

History Educators II

Teaching History at the Secondary Level Using the New Ontario Curriculum



Hosted by The Ontario Historical Society
and the Ontario History and Social Sciences Teachers'
Association



The Ontario Historical Society



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.



2014 marks the 126th anniversary of The Ontario Historical Society, and the 101st anniversary of John McKenzie House in Willowdale, our office and home!

Ontario History and Social Sciences Teachers' Association

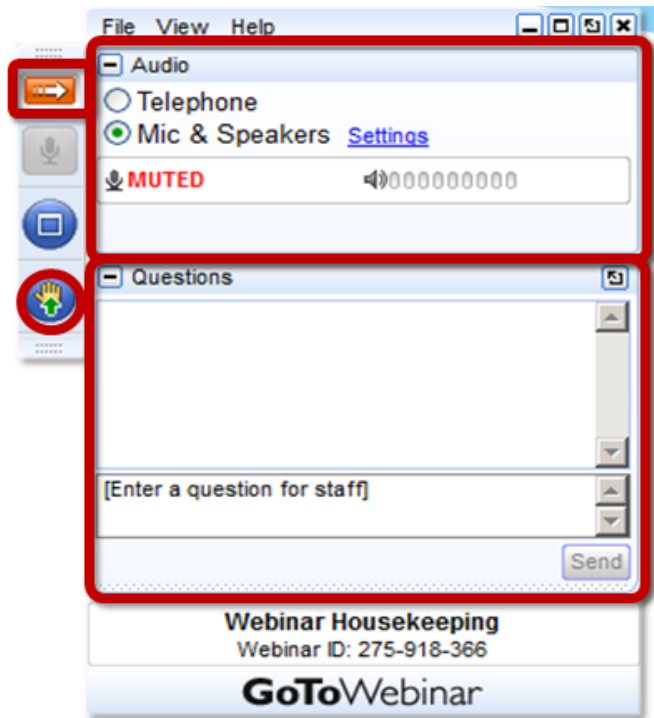


OHASSTA is a volunteer organization of practicing History and Social Science teachers in Ontario's elementary and secondary schools.

The Association holds an annual fall conference that presents challenging keynote speakers and extensive workshops. They also publish *Rapport*, a pedagogical quarterly journal, and participate and consult in Ministry of Education initiatives to develop and mentor the shape of curriculum innovation in Ontario.

OHASSTA seeks to foster and promote awareness, appreciation and respect for History and the Social Sciences as vital components of both school and lifelong learning.

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- Choose “Mic & Speakers” to use VoIP;
- Choose “Telephone” and dial using the information provided.

Submit questions for our speakers using the question tab, and comments for the whole group to see using the chat tab.

Need help? Use the “raise hand” button!

Webinar Presenters



Risa Gluskin

Assistant Curriculum Leader of Canadian and World Studies, York Mills C.I. in Toronto

Check out her blog: www.gluskin.ca!

Webinar Presenters



Scott Pollock

Department Head, Canadian and World Studies, St. Mildred's-Lightbourn School in Oakville, and Ph.D candidate at OISE/University of Toronto

OHS Webinar

Historical Thinking

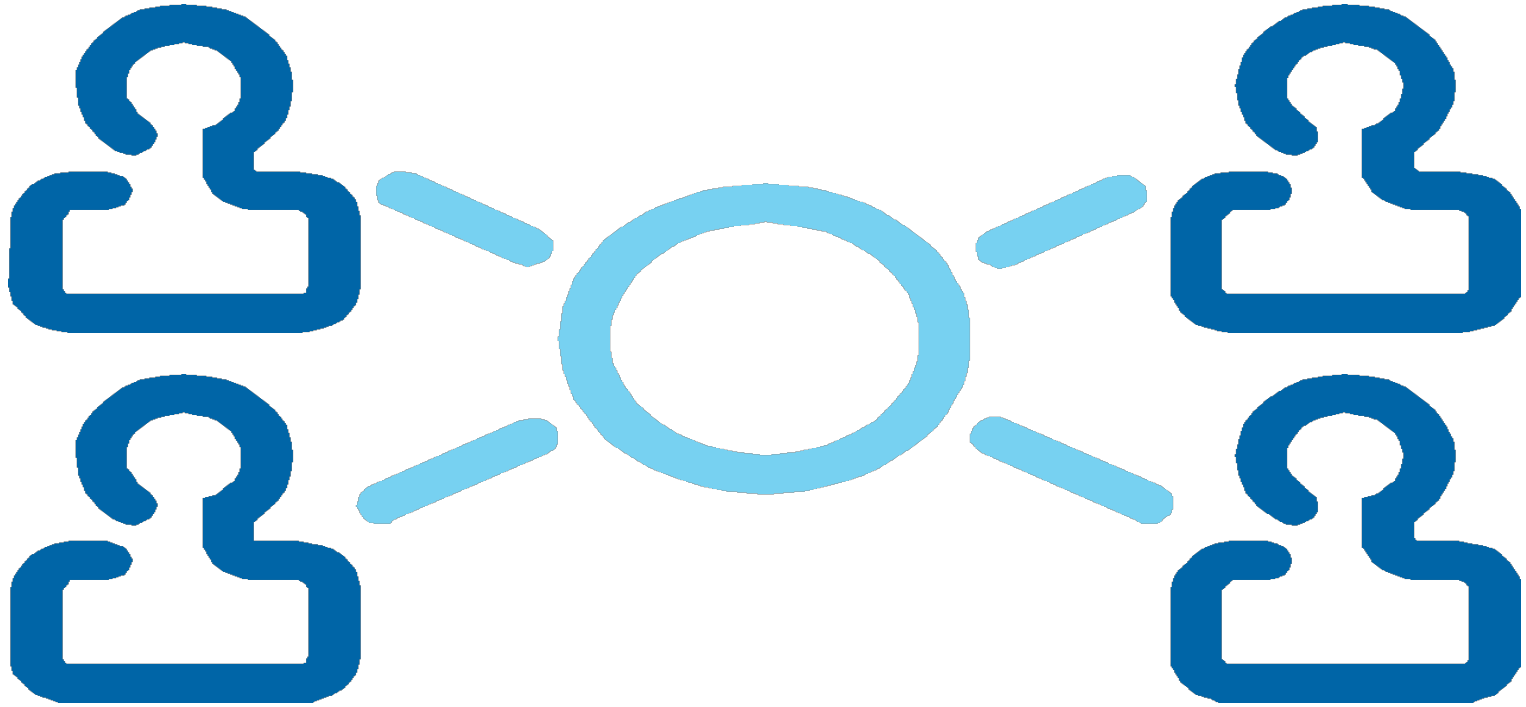
Sept. 30, 2014

Risa Gluskin

Scott Pollock

Plan

- Intro to historical thinking (20 minutes)
- Examples of implementation of historical thinking (20 minutes)
 - CHC2D
 - CHC2P
 - CHC2D (ESL)
- Questions and answers (20 minutes)



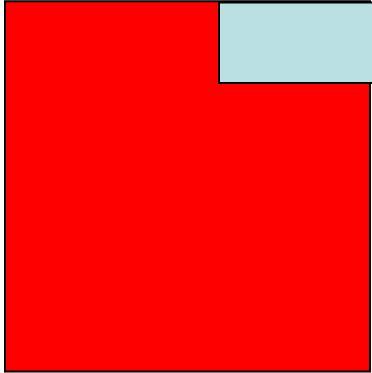
Introduction to Historical Thinking

The H. T. Concepts

- Idea of “historical thinking” has a strong empirical foundation and has been a core aspect of curriculum in the UK, US, and Australia for some time.
- Offers a strong rationale for the teaching of history (development of thinking) and allows teachers to avoid the content trap

Basic Principles of Historical Thinking

- history \neq the past
- we do not need to turn students into historians, but rather, to help them *understand how history is constructed*
- our *interpretation* of evidence, and what we leave out, *changes* the history we tell



Establish
Historical Significance

How do
we decide
what
and
whose
stories
to tell?



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Canadian
Heritage

Historical
Literacy

THENHER



The Historical Thinking Concepts in the Ontario Curriculum

Overall
Expectations

Inquiry
Strand

- Historical Significance
- Cause and Consequence
- Continuity and Change
- Historical Perspective-Taking
- Use of Primary Source Evidence
- Ethical Dimensions of History

Use
Primary Source Evidence

How do we **know**
what we **know**?



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Canada

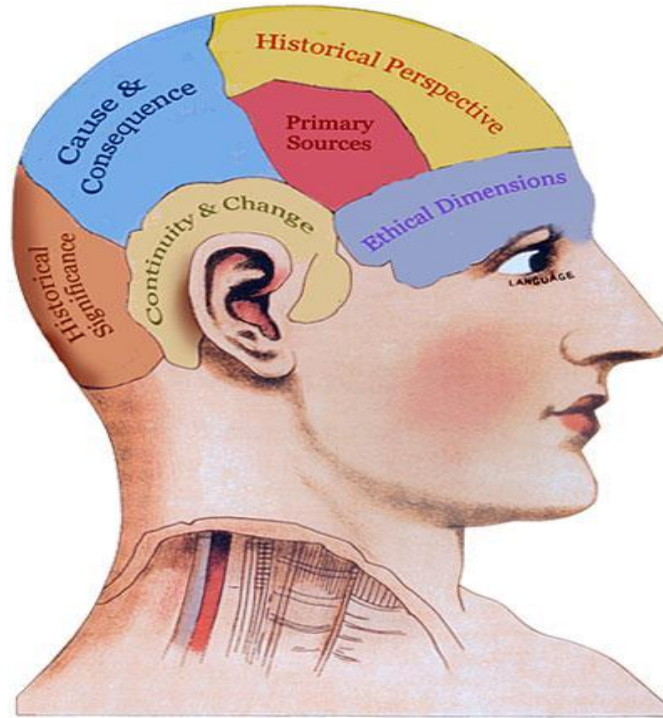
Partnership
Program

TRINIDAD

inferences

context

worldview



The Historical Thinking Project. Historical Thinking Concepts. N.d. <http://historicalthinking.ca/historical-thinking-concepts> (Sept. 13, 2014).

Teaching Concepts Explicitly

- Historical thinking concepts are NOT in the background
- They are NOT the secret language of history
- They should be taught directly, often starting with personal examples



The Research

- Can conceive of historical thinking as developing along a continuum
- Research has identified many common student misconceptions. These are reflected in the guideposts
- Can assist with planning and assessment

BECKER'S THREE EPISTEMOLOGICAL STANCES USED TO UNDERSTAND STUDENTS

Naïve realism
(aka "copier")

The belief that history effectively falls out of the sky ready made; the past and historical accounts about that past are isomorphic; multiple histories of the same events are just different ways of telling the story; if multiple versions are in conflict, someone has to have made mistakes and got the story wrong; there is a correct story and the task is to get to it. In the face of such conflicting histories, of which it turns out there are many, naïve realists confront an intellectual impasse and struggle to learn history. If pressed, some begin to shift to a naïve relativist position (the other side of the naïve realist coin) in the face of this impasse.

Naïve relativism
(aka "borrower")

The belief that history is all about someone's perspective (not an altogether unfounded position), that it is fundamentally a result of people conveying their opinions in the way they decide to tell stories. Even though some people's opinions may be misguided because they got the facts wrong, were biased, or were not present to record what "actually happened," holding opinions is a given human right, so must be tolerated. Conflicting accounts can result from different kinds of testimony offered and/or cut-and-paste operations of storytellers, all a result of reporters' biases. Relativists possess few strategies or tools for discerning better histories from others because they lack criteria for deciding and hold a weak concept of evidence, making learning history difficult. It tends to be "anything goes."

Critical
pragmatism
(aka "criterialist")

The belief that it is in the nature of historical investigation for accounts that result to vary because of the different perspectives people hold, even those who witnessed and reported on the same events (testimony), that history is possible because we can develop and employ tools (e.g., judging historical claims against evidence) to determine better from less strong histories. In the end, criterialists accept that historical accounts will vary but can still be legitimate if they measure up to judgments about what people agree to believe (criteria) constitute good accounts. Criteria-laden tools (e.g., use of evidence, analyzing/describing within historical context) allow investigators to decide poorer from better accounts. Perspective matters deeply as part of reading and assessing the subtext of an author's/cartoonist's/painter's intentions, but it is not all wanton bias and opinion as naïve relativists tend to think.

Guideposts / Criteria

- Tools to help teachers enable students to do the critical thinking asked of them



Examples of Guideposts / Criteria

- Significance
 - Are consequences deep?
 - For how many people?
 - Over how long a time?
- Causes and Consequences
 - Intended and unintended consequences
- Continuity and Change
 - Progress and decline
 - Turning points
- Historical Perspectives
 - Avoid presentism (the imposition of today's values and beliefs onto the past)

Historical Inquiry

- The concepts work well in an inquiry-based classroom
 - Teacher avoids the need to teach everything about every topic
 - Puts exploration in the hands of the students



How and Why

- More emphasis on **how** we teach rather than **what** we teach
- Inquiry-driven search into **why** things happened the way they did
- Let's go through some of the details

Implementation



Introductory Activities

- Teacher in a box
 - Highlights the interpretative nature of historical research
 - Introduces the idea of making inferences & the use of criteria
- Historical significance cards
 - Offers a preview of the course content
 - Opportunity to introduce the language (criteria) of historical significance
 - Assessment for learning (diagnostic)
 - Teachers use this information to set appropriate learning goals



Modern Birth Control Pills



Dr. Elizabeth Bagnshaw, one of Canada's first female doctors, established Canada's first family planning clinic in Hamilton, Ontario in 1932.

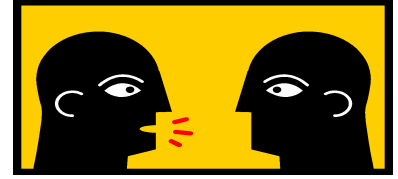
Date: 1969

Legalization of Birth Control

Birth control was illegal in Canada until 1969, when the government removed contraception from the Criminal Code. The push for legal contraception began before WWI, when a few Canadians advocated birth control as a health measure, but organized groups pushing for contraception did not appear until the 1920s. These groups argued that birth control could free women from debilitating annual pregnancies, reduce the incidence of illegal abortion, improve marital relations, and help to reduce social problems caused by poverty. It was not until after WWII that public acceptance for birth control grew. Robert Ertie led the push for legalizing birth control in Parliament.

Text adapted from: <http://www.the.canadianencyclopedia.com/>

CHC2D



- Design down: Unit on the 1950s
 - Assessment of learning (summative)
- **D1 Social, Economic, and Political Context:** describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada

1950s Oral History Project

- **D2. Communities, Conflict, and Cooperation:** analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them

1950s Oral History Project

- **D3. Identity, Citizenship, and Heritage:** analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: *Historical Significance; Cause and Consequence*)

1950s Oral History Project

- Interview people who were teenagers in the 1950s
- Highlights that historians' narratives are generalizations
- Demonstrates the conflicted, contradictory nature of the 1950s
- Great way to work with evidence



CHC2P

- Historical Thinking & Applied Students
 - Inquiry is engaging
 - Challenge is tailoring activities appropriately (which is true of academic courses too!).
- Collectors' cards
 - Causes and consequences (intended and unintended)
 - Hands on

Assignment courtesy of Jan Haskings-Winner, TDSB

- Curriculum Expectation:
 - C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1929 and 1945, and explain how they affected the lives of people in Canada (FOCUS ON: Cause and Consequence)
- Assessment of learning (summative)



WORLD WAR II COLLECTOR CARDS SUMMATIVE

CHC2P

TASK – Many people collect cards of baseball, hockey, basketball players. Collector cards also exist for music, cartoon characters and movie stars. You are to design a set of collector cards on topics related to World War II, on events, people and other related themes. Due: _____

Expectations	Learning Goals I am learning to ...	Success Criteria
<p>C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.</p>	<ul style="list-style-type: none"> - describe some ways in which World War II changed the lives of different groups in Canada - describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how the war changed the lives of some Canadians (such as women, civilians, Japanese Canadians and others who faced discrimination) by summarizing Who/What/Where/When <input type="checkbox"/> I can explain how Canadians were impacted by events of the war at home and in battle
<p>A1.5 use the concepts of historical thinking (i.e., <i>historical significance, cause and consequence, continuity and change, and historical perspective</i>) when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914</p>	<ul style="list-style-type: none"> - use concepts of cause and consequence and historical significance about events of WWII that affected Canada. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the causes and both intended and unintended consequences of the events <input type="checkbox"/> I can explain the historical significance of the most significant event with criteria in paragraph or oral presentation
<p>A1.7 communicate their ideas, arguments, and conclusions using various formats and styles.</p>	<ul style="list-style-type: none"> - communicate ideas visually and in notes to summarize big ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> I can select most appropriate image (with source) to reflect ideas on front of collector card (can be drawn or from reliable website) on front, with relevant title <input type="checkbox"/> I can organize ideas clearly about each topic onto back of collector card
<p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues</p>	<ul style="list-style-type: none"> - To use the concept of historical significance - To show how one event/person has had an impact on Canada today 	<ul style="list-style-type: none"> <input type="checkbox"/> I can connect how one event /person has had the <u>most</u> significant impact on Canada <u>today</u>, and why. (written/oral)

Your Collector Set Must Include:

- 7 cards, on construction paper or cardboard (**FIVE** are required, two are your choice)
- a **PICTURE** on the front of the card (may be original or not) with source below
- an original description on the **BACK** of the card, answering the questions of: who, what, where, when, **CAUSES, CONSEQUENCES (INTENDED/UNINTENDED)** and **SO WHAT?**
- Explain why this person/ event/concept is important to Canada *in your own words* in a paragraph or oral presentation
- Cards should be no larger than 15 cm x 10 cm. (1/2 page) You can print (neatly) or type your information
- Present (orally or in written paragraph) which event/person has had the ***most*** significant impact on Canada *today*, and why.

Select **SEVEN** different topics from the following:

Required	Optional (select 2)
a) a significant battle involving Canadians b) example of injustice in Canada c) women's role in the war d) civilians' role in war in Canada (rations, censorship) e) Japanese Canadians	<input type="checkbox"/> leaders (one) <input type="checkbox"/> technology of war <input type="checkbox"/> Canada goes to war <input type="checkbox"/> Battle of the Atlantic <input type="checkbox"/> war in the air

Due Dates: Planner Sheet _____ Finished Cards _____

Evaluation: see rubric attached

Collector Cards Planning Sheet

Name _____

Due Date _____

Before beginning your Collector Card Sets, complete the planning sheets that follow:

1. What are your topics you are planning to do? (The required ones are included)

- the battle of _____
- the injustice of _____
- Japanese Canadians
- Civilians in war, focusing on _____
- Women's role doing _____
- _____
- _____

2. Complete an organizer like this for **each** topic

TOPIC:	Who (is involved)	
	What happened	
	Where	
	When	
	Cause(s)	
	Consequences (intended)	
	Consequences (unintended)	
	Possible visual	

ESL History

- Continuity and Change in Canada's Relationship with Quebec
- Curriculum Expectation:
 - **E2.4** describe some key developments and issues that have affected the relationship between Quebec and the federal government since 1982, and analyse them from various perspectives
- Assessment as learning (formative)
 - Students monitor their own learning and use feedback to adjust, adapt or change what they understand

Continuity AND Change



CHCZD8 Quebec in Canada – 1960s to Today

Quebec was one of the first four provinces of Canada. It has a very special history in Canada because of its differences; the majority of the population speaks French. The relationship between Quebec and the rest of Canada has sometimes been difficult. In the following chart, fill in the year and a comment about continuity and change in French-English relations for each event. Use the vocabulary words on the PPT.

Page	Year	Event	Effect on French-English Relations (continuity or change – how? for whom?)	
258-59		<p><i>Quiet Revolution</i></p> <ul style="list-style-type: none"> French speaking Quebecers wanted to be "masters in our own house" Modernization of government and society French became the language of business Expansion of Hydro-Quebec 		
272-73		<p><i>October Crisis</i></p> <ul style="list-style-type: none"> Separatist groups wanted Quebec to be independent from Canada FLQ (Front de Liberation du Quebec) used violence and terror (bombing, kidnapping) 		
272, 274		<p><i>War Measures Act</i></p> <ul style="list-style-type: none"> This law gave government emergency powers PM Pierre Trudeau banned the FLQ and made arrests, saying that Quebec was in rebellion Allowed people to be arrested without being charged with a crime 		
273		<p><i>Parti Quebecois (PQ)</i></p> <ul style="list-style-type: none"> New political party made up of separatists Won the 1976 provincial election Many English speakers and companies left Quebec because they were scared of what the PQ would do 		
273		<p><i>Language Laws in Quebec</i></p> <ul style="list-style-type: none"> PQ said that French was the only official language in Quebec Bill 101 said that French had to be used in schools and businesses 		

Continued on back side

Page	Year	Event	Effect on French-English Relations (continuity or change – how? for whom?)	
273		<p><i>Referendum in Quebec</i></p> <ul style="list-style-type: none"> The PQ asked Quebecers if they wanted “sovereignty association” – separation from Canada with maintenance of economic relationship with Canada 60% voted no (against separation) 		
278-79		<p><i>Constitution</i></p> <ul style="list-style-type: none"> PM Trudeau wanted to bring the constitution home from Britain for Canadians to control All the provinces except Quebec compromised and agreed Quebec felt left out 		
350-51		<p><i>Meech Lake Accord</i></p> <ul style="list-style-type: none"> PM Brian Mulroney wanted Quebec to feel like it was part of Canada so he said it was a “distinct society” Ten provinces agreed but the changes would have to be supported by all provinces Opponents included some Aboriginal groups, women’s groups, trade unions Manitoba did not pass the accord so it died 		
362		<p><i>Charlottetown Accord</i></p> <ul style="list-style-type: none"> PM Mulroney tried again to get the provinces to cooperate The new agreement was similar to Meech but recognized Aboriginals more Opposition came from Quebec and the West and from Canadians who didn’t like Mulroney’s economic policies In the referendum 54% voted against the agreement 		
363		<p><i>Referendum in Quebec</i></p> <ul style="list-style-type: none"> PQ leader Jacques Parizeau said Quebec should leave Canada Quebec had another referendum PM Jean Chretien (from Quebec) led the No side and said Quebec was a “distinct society” No: 50.58% - Yes: 49.42% 		

Overall, what conclusions can you draw about continuity and change in Canada’s relationship with Quebec?

Follow-up

- When you ask “for whom” you are also bringing in historical perspectives
- Students can use this scavenger hunt as a jumping off point
 - Deeper study can follow

Using the Achievement Chart

Thinking	Application
<ul style="list-style-type: none">- use of planning skills (e.g., finding appropriate primary sources)- use of processing skills- use of critical/creative thinking processes (e.g., inferring)	<ul style="list-style-type: none">- application of knowledge and skills in familiar contexts- transfer of knowledge and skills to new contexts (e.g., applying historical thinking criteria)- making connections within and between various contexts (e.g., past and present)



Questions

Post-Webinar Feedback

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we'd like to hear from you!

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Learning & Teaching Black History in Ontario

Tuesday Oct. 14, 2014 from 4 p.m. - 5 p.m.

Co-presented with the Ontario Black History Society, and led by Dr. Bryan Walls and Brittany Miles of the John Freeman Walls Historic Site and Underground Railroad Museum.

Access... Beyond the Ramp!

Tuesday Nov. 25, 2014 from 11 a.m. - 12 p.m.

Led by John Rae, 2nd Vice Chair of the Council of Canadians with Disabilities.

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Thank you!

Many thanks to our speakers,

Risa Gluskin &

Scott Pollock

And to our co-host,

the Ontario History and Social Sciences Teachers' Association!

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