

WEBINAR SERIES
Strengthening Ontario's Heritage Network

HISTORICAL EDUCATORS WEBINAR

Tuesday, September 24, 2013

PRESENTED BY:



The Ontario
Historical Society (OHS)



Ontario Elementary Social Studies
Teachers' Association (OESSTA)



THE **Historical Thinking** PROJECT

Promoting critical historical literacy for the 21st century

RESOURCE KIT

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The Presenters / Organizers

Jill Colyer, Historical Thinking Project

www.historicalthinking.ca



As national coordinator of The Historical Thinking Project, Jill has worked closely with ministries of education, teachers, museum educators and history and heritage organizations to have historical thinking integrated into classrooms and museums across the country. She has run large-scale PD sessions for educators at all grade levels on historical thinking and inquiry, as well as at faculties of education, colleges and universities. She taught history and social science for almost 20 years, and is a co-author on seven school textbooks. She also worked as a writer and editor for the CBC for 15 years on programs such as *CBC News in Review* and *Geologic Journey*.

The Ontario Historical Society

www.ontariohistoricalsociety.ca

@OntarioHistory

Established in 1888, the OHS is a non-profit corporation, publisher, and registered charity; a non-government group bringing together people of all ages, all walks of life and all cultural backgrounds interested in preserving some aspect of Ontario's history.

OESSTA

@oessta1 | www.oessta.blogspot.ca

The new Ontario Elementary Social Studies Teachers' Association is an organization of teachers and instructional leaders focused on the new Social Studies Geography & History curriculum.



THE Historical Thinking PROJECT

Promoting critical historical literacy for the 21st century

Historical Thinking Resources

The Historical Thinking Project website, www.historicalthinking.ca (for lessons and concept info and our new blog)

The Big Six: Historical Thinking Concepts. (2013). Peter Seixas and Tom Morton. Toronto: Nelson Education Canada

English, <http://www.nelsonschoolcentral.com/cgi-bin/lansaweb?webapp=WBOOKCMP+webtrn=bookcomp+F%28LW3ITEMCD%29=9780176541545>

French, <http://scolaire.groupemodulo.com/2826-les-six-concepts-de-la-pensee-historique-produit.html>

Historical Thinking Posters, six posters for classroom use available in English and French, \$5 a set + shipping, <http://historicalthinking.ca/resources>

CBC *News in Review*, <http://newsinreview.cbclearning.ca/worksheets/> (video guides and historical thinking concept worksheets to accompany DVD stories on current events)

John A: Birth of a Country (Teachers Resource to accompany CBC film), <http://historicalthinking.ca/resources/classroom-materials>

Sam Steele: The Journey of a Cdn Hero. Alberta Archives, <http://steeledev.library.ualberta.ca/exhibit/schools> (digital primary sources and complete teacher's package)

Canadian Investigations Series, Oxford University Press

Currently being developed for Geography, History, and Civics. Program elements include Big Ideas Books; Source Bundles of selected primary and secondary sources from varying perspectives, leveled by grade, linked to grade and reading level); and an Online Teaching Program and Student Investigations that integrate thinking concepts and inquiry.

david.steele@oup.com (Director, School Division)

Sir John A. Day, <http://sirjohnaday.com/> (website of the Historica-Dominion Institute, complete teacher's package online)

Creating Canada (2011). Canadian history textbook for Ontario secondary students that integrates historical thinking concepts into core text. McGraw-Hill Ryerson.

Virtual Museum of Canada, <http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp>

The Governor's Letters, www.govlet.ca (original correspondence related to the incorporation of B.C. into the Canadian Federation in 1871)

Great Unsolved Mysteries in Canadian History, <http://canadianmysteries.ca/en/index.php> (student challenges and online primary source document packages)

History Docs, published by TC2, www.TC2.ca (packages of primary source documents with historical thinking lessons)

Take 2 videos (6 min videos, one for each concept), best accessed through YouTube

Stanford History Education Group, *Reading Like a Historian Program*, <http://sheg.stanford.edu/rlh> (leveling of primary sources, assessing for thinking)

Schools History Project, <http://www.schoolshistoryproject.org.uk/index.php>

Library and Archives Canada, The Learning Centre, <http://www.collectionscanada.gc.ca/education/008-1000-e.html>

Saskatchewan Archives, <http://www.saskarchives.com/using-archives>
Selection of primary sources linked to particular history topics (Regina Riots, Life on the Prairies)

CBC Archives, <http://www.cbc.ca/archives/>

Formulating Questions Activity

This activity can help students formulate their **own** detailed questions about learning that is forthcoming or learning that has already happened. The following activity can be used as both an assessment *for* and assessment *of* student learning.

When to Use This Activity

Example One: Pre-Unit or Lesson Focus Question(s)

This activity, used before a unit or lesson, can act as a diagnostic assessment: i.e. *how much do students already know about this topic? What areas of this topic are my students most interested in?* It also allows the teacher to direct student learning and their own planning around a central idea or question, making the process more student-directed.

E.g. Unit Question: Grade 7 New France: **Question: “Why does Canada have two official languages, English and French?”**

E.g. Lesson Question: Grade 7 New France: **Question: “What does Jean de Brebuff’s “Huron Carol” reveal about French/First Nations power dynamics?”**

Example Two: Post-Unit or Lesson Focus Question(s)

This activity used after a lesson or unit has been completed can help the teacher assess what has been learned and can even help guide forthcoming assessments like tests and assignments. Can students accurately and descriptively answer the questions they themselves have formulated?

How to Use This Activity

Step One: Have students write out **three questions** about your topic on a piece of paper

Step Two: Group students into pairs. Instruct them to whittle their six combined questions down to **three new questions**. Students may slightly alter their original questions if they wish.

Step Three: Group student pairs into groups of four. Instruct them to whittle their six combined questions down to **four new questions** (two from each original pair). Students may alter their original questions if they wish.

Step Four: Share some of the formulated questions with the class as a whole. Select as many as you wish to help formulate your unit/lesson’s focus questions going forward.

Local History Activity

Connecting Canadian history themes within the curriculum to the local level can be a fundamental step in increasing student engagement. It helps answer the burning question “*why is this important for me?*”

How to Use This Activity

Instruct students (individually or in groups) to connect to the Ontario Heritage Directory Online (The Ontario Historical Society) at www.ontariohistoricalsociety.ca/directory. From there, have the students determine which county, district, or region they are in and locate a nearby museum, archive, historic site, First Nation, or historical society.



Possible extensions and activities:

- Plan a local history tour – pretend you are planning a tour of your local history to a visiting diplomat from another country. What does your local history tour tell the diplomat about Canadian history? Create a visual map/field guide to accompany your local history tour.
- Have students plan a potential class visit to a local historic site or museum. What kind of activities can you do at that site? What kind of artifacts and exhibits are on display? How does that connect to the themes of your current unit?
- Have students connect with a local historical society or municipal heritage committee and invite a member to visit the classroom. Conduct a class-wide oral history interview of a local volunteer, veteran, public servant, or museum curator. What kind of questions would you ask and why?
- Discuss how the diversity of historic sites in your area reflects or does not reflect the current cultural makeup of the community. If it does not, what ideas do students have to help remedy that situation?
- Contact your local museum or historic site and ask the curator or educational staff member how their programming can be linked to your classroom curriculum.

Other Resources / Links to Explore

I. Teacher Professional Development (History & Social Studies)

The Ontario Historical Society (OHS)

www.ontariohistoricalsociety.ca/teachers

The Historical Thinking Project

www.historicalthinking.ca

Ontario Elementary Social Studies Teachers Association (OESSTA)

www.oessta.blogspot.ca

Ontario History and Social Sciences Teachers' Association (OHASSTA)

www.ohassta.org

The History Education Network (THEN-HiER)

www.thenhier.ca

The Ontario Heritage Fairs Alliance

www.ohfa.ca

EduGAINS (page for new SS/History curriculum)

www.edugains.ca/newsite/curriculum/elementaryresources/socialstudies.html

Approaching the Past (Free Toronto-based history/social studies teacher PD events)

www.approachingthepast.ca

II. Classroom Resources/Websites

Reading and Remembrance (Literacy based Remembrance history resources)

www.readingandremembrance.ca

Archives of Ontario – Education (classroom visits, online lesson plans, etc.)

www.archives.gov.on.ca/en/education/index.aspx

Mike Ford (Canadian history through music, and classroom visits)

www.mikeford.ca

OISE Deepening Knowledge Project (Aboriginal Education resources)

www.oise.utoronto.ca/deepeningknowledge

Where are the Children? (Residential Schools Resources)

www.wherearethekids.ca