

NAARR  
NORTHERN ALBERTA ALLIANCE ON RACE RELATIONS



# CULTURAL CROSSROADS

List of Resources to Support the  
New Social Studies Curriculum K-3  
2006

NORTHERN  
ALBERTA  
ALLIANCE ON  
RACE RELATIONS

## **Cultural Diversity, Equity and Anti-Racist Teaching Resources to support the Alberta Social Studies Curricular Outline K-3**

In an effort to support the work of teachers implementing the new Social Studies Curriculum in grades K-3, the *Northern Alberta Alliance on Race Relations* (NAARR) hired four reviewers in the summer of 2005 to locate and critically review printed resources for both students and teachers that would support curricular themes and learning outcomes. The reviewers who did this work were teachers in K-3 with Masters Degrees in education. Two were visible minority teachers and two were white. We hired both Francophone and Anglophone reviewers to review materials in either language. The annotated bibliography and reviews were submitted to the Ministry of Education in October 2005 and have been sent to school districts in the Greater Edmonton and Calgary area. Teachers will find these resources helpful in supporting the new Social Studies teaching and learning process. Most are available through the internet, at public libraries and through local, regional, and national agencies publishing educational materials. The creation of this catalogue and funding to prepare it has been generously funded by the *Alberta Human Rights, Citizenship and Multiculturalism Education Fund*.

The *Northern Alberta Alliance for Race Relations* is dedicated to the elimination of racial discrimination. Our programming stems from a desire to create a just world where people of all races, creeds, and cultures can have equal access to resources, services and opportunities for learning and work. Our activities include opportunities for training and professional development, are education-based, grounded in practice, and informed by research.



### Student Basic Resources K-1:

**Bailey, Debbie.** (1999). *Families*. WILLOWDALE: ANNIEK PRESS LTD.

This book examines the roles of mothers, fathers, brothers, sisters, grandfathers, and grandmothers from a child's perspective. The photos are vibrant, colourful, and acknowledge different types of diversity. (Primary)

**Berger, Samantha & Chanko, Pamela.** (2001). *School*. MARKHAM, ONTARIO: SCHOLASTIC CANADA LTD.

This book examines all the people that work together in a school to make a successful community (e.g. parents, crossing guards, bus drivers, teachers, etc.). The text is written at a grade one reading level. (Primary)

**Castle, Caroline.** (2000). *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. LONDON, ENGLAND: HUTCHINSON CHILDREN'S BOOKS AND UNICEF (UNITED NATIONS CHILDREN'S FUND).

This useful resource addresses issues of local and global citizenship focusing specifically on rights of children from the UN convention. Some of the rights discussed include education, freedom of expression, protection from abuse and neglect, name and nationality, among others. (Primary)

**Fox, Mem.** (1997). *Whoever You Are*. NEW YORK: HARCOURT BRACE AND COMPANY.

This book examines differences of people from around the world and focuses on the commonalities of emotion, experience and human feelings which link humankind together. (Primary)

**Grier, Ella.** (1997). *Seven Days of Kwanzaa: A Holiday Step Book*.

TORONTO: PENGUIN BOOKS.

This book gives a day by day account of how to celebrate Kwanzaa, an African celebration of family, community and culture that takes place at the end of December. It describes the principles, significance and symbols of this festive holiday using simple text children can follow. (Primary)

**Morris, Ann.** (1999). *Teamwork*. NEW YORK: LOTHROP, LEE & SHEPARD BOOKS.

This book examines teamwork and how team members can work together as a group and cooperate to get jobs done. The photos are vivid, colourful, and reflect diverse communities from around the world. (Primary)

A real friend is one who takes the hand  
of his friend in times of distress and  
helplessness **AFGHAN PROVERB**

**Porter, Anna.** (2004). *In My Family*. MARKHAM, ONTARIO: SCHOLASTIC CANADA LTD.

This book examines different sizes of families from diverse ethnic backgrounds and is written at a grade one reading level. This book aids in incorporating various ethnic perspectives with respect to families. (Primary - student book)

## Student Support Resources (General)

### Literature Supporting Recognizing Diversity and Promoting Respect

**Chessan, Betsey & Berger, Samantha.** (1999). *Hello!* MARKHAM, ONTARIO: SCHOLASTIC BOOKS, INC.

This book contains vivid photos of children from nine different cultures within Canada, saying 'hello' in their own languages. (Primary)

**Coleman, Evelyn.** (1998). *To Be a Drum*. MORTON GROVE, ILLINOIS: ALBERT WHITMAN AND COMPANY.

Daddy Wes tells his children the history of how Africans were brought to America as slaves, and promises his children that as long as they can hear the rhythm of the "drum" made by earth, they will be free. This book celebrates the spirit and contributions of African people. (Primary/Junior)

**English, Karen.** (1999). *Nadia's Hands*. HONESDALE, PENNSYLVANIA: BOYDS MILLS PRESS INC.

Being the flower girl for her Aunt Laila's wedding, Nadia gets her hands decorated with complex designs using a Pakistani traditional dye, henna. At first, Nadia worries about what her classmates will think but then comes to a fuller and deeper understanding of her own heritage. (Primary/Junior)

**Kindersley, Barnabas and Kindersley, Anabel.** (1995). *Children Just Like Me: A Unique Celebration of Children Around the World*. BOLTON, ONTARIO: FENN PUBLISHING COMPANY LTD.

Through colourful photos and words from children around the world, readers learn about the dreams, beliefs, hopes, fears, and day-to-day events in their lives. (Primary/Junior)

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A log may remain ten years in the water,  
but it will never become a crocodile

AFRICAN PROVERB





**Kindersley, Barnabas & Kindersley, Anabel.** (1997). *Children Just Like Me: Celebrations!* BOLTON, ONTARIO: FENN PUBLISHING COMPANY LTD.

This book focuses mainly on international children's festivals from around the world. The children, in their own words describe the major religious and local celebrations from their countries. (Primary/Junior)

**Gavin, Jamila.** (1997). *Children Just Like Me: Our Favourite Stories.* BOLTON, ONTARIO: FENN PUBLISHING COMPANY LTD.

This resource retells folktales, myths, and religious stories from ten different countries. The stories presented focus on themes such as good versus evil, the importance of respecting nature, and highlights characteristics such as bravery and wisdom, and the danger of disobedience. (Junior)

**Hoffman, Mary.** (1991). *Amazing Grace.* NEW YORK, NEW YORK: DIAL BOOKS FOR YOUNG READERS.

This is a story of a young girl named Grace who is told by her fellow classmates that she cannot have the lead role in a school play because she is a girl and a visible minority. Grace overcomes the negative comments, auditions, and wins the part. (Primary)

**Hoffman, Mary.** (1995). *Boundless Grace.* NEW YORK, NEW YORK: DIAL BOOKS FOR YOUNG READERS.

Grace is on a personal journey when she goes back to Africa to visit her father and his new family. She learns an important lesson that families are what you make them to be, regardless of who is in your immediate family. (Primary)

**Millman, Isaac.** (2000). *Moses Goes To School.* NEW YORK: FRANCES FOSTER BOOKS.

It is Moses' first day of school and he attends a public school for hard of hearing students and students who are the deaf. The children communicate with each other by using the ASL (American Sign Language) System. This picture book includes illustrations in sign. (Primary)

**Munsch, Robert & Askar, Saoussan.** (1995). *From Far Away.* TORONTO: ANNICK PRESS.

An immigrant girl moves to Canada and retells her first frightening encounter with the Canadian celebration of Halloween. (Primary)

An army of sheep led by a lion would  
defeat an army of lions led by a sheep

ARABIAN PROVERB

**Nanji, Sheenaaz.** (2000). *Treasure for Lunch*. TORONTO: SECOND STORY PRESS.

While Shaira's mother is out of town, her grandmother is making her lunches. Shaira is worried that her friends will find the South Asian ethnic food to be strange and hides her leftovers on the playground. When her classmates find her hidden treasure, they want to try it too. (Primary)

**Oberman, Sheldon.** (1994). *The Always Prayer Shawl*. HONESDALE: PENNSYLVANIA: BOYDS MILLS PRESS, INC.

Adam reminisces about his lifetime focusing on constancy, and change of his identity as reflected through the use of a Jewish prayer shawl. (Junior)

**Spalding, Andrea.** (1999). *Me and Mr. Mah*. VICTORIA, BRITISH COLUMBIA: ORCA BOOK PUBLISHERS

Ian's parents have just gone through a separation and he finds an unlikely friend in his neighbour, Mr. Mah. Mr. Mah teaches Ian about Chinese culture, values, and traditions. They discover that they have a lot in common. (Junior)

**Tompert, Ann.** (1990). *Grandfather Tang's Story*. NEW YORK: CROWN PUBLICATIONS, INC.

Grandfather Tang tells a story about animals to his granddaughter, Little Soo, and uses tangram pieces to make a picture of each animal in the story. (Primary/Junior)

**Winter, Jeanette.** (2005). *The Librarian of Basra- A True Story from Iraq*. NEW YORK, NY: HARCOURT BRACE, INC.

Based on a true story, this is a testimony to the difference one individual's beliefs and courage can make. Alia Muhammad Baker, the proud librarian, manages to save all the books from the library from being destroyed amidst being in a war. (Primary/Junior)

**Yee, Paul & Lin, Grace.** (2002). *The Jade Necklace*. BROOKLYN, NEW YORK: CROCODILE BOOKS.

Having experienced personal hardships in her life, Yenyee moves from China to Canada as a servant, to help her family financially. This book takes the reader on a magical journey of forgiveness, love, and community. (Junior)

By the time the fool has learned the  
game, the players have dispersed  
ASHANTI PROVERB FROM GHANA



## Student Support Resources K-1:

### Literature Supporting Aboriginal Content Validation

**Shaw-MacKinnon, Margaret.** (1996). *Tiktala*. TORONTO: STODDART.

Tiktala goes on a journey in search of a deeper understanding of the old ways and to understand the spirits of the animals, to help her to become a soapstone carver. Tiktala transforms into a seal in the northern waters, gaining insight that assists her in her artwork. (Junior)

**Bouchard, David.** (2002). *The Song Within My Heart*. VANCOUVER: RAINCOAST BOOKS.

This beautiful book explains a young boy's experience attending his first Pow-wow. It is through the words and wisdom of his Nokum (grandmother) that he develops a deeper appreciation and understanding of his culture. (Primary/Junior)

**George, Craighead Jean.** (1999). *Snow Bear*. NEW YORK: HYPERION BOOKS FOR CHILDREN.

In the Arctic, a young girl, Bessie, and a small snow bear play together while their concerned brother, Vincent, and mother snow bear, Nanuq, watch to make sure everyone is safe. (Primary)

**George, Craighead Jean.** (2001). *Nutik, the Wolf Pup*. NEW YORK: HARPER COLLINS PUBLISHERS.

This story takes place in an Arctic village. A young boy named Amaroq falls in love with a small wolf pup, Nutik, even though his sister tells him they cannot keep him. (Primary)

**Kusugak, Arvaarluk Michael.** (1992). *Hide and Sneak*. NORTH YORK: ANNICK PRESS LTD.

A young girl named Allashua likes to play hide and seek. Allashua's parents warn her to be careful when playing to stay away from an Ijiraq (a mythological character). When she encounters the Ijiraq, she tricks him and uses the inuksugaq to help guide her home. (Junior)

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Experience is the comb that nature  
gives us when we are bald

BELGIAN PROVERB

**Kusugak, Arvaarluk Michael.** (1993). *Northern Lights The Soccer Trails*.

TORONTO: ANNICK PRESS LTD.

Kataujaq has fond memories of her mom whom she lost at a young age. Kataujaq's grandmother comforts her one lonely night by telling her that her mom is watching her as a star, in the northern lights. (Primary/Junior)

**Kusugak, Arvaarluk Michael.** (1996). *Arctic 1, 2, 3*. TORONTO: ANNICK PRESS LTD.

This number book counts animals that live in the Arctic region. In the beginning of the book, the author describes how he lived in Repulse Bay and relied heavily on the arctic animals for basic survival. (Primary)

**Waboose, Bourdeau Jan.** (1999). *Firedancers*. TORONTO: STODDART KIDS.

A young girl and her grandmother travel to Smooth Rock Island. While on the island, they dance and witness a connection to their past and present as their ancestors appear in the sky. (Junior)

**Waboose, Bourdeau Jan.** (1997). *Morning on the Lake*. TORONTO: KIDS CAN

PRESS.

A young boy and his grandfather spend the day together, being outside with nature. The grandfather teaches the youngster about the importance of appreciating, valuing, and respecting nature and animals. (Junior)

### Student Basic and Support Resources 2-3:

*Around the World Series.* (2002). NEW YORK: HEINEMANN.

*Around the World: Schools*

*Around the World: Homes*

*Around the World: Games*

*Around the World: Food*

*Around the World: Sports*

*Around the World: Transport*

This series is highly engaging, interesting, and informative. The reading level and language is appropriate for young readers and listeners. Children from countries around

Better to light a candle than curse  
the darkness

CHINESE PROVERB







# ACTIVE

the world are showcased in beautiful photographs while engaged in everyday activities. Through these books children will notice both similarities and differences between their own lives and the lives of other children. The reader is invited to inquire into the lives of children who live around the world. Each book includes a glossary of terms that may be unfamiliar to young readers.

**Bash, Barbara.** (1994). *Tree of life: The world of the African baobab tree*. SAN FRANCISCO: SIERRA CLUB BOOKS FOR CHILDREN.

**Bash, Barbara.** (2002). *In the heart of the village: The world of the Indian banyan tree*. SAN FRANCISCO: SIERRA CLUB BOOKS FOR CHILDREN.

Each of these books is a valuable resource to explain the importance of these trees in their respective communities. The trees are greatly valued for many reasons, and are integral parts of the culture and folklore. Through these books, readers get a “glimpse into the interconnectedness of life in a rural culture.”

(Quotation from website: [www.sierraclub.com](http://www.sierraclub.com))

**Beckwith, Kathy.** (2005). *Playing War*. GARDINER, MAINE: TILBURY HOUSE.

“Playing War is a timely tool for educating children in building empathy for others and promoting respectful and peaceful environments. Educating children is an important step in changing our world. As author Harold Kushner said: “The small choices and decisions we make a hundred times a day add up to determining the kind of world we live in.” Young readers of Playing War will discover the power each of us has to make a difference through acts of understanding and friendship.”

(Quotation from website:

[http://www.tilburyhouse.com/Children%27s%20Frames/child\\_playing\\_war.html](http://www.tilburyhouse.com/Children%27s%20Frames/child_playing_war.html))

**Das, Prodeepta.** (1999). *Geeta's Day: From dawn to dusk in an Indian village*. LONDON: FRANCES LINCOLN.

This book follows Geeta, a young girl, through a typical day in her life in a village in India. Geeta is a real child and young readers gain insight into her culture through the colorful photographs and descriptions of her family's daily life. Indian words are defined on each page. This is an excellent, personalized introduction to Indian culture. Children can easily grasp similarities and differences between their lives and Geeta's. This book is also a useful starting point for conversations about “quality of life.”

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Every peasant is proud of the pond in his  
village because from it he measures the sea

RUSSIAN PROVERB



**Das, Prodepta.** (1996). *I is for India*. LONDON: FRANCES LINCOLN.

This “alphabet- style” book is illustrated with colourful photographs of India today. Each letter is associated with an element of Indian culture, i.e. “B is for Bullock cart”, followed by a paragraph description. This book offers a fascinating cultural and geographical “tour” of India and provides a rich starting point for inquiry into wide-ranging topics. The reading level is appropriate for grade 3.

**Doherty, Gillian & Claybourne, Anna.** (2005). *Peoples of the World, Internet-Linked*. LONDON: USBORNE PUBLISHERS.

This book sensitively explores the peoples of our world. Information is presented from multiple perspectives and care is taken to point out the impact of geographical and environmental effects on culture. This is a visual feast with large colorful photographs and maps on every page. The book is very readable and easily captures the attention of the reader. Text is chunked into digestible sections that encourage both browsing and intensive reading. Throughout the book, Internet links direct the reader to sites that offer additional information and interactive experiences (i.e. a virtual tour of an east African village). The links are maintained though the Usborne company and will remain intact.

Also available in French and Spanish.

**Gilmore, Rachna.** (2002). *Roses for Gita*. GARDINER, MAINE: TILBURY HOUSE.

**Gilmore, Rachna.** (2000). *Lights for Gita*. GARDINER, MAINE: TILBURY HOUSE.

**Gilmore, Rachna.** (1998). *A Gift for Gita*. GARDINER, MAINE: TILBURY HOUSE.

These books centre on the experiences of Gita, a young girl who emigrated from India to the U.S. The reader respectfully explores how Gita experiences differences and similarities between cultures. Indian traditions, such as the festival of Divali, are introduced. These three books are excellent choices to support the global citizenship strand of the revised social studies curriculum in grade 3.

**Jackson, Ellen.** (2003). *It's Back to School We Go: First day stories from around the world*. MINNEAPOLIS: MILLBROOK PRESS.

This is a delightful introduction to the school year, and to the grade 3 social studies curriculum in particular. The book allows students to make connections between themselves and children from many other countries (including India, Peru, and Kenya) in the context of a shared experience: going back to school. Through the sharing of this book, students can write their own personal “back to school” stories. They can make

If youth but had the knowledge and  
old age the strength

FRENCH PROVERB





comparisons between their stories and the experiences of the children in the book. They can begin an inquiry into quality of life, starting with their own experiences and then examining different types of schooling in various countries. Each section of the book starts with a fictional, firsthand account from a child, and is followed by a page of facts about schooling in that country.

Students will be asked to think geographically as they consider where the children in the book live in relation to themselves.

This selection can also be a jumping off point for historical thinking in grade 3. Students could collect first day stories from parents and grandparents to share with the class and make comparisons.

**Kalman, Bobbie.** (2001). *Series: The Lands, Peoples, and Cultures (Series)*. ST. CATHERINES, ON: CRABTREE PUBLISHING CO.

**India: the people**

**India: the land**

**India: the culture**

This series offers rich information for grade 3 students engaged in inquiry about India. The books are very detailed, beautifully illustrated with photographs of India today, and are at an appropriate reading level. The books are highly engaging and the text is chunked and organized with headings to assist young researchers. These books will help students to build knowledge necessary to explore topics related to quality of life, which are also addressed in the books.

**Knight, Margy Burns.** (2001). *Africa is not a country*. MINNEAPOLIS: MILLBROOK PRESS. Review by Daniel M. Mungai, Queens Borough Public Library, New York City.

“This book dispels the misconception that Africa is a country. The authors narrate the experiences of children at play, school, and home, and use realistic illustrations to explore the cultural, environmental, ethnic, and social diversity of all 53 countries that make up the African continent. They instruct the reader about each African country, revealing its unique characteristics among the family of African nations. For example on Rwanda, kids are shown making pictures of war, while on Kenya, which is famous for producing long-distance runners, the authors show two children running to school, dreaming of one day becoming professional runners. The vast and varied African continent is shown using maps and the different people who inhabit the different environments. From vast deserts with camels in the North, to lush agricultural lands in

A Jade is useless before it is processed;  
a man is good for nothing until he is educated

CHINESE PROVERB

Central and Southern Africa, the authors introduce Africa to young children in this colorful and easily readable book, and explain that Africa is so large, diverse and complex, it should not be thought of as a single nation. Africa has so much to offer: soccer, agricultural products, different religions, faiths, fossils, and the diversity is not only of land and culture, but of people too. At the end of the book is an alphabetical capsule of all 53 countries, featuring capital city, population, Independence Day, currency, a pronunciation guide, national flags, and unique facts about the country. “

(<http://www.amazon.com/exec/obidos/tg/detail/-/0761316477/102-4267821-0164903?v=glance>)

**Knight, Margy Burns & O'Brien, Anne Sibley.** (1997). *Talking Walls: The Stories Continue*. GARDINER, MAINE: TILBURY HOUSE.

(Teachers' Guides with CD-ROMs also available).

“These award winning books introduce young readers to different cultures and different issues around the world by telling the stories of walls and how they can hold a community together or separate it. Featured walls include the Great Wall of China, the murals of Diego Rivera, Nelson Mandela's prison walls, a Holocaust memorial in Poland, Ndebele wall designs in South Africa, Hadrian's Wall in England, and the Peace Lines in Belfast, Northern Ireland. These books will spark the curiosity of young readers as they learn about their world and its amazing diversity.”

(From website: <http://www.tilburyhouse.com>)

**Krishnaswami, Uma.** (2003). *Monsoon*. NEW YORK: FARRAR STRAUS GIROUX.

This picture book follows a young girl in the weeks preceding the onset of the monsoon in India. Children are introduced to the perspective of the young girl as she awaits relief from the intense heat. The book includes a glossary of Indian words and a page describing the effects of real monsoons, both positive and negative.

**Onyefulu, Ifeoma.** (1995). *A is for Africa*. TORONTO: LESTER PUBLISHING.

This is an “alphabet- style” book illustrated with colorful photographs of modern Africa. Each letter is associated with an element of Indian culture, i.e. “E is for the Embrace we give our loved ones. Africans are very warm people and this is how they welcome relatives and friends. Dancers embrace at the end of a performance to show their happiness and give each other support.” This book offers a fascinating cultural and geographical “tour” of Africa and provides a rich starting point for inquiry into wide-ranging topics. The reading level is appropriate for grade 3.

**Schimmel, Schim.** (2001). *The Family of Earth*. MINNETONKA, MINNESOTA: NORTHWORD PRESS.

Words have no wings but they can  
fly many thousands of miles

KOREAN PROVERB



This book beautifully links social studies with environmental science. It is a delightful introduction to the concept of multiple perspectives. Each creature in the book sees the earth in a different and unique way. However, all share the resources that the earth offers to us: air, water, minerals and plants. Together we make the family of earth and are part of a vital, interdependent relationship.

Young children sometimes have difficulty grasping the idea of multiple perspectives. This book describes such ideas in metaphors that even very young children can understand. (i.e. "Leopards do not swim with dolphins. They have never seen a penguin.") The message of the book is summed up as, "The world may look different to each of us, but we all share the same earth."

This book is beautifully engaging to children and adults alike with its beautiful illustrations and its simple but vital message.

**Schreck, Karen Halvorsen.** (2001). *Lucy's Family Tree*. GARDINER, MAINE: TILBURY HOUSE.

"Identity issues can be particularly troubling for adoptive children and this often makes the family tree assignment many teachers are fond of, truly problematic. Lucy's Family Tree tells the story of how one girl completes her class assignment and in the process discovers that few families conform to the "traditional family" definition she has envisioned. Teachers will appreciate learning new approaches to designing family trees that are more inclusive of family diversity. Lucy's family tree will help inspire classroom conversations about adoptive families, non-traditional families, conflict resolution skills within families, identity concerns, and traditional Mexican handicrafts."

(From website: <http://www.tilburyhouse.com>)

**Shea, Pegi Deitz & Morin, Leane.** (2003). *The Carpet Boy's Gift*. GARDINER, MAINE: TILBURY HOUSE.

"This fictional story honors the legacy of Iqbal Masih, a real boy who has escaped from a factory. Protected and educated, he worked to liberate child workers like Nadeem by the thousands. His work won him the Reebok Youth in Action Award and special recognition by the International Labor Conference. When he returned to Pakistan after his trip, he was fatally shot while riding his bicycle. He was only twelve, but he had already made a difference in children's lives all over the world. Resources at the end of the story lead to more information about child labor issues and encourage children to support companies that work to make the world a better place for all."

(From website

[http://www.tilburyhouse.com/Children%27s%20Frames/child\\_carpet\\_fr.htm](http://www.tilburyhouse.com/Children%27s%20Frames/child_carpet_fr.htm))

Every beetle is a gazelle in the eyes of  
its mother

MOORISH PROVERB

**Sheth, Kashmira.** (2004). *Blue Jasmine*. NEW YORK: HYPERION BOOKS FOR CHILDREN.

This novel would be an excellent choice for a read-aloud for grade 3. It is intended for readers aged 9-12. This book introduces children to the perspective of a young immigrant girl who moved from India to Iowa City. As the story unfolds, we see her struggle with language, cultural differences, food, climate, and family. We also learn about Indian culture from her, and from her family who live in both the U.S. and in India. The book includes a glossary of terms and expressions and won the Paul Zindel First Novel Award.

**Smith, David. J.** (2002). *If The World Were a Village*. TORONTO: KIDS CAN PRESS.

This book presents many complex issues/topics to children using a simple ratio. The population of the Earth is represented by 100 people who live in a single village. It explores race, food, religion etc.

Links are made from social studies to mathematics. Giving children tools such as the metaphor in this book allows them to begin to develop quantitative literacy, which is essential for understanding large numbers and by extension, for understanding the severity and complexity of problems faced by many people in our global village.

This selection is appropriate for young children and adults alike.

### Series:

**Addison Wesley.** (1990). TORONTO: PEARSON EDUCATION CANADA INC.

*Series: Hand in Hand: Multicultural Experiences for Young Children*

*All Together*

*C is for Community*

*Celebrations*

*Food is for Sharing*

*Fun With Clothes*

*One Nose, Two Hands*

*Many Ways to Travel*

*Rainy Day Friends*

*Wiggle like a Puppy*

This series of books aids in shaping children's development of positive attitudes, skills, and knowledge of racial, cultural, and linguistic diversity, thus building a deeper

Do not look where you fell, but where  
you slipped

CHINESE PROVERB



appreciation and understanding for their identity and self-esteem. The texts of these books are written in English, French, Spanish, and Chinese. (Primary)

**Series: *Discovery Flaps*.** (1995). LONDON: OXFAM. CHILD'S PLAY (INTERNATIONAL) LTD.

***Come and eat with us!***

***Come home with us!***

***Come and play with us!***

***Come and ride with us!***

Using this series, children at an early age will acquire a sense of community with people throughout the world. These books will help children to see the connections between their own lives and those of children all over the world focusing on food, shelter, recreation, and transportation. (Primary)

**Series: *Go Facts*.** (2005). MARKHAM, ONTARIO: SCHOLASTIC CANADA LTD.

***My Family Tree (Set 2)***

***Families Help Each Other (Set 2)***

***My School (Set 3)***

***School Rules (Set 3)***

***Our School Week (Set 3)***

***Friends (Set 3)***

***People Who Help Us (Set 4)***

***Doctor and Dentist (Set 4)***

The Set 2 - Family series of books focuses on how families co-operate, looks at creating a family tree, and investigates how families change (e.g. births, etc.) The Set 3 -School series focuses on the school as a community - looking at rules, routines, respect, safety, and friends. The Set 4 - Community series focuses on who contributes to making a community (e.g. teachers, doctors, etc.). All the text in these series is written at a grade one reading level. (Primary)

**Title of Series: *Go Facts*.** (2005). MARKHAM: ONTARIO: SCHOLASTIC CANADA LTD.

***Myself (Set 1)***

***My Face (Set 1)***

Using this series, readers can examine and reflect on their own interests, talents, and characteristics, as well as those of others. The text is at a kindergarten/grade one reading level.

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Don't approach a goat from the front, a  
horse from the back, or a fool from any side  
JEWISH PROVERB

**Family Album.** (2001). BIRMINGHAM TIDE ~DEC (book and 32 photographic cards).

This useful teacher resource includes a handbook and 32 colourful photos exploring different types of families from diverse backgrounds. The practical handbook provides classroom activities that can be easily implemented in any school setting. The photos and handbook examine issues such as roles and relationships within the family, stereotypes and family structures.

**Unicef.** (2002). *A Life Like Mine: How children live around the world.*

NEW YORK: DORLING KINDERSLEY LIMITED.

This vibrant book contains photographs of children from around the world (including India, Tunisia and Peru). It goes through the basic rights children have under categories such as: survival (every child should have water, food, shelter, healthy life); development (every child has the right to an education, right to play); protection (every child needs love and care, no child should fight in a war, no child should be held back by a disability); and participation (every child has the right to an identity, every child has the right to free expression, every child deserves to be happy) and how they relate to communities and children from different parts of the globe. (Junior - Grade 3)

**Video: World Vision** (2001). *Communities around the world, around the corner.* META MEDIA.

This video examines the definition of communities and looks locally and globally. Globally this resource focuses on Niriamu in Tanzania, Jaime in Nicaragua, and Rehka in India. (Primary - Grade 1 to 3)

## Cultural Profiles on India, Peru and Ukraine (Grade 3)

### Websites:

<http://cp.settlement.org/english/index.html>

This website is useful because it outlines contributions immigrants from India, Peru and Ukraine have made to current Canadian Society. It also is helpful since it provides valuable information such as: holidays, spirituality, a look at the past, sport, recreation, food, family life, communication, etc.

### CIA World fact book

<http://www.odci.gov/cia/publications/factbook/index.html>

This website provides information such as geography, people, and government on countries from around the world (including India, Ukraine, Peru and Tunisia).

Listen or your tongue will keep  
you deaf

NATIVE AMERICAN PROVERB





# DIVERSE

## Kits:

**Cultural Inclusion: Supporting Children to Value Diversity and Challenge Racial Prejudice. A Diversity Knowledge Publication from Diversity in Childcare Queensland.**

Inc. <http://www.diversity.net.au/knowledge>

45 min Documentary and Training Materials

Directed at child care providers and children in care.

**Change the World in 8 Steps.** A set of posters and activities for 7-14 year olds investigating the UN Millennium Development Goals. Published by OXFAM GB 2005.

This resource kit contains a set of 9 posters with teaching activities. The posters are photographs of children and women from 8 different countries engaged in daily activities.

The first poster outlines the Millennium Development Goals:

1. Reduce poverty
2. Educate every child
3. Equal chances for girls and women
4. Reduce the number of babies and children who die
5. Ensure safe and healthy motherhood
6. Fight infectious diseases
7. Clean up the environment
8. Share responsibility for making the world a better place

The remaining 8 posters examine each goal in detail and suggest activities that can be adapted for different student age groups. The suggested activities are well constructed and range from discussions to hands-on projects. Students who participate in these activities will gain an understanding of the many challenges faced by people in many parts of the world.

**Families Pack: Stories, activities and photographs for approaching citizenship through the theme of families.** Produced by SAVE THE CHILDREN. (1999).

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

The resource kit includes a number of posters, story booklets and a teacher's guide. The guide is based on the first person accounts of 4 children from: UK, Philippines, Bosnia-Herzegovina, and Burkina Faso (West Africa). The activities are divided into Stage 1 and

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If you see no reason for giving  
thanks, the fault lies within yourself  
NATIVE AMERICAN PROVERB (MINQUASS)



Stage 2, each with preparatory, photograph-based, and story-based activities. The themes explored are:

- fairness
- justice
- children's rights and responsibilities
- approaches to citizenship
- similarities and differences
- issues common to children

Children are encouraged to relate what they hear, see, and read to their own individual experiences.

From the introduction: "Encouraging and enabling young people to develop their own self-esteem is the foundation on which they will build their curiosity and concern about the lives of others. The UN Convention on the rights of the Child offers a universal framework for children to explore difference and similarities, and to discover the importance of valuing and feeling a connection with all children, whatever their differing circumstances."

"In an ideal world, children would not be exposed to tragedy, sorrow, hardship and distress - of any kind. In reality, children see pictures on television and in newspapers of the harsher sides of life; some of them will experience them firsthand to varying degrees. Each of the four young people who offer us their stories here privilege us with a glimpse of what gives them joy and purpose in their world. Their resilience is profoundly moving and their love of life shines through. This enables us to reflect on our own reality, to search for who we are and look for meaning in our lives."

"Every story encompasses a range of values, with certain aspects highlighted in each of them. Essentially the emphasis is on the universality of human feelings, experiences, values, beliefs and attitudes, while creating an understanding of different cultural, economic and physical environments."

***Your World, My World. A Wake Up, World!*** photo-pack for Citizenship, PSE and PSD.

Published by OXFAM GB, (2001).

This kit contains 24 large color photograph cards and a teaching guide. The guide details classroom activities and discussions organized around 4 main themes: Myself, Family and Friends, Caring and Sharing, and Hopes and Dreams.

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Happiness is a butterfly, which when pursued, is always just beyond your grasp, but which, if you will sit down quietly, may alight upon you **JAPANESE PROVERB**



Students have many opportunities to compare similarities and differences among themselves and the children depicted on the cards. The photographs invite inquiry and active engagement with students.

From Introduction: "All activities encourage children to think of themselves as active citizens, to participate in class and contribute to the life of their school, and to play an active role in their own learning. In addition, through learning about children's lives in other parts of the world, they will begin to think of themselves as global citizens."

### Teacher Resources:

**Bullard, Sara.** (1997). *Teaching Tolerance: Raising Open-Minded, Empathetic Children.* SHERIDAN, OREGON: MAIN STREET BOOKS.

"Tolerance begins at home, asserts Bullard, director of the Teaching Tolerance project sponsored by the Southern Poverty Law Center and editor of its magazine for educators. We are all born with the capacity for tolerance and intolerance, Bullard maintains, and many of our natural traits such as drawing quick conclusions, ranking people and things, conforming, preferring the familiar can lead to intolerance. By far the most important indicator of intolerance is how a child is treated within a family. The child who is denied love, or raised in an atmosphere that is harsh or threatening, will become frustrated and angry; low self-esteem and a propensity for prejudice are then more likely to follow. Firm, calm, consistent parenting, Bullard writes, allows children to develop the curiosity, creativity and appreciation for the mysteries of life that are characteristics of the tolerant individual. Bullard enlivens her work with quotes and anecdotes from such figures as Maya Angelou and Martin Luther King Jr., and she concludes each chapter with questions and suggestions for journal writing to help parents further explore their own attitudes. Also included is an extensive list of books, toys, games and music that explore ethnicity and promote tolerance. More thought-provoking than prescriptive, Bullard's reasoned and persuasive essay offers convincing inspiration for parents to serve as open-minded models for their children. "

(From Publishers Weekly, Copyright Sept. 1996 Reed Business Information, Inc.)

**Clough, Nick & Holden, Cathie.** (2002). *Education for Citizenship: A Practical Guide For Teachers of Pupils Aged 7-14.* LONDON, BRITAIN: ROUTLEDGE FALMER.

This invaluable teacher resource addresses citizenship education in an accessible and practical handbook. It contains sample lessons and current theoretical research that

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It is not a fish until it is on the bank  
IRISH PROVERB

supports its postulates. Educating for Citizenship focuses on students' self, school, town (past, present, and future), and world as communities which aid in shaping their identity.

**Diamond, Louise & Slade, Elizabeth.** (2005). *How to Raise a Peaceful Child in a Violent World*. BRISTOL, VT: THE PEACE COMPANY.

This book "is filled with practical advice and 40 easy-to-do, fun activities." The material is "geared toward helping parents and teachers teach The Four Principles of Peace in a subtle, yet powerful, way."

(From website: [www.thepeacecompany.com](http://www.thepeacecompany.com))

**Fine, Esther.** (1995). *Children as Peacemakers*. LONDON: HEINEMANN.

This book, written by teachers, explains in detail a successful program called "Peacemakers." This program was used to teach children conflict resolution, cooperation, and problem-solving skills. Because the children themselves modeled and taught the skills to their peers, there was a high level of involvement and success. This program is easily adapted to all school environments. The authors have also integrated this into their literacy program and students have included their written work samples in the book. *Peacemakers* is simple, logical, and student-oriented which allows it to support the "Social Participation as a Democratic Process" strand of the K-3 social studies curriculum in Alberta.

**Indian and Northern Affairs Canada.** (2003). *Through Mala's Eyes Life in an Inuit Community: A Learning Resource*. OTTAWA, ONTARIO: MINISTER OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT.

In this teaching resource, Mala, a 12 year old boy, guides students into his perspective and life, living in an Inuit community. This easy to use book provides educators with practical lessons, activity sheets, and valuable information about Inuit communities (within Canada and around the world).

**Kamau, Oliver.** (2005). *Race and Respect: An Anti-Racism Resource for Secondary Teachers*. EDMONTON, ALBERTA: NORTHERN ALBERTA ALLIANCE ON RACE RELATIONS.

This resource provides powerful, practical hands-on secondary level lessons which focus directly on the Alberta curriculum (e.g. Alberta Career and Life Management (CALM),

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A fly does not mind dying in  
coconut cream  
SWAHILI PROVERB



Social Studies and Language Arts descriptors). The easy to use lessons focus on five main themes: Human Rights, Culture and Identity, Stereotypes and Prejudice, Racial Discrimination, and Racism in School. Using this resource, students will have elevated levels of respect, acceptance, patience, and trust. *Race and Respect* can be easily adapted to primary classes.

**NEA (National Environment Agency). (2002). *Educating for Sustainability*.**

BIRMINGHAM: THE GAMBIA AND THE DEVELOPMENT EDUCATION CENTRE.

This publication was developed with the expertise of many educators and international environmental agencies. It is particularly appropriate for grade 3 because concepts from the social studies curriculum can be integrated with the science unit of animal life cycles.

Introduction, page 1: "Education for Sustainability, which is the new focus for Environmental Education in The Gambia, is not about adding more content to an already overloaded curriculum and timetable. It is another dimension to education, a teaching and learning approach. It is aimed at changing attitudes, beliefs and actions. It gives pupils the opportunity to explore their personal reactions to sustainable development issues, and to nurture individual attitudes and values. It is about assisting young people to understand environmental and development issues affecting them, and to value the role they can play in decision-making for sustainable development."

The book is divided into 4 themes: Climate Change, Natural Resources, Tourism, and Waste Management. Each theme has teaching activities and student work samples. This is an excellent introduction to complex issues and provides rich opportunities for genuine student engagement in the inquiry process.

### Teacher Resources Supporting Recognizing Diversity and Promoting Respect

**McCarthy, Tara. (1994). *Multicultural Myths and Legends: Stories and Activities to Promote Cultural Awareness*.** TORONTO: SCHOLASTIC PROFESSIONAL BOOKS.

This teacher resource tells 17 different myths and legends from around the world (e.g. Greece, Mongolia, Persia, China, and Ireland). All myths and legends are accompanied with follow-up activities and curricular links, for teacher use.

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Only when you have eaten a lemon do  
you appreciate what sugar is  
UKRAINIAN PROVERB

## Teacher Resources Supporting Aboriginal Content Validation

**Indian and Northern Affairs Canada.** (2000). *The Learning Circle: Classroom Activities on First Nations in Canada*. OTTAWA, ONTARIO: MINISTER OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT. (Ages 4 to 7).

This resource is divided into units that focus on storytelling, the seasons, sharing, colours, games, and National Aboriginal Day. It provides practical hands-on activities, which educators can implement in their classrooms.

**Indian and Northern Affairs Canada.** (2000). *The Learning Circle: Classroom Activities on First Nations in Canada*. OTTAWA, ONTARIO: MINISTER OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT (Ages 8 to 11).

This resource is divided into units that focus on:

- transportation and travel,
- traditional dwellings,
- water: its many uses,
- First Nations communities: reserves,
- the family, First Nations and the environment,
- elders
- the imaginary Indian First Nations heroes.

It provides practical hands-on activities, that educators can implement in their classrooms.

**Indian and Northern Affairs Canada.** (2000). *The Learning Circle: Classroom Activities on First Nations in Canada*. OTTAWA, ONTARIO: MINISTER OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT (Ages 12 to 14).

This resource is divided into units that focus on:

- urban First Nations people,
- what's in a name,
- First Nations organizations,
- hunting and trapping,
- residential schools,
- literary images of First Nations,
- Indian treaties,
- First Nations self-government.

It provides practical hands-on activities, which educators can implement into their classrooms.

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The rattan basket criticizes the palm leaf  
basket still both are full of holes

PHILLIPINE PROVERB



**DIVERSE**



**INCLUSION SOCIALE**



**Albums disponibles à la Librairie le Carrefour, à Edmonton:**

#Code	Titre
050042121	<i>Le pays sans musique.</i>
000085812	<i>L'enfant qui rêvait de s'envoler.</i>
050057192	<i>Découvre le Nunavik.</i>
050040659	<i>Raconte-moi la mer.</i>
050030537	<i>Je veux un ami.</i>
	<i>La petite encyclopédie Calligram: (Série Les civilisations et Les pays.)</i>
050019375	<i>Ploc Ploc Tam Tam.</i>
050050847	<i>Loup blanc et le nordet.</i>
05005086X	<i>Amisk, le petit amérindien.</i>
050050853	<i>Le petit pêcheur et la tortue.</i>
970062232	<i>Mon voyage en Chine.</i>
050053662	<i>Les enfants de la rivière.</i>
02000884X	<i>Le lion de Komo.</i>
040069135	<i>La naissance du goéland.</i>
050017353	<i>Les fruits du soleil.</i>
050019872	<i>Talisman d'Aaju.</i>
050042718	<i>Tomasito et saladelle.</i>
050019659	<i>Ouanji.</i>
050020036	<i>L'amie.</i>
030001394	<i>Le secret de Sinbad.</i>
050038941	<i>Le marchand et le perroquet.</i>
050053656	<i>Hiroshima.</i>

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Tous les fermier sont fiers de leur étang  
parce que par lui ils mesurent la mer

MAXIME RUSSE



\_\_\_\_\_. (1995). *Définition de l'éducation interculturelle : recueil d'activités pédagogiques*. CEQ/ CEICI- CENTRE D'ÉDUCATION INTERCULTURELLE ET DE COMPRÉHENSION INTERNATIONALE.

### Notes:

Les entrées bibliographiques qui n'ont pas d'annotations sont incluses à titre d'amorce pour le futur travail de recherche. Ces documents ont été identifiés comme matériel à considérer pour les études sociales M-3e, mais n'ont pas été évalués aux termes de ce contrat.

Les ressources marquées d'un astérisque (\*) sont fortement recommandées pour la M-3e, mais n'ont pas été évalués aux termes de ce contrat. Quelques maisons d'édition de langue française à contacter pour obtenir des échantillons:

Les Éditions de l'Isatis - Collection « Tourne-Pierre »

Tundra Books/Livres Toundra Inc.

Les Éditions du Soleil de minuit

Hatier - Collection « Ribambelle »

Les Éditions Héritage

Les Éditions les 400 coups

Portes du Monde

Les Éditions Rue du Monde

Les Éditions Pierre Tisseyre

Mieux vaut allumer une chandelle  
que maudire la noirceur

MAXIME CHINOISE





## Suggestions d'autres matériaux de divers média:

\_\_\_\_\_. (2003). *Dodo la planète do: Dream songs night songs 1 et 2*. Livre / disque bilingue. QC: LA MONTAGNE SECRÈTE.

*Le jeu d'histoires à inventer ("The World Shufflebook")*. (1991). NEW YORK: OPTIMUM DIRECT. ISBN 1559 131 640.

**Major, H.** *Le tour du monde en chansons*. (2003). QC: FIDES.

**Steve McCurry.** *Postcards*. PUBLICATION: PHAIDON.

Collection de 50 cartes postales. Portraits de gens d'une grande variété d'âges, d'origines culturelles et de conditions sociales.

## Documents à l'intention des enseignants et enseignantes

**Bailey, C.** (1994). *La classe interculturelle : guide d'activités et de sensibilisation*. Consultante à l'édition française M. Stolarik. MONTRÉAL: LES ÉDITIONS DE LA CHENELIÈRE.

**Canada.** (2002). *Si bien chez nous : guide d'activités sur le thème de l'appartenance*. CITOYENNETÉ ET IMMIGRATION CANADA.

**Ère Éducation.** (1999). *Traits d'union: Trousse éducative sur les relations interculturelles*. QUÉBEC: ÈRE ÉDUCATION.

**Gaudet, E., L. Lafortune & C. Potvin.** (1997). *Pour une pédagogie interculturelle: des stratégies d'enseignement*. SAINT-LAURENT, QC: RENOUVEAU PÉDAGOGIQUE.

**Lafortune, L. & E. Gaudet.** (2001). *Une pédagogie interculturelle: pour une éducation à la citoyenneté*. SAINT-LAURENT, QC: RENOUVEAU PÉDAGOGIQUE.

**Sturgeon, D. & A. Raunet.** (1995). *Recueil d'activités culturelles - L'immersion et l'interculturalisme: Ouverture à la francophonie et aux autres cultures*. NEPEAN, ON: ASSOCIATION CANADIENNE DES PROFESSEURS D'IMMERSION (ACPI).

L'expérience est le peigne que nous donne  
la Nature quand nous sommes chauves

MAXIME BELGE



**Travaux public et services gouvernementaux Canada.** (1998). *Claire et son grand-père*. Contributions et inventions de premières Nations et des Inuits. [HTTP://WWW.AINC-INAC.GC.CA/KS/CGF/FOR\\_TEACHERS\\_E.HTML](http://www.ainc-inac.gc.ca/ks/cgf/for_teachers_e.html). Trad. fr. de « First Nations and Inuit contributions and inventions colouring book ». Publié en collaboration avec l'autorisation du ministre des Affaires indiennes et du Nord canadien, ce livre à colorier permet aux enfants de comprendre comment la société bénéficie aujourd'hui des inventions des civilisations passées.

**Uegaki, C.** (2003). *Le kimono de Suki*. MARKHAM, ON: SCHOLASTIC.

1ère année.

Suki porte son kimono à l'école le jour de la rentrée scolaire. Malgré les moqueries des enfants, Suki réussit à susciter l'intérêt et l'acceptation de ses camarades. Concepts-clés: L'appartenance à un groupe culturel; la famille; la collaboration.

**UNICEF.** (2001). *On vous écrit de la terre: 100 enfants du monde s'adressent à vous*.

Voisins-le-Bretonneux, FR: Rue du monde.

## Collections:

**Guérette, M.** (1999). *Autour du monde*. SAINTE-FOY : SEPTEMBRE.

- *Les découvertes de Papille au Pérou*
- *Les découvertes de Papille en Nouvelle-Zélande*
- *Les découvertes de Papille en Grèce*
- *Les découvertes de Papille en Égypte*
- *Les découvertes de Papille en Chine*

\_\_\_\_\_. (1999). *Saveurs du monde*. MONTRÉAL : ÉCOLE ACTIVE.

<http://www.saveursdumonde.net/index.htm>

- *Shui, A. Chine.*
- *Serra, M. Brésil.*
- *Pirotta, S. Italie.*
- *Kairi, W. Kenya.*

Quand l'idiot a appris les règles du jeu,  
les joueurs sont partis

MAXIME ASHANTI DU GHANA



Cet album décrit les expériences et les impressions d'Adami, un jeune garçon inuk qui vient de déménager au sud du Québec. Il se fait une nouvelle amie, et adopte un petit chaton, ce qui l'aide à s'adapter à son nouvel environnement. Thèmes: l'appartenance, les changements que peut vivre une famille et la culture Inuite en contexte Canadien. De plus, les illustrations contiennent plusieurs éléments de discussions, ou des amorces pour des recherches plus approfondies, tels un avion « FirstAir », un jouet Inuit « upik », un billet d'avion Kuujuaq-Montréal, etc.

**Serres, A., et al.** (1999). *Le grand livre contre le racisme*. PARIS, FRANCE: RUE DU MONDE.

Ce livre étudie le racisme autrefois et de nos jours. Il met l'accent sur la nécessité d'être conscient du racisme avant d'y mettre fin. Un regard approfondi sur le racisme.

**Serres, A. & Zaiü.** (2001). *Le premier livre de toutes les couleurs*. PARIS, FRANCE: RUE DU MONDE.

Ce livre discute les différences entre les races et les raisons pour lesquelles elles devraient être célébrées. Il parle des inégalités par le passé et de la nécessité aujourd'hui d'apprendre de ces erreurs.

**Serres, A. & PEF.** (1999). *Le premier livre de mes droits d'enfant*. PARIS, FRANCE: RUE DU MONDE.

Ce livre jette un œil critique sur la « Convention internationale des droits de l'enfant ». Un livre attrayant et accessible aux enfants.

**Smith, D.** (2002). *Si la terre était un village: un livre sur les peuples du monde*. SAINT-LAMBERT, QC: HÉRITAGE JEUNESSE.

« Trace le portrait de l'humanité et explique simplement ce que nous sommes, où nous vivons, et à quelle vitesse nous grandissons. » (extrait de la couverture du dos)

**Tison, A. & Taylor, T.** (1976) *L'école de Barbapapa*. PARIS, FRANCE: L'ÉCOLE DES LOISIRS.

Ce livre discute des talents et des goûts individuels de chaque enfant quand la famille Barbapapa va à l'école. Les élèves ne se comportent pas bien parce qu'ils s'ennuient. La famille se transforme en toute sorte d'objets les intéresser.

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Une armée de moutons menée par un lion  
peut vaincre une armée de lions menée  
par un mouton MAXIME D'ARABIE

**Kindersley, B & A.** Trad. R. Feferman et al. *Des enfants comme moi.* (1996). PARIS: GALLIMARD. ISBN 2070595358.

**Langrognet, M. & FISE en collaboration avec UNICEF; traduction par S. Wyckaert-Fetick.** (2003). *Tous les enfants du monde ont les mêmes droits.* Trad. fr. de "Life like Mine." PARIS: GALLIMARD. ISBN 2070555607.

Survivre, apprendre et jouer, se sentir en sécurité, participer.

**Mandelbaum, P.** *Noire comme le café, blanc comme la lune.* (1989). PARIS: PASTEL.

Cet album raconte l'histoire de Nana, une jeune fille de peau brune qui veut avoir la peau blanche comme son père. A l'aide de quelques modifications, d'un peu de farine, de café, et d'une bonne dose d'imagination, ils changent de rôles... Papa lui fait découvrir que les différences sont naturelles. Rempli de bonne humeur et de vitalité, ce livre est un petit bijou sûr de plaire aux enfants et d'aider à les mettre à l'aise face aux différences de couleur de peau et de cheveux.

**Marineau, M.** / trad. (2003). *L'affreux.* SAINT-LAURENT, QC: LES 400 COUPS. 2e-3e. Conte amérindien.

**McPhail, D.** (1990). *A chacun son talent.* POITIERS, FRANCE: PÈRE CASTOR FLAMMARION.

Un petite histoire simple d'un raton laveur qui pense n'avoir aucun talent. Sa famille l'aide à découvrir que tout le monde a des talents.

**Payette, D.** (2001). *Un été aux couleurs d'Afrique (collection Dominique et compagnie).* SAINT-LAMBERT, QC: HÉRITAGE. 3e.

Roman jeunesse.

**Rémillard-Bélanger, J.** (2002). *Alasi, Jimmy et la mer.* SAINT-DAMIEN-DE-BRANDON: QC: SOLEIL DE MINUIT.

**Rose, I.** (2003). *Ganesha et la lune.* SAINT-LAURENT, QC: DANSEREAU.

**Sauriol, L-M.** Trad. en inuktitut S. Beaulne.(2004). *Les trouvailles d'Adami.* SAINT-DAMIEN-DE-BRANDON, QC: SOLEIL DE MINUIT.

1-2e. Texte en français et en inuktitut.

Un tronc d'arbre peut flotter dans l'eau  
pendant dix ans, il ne deviendra jamais un  
crocodile **MAXIME AFRICAINE**



## Documents à L'intention des Eleves

**Amery, H.** (2000). *Contes et légendes du monde entier*. LONDRES: USBORNE.  
fin 2e-3e

**Carrier, R.** (1979). *Le chandail de hockey*. PLATTSBURGH, NY: TOUNDRRA.  
fin 2e-3e

Illustre le vécu des enfants d'un village canadien-français dans les années 50. Un petit garçon est choqué de recevoir un chandail de hockey des Maple Leafs de Toronto pour remplacer son vieux chandail des Canadiens. Ses copains et le curé du village se moquent de lui. L'enfant veut se débarrasser de son chandail, mais est obligé de l'accepter. Un bon conte pour lancer une discussion sur des concepts plus abstraits. C'est un monde de gars, de l'importance de l'église et de l'influence du curé, en même temps qu'une illustration des deux solitudes (anglais / français) omniprésentes dans la région, parfois en sous-entendu (p. ex., le catalogue de la compagnie Eaton est consulté pour passer la commande du fameux chandail des Maple Leafs). Autres thèmes de discussion: la marginalisation, faire partie d'une équipe. Concepts plutôt M-1; vocabulaire fin 2e/3e.

**Crampton, W.** (1995). *L'univers des drapeaux*. (trad. Martine Perriau). QUÉBEC, QC: ÉDITIONS HÉRITAGE.

**Épin, B. & Bloch, S.** (2000). *Le premier livre du citoyen du monde*. PARIS, FRANCE: RUE DU MONDE.

Ce livre discute le mot « citoyen » et comment un enfant peut apporter sa contribution en tant que citoyen dans sa communauté.

**FISE en collaboration avec UNICEF.** (1994). *Dessine-moi la paix: La guerre vue par les enfants de l'ex-Yougoslavie*. Trad. fr. de "I Dream of Peace." PARIS: CHÈNE. ISBN 2851088246.

**Germain, G-H. & D. Morrison.** (1995). *Inuit: Les peuples du froid*. MONTRÉAL, QC: LIBRE EXPRESSION. 2e.

Publié en collaboration avec le Musée canadien des civilisations, ce document rassemble une vaste collection d'images et d'illustrations qui reconstituent la vie quotidienne des peuples de l'Arctique. Bien que le texte soit avancé pour le niveau de 2e année, l'abondance d'illustrations et d'images authentiques peut offrir aux jeunes des pistes de recherche.

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Un véritable ami est celui qui vous  
prend par la main dans les moments  
difficiles et de désespoir **MAXIME AFGHANE**

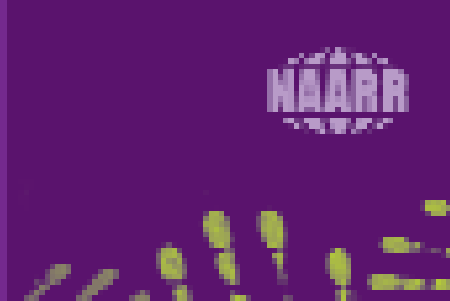
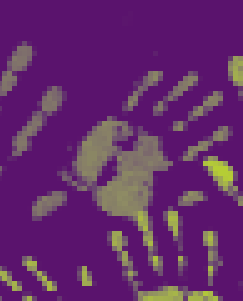
# CARREFOURS

## CULTURELS

### **Ressources d'études sur la diversité culturelle, l'équité et l'anti-racisme pour appuyer le programme albertain d'Études sociales de la maternelle à la 3e année**

Afin de venir en aide aux enseignants et enseignantes qui utilisent le nouveau programme d'Études sociales de la maternelle à la 3e année, et dans le cadre du financement d'un programme intitulé « Carrefour culturel », durant l'été 2005, l'*Alliance pour les relations raciales du Nord de l'Alberta* a donné pour mandat à quatre réviseurs d'identifier et d'analyser des ressources pour les élèves et les enseignants qui complèteraient les thèmes à l'étude et favoriseraient les résultats d'apprentissage escomptés. Les personnes qui ont effectué ce travail étaient toutes des enseignants et enseignantes de la maternelle à la 3e année, détenteurs d'une maîtrise en éducation. Deux de ces personnes étaient membres de minorités visibles et les deux autres étaient blanches. Des réviseurs francophones et anglophones ont été embauchés pour venir en aide aux enseignants dans les deux langues officielles. La bibliographie annotée et les résultats de ces examens ont été soumis au Ministère de l'éducation en octobre 2005 ainsi qu'aux conseils scolaires des régions métropolitaines d'Edmonton et de Calgary. Nous sommes confiants que les enseignants et enseignantes trouveront ces ressources très à propos pour renforcer leur enseignement et le processus d'apprentissage des Études sociales. La plupart de ces ressources sont disponibles sur l'Internet, dans les bibliothèques publiques ou chez les maisons d'édition nationales, provinciales, locales publiant du matériel pédagogique. Le fonds *Alberta Human Rights, Citizenship and multiculturalism Education* a généreusement contribué au financement et à la préparation de ce catalogue.

L'*Alliance pour les relations raciales du Nord de l'Alberta* (NAARR) a pour mandat l'élimination de la discrimination raciale. Tous nos programmes naissent du désir de créer un monde équitable où les gens ont accès aux ressources, services et débouchés d'apprentissage et de travail quelle que soit leur race, leurs croyances, leur culture et leur classe sociale. Nos activités visent principalement les occasions de formation et de développement professionnel, elles sont fondées sur l'éducation, ancrées dans la pratique et justifiées par la recherche.



NAARR  
NORTH ALBERTA  
ANTI-RACISM  
RESEARCH



# CARREFOURS CULTURELS

Bibliographie annotée:  
Ressources d'études sociales  
pour la maternelle-3e année  
2006

L'ALLIANCE  
POUR LES RELATIONS  
RACIALES DU NORD  
DE L'ALBERTA