



CULTURAL CROSSROADS

Support Resources for the
Alberta Social Studies Curriculum
Grades 10, 11, 12
2008

**NORTHERN
ALBERTA
ALLIANCE ON
RACE RELATIONS**

CULTURAL CROSSROADS

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

In an effort to support teachers working to implement the new Alberta Social Studies curriculum, the *Northern Alberta Alliance on Race Relations (NAARR)*, has created several short catalogues of reviewed support resources. The first K-3 catalogue was produced in 2006 and due to popular demand for a similar resource for the higher levels, funding was secured to provide catalogues of annotated bibliographies for grades 4-6, 7-9, 10-12 and teachers. Following review standards set by the resource department of the Alberta Ministry of Education, NAARR reviewers searched for books, DVDs, online resources and music that would set the stage for a critical thinking approach to the Social Studies Program of Studies *General Outcomes* of:

- Citizenship and identity
- Culture and community
- Power, authority and decision making
- Economics and resources
- Global connections
- The land, places and people

Resources in both French and English were chosen and critically evaluated by a diverse team of educator-reviewers. The creation of this catalogue and funding to prepare it was generously provided for by the *Alberta Human Rights, Citizenship and Multiculturalism Education Fund*.

The Northern Alberta Alliance on 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.

Check for these resources at:

Teachers' Book Depository
www.teachersbookdepository.com
18004-116 Ave
Edmonton AB
T5S 1L5
780-453-7092

Pour les ressources en français veuillez contacter:

Librairie le Carrefour
www.carrefour.ab.ca
8627-91 Rue (Street)
Edmonton, AB
T6C 3N1
780-466-1066 ou 1-888-339-1556





Resource

Bello, Walden. (2002). *Deglobalization: Ideas for a New World Economy*. Black Point, Nova Scotia: Fernwood.

Grade Suitability

Suitable for teachers and students in grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

www.amazon.ca ISBN number: 1-55266-099-0 \$16.56CDN

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of global connections. Specific core concepts of global connections found in the Program of Studies that align with this resource are:

- Exploring multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life
- Examining the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world
- The effects of globalization on peoples in Canada and throughout the world.

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Broadening students’ global consciousness and empathy with world conditions
- Acquiring a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights
- Understanding how political and economic distribution of power affects individuals, communities, and nations

Description

This book focuses on the formations of contemporary economic globalization by contouring and critiquing the policies of the IMF, World Bank, WTO and G-8 which continue to shape and dominate the world’s economy. Bello illustrates how these institutions have contributed to the sustained global disparity between developing and developed countries as evidenced by mass inequality and poverty that they proclaim to eliminate. He advocates for a deglobalization which involves a significant reduction/shift in these global governing organizations’ powers, while strengthening the role of citizens at the regional and national levels in the world economy.

Excellent

The strength of this book is its comprehensiveness as it unveils the elitist economic structuring of a world dominated by industrialized nations. What makes this book powerful is that it provides perspectives directly from the developing world regarding the world economy.

Resource

Elliot, Jane. (2004). *Indecently Exposed*. Blue Eyes Productions, Inc. [Video]

Grade Suitability

Suitable for grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders, and community educators.

Availability

www.janeelliot.com JE-59: \$295.00USD

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Demonstrate a critical understanding of individual and collective rights
- Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- Validate and accept differences that contribute to the pluralistic nature of Canada
- Respect the dignity and support the equality of all human beings

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Understand the complexity of identity formation in the Canadian context
- Understand how identity and self-esteem are shaped by multiple personal, social, linguistic, and cultural factors
- Demonstrate sensitivity to the personal and emotional aspects of identity
- Demonstrate skills required to maintain individuality within a group
- Understand that with empowerment comes personal and collective responsibility for the public good

Description

This 56 minute video contains an anti-racism exercise conducted by expert Jane Elliot in Regina, Saskatchewan, that exposes the ways in which racism continues to systemically operate in Canadian society. Participants are immediately divided into two groups based on eye colour: First Nations Peoples and people of colour are categorized into the brown eyed group and most white Canadians are categorized into the blue eyed group. In her exercise, brown-eyed people are deemed superior to blue eyed people and are therefore treated with respect. By being confronted and intimidated the blue eyed group experiences a glimpse of what it feels like to be the target of discrimination in this emotionally and socio-psychologically charged anti-racism exercise.

Excellent

An excellent resource for employing the deliberative dialogue-based approach to learning and exploring the realities that exist within multicultural and multiracial Canada.





Resource

Kazimi, Ali. (2005). *Continuous Journey*. Peripheral Visions Film & Video Inc. [Video]

Grade Suitability

Suitable for grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders, and community educators.

Availability

www.continuousjourney.com

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Understand the unique nature of Canada and its land, history, complexities and current issues
- Understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives
- Demonstrate a critical understanding of individual and collective rights
- Validate and accept differences that contribute to the pluralistic nature of Canada
- Respect the dignity and support the equality of all human beings

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Understand the complexity of identity formation in the Canadian context
- Demonstrate skills required to maintain individuality within a group
- Understand that with empowerment comes personal and collective responsibility for the public good
- Understand how social cohesion can be achieved in a pluralistic society

Description

This 87 minute documentary centers around the Komagata Maru incident in which 376 passengers (340 Sikhs, 24 Muslims, 12 Hindus) arrived at Burrard Inlet, at Vancouver's shore on May 23, 1914. Denied entry into Canada because of their color despite holding passports from the same British Empire, their important story shows Canada's racist immigration laws and social climate during the late 1800s and early 1900s.

Excellent

A powerful and thought-provoking documentary, this untold story of the Sikhs' experiences and existence in Canada during the late 1800s and early 1900s. It highlights the experiences and socio-economic contributions of Sikhs to the development of Canada and Canadian society while simultaneously highlighting Canada's racist attitudes towards Sikhs.

Resource

Bolaria, B. Singh. & Li, Peter. S. (1988). *Racial Oppression in Canada (2nd Ed)*. Toronto, ON: Garamond Press.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

ISBN number: 0-920059-68-63

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Understand the unique nature of Canada and its land, history, complexities and current issues
- Understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives
- Demonstrate a critical understanding of individual and collective rights
- Validate and accept differences that contribute to the pluralistic nature of Canada
- Respect the dignity and support the equality of all human beings

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Understand the complexity of identity formation in the Canadian context
- Demonstrate skills required to maintain individuality within a group
- Understand that with empowerment comes personal and collective responsibility for the public good
- Understand how social cohesion can be achieved in a pluralistic society

Description

This resource provides a comprehensive overview of non-white immigrant contributions to Canadian economic development during the height of Canadian colonization. More specifically, it illustrates with case studies, historical evidence of race-based labor exploitation in Canada.

Excellent

A rich theoretical base for understanding the connection between colonization and race, and contemporary race relations within Canada.



Resource

Hamdani, Daood. (2007). *In the footsteps of Canadian Muslim Women 1837-2007*. Canadian Council of Muslim Women

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

hamdani@sympatico.ca

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Understand the unique nature of Canada and its land, history, complexities and current issues
- Understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives
- Demonstrate a critical understanding of individual and collective rights
- Validate and accept differences that contribute to the pluralistic nature of Canada
- Respect the dignity and support the equality of all human beings

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Understand the complexity of identity formation in the Canadian context
- Demonstrate skills required to maintain individuality within a group
- Understand that with empowerment comes personal and collective responsibility for the public good
- Understand how social cohesion can be achieved in a pluralistic society

Description

Finally, a quick reference of the history and contributions of Muslim-Canadian women in Canada! Concrete examples of their influence on Canadian society make this resource a handy reference.

Excellent

This is an outstanding resource that provides facts and information about uncharted and important events in Canadian history based on Muslim women's lives and experiences.

Resource

Sens, Allen & Stoett, Peter. (2005). *Global Politics: Origins, Currents, Directions (3rd ed.)*. Toronto, ON: Nelson.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

www.amazon.ca ISBN number: 0-17-641677-3 \$99.95

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- An appreciation of the diversity that exists in the world
- An appreciation that different perspectives exist on quality of life
- An awareness and appreciation of the interdependent nature of the world
- A willingness to consider a variety of perspectives on global issues and questions
- Demonstrate a global consciousness with respect to humanity and world issues

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Evaluate the desirability and effectiveness of the strategies and techniques used by individuals and governments to further their national interests
- Analyze international events to determine their impact on people and on global cooperation and understanding
- Evaluate and assess a variety of viewpoints on international issues before forming an opinion
- Propose solutions to international problems, and assess the viability of the alternatives

Description

This book discusses foundations and perspectives of globalization, introduces some of the current key issues, and follows the trajectory of world issues through a rich socio-political historical lens. Chapters conclude with key questions for reflection and discussion, followed by suggested readings and websites.

Excellent

A Canadian perspective on globalization that has been long overdue. In this book, research, discussion questions and resources facilitate discussion around critical issues in our globalized world.



ACTIVE

Resource

Adams, Maurianne., Bell, Lee Anne & Griffin, Pat. (Eds.) (2007). *Teaching for Diversity and Social Justice (2nd ed.)*. New York, NY: Routledge, Taylor & Francis Group.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders, and community educators.

Availability

www.taylorandfrancis.com and www.routledge.com ISBN number: 978-0-415-95200-2

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Value the diversity, respect the dignity and support the equality of all human beings
- Demonstrate social compassion, fairness and justice
- Honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- An appreciation of the diversity that exists in the world

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Understand how social cohesion can be achieved in a pluralistic society
- Understand how political and economic distribution of power affects individuals, communities and nations
- Understand that with empowerment comes personal and collective responsibility for the public good

Description

This is a comprehensive resource book that engages readers to critically examine and analyze the multiple forms of oppression that operate within our contemporary world. It provides an interdisciplinary theoretical foundation and practical approach to social justice education, along with a number of detailed modules to teach about aspects of oppression, as well as a “how to” section for educators to address the challenges that emerge when “doing” social justice education.

Strongly Recommended

This is an outstanding resource for teaching within a social justice orientation.



Resource

The United Nations Association in Canada. (2002). *The Kit: A Manual by Youth to Combat Racism Through Education*.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

www.unac.org

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Value the diversity, respect the dignity and support the equality of all human beings
- Demonstrate social compassion, fairness and justice
- Appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socioeconomic, linguistic and cultural realities

Description

This anti-racism resource kit is organized into three main parts. The first contains key concepts and issues. It is followed by a section on interactive activities and exercises, and lastly provides a comprehensive list of educational materials. The layout includes a useful historical timeline reference along the base of each page.

Strongly Recommended

For teaching about racism in the context of Canadian history. Practical exercises provide experiential strategies for understanding Canadian race relations.

**Resource**

United Nations. *Cyberschoolbus*.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

<http://www.un.org/Pubs/CyberSchoolBus/>

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Value the diversity, respect the dignity and support the equality of all human beings
- Demonstrate social compassion, fairness and justice
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives
- Demonstrate a global consciousness with respect to humanity and world issues
- Demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Value the diversity, respect the dignity and support the equality of all human beings.
- Demonstrate social compassion, fairness and justice
- Understand their rights and responsibilities in order to make informed decisions and participate fully in society
- Understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- Understand how opportunities and responsibilities change in an increasingly interdependent world
- Understand that humans exist in a dynamic relationship with the natural environment

Description

This is a resourceful, interactive, and curriculum rich website for teachers and students (ages 5-18) that focuses on a number of contemporary global issues from the perspective of the United Nations.

Strongly Recommended

This interactive resource connects students and teachers around the world to address contemporary global issues.

Resource

Fleras, Augie & Elliot, Jean L. (2007). *Unequal Relations: An Introduction to Race, Ethnic and Aboriginal Dynamics in Canada (5th ed.)*. Scarborough, ON: Pearson Education Canada.

Grade Suitability

Grades 10, 11, and 12, educational administrators, curriculum specialists, and all other educational stakeholders and community educators.

Availability

ISBN number: 0-13-197755-5

Social Studies Curricular Alignment

This resource aligns itself with the Social Studies Program of Studies by focusing on the foundations in the conceptual framework of citizenship and identity. Specific core concepts of citizenship and identity found in the Program of Studies that align with this resource are:

- Understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- Understand historic and contemporary issues, including controversial issues, from multiple perspectives
- Understand the historical and contemporary realities of Francophones in Canada
- Understand the multiethnic and intercultural makeup of Francophones in Canada
- Understand the challenges and opportunities that immigration presents to newcomers and to Canada
- Understand how social cohesion can be achieved in a pluralistic society
- Understand how political and economic distribution of power affects individuals, communities and nations

Learning opportunities found in the Social Studies Program of Studies for students that this resource aligns with are:

- Value the diversity, respect the dignity and support the equality of all human beings
- Demonstrate social compassion, fairness and justice
- Appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socioeconomic, linguistic and cultural realities
- Understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society

Description

This book provides critical comprehensive insights into themes of racism, multiculturalism, and diversity within Canadian society. It contains a rich theoretical framework and contemporary case studies, research, and statistics, followed by a “links and recommendations” section for further reading.

Strongly Recommended

The engaging style and content of this book will both intrigue and challenge students to challenge and re-frame widely held notions of Canadian society.





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CULTURELS

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CROSSROADS

CULTURELS

CULTURAL

CAREFOURS

Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 12 (30-1, 30-2)

En 12e année, l'élève explorera les origines et la complexité des diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Candar, Gilles (1996). *Le socialisme*. Toulouse : Editions Milan

Disponibilité

Bibliothèque de l'Institut Guy-Lacombe de la Famille.

Approprié pour les niveau :

12.

Description de la ressource

“Le socialisme veut changer la vie en changeant la société.” À travers les siècles, les socialistes ont utilisé de nombreux arguments pour atteindre leurs objectifs. “Le socialisme se distingue aujourd’hui par le choix prioritaire de la démocratie”. Cette petite ressource fait un survol des origines de ce mouvement politique qui a bouleversé le monde.

Recommandation

Recommandée aussi bien pour les élèves que pour les enseignants





Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 12 (30-1, 30-2)

En effet en 12e année, l'élève explorera les origines et la complexité de diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et régira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Godard, Philippe (2006). *Les rebelles, Figures de la rébellion aux XIXe et XXe siècles*. Paris : Éditions Autrement-Collection Junior Histoire

Disponibilité

University of Alberta Library.

Approprié pour les niveau :

12.

Description de la ressource

Que faire lorsque l'on refuse de vivre dans un monde injuste ? Parce que des êtres humains vivent dans la misère, sont privés de liberté ou sont opprimés, certains se lèvent et choisissent la voie du refus et de la révolte. Des populistes russes aux punks, en passant par Ravachol, Rosa Luxemburg ou encore Che Guevara, cet ouvrage propose de montrer le destin-souvent tragique - de quelques grandes figures de la rébellion des 19^e et 20^e siècle. Ceux qui se rebelle contre l'ordre établie recherchent le plus souvent à établir un autre ordre. Ils luttent contre les idéologies établies. Entrer en rébellion constitue en soit une sorte d'idéologie.

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants. Outil de référence.

Rang

Ceux qui entrent en rébellion essaient de lutter contre l'ordre établi et imposer leur propre idéologie, souvent par la force.

Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 12 (30-1, 30-2. En 12^e année, l'élève explorera les origines et la complexité des diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Ben Jalloun, Tahar (1999). *Le racisme expliqué à ma fille*. Toulouse : Editions du Seuil.

Disponibilité

Bibliothèque de l'Institut Guy-Lacombe de la Famille.

Approprié pour les niveau :

12.

Description de la ressource

Le racisme est une discrimination basée sur la couleur de la peau. Il peut être considéré comme une idéologie selon laquelle certaines races sont supérieures à d'autres. C'est une idéologie très dangereuse sur laquelle les ultras-nationalistes se basent souvent pour brimer d'autres peuples, cas du nazisme en Allemagne. Le racisme a causé beaucoup de tort à l'humanité. On comprend toute l'importance de l'expliquer aux enfants afin de les sensibiliser. C'est ce qu'on découvre dans cette petite ressource dans laquelle Tahar Ben Jalloun explique le racisme à sa fille. Les enfants sont "mieux placés que quiconque pour comprendre qu'on ne naît pas racisme".

Recommandation

Recommande aussi bien pour les élèves que pour les enseignants





Alignement avec les programmes d'Études sociales 12 (30-1, 30-2)
Cette ressource s'aligne sur le programme d'Études Sociales 12 (30-1, 30-2)
En effet en 12e année, l'élève explorera les origines et la complexité de diverses
idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des
gouvernements, et réagira individuellement et collectivement aux questions locales,
nationales et mondiales contemporaines.

Référence

Poitrenaud, Robert (2005). *Pouvoir et Décentralisation*. Mouans-Sartoux :
Éditions PEMF

Disponibilité

University of Alberta Library.

Approprié pour les niveau : 12.

Description de la ressource

«Le pouvoir est la capacité que détient un individu ou un groupe de personnes de
prendre des décisions qui s'imposent aux autres. » Cette ressource passe en revue
différents types de régimes politiques en France et à travers le monde. Ces
informations permettent au lecteur de se faire une idée sur l'exercice du pouvoir et
sur l'origine des idéologies et dans une certaine mesure, du nationalisme.

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants

INCLUSION SOCIALE

Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 12 (30-1, 30-2)

En 12^e année, l'élève explorera les origines et la complexité des diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Godard, Philippe; Pilon, Pascal (2007). *Les démocraties, de l'Antiquité à nos jours*. Paris : Editions Autrement Jeunesse

Disponibilité

University of Alberta Library

Approprié pour les niveau :

12.

Description de la ressource

« La démocratie est le pouvoir du peuple ». C'est est un système politique qui tire ses origines à l'époque de la Grèce Antique. Ce sont les grecs qui l'ont inventée. Presque tous les pays du monde se disent démocrates, même des régimes à caractères totalitaires. C'est ainsi qu'on peut parler non pas d'une mais de plusieurs démocrates. « Cet ouvrage nous montre comment, à travers l'histoire, la démocratie a pris des formes multiples et souvent contradictoires avec les idéaux qu'elle prétend défendre ».

Recommandation

Fortement recommandé.





Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 11 (20-2) :

Comprendre le nationalisme et Études Sociales 12 (30-1) Regards sur l'idéologie et (30-2) Comprendre les idéologies;

En 1^e année, l'élève explorera le nationalisme dans toute sa complexité, à l'échelle canadienne et internationale. Il étudiera les origines du nationalisme et son impact sur les relations à l'échelle régionale, internationale et planétaire.

En 12^e année, l'élève explorera les origines et la complexité de diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Zouari, Fawzia (2002). *Le voile islamique, Histoire et actualité, du Coran à l'affaire du foulard*. Lausanne : Éditions Favre SA

Disponibilité

Institut Guy Lacombe de la famille.

Approprié pour les niveaux :

11 et 12.

Description de la ressource

La question du voile islamique est intimement liée au nationalisme arabe. Ces dernières années, on l'a vu, le débat autour du voile a souvent pris des tournures politico-religieuses. De tout temps, des groupes politiques ont souvent utilisé la religion pour faire valoir leur point de vue. L'actualité de ces derniers jours nous en donne une illustration parfaite. Dans le présent ouvrage, l'auteur essaie de répondre aux questions qu'on se pose sur la signification du voile et s'il est une spécificité de l'islam. Le Coran mentionne-t-il l'obligation de la porter?

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants.

Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 11 (20-2) :

Comprendre le nationalisme et Études Sociales 12 (30-1) Regards sur l'idéologie et

(30-2) Comprendre les idéologies.

En 1^e année, l'élève explorera le nationalisme dans toute sa complexité, à l'échelle

canadienne et internationale. Il étudiera les origines du nationalisme et son impact sur les

relations à l'échelle régionale, internationale et planétaire.

En 1^{2e} année, l'élève explorera les origines et la complexité de diverses idéologies. L'élève

examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira

individuellement et collectivement aux questions locales, nationales et mondiales

contemporaines.

Référence

Lingane, Zakaria (2008). *Mémoire et génocide au XX^e siècle*. Québec : Les Presses de

l'Université Laval

Disponibilité

Les presses de l'Université Laval. Pavillon Maurice-Pollack, 2305, rue de l'université, bureau

3103, Québec (QC), G1V 0A6

Approprié pour les niveaux :

11 et 12.

Description de la ressource

Comment comprendre le crime du génocide, peut-on l'expliquer ? Ce crime collectif,

commis par les détentés du pouvoir de l'État, en leur nom ou avec leur consentement,

est le crime imprescriptible le plus grave de ceux que l'on nomme le crime contre

l'humanité.

Ces crimes peuvent être l'expression ou la manifestation d'un certain nationalisme ou d'une

idéologie qui refuse d'accepter et de considérer les autres personnes comme des êtres

humains. Il serait alors intéressant de rechercher l'idéologie et la motivation derrière ces

crimes.

Ce bref ouvrage aborde la question de façon simple mais synthétique et pédagogique. La

clarté des propos permet au lecteur jeune ou adulte de se faire une idée sur ce phénomène.

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants.





Alignement avec les programmes d'Études Sociales
I2 (30-1, 30-2)
Cette ressource s'aligne sur le programme d'Études Sociales 10 (10-1, 10-2) et

En effet en 10e année, l'élève explorera une variété de points de vue sur les origines de la mondialisation et son impact sur les territoires, les cultures, l'économie, les droits de la personne et la qualité de la vie à l'échelle locale, nationale et internationale.
En 12e année, l'élève explorera les origines et la complexité des diverses idéologies. L'élève examinera, analysera et évaluera des politiques et des actions des gouvernements, et réagira individuellement et collectivement aux questions locales, nationales et mondiales contemporaines.

Référence

Heurteaux, Michel (1995). *L'ONU*. Toulouse : Editions Milan

Disponibilité

Bibliothèque de l'Institut Guy-Lacombe de la Famille.

Approprié pour les niveaux :

10 et 12.

Description de la ressource

L'Organisation des Nations-Unies (ONU) est un organisme qui a joué et continue de jouer un rôle de premier plan pour la régulation de la politique mondiale. L'ONU est un espace de dialogue et de concertation entre des gouvernements et des pays aux idéologies parfois très opposées. La mise en place de l'ONU peut à juste titre être considérée comme la première manifestation tangible de la mondialisation. Cette petite ressource fait un survol des origines de l'ONU, son organisation et enfin ses actions.

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants



Alignement avec les programmes d'Études sociales

Cette ressource s'aligne sur le programme d'Études Sociales 10 (10-1, 10-2)

En effet en 10e année, l'élève explorera une variété de points de vue sur les origines de la mondialisation et son impact sur les territoires, les cultures, l'économie, les droits de la personne et la qualité de la vie à l'échelle locale, nationale et internationale.

Référence

Sacquet, Anne-Marie (2002). *Atlas mondial du développement durable*. Paris : Editions Autrement-Collection Atlas-Monde

Disponibilité

University of Alberta Library.

Approprié pour le niveau :

10

Description de la ressource

Le développement durable est un concept qui s'est imposé au Sommet de la Terre de Rio de Janeiro en 1992. En effet, le modèle de croissance économique telle qu'il existe jusqu'à présent, ne prend le plus souvent pas en compte les impératifs écologiques. L'épuisement des ressources naturelles et la dégradation de l'environnement sont des signaux qui devraient nous inciter à changer nos habitudes de consommation autant que notre conception du « développement » afin que les générations futures profitent elles aussi des richesses de la planète.

« Cet Atlas propose une lecture inédite du monde, croisant des données socio-économiques, géopolitiques et environnementales. »

Recommandation

Recommandé aussi bien pour les élèves que pour les enseignants. Outil de référence.

Rang

Le développement économique et la mondialisation peuvent avoir des effets pervers sur la qualité de la vie qu'ils sont censé améliorer. Il est important d'en tenir compte dans tout projet de développement.



Diversité culturelle, équité et ressources anti-racistes pour appuyer le guide pédagogique d'études sociales en Alberta

Dans le but d'appuyer les enseignants d'études sociales en Alberta, le *Northern Alberta Alliance on Race Relations* (NAARR) vous offre un choix de ressources que nos évaluateurs ont trouvées pour encourager la pensée critique chez les élèves.

Après la réclamation populaire de notre dernier recueil pour la maternelle à la 3^e année, il nous était évident qu'un produit semblable qui servirait les besoins des niveaux scolaires 4 à 6, 7 à 9, 10 à 12, et ne pas oublier nos enseignants mêmes, était en ordre.

En recommandant ces ressources, nous avons considéré les critères généraux d'études sociales surtout dans les domaines du pouvoir, autorité et processus décisionnel; terre : millieux et peuples; de culture et collectivité; des relations à l'échelle planétaire; ainsi que du temps, de la continuité et du changement.

Ainsi les évaluateurs francophones et anglophones se sont mis à la tâche et nous voici avec un produit que nous espérons, vous sera utile dans vos efforts vers un monde juste et équitable et pour tous. Du fond du cœur, nous remercions *Alberta Human Rights, Citizenship and Multiculturalism Education Fund* pour leur généreux appui du projet.

Le *Northern Alberta Alliance on Race Relations* (NAARR) s'applique à l'élimination du préjugé raciale. Nos programmes visent un monde meilleur ou toutes les races, croyances et cultures ont accès aux ressources, services et possibilités pour apprendre et pour travailler. Parmi nos activités, la formation pour développement professionnel dans les secteurs de l'éducation, services sociaux et affaires sont prédominantes.

Check for these resources at:
Teachers' Book Depository
www.teachersbookdepository.com
1800+116 Ave
Edmonton AB
780-453-7092

Pour les ressources en français veuillez contacter:
Librairie le Carrefour
www.carrefour.ab.ca
8627-91 Rue (Street)
Edmonton, AB
T6C 3N1
780-466-1066 ou 1-888-339-1556

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Bibliographie annotée de
Ressources pour études sociales
dixième, onzième et douzième années.

CARRÉFOURS CULTURELS

