of the grade or grades he or she is teaching). There is one list for each grade, K-6. Grade 6 is included since grade 6 teachers may often be present in a literature workshop for K-5. The lists are in the indicated Appendices in the binder and on the accompanying CD-ROM and are named as follows:

Document Title	Document Filename	Appendix
Literature to Support Elementary Social Studies Grade K	<i>Lit in Soc St K.doc</i>	APPENDIX II
Literature to Support Elementary Social Studies Grade 1	<i>Lit in Soc St 1.doc</i>	APPENDIX III
Literature to Support Elementary Social Studies Grade 2	<i>Lit in Soc St 2.doc</i>	APPENDIX IV
Literature to Support Elementary Social	<i>Lit in Soc St 3.doc</i>	APPENDIX V

Studies Grade 3		
Literature to Support Elementary Social Studies Grade 4	<i>Lit in Soc St 4.doc</i>	APPENDIX VI
Literature to Support Elementary Social Studies Grade 5	<i>Lit in Soc St 5.doc</i>	APPENDIX VII
Literature to Support Elementary Social Studies Grade 6	<i>Lit in Soc St 6.doc</i>	APPENDIX VIII

3. Explain that these literature lists are set up to provide title, annotation, indicator of book type (e.g. novels, non-fiction, picture books, poetry, biography, alphabet books, folktales, music, references, etc.), and suggested uses or activities. Titles are grouped under specific outcomes. There is an emphasis throughout on Canadian books and Canadian content. An overhead of page 7 from the grade 4 list is useful for highlighting the characteristics and setup of the lists.
4. Point out the following about acquiring children's literature.
 - These lists provide many book suggestions, but there are certainly many other books that would also be very useful.
 - Many, many other books that are suitable will already be in school libraries, and school libraries should be examined for useful titles.
 - Many older but very good titles have been included since many libraries already have these, and many newer titles have been included since many libraries will need to order additional resources.
 - The school library staff should be asked to check to see which titles are in the school library, providing a quick check on books immediately available.
 - The ISBNs for the books on the lists are provided for ordering, although it's wise to keep in mind that ISBNs change when editions, binding, or publishers change.
 - Trainers and participants need to keep in mind that books are constantly being published, and so many new titles are continuously appearing.
 - Books are also continuously going in and out of print, and so a book that is O/P (out of print) may be

so only for a short time before it reappears. Also, a book that has gone out of print in paperback is by no means finished. A great many of these will reappear again in hardcover or in paperback. So always encourage teachers to order books even if they are shown as O/P. They may already be back in print, and also such orders help publishers to decide when and if they will republish a title.

- Teachers and schools are well advised to purchase ideal books immediately as they become available, because titles go in and out of print so fast nowadays that it is by no means certain that any particular title might be available at a later date. Some do go out of print and do not come back. Books that are out of print are often available from Amazon.com or AbeBooks.com at quite reasonable prices. AbeBooks.com lists the sources, and so it is often possible to select a close source and so pay very little for both the book and the shipping.

Facilitator's Notes

Suggested Time:

- 30 minutes

Materials:

- books as listed

C. Review of Some Special Books

1. Briefly introduce some key books from the book box that represent various types and some special categories of books, such as books for modeling writing, special non-fiction titles and books featuring Francophone or Aboriginal people.
 - **The Family Book.** Stop on the spot and read this book aloud - it'll only take a minute or two. **The Family Book** is an incredible book about different kinds of families that seems like it was designed specifically for our curriculum. It is also great for multiple perspectives.
 - **In the Heart of the Village: The World of the Indian Banyan Tree.** Describes the importance of a banyan tree to a village in India, socially, environmentally, and spiritually.
 - **A Pioneer ABC.** Alliterative sentences for each letter with lovely pioneer pictures for each taken from the lives of the United Empire Loyalists who escaped to Canada after the American Revolution.
 - **A Prairie Alphabet.** With its prairie pictures that take you back to your own rural childhood, these accurate, interesting, and definitely Canadian prairie pictures provide a perfect resource for inquiry as well as a great model for reporting. Show several of the pictures and read some of the captions.
 - **River Ran Wild.** Extremely useful for environmental issues, this book can also be used to support the development of historical thinking, and also Aboriginal perspectives. (Really good books nearly always have many layers and therefore have many uses!). Show the pictures and briefly tell the story of the book.
 - **Spirit Of Canada: Canada's Story In Legends, Fiction, Poems, And Songs.** This is a marvelous and well-illustrated collection of Canadian material, mostly historical.
 - **The Flying Canoe.** In this retelling of a classic folktale from Quebec, it's New Year's Eve, 1846, and 11-year-old Baptiste has come to live and work

among the lumberjacks of Canada. They all miss their friends and families. As midnight approaches, they come up with a magical plan to get them home for the New Year celebrations.

- **Birdman.** In this true story, Noor Nobi is devastated when he loses his family and nothing can console him until he discovers the birds in the local market. It transforms his life and the lives of many others, including thousands of captive birds.
- **Life Like Mine: How Children Live Around the World.** A unique and very special book, this non-fiction is perfect for the grade 3 curriculum, and something that every teacher will want to use. It shows the most important of the United Nations Rights of the Child and provides pictures of children from all over the world illustrating what these rights mean to the lives of these children. By UNICEF and Dorling Kindersley, it's no wonder that the book is so powerful!
- **The Strongest Man This Side of Cremona.** Great Alberta prairie, farm, and mountain pictures in this story of Matthew and his dad. They encounter something even stronger than his dad – a tornado.
- **King's Chessboard.** This mathematical story from India is available in several versions and fits very well into the math curriculum. Students will quite enjoy the story.
- **Canadian Shield Alphabet.** Lots of interesting and little-known facts about the people and regions of the Canadian Shield. Beautifully illustrated.
- **Coming to Canada: Building A Life in A New Land.** WOW Canada! series. An essential book! Tells the stories in brief and interesting text with lots of good illustrations of many of the immigrant groups that have come to Canada, starting with the Filles du Roi right up to the Somalian refugees in the 1990's.
- **Lobster in My Pocket.** Although has just black and white lines drawings, the story is charming and provides lots of details about life in Acadia. Lee lives in a fishing village. One day she hears a little voice coming from a lobster crate and she discovers Lucky, a talking lobster. Lee sets Lucky free and

- **The Sugaring-Off Party.** Paul, anxious to be going to his first maple-sugaring party tomorrow, asks Grand-mere to tell him about what it was like when she was young and took part in the cabane a sucre. Gilles Pelletier's paintings--filled with brilliant colour--explore the sights, sounds, and tastes of a special time in a French-Canadian community.
- **Lamp, the Ice, and the Boat Called Fish.** Based on the true story of the boat "Fish," part of the Canadian Arctic Expedition in 1913, this beautiful book details the struggle to survive in the high arctic. It demonstrates the knowledge needed for survival in the far north and the skills the Inupiaq had for survival. The explorers take along an Inupiaq family for their survival skills and knowledge. The family provides hunting skills, sewing, snow houses, and much care and wisdom for the expedition.
- **Delta is My Home.** Tom McLeod is an 11-year-old boy. He tells about such things as how the Mackenzie Delta floods, how to make bannock and about "ratting" (trapping muskrats) and hunting black ducks.
- **Secret of the Dance.** A young Aboriginal boy witnessed a secret ceremony (potlatch) after being told that dancing is forbidden by law. Evocative illustrations capture the west coast landscape and the sense of secrecy that is central to the story.
- **Boy of the Deeps.** A story of the miners and the hardships and danger of their lives in Cape Breton.
- **Hidden Buffalo.** Tells the story of the dependency of the Cree people on the herds of buffalo.
- **Brothers in Hope: The Story of the Lost Boys of Sudan.** Eight-year-old Garang, orphaned by civil war in Sudan, finds the strength to help lead other boys as they walk hundreds of miles seeking safety in Ethiopia, then Kenya, and finally in the United States.
- **Follow the Drinking Gourd.** Winter's story begins with a peg-leg sailor who aids slaves in their escape on the Underground Railroad. While working for

plantation owners, Peg Leg Joe teaches the slaves a song about the drinking gourd (the Big Dipper). Slaves begin to escape by following the song's directions. History in picture book format.

Additional books from other sources to highlight might include some of the following. Don't avoid books because they may be out of print. They may be in participant's libraries and therefore available, and they may (likely will) come back into print.

- **No Room for Napoleon.** Here's an excellent story for highlighting issues surrounding the use of land and resources.
- **Stringbean's Trip to the Shining Sea.** This postcard-format story serves as a great model for student research and reporting.
- **Rabbits.** This simple but powerful allegory describes the results of most of the colonizing in the history of our planet. The book is also excellent for helping to establish the idea that Aboriginal people have a very different perspective from mainstream Canadian society.
- **Silver Threads.** This story of Ukrainian immigrants to Canada and their experience here during the war will help older students understand some of the issues related to nationality.
- **Carolina's Gift: A Story Of Peru.** A young Peruvian girl wants to get a gift for her grandmother so she visits the local market to choose a gift. There are great pictures showing dress, lifestyle, etc.
- **Tonight is Carnaval.** This is a story of a Peruvian boy's preparations for Carnaval with extremely good pictures that are Peruvian artwork.
- **Boy Who Ran with the Gazelles.** A young boy from a desert village follows his tame gazelle into the wilderness, where they join a herd of gazelles. The boy stays with the gazelles, and even though men find him and capture him, he manages to return to live with the gazelles. Although not a tale from Tunisia, the setting is Africa and very well could have taken place in Tunisia.
- **Tiger's New Cowboy Boots.** Tiger is going on a

cattle drive – with his new cowboy boots! This appealing story provides great Alberta landscapes and a look at the lifestyle of Alberta ranchers.

- **Red Sash.** It is Rendezvous, when the voyageurs who spend the winter in the North American wilderness come back to the trading post of Fort William, at the head of the Great Lakes. A storm hits, and a young Métis boy helps to save one of the travelers. Historically-accurate illustrations give an authentic picture of life at this busy fur-trading post.
- **The New Land: A First Year on the Prairie.** An informative view of the circle of seasons for a pioneer family in Canada. Wonderful book.
- **Enough.** This spirited Ukrainian story is set during the famine of the 1930s. Marusia’s ingenuity gives her the opportunity to go on a magical journey to find more food for her village. Generosity triumphs over greed.
- **Mare’s Egg.** A new settler in Canada is hoodwinked into purchasing a “mare’s egg” – actually a pumpkin – which, he is convinced, will hatch into the perfect horse. A very funny story about being a settler in Canada.
- Any **Out-of-Print** books that may be in your library and that may come back into print (a great many will).

Facilitator's Notes

Suggested Time:

- 25 minutes

Materials:

- blank overhead
- overhead of page 2 of **Miss Rumphius**
Question: Could this story have taken place in Acadia? (Appendix IX)

D. Miss Rumphius Story

Miss Rumphius has been selected as a model book because it is a beautifully written and powerful story, and also has several curricular uses.

1. Read aloud **Miss Rumphius**, by Barbara Cooney. (It would be a good idea to practice ahead of time, to help get maximum fluency and expression.)
2. Discuss the story, asking participants what is really happening in this story.
3. Outline the form of the story, similar to the following, in a table on a blank overhead:

Alice's Grandfather	Miss Rumphius	Little Alice
Set goals for Alice (Miss Rumphius)	Set goals for Little Alice	Accepts the goals for herself
Traveled to faraway places	Traveled to faraway places	Wants to travel to faraway places
Lived by the sea	Lived by the sea	Wants to live by the sea
Made the world more beautiful	Made the world more beautiful	Wants to make the world more beautiful but doesn't yet know how

4. Bring out that in this story we see the development of a family tradition. (Grade 1)
5. Also bring out through discussion that we see life repeating itself over three generations, and that life is cyclical and that family traditions are cyclical. (TCC)
6. Talk briefly about the responsibility that the people in the story feel towards their world and the desire to make it even more beautiful. Point out that this has relevance for students to environmental and global citizenship issues. (Environment)

7. Ask where the story takes place. Although we cannot know exactly where it takes place, it is obviously in New England. Maine is part of Acadia, and so a strong case can be made that this story took place in Acadia. (Grade 2) An activity for students is to prove through an inquiry project that the story could or could not have taken place in Acadia. One of the accompanying activities sets out this project. Factors students might consider in their investigation include:

- Lots of snow in winter
- Very hilly and rocky land right near the sea
- People knew the Indians
- Rocky seashore
- Shipping and fishing industries
- Little village churches
- Lupines grow well and seem to grow everywhere
- Coastline is very indented, lots of lovely little coves and bays
- Evergreen trees and leafy trees grow together
- The ground is stony, the land is rocky
- Miss Rumphius' grandfather came to North America on a large ship

Appendix X contains a **Miss Rumphius** handout for teachers to take away to use with students for this activity and that model using literature for Inquiry. The document title is **Miss Rumphius Question: Could this story have taken place in Acadia?** and the document filename is *Miss Rumphius in Acadia.doc*.

Appendix XI is an alternate, more detailed activity involving the **Miss Rumphius** story that integrates Language Arts and an Inquiry project to find the answer to the question: **What is Acadia Like?** The document filename is *What is Acadia Like.doc*.

Facilitator's Notes

Suggested Time:

- 20 minutes

Materials:

- overhead of **Lifestyle, Traditions and Culture of India to be Discovered in Anklet for a Princess: A Cinderella Story from India – from the TEXT** (Appendix XI)

- books as suggested

Participant Handout

- blank paper
- copies of curriculum

E. Traditions and Lifestyle Activity

1. Arrange participants into grade groupings and have each group or pair of teachers read one or two stories that fit with their curriculum.
2. Ask participants as they read to identify and list such things as lifestyle, traditions, culture, customs, landform, climate or other curriculum outcomes that can be discovered in the story, the illustrations, and even in any accompanying material, such as notes at the end of the story.

The book box collection includes the following stories to use in this activity:

- Gr. K, 1, 2 - **A Promise is a Promise**
- Gr. K, 2 - **Mama, Do You Love Me?**
- Gr. K, 4 - **Bibi and the Bull**
- Gr. 1 - **Keeping Quilt**
- Gr. 1 - **Legend of Old Befana**
- Gr. 1 - **Something From Nothing**
- Gr. 1, 2 - **Growing-Up Tree**
- Gr. 2 - **Lobster in My Pocket**
- Gr. 2 - **Promise is a Promise**
- Gr. 2 - **Boy of the Deeps**
- Gr. 2 - **Claire's Gift**
- Gr. 2 - **Going Lobstering**
- Gr. 3 - **Anklet for a Princess**
- Gr. 3 - **Shaman's Apprentice**
- Gr. 3 - **Brothers in Hope: The Story of the Lost Boys of Sudan**
- Gr. 3 - **Luba and the Wren**
- Gr. 3 - **King's Chessboard**
- Gr. 3 - **Birdman**
- Gr. 3 - **Shaman's Apprentice**
- Gr. 3 - **In the Heart of the Village**
- Gr. 3 - **Birdman**
- Gr. 4 - **Hidden Buffalo**
- Gr. 4 - **Name of the Child**
- Gr. 4 - **Strongest Man This Side of Cremona**
- Gr. 5 - **Sugaring-Off Party**
- Gr. 5 - **Lamp, the Ice, and the Boat Called Fish**
- Gr. 5 - **Flying Canoe**

- **Gr. 5 - Storm at Batoche**
- **Gr. 5 - Secret of the Dance**
- **Gr. 5 - Follow the Drinking Gourd**
- **Gr. 5 - Spirit of Canada selection, such as Caught Between Fire and Ice or The Long Journey of “Our Dog.”**

Additional titles that might be used for this activity include:

- **Gr. K - Thomas’ Snowsuit**
- **Gr. K - Sylvester and the Magic Pebble**
- **Gr. K - Wanda and the Wild Hair**
- **Gr. K - Where the Wild Things Are**
- **Gr. K - Color of His Own**
- **Gr. K - Love You Forever**
- **Gr. K - Chrysanthemum**
- **Gr. K - 50 Below Zero**
- **Gr. 1 - Jingle Dancer**
- **Gr. 1 - My Kokum Called Today**
- **Gr. 1 - Quilt Story**
- **Gr. 1 - Betty Doll**
- **Gr. 1 - Sylvester and the Magic Pebble**
- **Gr. 1 - Our Tree Named Steve**
- **Gr. 1, 3 - Rechenka’s Eggs**
- **Gr. 2 - Eye of the Needle**
- **Gr. 2 - Selina and the Bear Paw Quilt**
- **Gr. 2 - Quilt Story**
- **Gr. 2 - The Very Last First Time**
- **Gr. 2 - Nutik, the Wolf Pup**
- **Gr. 2, 4, 5 - Qu'Appelle**
- **Gr. 2, 4 - Prairie Willow**
- **Gr. 2, 4 - One Duck**
- **Gr. 2 - Grace for an Island Meal**
- **Gr. 2 - Carry Me, Mama**
- **Gr. 2 - Sled Dog for Moshi**
- **Gr. 3 - Bird’s Gift**
- **Gr. 3 - Carolina’s Gift**
- **Gr. 3 - Tonight is Carnaval**
- **Gr. 3 - Boy Who Ran with the Gazelles**
- **Gr. 3, 6 – Enough**
- **Gr. 3 - Aani and the Tree Huggers**
- **Gr. 3 - Mitten: A Ukrainian Folktale**
- **Gr. 3 - Fool of the World and the Flying Ship: A Ukrainian Folk Tale**

- Gr. 3 - **Love and Roast Chicken: A Trickster Tale from the Andes Mountains**
 - Gr. 4, 5 - **Mare's Egg**
 - Gr. 4, 5 - **Josepha: A Prairie Boy's Story**
 - Gr. 4 - **Tiger's New Cowboy Boots**
 - Gr. 4 - **Under a Prairie Sky**
 - Gr. 4 - **New Land: A First Year on the Prairie**
 - Gr. 4 - **Belle's Journey**
 - Gr. 5 - **Silver Threads**
 - Gr. 5 - **Red Sash**
 - Gr. 5 – any selections from **Spirit of Canada: Canada's Story in Legends, Fiction, Poems, and Songs**
 - Gr. 5 - **Stoneboat**
 - Gr. 5 - **Grandfather's Journey**
 - Gr. 5 - **I Could Do That!**
3. Provide participants with copies of the curriculum for reference during this activity.

Appendix XI provides a sample of this activity done for **Anklet for a Princess**. This may be given as a handout and also placed on the overhead for easy reference during the activity. The title of the document is **Lifestyle, Traditions and Culture of India to be Discovered in Anklet for a Princess: A Cinderella Story from India – from the TEXT**, and the document filename is *Anklet for Princess.doc*.

A multicultural Cinderella activity entitled **Multicultural Cinderella Project for Grade 3 Social Studies**, filename *Multicultural Cinderella.doc*, is available on the CD-ROM, and included as Appendix XII. It is specifically for the grade 3 curriculum, and integrates Language Arts and vocabulary development.

Part 2 - Interactive Read-Aloud: The Moccasins

Facilitator's Notes

F. Interactive Read-Aloud Activity: Interactive Read Aloud as a Teaching Strategy and Route to Inquiry

Suggested Time:

- 1 hour and 30 minutes

1. Explain and discuss with participants the Interactive Read Aloud as a teaching strategy as outlined below:

Materials:

- overhead of **Interactive Read Aloud** (Appendix VIII)
- overhead of **Sparking Inquiry Through Children's Literature: The Moccasins** (Appendix XV)
- books as selected by participants

Reading aloud to students is of great instructional value throughout the elementary school years (Calkins 2001¹, Huck, Hepler & Hickman 1993²; and Trelease 1995³). We use the term **interactive** in connection with reading aloud to children to emphasize the **active learning** that goes on. Students do not simply listen passively and silently; listening is an **active** process. Drawing from **carefully selected texts** and providing **engaging oral reading** enables the teacher to involve students deeply in stories, in getting to know unforgettable characters, or in thinking about intriguing new information. Such in-depth explorations automatically lead to asking questions and help to spark inquiry.

Participant Handout

- **Interactive Read Aloud** (Appendix VIII)
- **Sparking Inquiry Through Children's Literature** (Appendix XVI)

The interactive read-aloud strategy is an excellent opportunity for students to discuss high quality fiction, nonfiction, and poetry. **Picture books are an outstanding choice!** Certainly teachers will want to read good chapter books; but they can vary and enrich students' exposure to texts by also reading nonfiction books and articles, short stories, picture books, folktales and poetry.

Reading aloud fluently and expressively **communicates enthusiasm** for reading and helps students realize its value. Invite students to read picture books and poetry aloud to one another. They can select and practice the stories and poems and "sign up" to present them.

We use the term **interactive** to characterize the **teacher and students having a conversation as they process the text together** (Barrentine 1998).⁴

¹ Calkins, Lucy. *The Art of Teaching Reading*. New York: Longman, 2001.

² Huck, Susan, Hepler, Janet, Hickman, Barbara Z., *Children's Literature in the Elementary School*. Orlando: Harcourt Brace, 1993.

³ Trelease, Jim. *The Read-Aloud Handbook*. 4th ed. New York: Penquin, 1995.

⁴ Adapted from: Fountas, Irene C. and Gay Su Pinnell, *Guiding Readers and Writers*, Heinemann, 2001.

Appendix VIII, **Interactive Read Aloud**, filename *Interactive Read Aloud.doc*, provides some general suggestions for making interactive read-aloud sessions an enjoyable and engaging experience. This page may be used as a handout and may also be made into an overhead. Quickly go over the points so that everyone has a clear idea of how to do an **Interactive Read Aloud**.

2. Using the same groups organized earlier, have participants compare the standard read aloud with the **Interactive Read Aloud**. Do this by having them contribute to a large double-bubble chart. Appendix XIV, entitled **Read Aloud as Compared to Interactive Read Aloud**, filename *Double Bubble.doc* is an example of such a chart completed by participants in a pilot workshop.
3. Read aloud **The Moccasins**, by Earl Einarson, modeling the **Interactive Read Aloud** process. It works well to make overheads of the pictures in this book to use during reading aloud, as the story is short and it has small pictures. Briefly discuss some of the possibilities offered by the book. What links/entry points would you use in this story?
4. Put up the sample overhead found in Appendix XV, **Sparking Inquiry Through Children's Literature: The Moccasins**, filename *Sparking Inquiry Moccasins.doc*, which shows the links and possibilities found by one teacher.
5. In groups, have participants select any promising book to read aloud. One participant should read the book to the group. As a group or individually, participants should develop a table of various categories and record specific links and possibilities. Appendix XVI, entitled **Sparking Inquiry Through Children's Literature**, filename *Sparking Inquiry.doc*, provides a blank handout for this activity. After completion, have participants share some of their ideas and discoveries with others at their tables or with the whole group.

Part 3 - The Strands and Big Ideas

Facilitator's Notes

Suggested Time:

- 1 hour and 15 minutes

Materials:

- overhead of **The Strands Of Social Studies** (Appendix XVII)
- overheads of any desired activities or parts of activities
- books as selected by participants

Participant Handout

- literature lists
- blank paper

G. Strands and Big Ideas Activity

1. Review the six Strands of the Social Studies, and illustrate by introducing some key books from the lists below.

Many of these titles are books that have not been used yet in the workshop, but have been selected for their ability to support the concepts in the Strands. Appendix XVII provides the Strand definitions from the curriculum so they can be used as an overhead or a handout. The document is entitled **The Strands Of Social Studies**, filename *The Strands of Social Studies.doc*. Underlined titles below are from the book box, others are examples of additional titles that may be included.

Overheads from any of the activities files listed in the table below the lists may be used in conjunction with the discussion of Strands and literature.

Strands

- **Time, Continuity and Change**
 - Growing-Up Tree
 - House in the Mail Briefly tell the story of this book as you show a few pages.
 - **Our Tree Named Steve**
 - Miss Rumphius
 - Boy of the Deeps
 - Clip-Clop
 - **Jingle the Brass**
 - **Prairie Willow**
 - **Something from Nothing**
 - **Little House**
 - **Keeping Quilt**
 - **Goodbye to Griffith Street**
 - **Pioneer ABC**
 - **New Land: A First Year on the Prairie**
 - Moccasins
 - **Our Tree Named Steve**
 - House on Maple Street

- **The Land: Places and People** (There are a great many books that fit here.)
 - **Carolina's Gift: A Story Of Peru**
 - **Tonight is Carnaval**
 - **Are We There Yet Daddy?*** Briefly tell the story as you show the pages.
 - **As the Crow Flies: A First Book of Maps**
 - **All the Places to Love**
 - **Prairie Alphabet**
 - **Tiger's New Cowboy Boots**
 - **Strongest Man This Side of Cremona**
 - **Belle's Journey**
 - **Boy of the Deeps**
 - **Stoneboat**
 - **Promise is a Promise**
 - **Luba and the Wren**
 - **Claire's Gift**
 - **Boy Who Ran with the Gazelles**
 - **Lamp, the Ice, and the Boat Called Fish**
 - **Qu'Appelle**
 - **Hidden Buffalo**
 - **Bibi and the Bull**
 - **Anklet for a Princess: A Cinderella Story from India**

- **Power, Authority and Decision Making**
 - **Thomas' Snowsuit**
 - **Enough.** Briefly tell the story of this book as you show the pages.
 - **I Could Do That!**
 - **Vote for Duck** (Gr. 6)
 - **Click Clack Moo: Cows That Type** (Gr. 6)
 - **Refugee Child**
 - **Silver Threads**
 - **Secret of the Dance**
 - **Brothers in Hope: The Story of the Lost Boys of Sudan**
 - **Library Lion**
 - **King's Chessboard**

- **Economics and Resources**
 - **Carolina's Gift: A Story Of Peru**

- **Tonight is Carnival**
 - **Enough**
 - **If The World Were A Village.** Select specific pages to show and summarize, particularly the food and water pages.
 - **Shaman's Apprentice**
 - **No Room for Napoleon**
 - **King's Chessboard**
 - **Going Lobstering**
 - **Sugaring-Off Party**
 - **Something from Nothing**
 - **How Much: Visiting Markets Around the World**
 - **Clip-Clop**
 - **Market**
 - **Luba and the Wren: A Ukrainian Folktale**
 - **Prairie Alphabet**
 - **Hidden Buffalo**
 - **Delta is My Home**
 - **Canadian Shield Alphabet**
- **Global Connections**
 - **Life Like Mine: How Children Live Around the World**
 - **Brothers in Hope: The Story of the Lost Boys of Sudan.** Briefly tell the story of this book as you show the pages.
 - **Three Questions.** Briefly tell the story of this book as you show the pages.
 - **If The World Were A Village**
 - **Whoever You Are**
 - **Quilt of Belonging**
 - **If You Could Wear my Sneakers: a book about children's rights**
 - **Life Like Mine: How Children Live Around the World**
- **Culture and Community** (There are a great many books that fit here.)
 - **Carolina's Gift: A Story Of Peru**
 - **Tonight is Carnival**
 - **Bird's Gift: A Ukrainian Easter Story**
 - **In the Heart of the Village: The World of the Indian Banyan Tree**

- **Promise is a Promise**
- **Red Sash**
- **Quilt of Belonging**
- **Secret of the Dance**. Briefly tell the story of this book as you show the pages.
- **Claire’s Gift**
- **Luba and the Wren: A Ukrainian Folktale**
- **Sugaring-Off Party**
- **Lobster in My Pocket**

There are a number of documents available in the Appendices and on the CD-ROM containing book lists and activities for some of the Strands for some of the grades, as listed in the table below. These serve as samples and may be handed out, and used and modified by teachers.

Strand	Gr.	Document Title	Document Filename	Appendix
Time, Continuity and Change	1	Change Over Time: Miss Rumphius	<i>Change Over Time 1.doc</i>	APPENDIX XVIII
	2	Change Over Time	<i>Change Over Time 2.doc</i>	APPENDIX XIX
	4	Change Over Time: Grade 4	<i>Change Over Time 4.doc</i>	APPENDIX XX
	4	House in the Mail	<i>House in the Mail.doc</i>	APPENDIX XXI
The Land: Places and People	K	Children’s Literature to Help Develop Geographical Thinking in Kindergarten	<i>Geographical Thinking K.doc</i>	APPENDIX XXII
	1	Children’s Literature to Help Develop Geographical Thinking in Gr. 1	<i>Geographical Thinking Gr 1.doc</i>	APPENDIX XXIII

	2	Geographical Thinking with Children's Literature, Grade 2	<i>Geographical Thinking Gr2 lit.doc</i>	APPENDIX XXIV
	3	What is Peru Like?	<i>What is Peru Like.doc</i>	APPENDIX XXV
	3	What is Ukraine Like?	<i>What is Ukraine Like.doc</i>	APPENDIX XXVI
	3	How Much Alike? Comparing our Community with the Indian Village	<i>Banyan Tree comparison .doc</i>	APPENDIX XXVII
Global Connections	3	Global Connections: Using Literature as a Springboard	<i>Global Connections 3.doc</i>	APPENDIX XXVIII
		If The World Were A Village	<i>World a Village.doc</i>	APPENDIX XXIX
Culture and Community	K	Culture and Community: Children's Literature Activities	<i>Culture and Community K.doc</i>	APPENDIX XXX
	K	School Stories for Kindergarten Social Studies	<i>Our School.doc</i>	APPENDIX XXXI
	3	Hat Designs	<i>Hat Designs .doc</i>	APPENDIX XXXII

Big Ideas

2. Explain the “Big Ideas” concept as outlined below and suggest appropriate titles. Elicit suggestions from participants.

The Strands and other key ideas, such as those suggested below, might function as “Big Ideas” around which many learning outcomes can be developed. These Big Ideas are related to the Strands and help lead to enduring understandings in social studies. Books that serve as centrepieces for Big Ideas need to be carefully selected for their quality and universal appeal. Do the stories inform and enrich? Do their themes touch the human imagination and spirit? Truly powerful books are rich in ideas and multi-layered in thematic content. They can lead to memorable classroom experiences for both students and teacher. They also offer multiple opportunities to link to other ideas, and other subjects. A perfect example of a Big Idea book is **Miss Rumphius**.

- **Life Cycles**

- **Miss Rumphius**
- **Growing-Up Tree**
- **Our Tree Named Steve**
- **Prairie Willow**
- **Moccasins**
- **Love You Forever**

- **Journeys**

- **From Far Away**
- **Lamp, the Ice, and the Boat Called Fish**
- **Brothers in Hope: The Story of the Lost Boys of Sudan**
- **Legend of Old Befana**
- **Grandfather’s Journey**
- **Belle’s Journey**
- **Coming to Canada: Building A Life in A New Land**
- **New Land: A First Year on the Prairie**
- **Miss Rumphius**
- **Show Way**
- **Follow the Drinking Gourd**

- **Trees** (which very often have **Life Cycle** and/or **Time, Continuity and Change** themes)
 - **Growing-Up Tree**
 - **Our Tree Named Steve**
 - **Prairie Willow**
 - **Great Kapok Tree**
 - **Aani and the Tree Huggers**
 - **In the Heart of the Village: The World of the Indian Banyan Tree**

- **Goals**
 - **Miss Rumphius**
 - **Legend of Old Befana**
 - **Miss Bridie Chose a Shovel**
 - **I Can Do That!**
 - **Three Questions**
 - **No Room for Napoleon**
 - **Brothers in Hope: The Story of the Lost Boys of Sudan**

- **Global Citizenship**
 - **Life Like Mine: How Children Live Around the World**
 - **If The World Were A Village**
 - **Three Questions**
 - **Brothers in Hope: The Story of the Lost Boys of Sudan**
 - **No Two Snowflakes**
 - **Quilt of Belonging**
 - **River Ran Wild**
 - **From Far Away**

- **Environment and Stewardship**
 - **No Room for Napoleon**
 - **Shaman's Apprentice**
 - **Miss Rumphius**
 - **Birdman**
 - **River Ran Wild**
 - **Elders are Watching**
 - **Great Kapok Tree**
 - **Rabbits**
 - **One Duck**

- **Luba and the Wren**
 - **Freedom and Equality**
 - **Follow the Drinking Gourd**
 - **Show Way**
 - **Refugee Child**
 - **Silver Threads**
 - **Mr. Hiroshi's Garden**
3. Have participants select and read in grade groups a Big Ideas book or one that addresses a Strand directly. If there are more than three participants in a group, have one person read aloud to the others.
 4. In grade groups, building around the Big Ideas books and using both the books on display and other familiar titles, ask participants to outline a series of lessons or a mini-unit. This unit can focus on a Strand or on groups of Specific Outcomes. Encourage participants to refer to the literature lists for titles that address Specific Outcomes and some of the other special lists for many titles that address various Strands.
 5. Have each group appoint a spokesperson to share their ideas with the whole group.

Part 4 - Projects and Strategies

Facilitator's Notes

Suggested Time:

- 10 minutes

Materials:

- copy of **Kids Book of Canadian History**

H. Selecting Non-fiction

1. Provide a quick overview about selecting non-fiction resources. Review the following information about non-fiction.

Care should be taken in selecting non-fiction resources. No book should ever be selected without having been evaluated by a professional teacher. Books should never be selected from a catalogue unless from a series for which you already have some examples and know them to be appropriate. Too many titles in the non-fiction area have dense text and black and white pictures. Others do not have a table of contents or an index. Others may have a too-difficult reading level for the grade for which it is intended. Following are some of the criteria to use when selecting non-fiction titles. Use **Kids Book of Canadian History** to illustrate the points (even though this book does not have an index).

- Large, clear, high-quality colour illustrations, including both photos and drawings
- Drawings should include graphs, diagrams, tables and other structures that plot information, show relationships and generally help students understand
- Illustrations should match and support the text
- Captions should support the material
- Index
- Table of Contents
- Glossary
- Authority and currency evident in sources used in content development (e.g., sources and authorities listed)
- Text appropriate as to size, font type, placement, amount per page
- Headings and sub-headings used frequently throughout the text
- Content suitable for age of student
- Content appropriate for the intended unit of study
- Content organized in “chunks” of related material
- Print broken up by illustrations, boxes, sidebars, etc., so as to avoid long, intimidating sections of text.

- Appealing format
- Canadian or Albertan content where appropriate

It is important for libraries have a good supply of quality non-fiction titles to support the Inquiry process in this new curriculum. **The Kids Book of Canada** a prime example of the many excellent non-fiction books available for most topics. This title part of a series that is indispensable for its thoroughness, accuracy, depth, and, of course, all Canadian content. Titles currently available in this series, all of which have relevance for our curriculum, include:

- **Kids Book of Aboriginal Peoples In Canada**
- **Kids Book of Black Canadian History**
- **Kids Book of Canada**
- **Kids Book of Canada at War**
- **Kids Book of Canada's Railway**
- **Kids Book of Canadian Exploration**
- **Kids Book of Canadian Firsts**
- **Kids Book of Canadian History**
- **Kids Book of Canadian Geography**
- **Kids Book of Canadian Immigration**
- **Kids Book of Canadian Prime Ministers**
- **Kids Book of Great Canadian Women**
- **Kids Book of Great Canadians**
- **Kids Book of the Far North**
- **Kids Book of World Religions**

Facilitator's Notes

Suggested Time:

- 10 minutes

Materials:

- copy of **The Mountain That Walked**, if available

I. Novel Studies in the Social Studies

1. Explain the following about novel studies.

Although there is very little attention paid to novel studies in this workshop, it's only because of the difficulty in sharing longer texts in a workshop setting. There are in fact a great many novels available to support the social studies, some of which are in the literature lists for each grade. Novels provide students with an in-depth experience of different times, places and people, and are invaluable in helping to develop social studies concepts.

Recognize that a read-aloud novel study (that is, where the teacher reads the novel aloud) is as good as and often better than a novel study in which the students each read the novel for themselves. Some students do not read well enough to fully experience a novel or to be able to participate fully in the activities developed to accompany the novel. The teacher's reading can impart both a love of literature and an enthusiasm for the book and the topic that is infectious, making the whole experience very positive. A read-aloud novel study has the additional advantage of requiring only one copy of the novel rather than a class set.

An example of an excellent read-aloud novel study is **The Mountain That Walked**, by Katherine Holubitsky. In this novel by an Edmonton author, a sixteen-year-old orphan, Charlie, has come to Canada as a "Bernardo Boy," part of a group of London orphan children who have come to be fostered on Canadian farms. Charlie is taken in by a pair of violent brothers who beat and work him near to death. Charlie escapes to the mining towns in the Crowsnest Pass where he settles in the tent camp on the flats below Turtle Mountain in the town of Frank, Alberta in April of 1903, just days before the Frank Slide. This story tells of some of the key points in Canadian history and provides many authentic details. It is a very well done novel, a real page-turner, and a fine read aloud for fun or novel study for grade 4. It has high appeal for boys, as well. It is on the difficult side for grade 4 students to read independently, but just fine for a teacher to read aloud.

One follow-up to reading of the novel could be to keep a

chart documenting lifestyle and other factors that were different in Charlie's time from today. Have students describe how things have changed. The following table headings might be used:

	In Charlie's Time	Today
In the Home		
Transportation		
Customs		
Work		
Education		
Getting Food		
Government Services		
etc.		

Facilitator's Notes

Suggested Time:

- 15 minutes

Materials:

- books as suggested

Participant Handout

- **A Sampling of Literature to Support an Appreciation of Different Perspectives in Social Studies, Grades K-9** (Appendix XXXIII)

J. Multiple Perspectives

1. Explain that understanding multiple perspectives is a thread that runs through the curriculum. Review a few titles that support the development of an appreciation for different perspectives. Some of the following might be briefly shared:

From the book box:

- **River Ran Wild**
- **Life Like Mine: How Children Live Around the World**
- **Lamp, the Ice, and the Boat Called Fish**
- **From Far Away**
- **Luba and the Wren: A Ukrainian Folktale**
- **Enough**
- **If The World Were A Village**
- **Secret of the Dance**
- **Brothers in Hope: The Story of the Lost Boys of Sudan**
- **Delta is my Home**

Other titles that might also be included:

- **No Two Snowflakes**
- **Rabbits**
- **Encounter**
- **Voices in the Park**
- **Two Bad Ants**
- **Show and Tell**
- **Silver Threads**
- **As Long as the Rivers Flow: A last summer before residential school**
- **Town Mouse, Country Mouse**

A sample annotated list of titles that support understanding of multiple perspectives is provided in Appendix XXXIII. The document title is **A Sampling of Literature to Support an Appreciation of Different Perspectives in Social Studies, Grades K-9** and the filename is *Different Perspectives.doc*. This should be provided as a handout for participants.

Facilitator's Notes

Suggested Time:

- 25 minutes

Materials:

- overheads of any desired activities or parts of activities
- sign up sheet for participants requiring copies of materials (Appendix XXXIV)

Participant Handout

- 2-page list of Appendices

K. General Sharing

1. The remainder of this section is a time for general sharing by all of book titles, ideas, and teaching strategies. Start off by sharing some of the materials and strategies listed below:

The Boy Who Ran with the Gazelles. This interesting story about a feral boy shows no country of origin and it's impossible to tell in which country it might have happened. It is clearly an Arab country and clearly takes place in desert and semi-arid areas. It could easily have taken place in Tunisia – there is nothing in the book that COULDN'T have taken place in Tunisia. This gives us an opportunity for an Inquiry project in which students prove or disprove that the story could have taken place in Tunisia. (This instructional strategy also works for a number of stories that take place in Maine, which is part of Acadia.) This idea is developed in two versions in Appendix XXXIV, entitled **The Boy Who Ran with the Gazelles - Question: Could this story have taken place in Tunisia?** Filename *Boy Who Ran with Gazelles.doc*.

In the Heart of the Village: The World of the Indian Banyan Tree. This intriguing book shows how the people in an Indian village adapt to the environment of the banyan tree. The document entitled **Children's Literature in Grade 3 Social Studies: Adapting to the Environment**, filename *Environment Gr 3.doc* in Appendix XXXV gives related book titles and suggested activities for use of this book.

Research Project for Language Arts and Social Studies: Animals of Tunisia, Peru, India and Ukraine. This document, in Appendix XXXVI, filename *Animal Reports Gr 3.doc* provides a chance for students to follow their interests in animals and focuses where possible on animals that have cultural significance for the countries.

Important Book. This timeless book provides a perfect model for distilling the essence of things. It's a great model for writing in the younger grades. See Appendix XXXVII, document entitled **The Important Book**, filename *The Important Book.doc* for a writing page for young students.

Stories of Canada's Past – Grade 5. We are lucky to have quite a few very good stories about Canada's past. Many of these are in the box collection, including the wide selection in **Spirit of Canada**. Appendix XXXIII, entitled **Stories of Canada's Past – Grade 5**, filename *Stories of Canada's Past Gr 5.doc* provides a table for the retrieval and comparison of some of the data to be found in these stories. Other titles that could be used in this activity include:

- **Silver Threads**
- **Maria Chapdelaine**
- **Belle of Batoche**
- **Stoneboat**

This grid could be filled in by students individually, in pairs, or on a class wall chart. A similar activity could be done with the many fine novels available that are set in historical Canada.

2. Invite participants to share children's literature titles and/or teaching strategies that they have used that they have found to be successful.

A note about the CD-ROM:

The CD-ROM contains 3 folders, as follows:

- **Facilitator** folder – contains
 - *Weaving Ch Lit Workshop Facilitator.doc*
 - *Quick List.doc*
- **Literature Lists** folder – contains all literature lists from Appendices I - VIII
- **Activities** folder – contains all activities (30) from Appendices IX – XXXVIII. (Many of these activities contain additional lists of useful literature. All lists and activities may be shared with teachers. Sharing electronically is recommended so that teachers may modify activities to suit their needs.)

List of Appendices

File Number	Document Title	Document Filename	Grade	Appendix
1.	Book Box Annotated List for Weaving Children’s Literature into Social Studies, K-5	<i>Annotated List.doc</i>	all	Appendix I
2.	Literature to Support Elementary Social Studies Grade K	<i>Lit in Soc St K.doc</i>	K	Appendix II
3.	Literature to Support Elementary Social Studies Grade 1	<i>Lit in Soc St 1.doc</i>	1	Appendix III
4.	Literature to Support Elementary Social Studies Grade 2	<i>Lit in Soc St 2.doc</i>	2	Appendix IV
5.	Literature to Support Elementary Social Studies Grade 3	<i>Lit in Soc St 3.doc</i>	3	Appendix V
6.	Literature to Support Elementary Social Studies Grade 4	<i>Lit in Soc St 4.doc</i>	4	Appendix VI
7.	Literature to Support Elementary Social Studies Grade 5	<i>Lit in Soc St 5.doc</i>	5	Appendix VII
8.	Literature to Support Elementary Social Studies Grade 6	<i>Lit in Soc St 6.doc</i>	6	Appendix VIII
9.	Miss Rumphius Question: Could this story have taken place in Acadia?	<i>Miss Rumphius in Acadia.doc</i>	3	Appendix IX
10.	What is Acadia Like?	<i>What is Acadia Like.doc</i>	3	Appendix X
11.	Lifestyle, Traditions and Culture of India to be Discovered in Anklet for a Princess: A Cinderella Story from India – from the TEXT	<i>Anklet for Princess.doc</i>	3	Appendix XI
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