

**WEBINAR SERIES**  
*Strengthening Ontario's Heritage Network*

## History Educators II: Teaching History at the Secondary Level Using the New Ontario Curriculum

Tuesday September 30, 2014

Co-Presented by The Ontario Historical Society ([OHS](#)) and  
The Ontario History and Social Sciences Teachers' Association ([OHASSTA](#))

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## Historical Thinking Resources - Printed and Online

- OHASSTA has developed [new posters illustrating the thinking concepts](#) integral to the revised Canadian and World Studies, Social Studies, and Humanities curricula, which are available for purchase through their website in English and French.
- Seixas, Peter and Tom Morton. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education Canada, 2013. Both an [English Version](#) and a [French Version](#) are available for purchase.
- [Creating Canada](#). Whitby, ON: McGraw-Hill Ryerson, 2011. This Canadian history textbook for Ontario secondary students integrates historical thinking concepts into core text.
- Lesh, Bruce. [Why Won't You Just Tell Us the Answer?](#) Portland: Stenhouse Publishers, 2011.
- Visit the [Historical Thinking Project](#) website for lessons and concept info.
- CBC's [News in Review](#) provides video clips with teachers' guides and historical thinking concept worksheets to accompany DVD stories on current events.
- The University of Alberta Libraries have developed [Sam Steele: The Journey of a Canadian Hero](#), which includes digital primary sources and complete teacher's packages.
- [Sir John A. Day](#), a project of the Historica-Dominion Institute in 2012, contains complete teacher's package online.
- Use the [Virtual Museum of Canada](#) to find exhibits from institutions across the country.
- [Great Unsolved Mysteries in Canadian History](#) features great student challenges and online primary source document packages.
- The Critical Thinking Consortium's [History Docs](#) includes packages of primary source documents with historical thinking lessons.
- Stanford History Education Group's [Reading Like a Historian Program](#) focuses on the levelling of primary sources and assessing for thinking.
- [The Learning Centre](#) - An online resource created by Library and Archives Canada, providing guided student and educator access to educational tools, and digitized primary sources (printed documents, diaries, maps, illustrations, paintings, manuscripts, and printed and recorded music).
- The [Saskatchewan Archives](#) features a selection of primary sources linked to particular history topics (ie: Regina Riots, Life on the Prairies).

## 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 (developed by The Ontario Historical Society) at

[www.ontariohistoricalsociety.ca/directory](http://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.

## Concepts of HISTORICAL Thinking

### **Historical Significance**

I can use the concept of *historical significance*, through the inquiry process, to:

- determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence
- explain how various people, events/developments or ideas help us understand the past & present
- assess the impact of people, events/developments or ideas in the past and on the present
- evaluate how the importance of people, events/developments or ideas may shift for various people and over time

### **Cause and Consequence**

I can use the concept of *cause and consequence*, through the inquiry process, to:

- identify various causes for a particular event or development using accounts of the event
- explain both intended and unintended consequences of events/developments
- assess the relative influence of various causes of an event/development
- evaluate the impact of various consequences of an event/development

### **Continuity and Change**

I can use the concept of *continuity and change*, through the inquiry process, to:

- compare what has changed and what has stayed the same over a period of time
- explain why some things have stayed the same and why some things have changed over time and for different people
- assess how an event may involve progress for some people/groups and decline for others
- analyze how turning points can be clustered into different chronological themes or intervals (periodization)

### **Historical Perspective**

I can use the concept of *historical perspective*, through the inquiry process, to:

- explain why a historical idea/belief generally accepted in the past may not be accepted today (context)
- infer multiple past viewpoints of an action or event
- analyse how/why people acted in a particular time and why that may be different from today (context)
- analyse the tension that can exist between conflicting past and present day viewpoints about historic events/decisions (avoiding presentism)

Prepared by **OHASSTA & OHHSSCA**  
**2013 Revised Canadian & World Studies**



## Other Resources / Links to Explore

### I. Teacher Professional Development (History & Social Studies)

- [The Ontario Historical Society](#) (OHS)
- [Ontario History and Social Sciences Teachers' Association](#) (OHASSTA)
- [The Historical Thinking Project](#)
- [Ontario Elementary Social Studies Teachers Association](#) (OESSTA)
- [The History Education Network \(THEN-HiER\)](#)
- The [Ontario Heritage Fairs Alliance](#)
- [EduGAINS](#)
- [Approaching the Past](#)

### II. Classroom Resources/Websites

- [Reading and Remembrance](#): Literacy based Remembrance history resources
- [Archives of Ontario – Education](#): classroom visits, online lesson plans, etc.
- [Mike Ford](#): Canadian history through music, and classroom visits
- [OISE Deepening Knowledge Project](#): Aboriginal Education resources
- [Where are the Children?](#): Residential Schools Resources

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The next webinars in our series:

### **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.

Visit [www.ontariohistoricalsociety.ca/webinars](http://www.ontariohistoricalsociety.ca/webinars) to register!