Canadian Identity Through Great Picture Books:
Histories and Stories of Ways of Life In Canada
(Correlated to the Alberta Grade 5 Social Studies Outcomes in The Program of Studies)

All the picture book titles, indicated in red, below, are part of a student activity called “The Great Canadian Picture Book Prediction Challenge (available through the Curriculum Laboratory),” which introduces these great titles to students, as well as linking them to the content in the grade 5 social studies textbooks.

In the Alberta grade 5 social studies curriculum, students learn about Canada: The Land, Histories and Stories, and these 3 general outcomes:

5.1 Physical Geography of Canada
5.2 Histories and Stories of Ways of Life in Canada
5.3 Canada: Shaping an Identity

Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.

The Great Canadian Picture Book Prediction Challenge, which introduces these great Canadian Picture Books, fits very well into the Alberta Grade 5 Social Studies Curriculum, particularly Outcome 5.2:

5.2: Histories & Stories of Ways of Life in Canada

General Outcome
Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.
These are the other specific outcomes, with suggestions on appropriate places in the curriculum to introduce these Canadian picture book titles (in red):

**Students will:**

5.1.1 - value Canada's physical geography and natural environment

5.1.2 - examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the major geographical regions, landforms and bodies of water in Canada?
- How do landforms, bodies of water and natural resources affect the quality of life in Canada?
- How have natural disasters and severe weather been part of Canada's physical geography?
  - The Strongest Man This Side of Cremona by Georgia Graham
  - The Dust Bowl by David Booth
- What are the differences and similarities among the geographical regions of Canada?
- How is the geographical region they live in different from other regions of Canada?
- What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)?
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?

5.1.3 - analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities?
- How are natural resources used, exchanged and conserved in Canada?
- Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas?
  - Boy of the Deeps by Ian Wallace
  - A Northern Nativity by William Kurelek
  - The True Story of Trapper Jack’s Left Big Toe by Ian Wallace
  - The Cremation of Sam McGee by Robert Service
  - C is For Chinook: An Alberta Alphabet by Dawn Welykochy
  - M Is For Maple: A Canadian Alphabet by Mike Ulmer
  - A Prairie Boy’s Summer by William Kurelek
  - Tiger’s New Cowboy Boots by Irene Morck
  - Perfect Snow by Barbara Reid
  - Eh? to Zed: A Canadian ABeCedarium by Kevin Major
  - A Mountain Alphabet by Andrew Kiss
  - A Porcupine in a Pine Tree: A Canadian 12 Days of Christmas
Students will:

5.2.1 - appreciate the complexity of identity in the Canadian context

5.2.2 - examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
- How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
- How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?
- What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast?
- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples?
  - My Arctic 1,2,3 by Michael Arvaarluk Kusugak
  - Baseball Bats For Christmas by Michael Arvaarluk Kusugak
  - Red Parka Mary by Peter Eyvindson
  - Northern Lights: The Soccer Trails by Michael Arvaarluk Kusugak
  - The Very Last First Time by Jan Andrews
  - Lord of the Sky by Linda Zeman-Spaleny

5.2.3 - examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:

- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada?
- What do stories about the habitants tell us about Francophone history, culture and presence in Canada?
  - The Hockey Sweater by Roch Carrier

5.2.4 - examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade?
- How do stories about ways of life in fur trade forts reflect the British influence in Canada?
- What were the main languages spoken by fur traders and their families in the fur trade forts?

5.2.5 - examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:
• What do stories of the United Empire Loyalists tell us about British culture and presence in Canada?
• How did the diversity of United Empire Loyalists contribute to Canadian diversity?

5.2.6 - examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:

• What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada?
• What do stories of British peoples tell us about the British history, culture and presence in Canada?

5.2.7 - examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:

• What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada?
• How have stories of the North West Mounted Police shaped identity in western and northern Canada?
  • The Royal Canadian Mounted Police by Marc Tetro

5.2.8 - examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:

• How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada?
• What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada?
• How do stories of immigrants from India contribute to an understanding of diversity in Canada?
  • Flags by Maxine Trottier

5.2.9 - examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:

• What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada?
• How were European immigrants affected by pressures to conform in western Canada?

5.3: Canada: Shaping an Identity

General Outcome
Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes: Values and Attitudes
Students will:

5.3.1 - appreciate how changes impact citizenship and identity:

5.3.2 - assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:

- How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation?
- How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages?
- How did the building of Canada's national railway affect the development of Canada?
- Why were Aboriginal peoples excluded from the negotiations surrounding Confederation?
  - Shi-shi-etko by Nicola I. Campbell

5.3.3 - assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:

- Who were the Famous Five?
- How did they identify the need for change in Canadian laws?
- How did the changes brought on by their actions affect individual rights in Canada?

5.3.4 - assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:

- How did the First World War contribute to the industrialization and urbanization of Canada?
- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?
  - The Dust Bowl by David Booth
- How did the economic boom immediately following the Second World War affect ways of life in Canada?

5.3.5 - assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:

- How was the Statute of Westminster a recognition of Canada as a country?
- How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country?
- How did the adoption of the Canadian flag affect collective identity within Canada?
- How was the patriation of the Constitution in 1982 a step toward nationhood?
- How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity?
- What factors led to the creation of Nunavut?