

**CREATAHOLIC**

# REVIEW OF LITERATURE COVERING SOCIAL SCIENCE CURRICULUM



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## **Annotated Bibliography of Literature covering Social Science Curriculum**

**Alexander, Lloyd. (1996) Time Cat. New York: Puffin.**

**Grade Level:** 7-9

**Subjects:** Geography or History

**Gender/Cultural Preferences:** Mostly male characters. Cultures presented historically.

**Physical Description:** 206 pages, 14 point print, large margins, short chapters and sentences. Easy comprehension and division into units of study. Lots of dialogue vs. narration. Thickness of book may worry students. Available in audio format for students with learning disabilities. It's a classic and readily available to purchase in soft-cover – reasonable priced too!

**Annotation:** Jason and his magical, talking cat Gareth travel through time on an adventure to nine countries all over the world during different periods of history. Their adventures lead them to ancient Egypt, the Roman Empire, ancient Ireland, imperial Japan, renaissance Italy, Spanish-Peru, the Isle of Man, medieval Germany and 1775 Boston. The story is told in a series of vignettes with a few chapters devoted to each place and time. Lloyd Alexander has succeeded in combining world history and human geography, with fantasy and adventure to produce a story filled with excitement. His fabulous use of imagery draws the reader into the story and provides teachers with a thrilling cross-curricular novel that students will find irresistible. Gareth and Jason make the ultimate team!

**Application in the classroom:** Comparisons can be drawn between the countries shown historically vs. how they are today. Internet field trips and research projects to actually see the places Gareth and Jason visited then, and now.

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**Verne, Jules. (1991). Around the World in 80 Days. New York: Penguin Putnam.**

**Grade Level:** 11/12

**Subjects:** Geography, History, Social Studies, Climate.

**Gender/Cultural Preferences:** male protagonist. All cultures represented from countries visited although portrayals are outdated and historical with European biases.

**Physical Description:** 253 pages, 10 point print, small margins, extremely short chapters, long sentences. Moderately easy comprehension. More narration than dialogue. Book is small and not perceived to be overly thick. Available in audio format for students with learning disabilities. It's a classic and readily available to purchase in reasonably priced soft-cover.

**Annotation:** An improbably tale of Phileas Fogg, an English gentlemen who carries his regularity to the extreme of eccentricity. Fogg engages in a bet that he can circumnavigate the globe within an eighty day period. Destinations include France, Calcutta, Hong Kong, San Francisco, New York, Liverpool and London. The book does not go into great detail when Fogg arrives at a destination because he is in such a hurry. Verne's combination of scientific facts and imagination take readers on extraordinary journeys to fantastic places. Much like other "sci-fi" novels of it's time, Verne is able to predict many of the technological advances of the twentieth century. Phileas Fogg will delight students as they travel "around the world in 80 days".

**Application in the classroom:** Comparisons can be drawn between the countries shown historically and how they are today. Students could fill in the missing descriptions of the places Fogg visited with descriptions from then, and now. Definite use of internet here! Discussions about exploration can also be included. Issues regarding global connections can also be raised.

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**Walters, Eric. (2001) Northern Exposures. Toronto: HarperCollins.**

**Grade Level:** 10-12

**Subjects:** Geography, Science, Environmental Science, Ecology, Weather and Climate.

**Gender/Cultural Preferences:** Male Protagonist, Inuit, Northern Canada.

**Physical Description:** 244 pages, 12 point print, small margins, short chapters, short sentences.

Easy comprehension. Lots of dialogue vs. narration. Thickness of book may worry students.

**Annotation:** Kevin Spreekmeester wins a 5-day trip to Churchill, Manitoba to photograph polar bears from a photography contest that he doesn't really remember entering. Kevin is excited at the prospect of getting away from his parents and school, but isn't prepared for the adventures to follow. Kevin loses his luggage, is the youngest on the expedition, and comes face to face with a very large polar bear while partaking in numerous arctic adventures. During his stay in Churchill, Kevin is the key character that Eric Walters utilizes to present the serious issue of environmental commercialization. What is this commercialization going to do to the delicate ecosystem of Canada's "forgotten" north?

**Application in the classroom:** Current events, ecology issues, commercialization, globalization, pollution, how humans impact on "mother earth". Cultural aspects of geography can also be covered. The author of this book is a "local"! He resides in Mississauga, Ontario. This makes the book more appealing for Canadian studies.

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**Hughes, Monica. (1990) Gold Fever Trail. Toronto: Panda Books.**

**Grade Level:** 6-8

**Subjects:** Geography, Science, Economics, History, Cultures, Weather & Climate

**Gender/Cultural Preferences:** male and female protagonist, Inuit and United States Children.

**Physical Description:** 108 pages, 12 point print. Large margins. Short chapters. Short sentences. Easy comprehension. More narration than dialogue. Thickness of book will certainly not worry students.

**Annotation:** 12 year old Harry and 11 year old Sarah have lost their mother to an illness, and their father is up in the Yukon off prospecting. The only option for Harry and Sarah is the orphanage... or is it? Harry and Sarah stow away on a steamship bound for Dawson City, the Klondike. When they arrive, Harry gets a job in a saloon washing dishes, and they befriend Tsa-u-mak, an Inuit, Corporal Jones, and RCMP officer, and Mr. McPhee, the tavern keeper. Harry leaves to see the gold fields with Corporal Jones but develops scurvy. Sarah is devastated and remembers the Indian remedies that Tsa-u-mak had told her about. Sarah goes to Tsa-u-mak's village and the two embark on yet another journey to save Harry. Harry and Sarah continue to live amidst the harsh environment of the Yukon and settle in quite nicely with their new "family" of friends. You'll have to read the story to find out about their father...

**Application in the classroom:** Traveling to the Yukon, living in Northern Canada, problems facing those who live there (re: food, clothing, lodging, travel etc.), how people rely on the weather, science (mercury freezes at 40 below, lamp oil at fifty, pain killers at 70, and the rum at 80)

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**Paulsen, Gary. (1987) Hatchet. New York: Collier Macmillan.**

**Grade Level:** 10-12

**Subjects:** Geography, Weather & Climate, Environmental Science, Ecology.

**Gender/Cultural Preferences:** male character, United States Youth traveling to Canadian Wilderness.

**Physical Description:** 195 pages, 12 point print, large margins, short chapters, medium length sentences. Moderately easy comprehension – some words may need to be clarified for pronunciation and meaning. More narration than dialogue. Thickness of book may worry students. Old publishing date. May be difficult to get enough copies for the class.

**Annotation:** 14 year old Brian Robinson is on his way to visit his dad when the pilot suffers a heart attack,, and the plane crashes in the Canadian backwoods. Brian finds himself alone in the Canadian wilderness, winter approaching, and nothing but his clothing, a tattered windbreaker, the hatchet (axe) his mother gave him as a present, and the secret about his parents' divorce that has been tearing him apart. The hatchet will be the only the only thing to keep him alive during his 47 day ordeal without food, shelter, communication, or protection. With the approach of a cold, harsh, Canadian winter, Brian must draw on untested skills and strength to survive and conquer the elements and his emotions. This book shows the thinking and problem solving of a person lost in the woods amidst many adventures and happenings. Man vs. nature. While Brian be rescued?

**Application in the classroom:** What does society require to survive? What are the comforts we have become so accustomed to? Conservation and ecology – live with nature instead of against it. Geographical elements of the Canadian wilderness, the northern ecozone of Canada.

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**O'Dell, Scott. (1960) Island of the Blue Dolphins. Boston: Houghton Mifflin.**

**Grade Level:** 8-10

**Subjects:** Geography, History, Weather & Climate, Environmental Science, Ecology.

**Gender/Cultural Preferences:** female character, Native Indians.

**Physical Description:** 184 pages, 12 point print, large margins, short chapters, short sentences. Moderately easy comprehension. More narration than dialogue. Thickness of book may worry students. It is a classic and readily available in affordable paperback version. Many schools currently use this novel in English classes.

**Annotation:** In the Pacific, there is an island that looks like a big fish sunning itself in the sea. Around it, blue dolphins swim, otters play, and sea elephants and sea birds abound. Once, Indians also lived on the island, but when they left and sailed to the east, one young girl was left behind. This story was inspired by the real-life story of a 12-year-old American Indian girl, Karana. Karana kept herself alive by building shelter, making weapons, finding food, and fighting her enemies, the wild dogs. She lived off the land, focusing on survival, and yearning for human contact. White people came to the island to hunt the animals, Karana's adventures begin here. This is a detailed and descriptive adventure of survival, natural beauty and personal discovery.

**Application in the classroom:** What does society require to survive? What are the comforts we have become so accustomed to? Conservation and ecology – live with nature instead of against it. Apply to how Canada's native people live off the land, and how the "white-man" threatens their way of life (i.e. Cod fishing, Salmon fishing, the Buffalo etc.) How does the geography of a location effect land use. What are natural resources?