FROM CONTENT TO CONCEPT: THINKING HISTORICALLY IN THE
ELEMENTARY CLASSROOM

by

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Abstract

In a little more than a century Canadian history and social studies education has faced a barrage of questions that has complicated its delivery in schools. Questions about the purpose of social studies, whose history should be taught and how it should be taught have clouded what the purpose of social studies and history education should be.\(^1\)\(^2\)\(^3\) The current project has employed historical thinking (specifically Seixas and Morton’s six historical thinking concepts) as a lens for teaching social studies and history. Students will engage in activity meant to develop habits of mind, namely understandings of *historical perspective, historical significance, continuity and change, cause and consequence, use of primary sources and the ethical dimension of history*. The goal is participation in a classroom inquiry, wherein students will collaboratively construct a timeline of Canadian history. Each entry will be determined as significant to Canadian narrative by students, and will be evaluated through one or several thinking concepts.

Acknowledgements

First, I would like to extend a sincere thank you to my supervisor, Theodore Christou. Ted, your guidance and patience made this project possible, and I will always be grateful for the opportunity to learn from you. More than a supervisor, you have been and will continue to be a role model for me. I would also like to thank the many educators who I have had the privilege of learning from in my time at Queen’s. I feel as though I am a more informed and reflective educator, and I know I have this experience to credit. Thank you also to Amanda Cooper for agreeing to review this project!

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To my wife Colleen, we have been through so much over the course of this program. We have begun our careers, moved into our first home, and oh yes, got married. You have been the support, peer, teammate, and partner I needed to see this through. I love you!
Preface

This project was born out of unique circumstance. I considered myself a new teacher, as I still do, but was entering my third year in the profession. In this third year however, I had the privilege of teaching my own class – I no longer worked in place of another. This meant a chance to remain at the same school for more than a year, and a real opportunity to build a program as I envisioned. My classroom was in a small school, and I would be teaching grade five to eight in the same room. It afforded me a unique opportunity – I knew with some certainty that I would be working with many of the same students for multiple years. Needless to say, I was incredibly excited and absolutely terrified.

I reached out to teachers, principals, really anyone who I could glean insight from – I had only minor experiences working in multi-grade settings, and wanted to be as prepared as I could be. I mapped out my numeracy and literacy programs, identified potential challenges and then tried to prepare for them – I wanted to prepare students and meet them at their level of understanding. But what about social studies and history? There was so much content, and it didn’t connect in a smooth way like numeracy did – curriculum stretched across the grades like a continuum rather than a ladder. Content was chronological; it didn’t reinforce itself like other subjects that focused on conceptual knowledge.

In discussing my challenge with my supervisor, Theodore Christou, I was asked to think about social studies and history in a different way. Using a lens of historical thinking, I should shift focus to development of student conceptual knowledge. Students grow in literacy and numeracy competencies, and I should put programming in place to
reflect grow historical competency. Further, Ted believed my students and I were in an advantageous environment; I would have specific knowledge of what students had covered from year to year, and could build conceptual knowledge with few gaps in understanding. In designing an inquiry where students were responsible for deeming historical significance to Canadian history, I would have the ability to build a large body of work, ensuring students weren’t mulling over the same material twice. The need for this shift in my understanding instruction was made even more apparent in revisiting the curriculum, as concepts of historical thinking were found throughout. This project has served to reflect the effort to create a 5-8 social studies/history program. It is my sincere hope that it serves to push the thinking of an educator looking at what social studies and history can look like in his or her own classroom.
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Chapter 1 Introduction

In a little more than a century Canadian history and social studies education has faced a barrage of questions that has complicated its delivery in schools. Questions about the purpose of social studies, whose history should be taught and how it should be taught have clouded what the purpose of social studies and history education should be. These crises have emerged when it has been determined that history education and the social studies have failed to meet the needs of Canada as a nation. These include the existence of provincial curriculums that were not national enough in their content, specifically at war-time when national unity was felt necessary; there have also been times when curriculum was dated, and students could not identify much less connect with material being covered. Worse, the “longstanding gap between theory and practice” within the discipline has meant instruction built on the memorization of arbitrary dates and names. Resultant is a discipline that lacks what is necessary for student questioning, interest, and engagement.

The revised Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, grades 7 and 8 is a clear effort to bridge theory and practice, and draws

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8 Ken Osborne, "Foreword”, v.
heavily from ongoing research in the effective teaching and learning within the discipline. Within social studies and history specifically, emphasis on conceptual thinking rather than content knowledge is evidenced through the presence of historical thinking concepts. These historical thinking concepts, or “habits of mind” are developed by students so that they have the tools for deeper exploration of historical content. Development of these habits of mind aligns with the overall vision of the document, which focuses but is not limited to the critical thinking of students and the possession of “skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues”. These skills lend themselves to “discipline-specific inquiry”, and offer students the role of co-constructor in what they want to learn about and how they will arrive there. This role can be taken on by students of any age.

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9 *The Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* (Toronto: Ontario, Ministry of Education, 2013).
10 Ken Osborne, “Foreword”, v.
12 Ibid.
Rationale

The necessity of developing programming that makes social studies and history curriculum more accessible to elementary teachers and students alike is many-fold. First and foremost is alleviating the potential damage of instruction that does not align with what is understood to be engaging practice. In Zhao and Hoge, a study of student and teacher attitudes towards social studies, it was found that most students thought social studies to be “boring and useless” and comprised of “reading the textbook”.¹³ Chapin, in a survey of eighth-grade students, saw social studies perceived as by far the least useful subject being learned.¹⁴ The fear, Chapin posits, is that this is the same experience teachers once had as students, and this mindset is pervasive throughout the social studies classroom. Elementary teachers come from an array of content and knowledge backgrounds, and may not be as adequately equipped as possible for classroom instruction. Even the history student who is well-versed in certain historical content through their university learning may have difficulty due to the widening gaps between fields of history and education at the post-secondary level. This “long walk”¹⁵ of historians in Canada away from the classroom (and vice-versa) began in the 1960’s, as

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¹⁵ Osborne, "History Syllabus Has Us Gasping", 432.
growing university faculties were able to write for their own diversified interests. The content knowledge is present, but the classroom application may not be.  

Traditionally, if an educator or educators have gaps in their understanding, opportunities exist for in-services, seminars, and conferences as professional development. Literacy scores were a focus in Ontario however these have since been replaced with a renewed focus on mathematics, as sliding student achievement has meant more money and time-in-class invested in numeracy. While a worthwhile cause, this numeracy focus means little time or opportunity for professional development in other areas, social studies and history notwithstanding. Such a lack of emphasis on historical thinking has led to it as consideration as the “poor cousin of curriculum reform”, this status has remained relatively constant over a ninety-year span. Resources that are easily accessible and intuitive are then of value to the educator who otherwise would not have the time otherwise to grow in his or her knowledge of historical thinking.

Finally, the *Ontario curriculum: Social studies, grades 1 to 6, history and geography, grades 7 and 8* document has afforded teachers the opportunity to teach conceptually, providing students with the skills necessary to evaluate a variety of historical sources and situations. Presently a focus on inquiry-based learning permeates through the Ontario classroom, as teachers are being asked to make student generated ideas and interests central to the learning process.\(^22\) The social studies and history classroom is an environment where authentic inquiry can thrive, where student questioning can lead to organic exploration of curriculum content. Teachers are to teach on a need-to-know basis – in this context surely the necessary teacher-driven instruction is focused on providing students with competencies of historical thinking.\(^23\) Teach students how to interact with historical actors and events so that they may explore for themselves – teach students to fish rather than give them one, as to borrow from the expression.

\(^22\) *Ontario Curriculum: Social Studies, History and Geography,* 6.

\(^23\) Ibid, 5.
Purpose

The purpose of this project has been to design social studies and history programming that utilizes the *Big Six Historical Thinking Concepts* to facilitate student inquiry. The concepts of *historical significance, historical perspective, continuity and change, cause and consequence, evaluating primary sources, and consideration of the ethical dimension* will be explicitly taught so that students may participate in their own inquiry.\(^{24}\) By utilizing Wiggins and McTighe’s Understanding by Design, or UbD model to unit design,\(^{25}\) these lessons will assist in developing student competencies in historical thinking, as they will be necessary for their own exploration of Canadian and world history. With these competencies in mind, use of the UbD model will allow for student “understanding of important ideas” so they may transfer their learning to new situations\. Student inquiry is the goal, and the concepts of historical thinking\(^{26}\) are the tools required to reach it. Assessment of conceptual knowledge are collected for formative and summative purposes, and Seixas and Morton’s guideposts for each concept will directly influence each assessment tool.

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\(^{26}\) Seixas and Morton, *Big Six*. 
Vygotsky’s Sociocultural Theory

Central to current unit design are the epistemological underpinnings of constructivism. Using research concerned with the growth and development of children, constructivism is rooted in the idea that people “construct much of what they learn and understand”.

Constructivism as epistemology represents a range of ideas – at one end of a spectrum are those who believe mental structures are developed and become real for learners, while an alternative view holds that the mental world of a learner is reality.

This construction of their own knowledge is central to all forms of constructivism, social constructivism included. If learners create their own learning, social constructivism proposes that this is done primarily through interaction with others in interactive environments.

The term social constructivism, while attributed to Berger and Luckmann, can trace its origin to the work of Lev Vygotsky and sociocultural theory. Vygotsky contends that “socially meaningful activity (is) an important influence on human

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consciousness”. Key to child development is child interaction with others and with the environment – environment being composed of “cultural objects”, language, and places. A student’s development then would be resultant from the interactions with peers, with teachers, and with the classroom environment itself. Knowledge and learning then can be scaffolded by a teacher, where opportunities for discovery are put in place, and students are primary stakeholders in their own learning. The teacher then serves as facilitator, guiding student learning through questioning and presentation of information and resources based on student development of understanding.

Zone of Proximal Development

Central to Vygotsky’s understanding of learning is the Zone of Proximal Development, or ZPD. The ZPD represents the difference between what a student presently knows and what they would be able to learn given instruction or support, either from knowledgeable peers or assistance from an adult. This range should represent an attainable goal for a student within a specific domain, and highlights the importance of ongoing formal assessment. As a student moves toward and reaches set goals, the ZPD is pushed further and further head toward new expectations. Success within the ZPD is dependent on those with more knowledge in given area assisting (peer-to-peer) or facilitating (teacher-to-student) student growth. Lost in many modern interpretations is that these interactions are not unidirectional, and that the educated peer or teacher has

32 Ibid.
opportunity for learning within these interactions as well. The ZPD supports not just student scaffolding through teacher-to-student formative assessment, but student and teacher self-assessment.

**Inquiry Teaching and Peer-Assisted Learning**

Discovery learning is a process of learning for oneself. While this is a method of learning that promotes engagement, learning and potential re-teaching may mean time spent on trivial matter that does not benefit student development. Schunk presents a scenario where students “discover which historical events occurred in which years” but this does little to improve student understanding when compared to direct teacher instruction. Discovery can impede student learning when students don’t have experiences and a background in a particular field. More beneficial to student learning in this instance would be more controlled learning environments and questioning. Inquiry teaching exists as a kind of discovery learning, but sees the teacher take on a greater role. Students are posed questions that require investigation and prediction, and students develop understanding of general rules that can then be applied to new situations.

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35 Ibid.
36 Ibid., 268.
37 Ibid.
can limit inquiry learning is the necessity for teachers to possess a high-level of content knowledge, so as to guide student questioning and investigation in a meaningful way.

Peer-assisted learning as an instructional model fits well with inquiry learning and within the larger principles of constructivism.\(^4^0\) In a social constructivist classroom students and teachers all contribute to learning; peer-assisted learning echoes this, as students contribute actively to learning through processes of peer tutoring, reciprocal teaching, and cooperative learning.\(^4^1\) Teacher guidance has not been removed from this model, but is present rather to push thinking, to extend an individual’s or shared group’s zone of proximal development.

**Historical Thinking**

Seixas and Morton cite scientific and mathematics curriculum and expectations held for students when explaining historical thinking.\(^4^2\) As students age and progress through school, they learn how to tackle problems of an increasing complexity, and can apply previously learned concept knowledge to a given task. In the history classroom, teachers have been content to provide learning that will be relayed back to them by their students in form of transmission that is all too often labeled as dull and boring.\(^4^3\) \(^4^4\) In a

\(^{40}\) Schunk, *Learning Theories*, 269

\(^{41}\) Ibid.

\(^{42}\) Seixas and Morton, *Historical Thinking*.

\(^{43}\) Ibid.

rethinking of teaching history, Seixas and Morton look at the mathematics and science classroom and ask: “Why shouldn’t the history classroom have comparably high goals?”

Six concepts of historical thinking allow for the growth of student competencies when working within the subject, and are rooted in the methods that historians use when working in their field. Historians establish historical significance, use primary source evidence, examine continuity and change, analyze cause and consequence, take historical perspectives, and attempt to understand the ethical dimension of history. Students tackle questions or tasks with this conceptual background, and educators have guideposts that indicate when students have achieved “powerful understanding” of a given concept. Take the ability to take historical perspective as an example: a guidepost that indicates movement from limited to powerful understanding of the concept is the understanding that “the perspectives of historical actors are best understood by considering the historical context”. A student with a limited understanding may “judge people in the past a dull-witted or weird, because the student ignores historical context”, but a powerful understanding is evidenced by the ability to “explain of illustrate perspectives of people in their historical context”.

45 Seixas and Morton, Historical Thinking, 3.
46 Ibid., 5.
47 Ibid., 8.
48 Ibid., 148.
49 Ibid.
50 Ibid.
Significant to the model of historical thinking is the necessity of inquiry learning, as it pushes students to actively seek out and interpret history to support and respond to questions. By promoting ownership and active participation through historical thinking, the history classroom can move away from the boring model of passive fact transmission.\textsuperscript{51} This is not to say that every contemporary history and social studies classroom looked this way, but rather that there is now a clear model guiding educators towards a model of inquiry and collaboration.

\textsuperscript{51} Ibid., 2; Steffey and Hood, \textit{This is Social Studies}; Zhao and Hoge, \textit{What Elementary Students and Teachers Say}. 
Chapter 2 Literature Review

Direction of Ontario and National History and Social Studies Curriculum

Whose History would we teach?

The question, “Whose history would we teach?” 52 looms large in Canadian history education. The answer has been subject to much debate for over a century. Complicating this question are two trends; first, the ever-expanding background of Canadians, and second, the ever-expanding importance of perspective in history. The first can be attributed to an overwhelming shift toward a multicultural nation; the second trend can be explained by growing attempts to recognize and represent diversity of experience. 53 Canadian history education and curriculum has evolved, both to reflect this change and to satisfy the subject’s stakeholders. This evolution has not been a fluid process, but more of a tug-of-war, with differing schools of valuation trying to impose what history education should look like. Indeed, it is difficult to uncover any writing that does not refer to this evolution as less than an outright war, the history classroom the battleground. 54 Further, that education is under provincial jurisdiction has meant that national goals have been even more difficult to attain. There have been several significant shifts in thinking within the discipline, but the greatest resulted from the 1960s and

53 Dirk Hoerder, To Know Our Many Selves: From the Study of Canada to Canadian Studies (Edmonton: AU Press, 2010).
1970s, when the explosion of “the new social history”, challenged the purpose and methods of interpreting the past. ⁵⁵

Prior to Confederation, the emerging perceived importance of nationalism led to exploration of the past with a new vigour. The collection of the “the origins and characteristics of emerging nation-states”⁵⁶ would serve as a precursor to struggles with curricular focus. Indeed, the narratives of Ontario, Quebec, Nova Scotia, and New Brunswick were all varied enough that Canadian history education would rely on respective regional experience. Canadian Confederation in 1867 resulted in the union of two very distinct groups — namely Protestant English and Catholic French. In an effort to alleviate the potential headache of merging education systems, governance over “education was made a matter under provincial, not federal, jurisdiction”.⁵⁷ At the time, education was already a provincial undertaking, and had not been deemed a jurisdiction requiring change.⁵⁸ This decentralization has since produced certain benefits, such as greater attention to teaching and learning that more closely aligns with what students are geographically invested in. Another, unintended by-product of this decision meant that

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⁵⁷ Ruth Sandwell, ""We Were Allowed to Disagree, Because We Couldn’t Agree on Anything"," in Seventeen Voices in Canadian Debates over History Education; History Wars and the Classroom Global Perspectives, by Tony Taylor and Robert Guyver (Charlotte, NC: Information Age, 2012), 54.

⁵⁸ Alf Chaiton and Neil McDonald, Canadian Schools and Canadian Identity (Toronto: Gage Educational Pub., 1977), 31.
when education was seen as a vessel for nationalism (specifically history education), reform at a provincial level is trickier. Regional perspectives would mean that national themes would be more difficult to execute.

Near the turn of the 20\textsuperscript{th} century, Canadian history education was failing the nation, or at least had been perceived to be.\textsuperscript{59} Canadian educationists sensed that “school history was insufficiently national in its sympathies”\textsuperscript{60} for a nation still in relative infancy. The Liberal Party’s George Ross, Ontario’s Minister of Education from 1883-99, had newly become head of the Dominion Education Association (now the Canadian Education Association), in 1891. By 1892, the Association felt that there was a need to find “certain broad features common to the whole of this Dominion with which we can indoctrinate our pupils.”\textsuperscript{61} In an attempt to find a resource for teaching a Canadian history, rather than a fragmented provincial narrative, the Dominion Education Association held a contest in the hopes that someone would be able to produce a resource that satisfied the whole nation.\textsuperscript{62} Resultant was a textbook from W.H.P. Clement, \textit{The History of the Dominion of Canada}. The urgency of this text could not be understated – within provincial texts failed to “give adequate representation to all sections of the country” and often held “exaggerated in notions of provincial matters”.\textsuperscript{63} Clement’s \textit{History of Canada} as a reader tells a story that is much more national in its delivery. Very much a Eurocentric tale of exploration, conquest, and good government, \textit{The History of the

\begin{flushleft}
\textsuperscript{59} Osborne, \textit{History Syllabus Has Us Gasping}, 404.
\textsuperscript{60} Ibid.
\textsuperscript{61} Chaiton and McDonald, \textit{Schools and Identity}, 14-15.
\textsuperscript{62} Osborne, \textit{History Syllabus Has Us Gasping}, 404.
\textsuperscript{63} W. H. P. Clement, \textit{The History of the Dominion of Canada}(Toronto: W. Briggs, 1897), v.
\end{flushleft}
Dominion of Canada was used throughout the provinces and by 1918, had been discontinued, as content had lost relevance. It was at this time that a second challenge to history education in Canada arose.

The cultural and regional differences present throughout the country meant that material often lacked the ability to relate to student life, and engagement suffered. Beyond this, material was lacking emphasis the “romance of incident and character” that should be present in Canadian history education.

Representative of the landscape of the history textbook during this era is an analysis completed by the Women’s International League for Peace and Freedom. The WIL (which still exists today) conducted a study of history texts (including several Canadian texts), for the purpose of measuring what degree of mention went to themes of peace, and inversely, how much focus was placed on nationalism and militarism of which violence and war were attributed. It was of the opinion of the WIL that “aggression (and) the drive for power and control” were predominately male attributes — until

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64 Sections include ‘The Quebec Act, 1774’, ‘The Maritime Provinces (1758-1774). In a sample section entitled ‘The Great Onontio’ (an Iroquois term for the Governor of New France) a piece on the Iroquois War is exemplary of a limited, but ‘Canadian’ perspective. Three years were spent “fighting the Iroquois” and tales of heroism such as from Madeleine de Verchères (who stymied an Iroquois invasion of Fort Verchères) are shared. This kind of limited perspective in Canadian history would be the subject of scrutiny in later years.


67 That this study followed World War One and preceded World War Two was not a coincidence. The WIL posited that war was a “masculine affair” (Osborne, History Textbooks in Canada, 21) and attempted to find what was propagating this mindset.

women had fair representation in politics, these hegemonic themes would continue, resultant in war and conflict. Significant to the direction of Canadian history education was not the imbalance of history textbooks — most texts were found to be “ideologically acceptable”, rather it was that these texts were largely boring. Osborne emphasizes an eye-opening quote from Dr. Peter Sandiford, who was brought on by the WIL to aid in conducting said survey:

The final impression left with me after reading the reports is that on the whole the pupils of Canada are required to study very fair history texts. There is little braggadocio or unfairness. Perhaps the arts of peace could receive more emphasis than is generally accorded them. But there is one insurmountable weakness present in far too many texts. They are dull and uninteresting, and history should and could be the most fascinating of the humane studies embodied in the curriculum.\(^69\)

History education (and specifically the history textbook) was dull and dreary; the subject required a breath of new life. Significant is it that this survey had little impact on provincial education yet the discipline would change drastically, and be coupled with new texts in following years. The WIL’s insistence on establishing gender equality would not gain significant ground in history education until a few decades later, when a series of


events would provide Canada with an opportunity to be introspective regarding the “limited identities”\(^{71}\) that make up the nation.\(^{72}\)

**Progressivism and History Education in the Inter-War Years**

Nation-building served as a primary purpose of history education in the early 20\(^{th}\) century in Canada, particularly during World War One. Proponents of national educational outcomes and teaching relied on “notions of patriotism, progress, and nationalism to legitimize claims”, while detractors cited the “constitutional, cultural, and regional differences”\(^{73}\) of Canada’s provinces. History education was lacking luster, and was viewed by students as boring.\(^{74}\) Upon the conclusion of World War One, a new influence would begin to affect the direction of Canadian education, history education notwithstanding. The post-war growth of progressive education rhetoric would be spurned on by the perceived need to better our systems of education. Progressive education was meant to prepare students not for the world of yesterday, but for the new and progressive world of the future.\(^{75}\) If there was a problem with progressive rhetoric, it was an inability to truly peg down what was meant by ‘progressivism’. Christou, in a


\(^{72}\) Osborne, *History Textbooks in Canada*, 21.


\(^{74}\) Osborne, *History Syllabus Has Us Gasping*.

document analysis of progressivist rhetoric from Ontario during the interwar period, determined that three main themes permeated throughout progressivist orientations: first, a commitment to “child study and developmental psychology”; second, to “social efficiency and industrial order” and; third, to “social meliorism and cooperation”. Further, progressivist rhetoric seemed to operate as opposed to ‘traditional’ systems of schooling, hampered by passive and rote learning, strict adherence to overbearing curriculum (at the behest of student interest), and overemphasis on content connected to the past rather than to the present and beyond. As an alternative, new way forward, progressivism was built on “active learning…individualized instruction” and a “desire to link schools with contemporary society”. If Dewey is seen as the champion of progressivism in the United States, the central character in bringing meliorism, child study, and efficiency to Canadian education systems would be Duncan McArthur. Central to much of McArthur’s early career at Queen’s University was a preoccupation with social scientific inquiry, as it influenced his “research into Canadian constitutional and economic history” and would later inspire his own Canadian history textbook. In 1934 he was appointed Deputy Minister of Education, where these preoccupations would influence curriculum reform in 1937. The creation of the *Programme of Studies for Grades I to VI of the Public and Separate...*

77 Ibid., 7.
78 Ibid., 7.
80 Ibid., 686.
Schools in 1937 was the first real attempt at implementation of Progressivist ideology in Ontario schools. The theme of meliorism may have been at the heart of social studies, a new subject that combined history, geography, citizenship and other domains with the hope that individuals “could build meaningful relationship with others and practice habits of mind that would enable them to act judiciously in matter of public concern”. As for implementation of progressive education in schools, results were mixed and often half-measures. Milewski, through exploration of the experiences of twenty-one teachers who worked throughout Ontario in the 1930s, uncovered a less-than universal experience with the new document. Rural schools in 1937 were marked as having less access to teacher training and in-service training, and said teachers expressed less recollection of any significant impact on their practice. The interpretation of the epistemological shift in thinking also may have been not as thoroughly understood as could be hoped for – Milewski notes that teachers from this era described changes to curriculum as “providing more flexibility” and allowed for children to “do things for themselves.” It would be thirty more years until the ideas of the Programme of Studies for Grades I to VI of the Public and Separate Schools was more thoroughly fleshed out.

The ensuing movement in the years following World War One was also one of content, from “the political and constitutional narrative” to “biography, story, and social

81 Ibid.
82 Ibid., 689.
84 Ibid., 125.
85 Ibid., 126.
history”. Classroom design would change too; the rearrangement of schooling to a student-centered environment was part of the progressivist movement. In Canada, social studies education became one of the manifestations of the movement, and all “dry facts removed from life had to be dusted away”. It was hoped that these changes, coupled with student-centered, experiential learning and relatable content would assist in once again making history education exciting and relevant for students.

*The Story of Canada*, from Wrong, Martin, and Sage (1929) is an early example of the aforementioned new direction of history education. Motivation for the creation of this text, which was available throughout all of the provinces, was to tailor to the “range of student’s understanding” while rescuing the “teacher from the tyranny of the textbook”. Tales told are engaging, readability is appropriate, and accompanying visuals are presented in a continuous flow, rather than in the clunky, fragmented manner of previous instruction. Significant is the fact that this reader was designed for students in grade seven and eight, as with fewer than a quarter of students going on to high school, any interest that students were to have in history needed to be “kindled” before they left elementary school. Rather than a comprehensive description of Canada’s history (which the publisher admittedly shares is impossible, given the complexity of perspective, students are presented with a guide for future reading. Following World War Two in the

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86 Osborne, *History Syllabus has us Gasping*, 404.
88 Broom, *Meaning of Social Studies*, 5
90 Wrong, Martin and Sage, *Story of Canada*, v.
91 Ibid., vii.
mid-1940’s once again there would be cause for concern over the need to bind Canada via patriotism.92

As the end of World War Two was drawing near, education was seen as a “force for harmony among all peoples of the earth”.93 History education could support this harmonic force, yet there was disunity across Canadian schools. Based on the research and investigation of Charles Bilodeau, textbooks used across the nation were deemed to be slanted depending on the region they were in use. Specifically, French textbooks “failed to do full justice to the contributions of English-speaking Canadians in our national development”94 and vice-versa. A Committee for the Study of Canadian History Textbooks, led by prominent Canadian historians of the time (including Bilodeau Arthur Maheux, and A.R.M. Lower) aimed to correct this issue by through textbook analysis and creation of a history program. Primarily, textbooks and curriculum used should be mindful of the whole nation, and gave equal representation to all of the players in the Canadian story. But why was the textbook the primary avenue through which Canadian history (through social studies) should be taught? The textbook as teaching tool was held in high regard, even in a system of education very much influenced by progressivism, and

92 Osborne, History Syllabus Has Us Gasping, 405.
93 From Report of the Committee for the Study of Canadian History Textbooks. Toronto: Canada and Newfoundland Education Association, 1945. Print. Arthur Maheux, Charles Bilodeau, E.L. Daniher, Jean-Jacques Lefebvre, A.R.M. Lower, and R.M. Saunders were appointed by the Canada and Newfoundland Education Association to a committee responsible for creating history and social studies curriculum that promoted national unity.
94 Ibid., 3-4.
activity. Recommendations for the selection of history texts included emphasis on the things “which all Canadians have in common”, presentation of the same content and facts across the nation, and on the growth of national culture and industry. The Massey Commission pushed this issue further into the limelight, as history education was seen as a potential solution to challenges of “vast distances, a scattered population, our youth as a nation, [and] easy dependence on a huge and generous neighbor”.

Hilda Neatby and So Little for the Mind

Osborne posits that the clearest materialization of the need for history education reform came from Hilda Neatby, and was based on the “ignorance of history on the part of students”. Neatby saw a systemic problem with history nestled within social studies education in Canada, rather than as just a subject in need of revision for the sake of national harmony. Evidence of the problem could be found in the lack of direction within the social studies and student ignorance of the subject. In 1953, Neatby’s *So Little For the Mind* offered a criticism of progressivism and a seemingly blind embrace of Dewey’s

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95 From the *Report of the Committee for the Study of Canadian History Textbooks*. In addition; “the textbook is the most important aid in teaching and learning history”... yet often elementary texts “pay too little attention to child psychology (that do) not appeal to young readers” (9)

96 *Report of the Committee for the Study of Canadian History Textbooks* (Toronto: Canada and Newfoundland Education Association, 1945), 10.


98 Osborne, History Syllabus Has Us Gasping, 405.

99 Ibid.
“deliberately anti-cultural”\textsuperscript{100} thinking on behalf of Canadian educationists. The condemnation of “listening as a form of learning”\textsuperscript{101}, individual work, and passive learning were among trends in education that have too long been accepted at face value, rarely facing scrutiny. Neatby understood Dewey’s valuation of history as pragmatic; it’s reasonable to believe that we may glean knowledge of present day problems based on analysis of the past.\textsuperscript{102} In Neatby’s criticism of Dewey’s approach that Canadian schooling had embraced, central is the theme that both the use and analysis of literature and direct instruction as instructional method have been so wholeheartedly abandoned in parts of the nation. Neatby saw difficulty in merely using social studies to frame current problems. By combining history, geography, and politics into the social studies meant not only the new lack of division within the disciplines, but also the abandonment of “logical arrangements of place, time, and causation” in “favour of the present ‘interests’ and present ‘problems’”.\textsuperscript{103} Indeed, the typical goal of social studies programs is to pique the interest of learners, leading to the subsequent acquisition of fact (historical fact a subset) in an organic, albeit unorganized way. The value however of learning in this way is the learning of “more facts and better facts”\textsuperscript{104} — to this Neatby wonders what constitutes a

\textsuperscript{100} Hilda Neatby, \textit{So Little for the Mind} (Toronto: Clarke, Irwin, 1953), 25.
\textsuperscript{101} Ibid.
\textsuperscript{102} Neatby, \textit{Little for the Mind}, 26 - “No student of Dewey will be led to believe that one great duty of the teacher is to open to his pupils the heritage of his own and of other civilizations”.
\textsuperscript{103} Ibid., 162.
\textsuperscript{104} Ibid., 166.
better fact. Neatby’s concerns however, were further reaching than the idea that history education had become a mish-mash experience as part of social studies:

1. “Experts in Education”\textsuperscript{105} and a lack of connection to the discipline of history: at the time of her writing there are ten provincial ministers of education (who Neatby is clear to share are men) and several senior officials working under them, of whom many have a background in education. Neatby draws issue with the idea that “few have achieved a reputation for scholarship in any other field”.\textsuperscript{106} Resultant is a system of education that does little to connect to disciplinary scholarship, and increasingly with educational theory and practice. This is reflective of the beginning of an increasing division between fields of history and education.\textsuperscript{107}

2. General lack of understanding regarding the work of Dewey: Neatby sees this as not as criticism of educators or experts in education, but rather of the wordy nature of Dewey’s work. Resultant are classrooms where educators try to implement a philosophy not quite understood, and “sound” teachers attempt to combine Dewey with “traditional principles”.\textsuperscript{108} New teachers are told to take

\textsuperscript{105} Ibid., 20.
\textsuperscript{106} Ibid.
\textsuperscript{107} From Ken Osborne, \textit{Catalyst Or Caterpillar? On the State of History in Canada}. Canadian Social Studies 34.2 (2000): 14-18. The lack of scholarship in other disciplines supports Osborne’s understanding of a “full-fledged retreat” of university faculties from each other.

\textsuperscript{108} Neatby, \textit{Little for the Mind}, 28.
Dewey and the need to mould education to fit the natural world as gospel, and this leads to a continued cycle of half-truths and misinformation.\textsuperscript{109}

Neatby’s criticisms, despite being received well, did little to influence Canadian education systems, and Osborne notes that by 1968 another crisis in history education was uncovered by A.B. Hodgetts in \textit{What culture? What heritage?}\textsuperscript{110}

\textbf{What Culture? What Heritage?}

Sponsored by Trinity College in 1965 and running for three years, A.B. Hodgetts led a team of educators as part of the National History Project – a ten-province analysis of the state of history education in Canada. Findings were far from pleasing, and were viewed as an “indictment”\textsuperscript{111} of the subject; in which policy makers, university faculty, educators and administration have been trapped for “thirty futile years”\textsuperscript{112} by a mess of confusion and misdirection. Resultant is the misapplication of curriculum and less-than-stimulating application in classrooms across the country. Hodgetts refers to history courses as “a record of the dead past…a consensus version of history… a lifeless study of government”,\textsuperscript{113} and the average history classroom being as bland as the instruction.

Teachers seemed to be just as bored as their students during instruction, and it was apparent that overdependence on textbook instruction negatively affected both teacher

\textsuperscript{109} Neatby, 23: “He (Dewey) has been looked upon as the fountain at which every novice must drink; in truth he is no fountain, he is rather a marsh, a bog where armies of school teachers have sunk…speak(ing) with muffled accents from the depths”.

\textsuperscript{110} Osborne, \textit{History Syllabus Has Us Gasping}, 407.


\textsuperscript{112} Ibid.

\textsuperscript{113} Ibid., 19-29.
effectiveness and student interest. Hodgetts concludes with several fears. First, that teaching a bland, unrealistic, consensus version of the past\textsuperscript{114} that was of interest to academic historians forty years prior is leading to the creation of Canadian citizens without deep roots.\textsuperscript{115} Worse, limited teacher training is coupled with limited opportunity for self-study or supplementary training once in the profession. Teachers did not have adequate training for the history classroom, and did not have the time to become adept once there. Of the hundreds of teachers interviewed over a three-year span, three-quarters of participants “admitted quite freely that they could not plan their Canadian studies lesson carefully because of the sheer load of work they had to do each week”.\textsuperscript{116} The system, as Hodgetts viewed it, did little to create a national identity, and the subject was in no position to repair itself.

**Who Killed Canadian History?**

For such a condemnation of history classrooms across the country, Hodgetts work resulted in little change in the history classroom, and thirty years later Canadian history was determined to have died altogether.\textsuperscript{117} Granatstein, in *Who killed Canadian history?* surmised that this death sentence was multi-faceted. Part of the blame for the withering of the subject came from Canadian studies programs, which limited history course content in favour of teaching more relevant and recent material to students.\textsuperscript{118}

\begin{footnotesize}
\footnotesize
\begin{enumerate}
\item Ibid., 115.
\item Ibid., 84.
\item Ibid., 105.
\item Osborne, *History Syllabus Has Us Gasping*, 407.
\end{enumerate}
\end{footnotesize}
educators were also responsible as their belief in child development meant history education as a discipline held less value due to a content-based orientation. Increasing provincial autonomy also meant that provincial focus was becoming a greater reflection of provincial perspectives rather than national identity. Granatstein recommends “clear, measurable standards for history” that reflect a blend of national and provincial content. Increased funding to history programs and government scholarships to incentivize achievement in history at the university level are recommendations he makes at improving a splintered system.

**Historical Thinking**

“How do we know what we know about the past?” This question requiring critical thought is exemplary of historical thinking, and is reflective of habits of mind that are attempting to alleviate issues that previously have been problematic to history and social studies curriculum and instruction across the nation. It is useful to compare the classroom that Hodgetts described in *What culture? What heritage?* (1972), which was again highlighted by Granatstein in 1998, with the vision of the historical thinking classroom. Rather than a classroom where a textbook provides content direction, students and teacher may be driving learning and direction through questioning and ongoing

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119 Ibid., 26.
120 Ibid.
121 Ibid., 142.
122 Ibid., 148
Issues of relatability and engagement were central to Hodgetts critique; under a model of historical thinking students are pushed to evaluate sources and perspectives, employing thinking of a higher order. Where Osborne cites a “long walk” of historians away from schools beginning in the 1960, the historical thinking classroom is a bridge between school and how a historian practices history. It is represented in the concepts of disciplinary thinking that students practice and develop, and it is reflected through the continuum of learning and assessment Seixas and Morton refer to as Guideposts.126

Historical thinking has been explored in Canadian contexts in earnest since the early 2000s, and can be contextualized by Seixas’ discussion of the purpose of teaching Canadian history.127 At the time of his writing he perceives a renewed and expanding interest in history, resulting either from controversial worldwide issues coupled with an increase in popular history available through the internet and television.128 The goal for history education, as he has determined from learning about successful school models is two-fold:

That is, a) that students should gain facility with understanding the variety, the difference, the strangeness of life in the past, the interplay of continuity and change, the multiple causes and consequences of events and trends, the role of individuals, collectives and states, and so on. But b) they should also understand the process of knowledge making, the construction of a historical narrative or argument, the use of evidence, and the nature of conflicting historical accounts.129

124 Ibid., 9.
125 Osborne, History Syllabus Has Us Gasping, 423.
126 Seixas and Morton, Big Six, 8.
128 Ibid.
129 Ibid.
Developing skills of historical thinking requires critical thought, and Seixas’ comments have manifested into six guiding concepts, or habits of mind, that are practiced and developed by students. Schools have the unique opportunity to educate and develop thinking over a ten+ year span, and thus provides opportunity for students to move from limited to powerful understandings of each concept. These concepts are:

1) Establishing **historical significance**;

2) Use of primary source **evidence**;

3) Identifying **continuity and change**;

4) Analyzing **cause and consequence**;

5) Taking **historical perspectives** and;

6) Understanding the **moral dimension** of historical interpretations

These concepts are directly reflected in the revised *Ontario curriculum: Social studies, grades 1 to 6, history and geography, grades 7 and 8*. Present in each strand are overall expectations representing a focus on application, inquiry, and understanding (historical) context, respectively. Within these overall expectations are specific expectations, but also a concept focus. As an example, Strand A. in grade seven history, *New France and British North America, 1713-1800* has the following overall expectation: A1.

Application: analyse aspects of the lives of various groups between 1713 and 1800, and compare them to the lives of people in present-day Canada (Focus on: Continuity and

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Significant is the conceptual focus on continuity and change and historical perspective. Alignment throughout the document means continued practice and application of these concepts through each grade, meaning the unique opportunity afforded schools is reinforced through curriculum.

Issues of professional development, planning time allowed for teachers, and a lack of communication between fields of history and education have stymied previous attempts to improve the history and social studies classroom in Ontario and Canada. The presence of these concepts of historical thinking in the *Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* document are evidence of an earnest attempt to more tightly bind the fields of history and education. The correction of remaining challenges the domain faces await resolution.

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Chapter 3 Design and Methodology

Curriculum

The revised *Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* document, first published in 2013, is constructed in a way similar to past documents. Social Studies is the subject of instruction from grade 1 to 6, followed by distinct disciplines of history and geography in grade 7 and 8. Despite these differences, the overall vision of the document is constant:

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.\(^{132}\)

Distinguishing subjects Social Studies from History are the goals, although both relate to overall vision. The overall goal of Social Studies is development of personal sense of self, and sense of community; the goal of history is development of a “sense of time”\(^{133}\) and how we fit into a narrative.

The use of concepts of disciplinary thinking highlight the combining of different subjects within this larger umbrella of a document, namely social studies, history, geography, politics, economics, and law.\(^{134}\) Of the six concepts of historical thinking, only four (historical significance, cause and consequence, continuity and change, and

\(^{132}\) Ibid.
\(^{133}\) Ibid., 7.
\(^{134}\) Ibid., 13.
historical perspective) are represented, excluding use of primary sources and moral understandings.

It is the goal of the current project to apply the six concepts of historical thinking to Strand A of the grade 5 and 6 Social Studies program, and to Strands A and B of grade 7 and 8 History program.\(^{135}\) Strand B of the grade 5 and 6 social studies document (Grade 5 – People and Environments: The Role of Government and Responsible Citizenship and Grade 6 People and Environments: Canada’s Interactions with the Global Community) have been purposefully omitted from the present project. Although historical thinking could serve as a framework for curriculum delivery, it is the opinion of the author that these strands would be better explored using disciplinary thinking more focused on geography and citizenship.

**Understanding**

The design of this project is reflective of several key influences however each has been selected for support of a common goal – understanding. The content, the selected strands from the *Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* document is to be explored with the concepts of historical thinking. These concepts represent developing understanding of what it means to practice history in a way not unlike that of a historian. The utilization of an Understanding by Design (UbD) model should assist in facilitating of students’ “understanding of important

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\(^{135}\) Seixas and Morton, *Big Six.*
ideas and transfer (of) learning to new situations”. Understanding through this model has four facets: *acquisition* of facts and development of *skills*, through “direct instruction or self-learning”; making *meaning* of content; and the ability to *transfer* knowledge and abilities to new situations. This conception of understanding is mirrored well in the *Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* document, and will be reflected in processes aimed to develop student knowledge/understanding, thinking, communication, and application assessment criteria.

The decision to teach conceptual knowledge before engaging in student inquiry is two-fold. First, understanding of the historical thinking concepts in a more controlled environment has been determined to be essential; as student will take little from discovery or inquiry without at least some experience with the concepts. Both Schunk and Tuovinen and Sweller support the idea that open-ended exploration of concepts completely foreign to students may only serve to frustrate and hinder them. Rather, structured lesson delivery focusing on each historical thinking concept will assist in student understanding, with the goal of subsequent participation in ongoing inquiry. Seixas and Morton see inquiry as “integral to historical thinking” – concept instruction is merely part of student scaffolding required to get them there.

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137 Ibid., 103.
138 Ibid.
139 *Ontario Curriculum: Social Studies, History and Geography*.
140 Schunk, *Learning Theories*.
**Assessment**

Assessment in the given project has been influenced by the following guiding principles:

1) Assessment will capture growing student movement from limited understandings of each historical thinking concepts to powerful understandings.\(^{142}\) To capture this assessment will need to be varied, ongoing and timely.

2) Assessment will serve in diagnostic, formative, and summative data collection. For teacher to have an understanding of student understanding of a given concept, formal and informal diagnostic assessment will be represented through the project. This assessment gauges student current understanding, and aligns with uncovering the “actual developmental level”\(^{143}\) so that appropriate target and expectations can be set. Ongoing formative assessment is reflected as well, and will offer student-student and teacher-student opportunities for reflection, which are indispensable forms of feedback within a ZPD framework. Lastly, Summative assessment opportunities are built in to collect final assessment details on student understanding of historical thinking concepts and specific content knowledge.

3) Students are active players in assessment. While teachers typically play a large role in the assessment of students, this project will provide peer- and self-assessment opportunities. Serving to provide opportunities within an environment

\(^{142}\) Ibid.  
reflective of ZPD instruction, it will also provide students to build a consensual and peer-reviewed version of historical actors and events.

A Framework of Understanding by Design (UbD)

The Understanding by Design (or UbD) model is built on the idea that student understanding is developed through authentic learning opportunities and transfer of learning to new settings. Unit design is purposeful and utilizes a backwards planning model for task creation. A unit is built with three stages, or chronological steps of consideration. First considered is the “desired end result”,\(^\footnote{Wiggins and McTighe, \textit{Understanding by Design}, 9.}\) which requires evidence of an ability to meet said result, and subsequently learning events that develop the skills and understanding necessary to meet said results. By building a unit with the end in mind, backwards design negates the two problems associated with design otherwise. First is an over-focus on activity planning that is engaging yet may lack “coherent, focused, and generative learning”\(^\footnote{Ibid.}\). The second issue is a need to plod through an abundance of content, and forgetting to focus on the type of authentic learning necessary for students to have lasting understandings within a topic\(^\footnote{Ibid.}\).

Wiggins and McTighe cite Ralph Tyler as an earlier advocate of this approach to unit design\(^\footnote{Ralph W. Tyler, \textit{Basic Principles of Curriculum and Instruction}(Chicago: University of Chicago Press, 1971).}\). Tyler sees unit design as answering questions of what purpose schools should see to attain, how learning experiences will be useful in meeting these objectives,
and how learning experiences should be organized for best instruction and evaluation.\textsuperscript{148} Significant also to this project are Tyler’s recommendations for adjusting school curriculum; if changes are to be made in part or in entirety, it should be made as a whole school or through committee in the case of larger schools.\textsuperscript{149} If history and social studies curriculum is to be approached with historical thinking at its core, students will benefit more from continued practice and growth with these concepts. Like a mathematics program that builds from year to year with linkages to curriculum from past years, so to should the social studies and history student revisit and refine their conceptual knowledge of historical thinking.

**Unit Overview**

This unit utilizes content from Strand A of the grade 5 and 6 curriculum and grade 7 and 8 history curriculum from the *Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8* document. Using a lens of historical thinking and Seixas and Morton’s six concepts of historical thinking, students will develop critical understandings of historical actors and events as they relate to Ontario curriculum. Diagnostic, formative, and summative assessments will provide insight for teachers as each student progresses from lesson to lesson. An understanding by design (UbD) framework of unit design will prepare students for an eventual classroom inquiry in which a timeline of Canadian, and by extension, world history is explored critically using the historical thinking concepts. While focus on grade and subject-specific curriculum

\textsuperscript{148} Tyler, *Principles of Curriculum*, 3, 63, 83, 104.
\textsuperscript{149} Ibid., 126-127.
content is ideal, students may explore content that is related tangentially, or of interest to a student for other reasons. Students will actively participate in historical thinking, and it is the hope of the current project that this model of scaffolding and inquiry is extended beyond a single year or classroom. It is the opinion of the author that school-wide implementation would yield greater understandings of the role various historical actors and events have on each other and on Canadian identity.
Chapter 4 – The Unit

This unit has been designed as six modules, each addressing a distinct historical thinking concept. This allows either for the selection of a specific module for focus on a distinct concept, or the implementation of all six, as part of a social studies/history program. These modules are to help both teacher and student prepare for an ongoing inquiry – the culminating activity represented below. In the culminating activity, students will use curriculum themes, personal interest, and calendar events to construct a class-wide timeline of Canadian history. Included as appendices are both assessment tools and resources necessary for each module.
### 1.1 Historical Perspectives - Donnacuna meets Jacques Cartier

(Grade 5 – 40 minutes+ student time-on-task)

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal:</strong></td>
<td>Students will be able to independently use their learning to...</td>
</tr>
</tbody>
</table>
| I can use evidence to take the historical perspective of Jacques Cartier and Chief Donnacuna. I can identify what motivates these people. | - Discuss how differences in perspective can alter the understanding and interpretation of a historical character  
- Write historical fiction from the perspective of either Chief Donnacuna or Jacques Cartier |

#### Meaning

**UNDERSTANDINGS**

**Students will understand that...**
- The perspectives of historical actors are best understood by considering their historical context *(Guidepost 3)*
- Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence. *(Guidepost 4)*

**ESSENTIAL QUESTIONS**

**Students will keep considering...**
- “What information can we use to infer how Donnacuna and Cartier felt when they first met?”
- “How does our perspective differ from Cartier and Donnacuna? What information do we have that they couldn’t possibly have?”

#### Acquisition

**Students will know...**
- We can’t know exactly what historical actors thought, but can make educated inferences.  
- Our beliefs and ideas can be much different from the beliefs of the past

**Students will be skilled at...**
- Inferring perspective of historical actors through the use of evidence  
- Writing historical fiction
**Stage 2 - Evidence**

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidepost-based assessment rating scale (Appendix M)</td>
</tr>
<tr>
<td>• Anecdotal tracking to assess student participation and growth through verbal discussion (Appendix A and B)</td>
</tr>
</tbody>
</table>

**PERFORMANCE TASK(S):**

*Students will show they really understand by evidence of...*

- Completion of a piece of historical fiction, with a powerful understanding of Jacques Cartier’s or Donnacona’s perspective.

**OTHER EVIDENCE:**

*Students will show they have achieved Stage 1 goals by...*

- Justifying their writing with evidence-based decision-making and reflection
- Discussion about the influence of perspective or point-of-view when considering human interactions

**MATERIALS:**

**For Students:**

- Individual copies of *Donnacona meets Jacques Cartier* (Appendix D) and *Historical Fiction Writing Template* (Appendix C)
- Pencil

**For Instructor:**

- Master Copy, “Donnacona meets Jacques Cartier”
- Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B, and M)
- Interactive whiteboard/projector for showing *Heritage Minute: Jacques Cartier* [https://www.historicacanada.ca/content/heritage-minutes/jacques-cartier](https://www.historicacanada.ca/content/heritage-minutes/jacques-cartier)
### Stage 3 – Desired Results

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-assessment</th>
<th>Progress Monitoring</th>
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</thead>
<tbody>
<tr>
<td><strong>T</strong></td>
<td><strong>Setting the Stage:</strong> (5 min.)&lt;br&gt; Instructors pose scenario to class - “Imagine you hop on a mystery plane and travel to a foreign country. You don’t know where you’re going, and when you get off the plane you realize you’ve never been here before. No one speaks your language, and they greet you with a puzzled look.”&lt;br&gt;&lt;br&gt; <strong>Questions to consider/discuss as a class:</strong>&lt;br&gt; What are the first things you do and ask?&lt;br&gt; How do you think these people will interact with you?&lt;br&gt; How is your point-of-view, or perspective different from theirs?&lt;br&gt;&lt;br&gt; <strong>Successful student transfer, meaning, and acquisition depends upon:</strong>&lt;br&gt; Core Learning Activity: (10 min.)&lt;br&gt; Students are to watch <em>Heritage Minutes: Jacques Cartier</em>, and conduct a read-aloud as a class (through interactive whiteboard or other means). The last paragraph is of particular significance:&lt;br&gt;&lt;br&gt; “At first the aboriginal people were friendly, but many became hostile when they understood that their old way of life could not survive with the arrival of so many strangers. The struggle to establish peace and understanding between the people of the First Nations and the European settlers has continued during the many centuries since Cartier’s arrival.”&lt;br&gt;&lt;br&gt; Questions for Discussion: How did Cartier’s and Donnacona’s perspectives differ when they first met? How might these perspectives have evolved over time?&lt;br&gt; How are these perspectives different from our own?</td>
<td>• Anecdotal tracking to assess student participation in verbal discussion (Appendix A and B)</td>
</tr>
<tr>
<td><strong>K/U</strong></td>
<td><strong>Lesson Consolidation</strong>&lt;br&gt; <strong>Apply New Learning:</strong> (20 min. + student time-on-task)&lt;br&gt; Students are to take the perspective of Donnacona or Jacques Cartier and create a journal entry documenting the day they met, using <em>Donnacona meets Jacques Cartier</em>. Students may need a review of what producing historical fiction looks like – the topic and content are rooted in historical fact, and inferences are made based on potential interaction. Information on both historical characters and historical fiction is provided in <em>Donnacona meets Jacques Cartier</em> and <em>Writing Historical Fiction</em>, however students may elect to use additional sources to create their own inferences.</td>
<td>• Guidepost-based assessment rating scale (post-lesson) (Appendix M)</td>
</tr>
</tbody>
</table>
| **C** | **Debrief:** (5 min.)<br> Question from Instructor – “How can we better understand the people of the past?”<br> Student discussion should ideally cover guideposts 3 and 4 - considering historical context and taking perspective based on how historical actors, not students, interpret historical events. | | **A** | **Application** | **K/U = Knowledge/Understanding  T = Thinking  C = Communication  A = Application**

Guideposts and Assessment Adapted from Seixas and Morton, 2013
### 2.1 Historical Significance – What Makes Something Significant?

**(Grade 8 - 60 Minutes)**

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal:</strong></td>
<td><strong>Students will be able to independently use their learning to...</strong></td>
</tr>
<tr>
<td>I can describe how a person or event can be considered historically significant.</td>
<td></td>
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<tr>
<td><strong>Overall:</strong></td>
<td></td>
</tr>
<tr>
<td>A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.</td>
<td></td>
</tr>
<tr>
<td><strong>Specific:</strong></td>
<td></td>
</tr>
<tr>
<td>A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.</td>
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</tr>
<tr>
<td>A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools.</td>
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<tr>
<td>A2.6 communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences.</td>
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<tr>
<td><strong>Integrated:</strong></td>
<td></td>
</tr>
<tr>
<td>Language (Oral Communication):</td>
<td></td>
</tr>
<tr>
<td>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.</td>
<td></td>
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</tbody>
</table>

#### Meaning

**UNDERSTANDINGS**

**Students will understand that...**

- Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life. *(Guidepost 2)*
- Historical significance varies over time and from group to group *(Guidepost 4)*

**ESSENTIAL QUESTIONS**

**Students will keep considering...**

- “Who is the target audience of a specific image? What is the purpose of this image? Is it effective?”
- “What makes this image historically significant? What does it reveal about the past?”

#### Acquisition

**Students will know...**

- Items, people, and events are significant if they reveal something about the past, or resulted in some sort of change.
- What we think of as significant varies with the passage of time.

**Students will be skilled at...**

- Determining significance by questioning purpose and influence.
- Assessing images through the lens of historical characters (related to historical perspective).
### Stage 2 - Evidence

**Evaluative Criteria**

- **PERFORMANCE TASK(S):**
  
  *Students will show they really understand by evidence of...*
  
  - Evaluation of a piece of propaganda advertising the Canadian West as opportunity for settlement.

- **OTHER EVIDENCE:**
  
  *Students will show they have achieved Stage 1 goals by...*
  
  - Discussion about how “Women Playing Curling” is significant, and how it reveals details of the past
  - Explanation of item brought in from home, and how it demonstrates personal significance

**MATERIALS:**

- **For Students:**
  
  - Personal Item from home, demonstrating personal significance
  - Exit Card *What Makes Something Significant?* (Appendix E)
  - Pencil

- **For Instructor:**
  
  - Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B, and N)
### Stage 3 – Desired Results

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td></td>
<td>Students are to bring in an artifact that they feel is personally significant. Stress should be placed on personal significance (ex. students may select a souvenir, photo, or other item that represents a family memory or event that they feel is important).</td>
</tr>
</tbody>
</table>

**Setting the Stage: (Time will vary based on class size)**

Students are to arrange their chairs into a knowledge building circle. Knowledge building circles are meant to foster communication and exploration of ideas collaboratively. Moving around the circle, students will take a few moments to share what they have brought in and explain why it is significant to them. Others are then challenged to share what they think these artifacts speak to in a larger sense.

Example: Billy brings in a souvenir from a trip he was on with his family. While the item is significant to Billy in that it reminds him of a fun family event, the item may also be significant in that it sheds light on an area or an event.

<table>
<thead>
<tr>
<th>C</th>
<th>Successful student transfer, meaning, and acquisition depends upon…</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td><strong>Core Learning Activity</strong>: (15 min.)</td>
</tr>
<tr>
<td></td>
<td>Students, now finished with the knowledge building circle, return to their work areas. For whole class viewing visit <a href="http://bit.ly/1SYmzNt">http://bit.ly/1SYmzNt - “Women Playing Curling”</a>. Students are asked to determine what could be significant about this image. Upon initial discussion, the following script has been adapted from the Canadian Museum of History archives:</td>
</tr>
<tr>
<td></td>
<td><strong>Agnes Deans Cameron</strong> worked to promote immigration from the United States and Great Britain to Canada. Agnes became involved as a “propagandist” for the “West As Promised Land” in 1906, and promoted the potential of Western Canada for immigrants.</td>
</tr>
<tr>
<td></td>
<td>The following questions may serve to stimulate further discussion:</td>
</tr>
<tr>
<td></td>
<td><strong>Why might this image be used to promote immigration to Canada?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Who is the target audience for this propaganda?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Why might Canada make propaganda directed at these people?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What is there to gain?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How might this piece of propaganda look different if it were made today?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What makes this image historically significant?</strong></td>
</tr>
<tr>
<td></td>
<td>Students may record/receive following note on <strong>Historical Significance:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anecdotal tracking to assess student participation in verbal discussion (Appendix A and B)</td>
</tr>
</tbody>
</table>
Something is historically significant if:
- it resulted in change
- it tells us something about the past or present
- it is part of a larger story
- it is important to a group. This importance may change from group to group, and time to time

Lesson Consolidation

Apply New Learning/Debrief: (15 min.)
For whole class viewing visit http://bit.ly/2beO5to
Western Canada - The New Eldorado

Students are to complete What Makes Something Significant? Exit Card
The Canadian West was a subject of expansion after joining the Dominion of Canada, and many efforts were made to promote the prairies as a land of opportunity.
1. Who is this poster intended for? Keep in mind that this would likely be shown throughout Europe, and to a degree the United States.
2. Can you think of any kind of modern-day advertisement that tried to achieve a similar goal?
3. Would everyone be excited by this expansion West? Who might be opposed?
4. What makes this poster historically significant? What does it reveal to us?
5. What might this advertisement look like if it were created today? Who might it target?

Full link should shortened links not work:
Women Playing Curling:
http://catalogue.historymuseum.ca/musvw/FullBB.csp?WebAction=ShowFullBB&EncodedRequest=*E1b*EF*ED*EE*86*82MK*0C*8E*7Cc01nD*CF&Profile=CMCLIBARCH&OpacLanguage=eng&NumberOfRetrieve=50&StartValue=15&WebPageNr=1&SearchTerm1=CAMERON%20AGNES%20DEANS1863%201912%20.1.182450&SearchMethod=Find_1&ItemNr=15
Western Canada – The New Eldorado:
https://tc2.ca/sourcedocs/uploads/images/Gallery/History%20Docs/Immigration/Last%20Best%20West/Western_Canada_Eldorado.jpg
### 3.1 Cause and Consequence – Viola Desmond and Four Famous Canadians

(Grade 6 – 40 minutes+ student time-on-task)

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal:</td>
<td>Students will be able to independently use their learning to...</td>
</tr>
<tr>
<td></td>
<td>• Make connections between the actions of Viola Desmond and larger themes of civil rights for all in Canada</td>
</tr>
<tr>
<td></td>
<td>• Profile a significant event in the life of an influential Canadian, and assess the lasting consequences of said event</td>
</tr>
</tbody>
</table>

#### Meaning

**UNDERSTANDINGS**

**Students will understand that...**

- Events result from the interplay of two types of factors: (1) **historical actors**, who are people (individuals or groups) who take actions that caused historical events, and (2) the social, political, economic, and cultural **conditions** within which the actors operate. **(Guidepost 3)**
- The events of history were **not inevitable**, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently. **(Guidepost 5)**

**ESSENTIAL QUESTIONS**

**Students will keep considering...**

- “How choices did Viola Desmond have after her incident at the movie theatre? What are the factors that led up to this event?”
- “How could what have happened to Viola Desmond turned out differently? What could the consequences of different results look like today?”

#### Acquisition

**Students will know...**

- Historical actors and events sometimes combine to create long-term consequences, for better or worse.
- A series of smaller events can combine to result in larger consequences.

**Students will be skilled at...**

- Assessing the reasons behind events by considering historical actors and events
- Profiling significant events in the lives of historical characters, and realizing short and long-term consequences
<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>PERFORMANCE TASK(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guidepost-based assessment rating scale (Appendix O)</td>
<td>Students will show they really understand by evidence of...</td>
</tr>
<tr>
<td>- Anecdotal tracking to assess student participation and growth through verbal discussion (Appendix A and B)</td>
<td>- Profiling a famous Canadian through investigation of an event they are known for. They will accurately assess the causes leading up to a respective event, and will determine the short- and long-term consequences of their actions in a particular event.</td>
</tr>
<tr>
<td>- Collection of Cause and Consequence Visual Organizer, for assessment of powerful understanding (using guidepost rating scale or otherwise)</td>
<td>OTHER EVIDENCE:</td>
</tr>
<tr>
<td></td>
<td>Students will show they have achieved Stage 1 goals by...</td>
</tr>
<tr>
<td></td>
<td>- Justifying their writing with evidence-based decision-making and reflection</td>
</tr>
<tr>
<td></td>
<td>- Discussion about the influence of perspective or point-of view when considering human interactions</td>
</tr>
</tbody>
</table>

MATERIALS:

For Students:
- Short description page of four Canadians and an event of significance in their lives.
- Two-sided copy: Cause and Consequence Visual Organizer (Appendix F)
- Copy: Four Famous Canadians: Cause and Consequence (Appendix G)
- Computer access
- Pencil

For Instructor:
- Master Copy, Four Famous Canadians – Cause and Consequence
- Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B, and O)
- Interactive whiteboard/projector for showing Heritage Minute: Viola Desmond [https://www.historicacanada.ca/content/heritage-minutes/viola-desmond](https://www.historicacanada.ca/content/heritage-minutes/viola-desmond)
### Stage 3 – Desired Results

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-assessment</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td><strong>Setting the Stage:</strong> (5 min.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor poses question to class – “Take a minute to think about this question -what makes Canada great?” Student answers may range from the tangible and superficial, but may need to be pushed to deeper ideas, like equality and freedom to pursue whatever interests we choose. Instructor follow-up: “Would everyone share your belief about what makes Canada great?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>While Canadians may be able to say they live in a country where all people have equal rights and privileges, this hasn’t always been the case – some may say it still isn’t the case!</td>
<td></td>
</tr>
<tr>
<td>K/U</td>
<td><strong>Successful student transfer, meaning, and acquisition depends upon...</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Learning Activity:</strong> (15 min.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are to watch <em>Heritage Minutes: Viola Desmond</em>, and as a class visit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are often many small and large reasons why historical events happen, and there are often several consequences that result, some expected and some not. Students are to profile the causes and consequences of Viola Desmond’s actions on a copy of <em>Cause and Consequence Visual Organizer</em>, which are to be discussed as a class.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td><strong>Lesson Consolidation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Apply New Learning:</strong> (20 min. + student time-on-task)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are to receive a copy of <em>Four Famous Canadians – Cause and Consequence</em>. Choosing one Canadian and using links provided and/or personal research, students are to identify what significant event in their life had short- and long-term causes and consequences (can be done in groups of two. Students should try and think of immediate consequences from this characters actions, and some long-term consequences that we may still feel today.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td><strong>Debrief:</strong> (5 min.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class-wide discussion about each character/event chosen, their causes and consequences. Instructor should take moment for each character to stress what could have happened. Again, history is not inevitable, as historical actors were faced with choices, just like we are every day!</td>
<td></td>
</tr>
</tbody>
</table>

K/U = Knowledge/Understanding  T = Thinking  C = Communication  A = Application

Guideposts and Assessment from Seixas and Morton, 2013
### 4.1 Continuity and Change – New France and the Time of My Life

(Grade 7 – 50 minutes)

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal:</strong> I can consider continuity and change when comparing two points in time. I can document continuity and change in a timeline of my life.</td>
<td><strong>Students will be able to independently use their learning to:</strong></td>
</tr>
<tr>
<td><strong>Overall:</strong> A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</td>
<td>- Make connections between life in New France and the present day through use of a Venn diagram (to assess continuity and change)</td>
</tr>
<tr>
<td><strong>Specific:</strong> A1.1 analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800 A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians</td>
<td>- Chronicle their own lives to a timeline, applying concepts of continuity and change</td>
</tr>
</tbody>
</table>

#### Meaning

**UNDERSTANDINGS**

**Students will understand that:**

- Continuity and Change are **interwoven**: both can exist together. **Chronologies** – the sequencing of events – can be a good starting point **(Guidepost 1)**
- Change is a **process**, with varying paces and patterns. **Turning points** are moments when the process of change shifts in direction or pace. **(Guidepost 2)**

**ESSENTIAL QUESTIONS**

**Students will keep considering...**

- “How is my life different from the residents of New France? What remains the same?”
- “How has my life changed from my birth to now? How is it defined by continuities?”

#### Acquisition

**Students will know...**

- While our lives are much different from people living in New France, we also share many things in common
- History (as in our lives) can be defined by the ongoing continuities and changes that occur.

**Students will be skilled at...**

- Making connections to the lives of residents in New France through assessing similarities and differences to their own lives
- Creating a set timeline, considering continuity and change
### Stage 2 - Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE TASK(S):</strong></td>
</tr>
<tr>
<td><em>Students will show they really understand by evidence of...</em></td>
</tr>
<tr>
<td>• Completion of <em>Time of my Life Graphic Organizer</em> with consideration of both continuities and changes in their own lives.</td>
</tr>
<tr>
<td><strong>OTHER EVIDENCE:</strong></td>
</tr>
<tr>
<td><em>Students will show they have achieved Stage 1 goals by...</em></td>
</tr>
<tr>
<td>• Connections made between present and New France, evidenced through class discussion and on <em>Continuity and Change Graphic Organizer</em></td>
</tr>
<tr>
<td><strong>MATERIALS:</strong></td>
</tr>
<tr>
<td><strong>For Students:</strong></td>
</tr>
<tr>
<td>• Individual copies of <em>Continuity and Change Graphic Organizer</em> (Appendix H) and <em>Time of My Life Graphic Organizer</em> (Appendix I)</td>
</tr>
<tr>
<td>• Pencil</td>
</tr>
<tr>
<td><strong>For Instructor:</strong></td>
</tr>
<tr>
<td>• Master Copy, <em>Continuity and Change Graphic Organizer</em> (Appendix H) and <em>Time of My Life Graphic Organizer</em> (Appendix I)</td>
</tr>
<tr>
<td>• Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B and P)</td>
</tr>
</tbody>
</table>
### Stage 3 – Desired Results

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Setting the Stage: (5 min.)</td>
</tr>
<tr>
<td>C</td>
<td>Questions to consider/discuss as a class:</td>
</tr>
<tr>
<td></td>
<td>“For a minute I want you think back to your first day of school, and every day of school right up to today. Okay, maybe not. What you can do is think about some of the things that have changed in school since you started. What would some of the biggest changes be?” (2 minutes for class discussion)</td>
</tr>
<tr>
<td>K/U</td>
<td>“Okay, we have some clear changes – perhaps more challenging is thinking about what has stayed the same? What continuities have you experienced throughout your school experience?” (2-3 minutes for class discussion)</td>
</tr>
<tr>
<td></td>
<td>We’ve looked at the changes in your school experience and at the things that have stayed the same; we can also look at the past for these similarities and differences.</td>
</tr>
<tr>
<td></td>
<td>Successful student transfer, meaning, and acquisition depends upon…</td>
</tr>
<tr>
<td></td>
<td>Core Learning Activity: (25 min.)</td>
</tr>
<tr>
<td></td>
<td>Students are to visit <a href="http://www.historymuseum.ca/virtual-museum-of-new-france/">http://www.historymuseum.ca/virtual-museum-of-new-france/</a> and skim through the Virtual Museum of New France – they are then to receive a copy of Continuity and Change Graphic Organizer. Venn Diagrams can be used to compare and contrast two things – any shared traits/characteristics fall in the middle (shared by both categories), and any that are unique to one category are listed in the appropriate circle on their own.</td>
</tr>
<tr>
<td></td>
<td>Students (in pairs or otherwise) are to evaluate aspects of life in New France, and compare and contrast it with their lives. Points of interest may range from daily life to social structure. Upon conclusion of student work, class discussion should further explore differences and similarities to life in New France.</td>
</tr>
<tr>
<td>C</td>
<td>Lesson Consolidation</td>
</tr>
<tr>
<td></td>
<td>Apply New Learning: (20 min.)</td>
</tr>
<tr>
<td></td>
<td>Receiving a copy of Time of My Life Graphic Organizer, students are to create an autobiographical timeline chronicling continuity and change. Points to consider sharing with class:</td>
</tr>
<tr>
<td></td>
<td>-The past, just like in life, is be shifted by significant turning points (i.e. a big move, changing schools, etc.)</td>
</tr>
<tr>
<td></td>
<td>-While some changes are occurring, it is possible that many other things remain the same. The past is defined as much by what remains the same as what changes.</td>
</tr>
<tr>
<td></td>
<td>Debrief: (Completed with Consolidation)</td>
</tr>
<tr>
<td></td>
<td>As part of their autobiographical work, students are to complete self-assessment questions included on Time of My Life Graphic Organizer.</td>
</tr>
</tbody>
</table>

**Progress Monitoring**

- Anecdotal tracking to assess student participation in verbal discussion (Appendix A and B)
- Collection of Continuity and Change Graphic Organizer
- Collection of Time of My Life Graphic Organizer
- Guidepost-based assessment rating scale (post-lesson)

**Guideposts and Assessment Adapted from (Seixas and Morton 2013)**

K/U = Knowledge/Understanding  T = Thinking  C = Communication  A = Application
### 5.1 The Ethical Dimension – Residential Schooling in Canada

**Grade 7 - 35+ minutes**

<table>
<thead>
<tr>
<th>Stage 1 – Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goals:</strong></td>
</tr>
<tr>
<td><strong>Learning Goal:</strong></td>
</tr>
<tr>
<td>I can create a piece of art that communicates my understanding of residential schooling in Canada. I will be careful when considering the past.</td>
</tr>
<tr>
<td><strong>Overall:</strong></td>
</tr>
<tr>
<td>B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914</td>
</tr>
<tr>
<td><strong>Specific:</strong></td>
</tr>
<tr>
<td>B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools</td>
</tr>
<tr>
<td>B2.6 communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences</td>
</tr>
<tr>
<td><strong>Integrated:</strong></td>
</tr>
<tr>
<td>Visual Arts:</td>
</tr>
<tr>
<td>D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will be able to independently use their learning to...</em></td>
</tr>
<tr>
<td>• Create a piece of art that communicates the experience of residential schooling in Canada</td>
</tr>
<tr>
<td>• Come to understandings about residential schooling in Canada while working to avoid present-day standards of thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERSTANDINGS</strong></td>
</tr>
<tr>
<td><em>Students will understand that...</em></td>
</tr>
<tr>
<td>• When making ethical judgments, it is important to <strong>be cautious about imposing contemporary standards</strong> of right and wrong on the past. (Guidepost 3)</td>
</tr>
<tr>
<td>• A fair assessment of the ethical implications of history can inform us of our <strong>responsibilities to remember and respond</strong> to the contributions, sacrifices, and injustices of the past. (Guidepost 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will keep considering...</em></td>
</tr>
<tr>
<td>• “How can art be used to represent the experiences, injustices, and emotions regarding residential schools?”</td>
</tr>
<tr>
<td>• “Why is an understanding of residential schooling in Canada important?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know...</strong></td>
</tr>
<tr>
<td>• Residential schools existed primarily for the assimilation of first nations children, through removal of traditional culture</td>
</tr>
<tr>
<td>• It is difficult to make judgments about the past using our current set of values, but an understanding of the past can help inform future decisions.</td>
</tr>
</tbody>
</table>

| **Students will be skilled at...** |
| • Creating art that symbolizes emotions or consequences of a historical period/institution |
| • Considering what can be gleaned from the past, and how it is to be interpreted for future use |
### Stage 2 - Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidepost-based assessment rating scale (Appendix Q)</td>
</tr>
<tr>
<td>• Anecdotal tracking to assess student participation and growth through verbal discussion (Appendix A and B)</td>
</tr>
<tr>
<td>• Completed student self-assessment – <em>Residential Schooling in Canada (Self-Assessment)</em> (Appendix J)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE TASK(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will show they really understand by evidence of...</em></td>
</tr>
<tr>
<td>• Creation of a piece of artwork that is representative of the residential school experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER EVIDENCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will show they have achieved Stage 1 goals by...</em></td>
</tr>
<tr>
<td>• Describing why they have chosen to create their piece of art as part of a self-assessment</td>
</tr>
<tr>
<td>• Discussion about the impact of the residential school system, and exploration of why remembering this section of Canadian history is important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Students:</td>
</tr>
<tr>
<td>• Copy: <em>Residential Schooling in Canada (Self-Assessment)</em> (Appendix J)</td>
</tr>
<tr>
<td>• Access to school art supplies (teacher discretion)</td>
</tr>
<tr>
<td>• Computer access for exploration of <em>Where are the Children?</em> (<a href="http://wherearethechildren.ca/en">http://wherearethechildren.ca/en</a>)</td>
</tr>
<tr>
<td>• Pencil</td>
</tr>
</tbody>
</table>

For Instructor: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Master Copy, <em>Residential Schooling in Canada (Self-Assessment)</em></td>
</tr>
<tr>
<td>• Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B, and Q)</td>
</tr>
</tbody>
</table>
### Stage 3 – Desired Results

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-assessment</th>
<th>Core Learning Activity: (15 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Setting the Stage: (10 min.) Question for class: “Why is taking the perspective of a historical character so difficult?” Student may think of a variety of responses, but focus should end up on the idea that today we have the benefit of more information and a different worldview than many historical characters. Hindsight is valuable, but historical characters don’t have the luxury of looking back on their actions as we do.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Teacher will need to make mention of the difficult and particularly upsetting of residential schools in Canada. After gauging student understanding of the topic with a check-in, it is an appropriate time to pull a video from the Globe and Mail, in which a former residential schools student was asked about his time. A residential school survivor shares his story of trauma and healing: <a href="http://www.theglobeandmail.com/news/news-video/video-a-residential-school-survivor-shares-his-story/article29721279/">http://www.theglobeandmail.com/news/news-video/video-a-residential-school-survivor-shares-his-story/article29721279/</a></td>
<td>Successful student transfer, meaning, and acquisition depends upon…</td>
</tr>
<tr>
<td>K/U</td>
<td>Upon watching the Globe and Mail’s profile of a former residential school student, students (in pairs or individually) students are to visit Where are the Children (<a href="http://wherearethecchildren.ca/en">http://wherearethecchildren.ca/en</a>), a website that explores residential schools through individual perspective. Students should be given 10 minutes or so for site exploration, and are to think of the following questions as they read: What was the purpose of residential schools, and how were these goals met? What kind of adjectives would you use to describe the experience of First Nations students in residential schools?</td>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>T</td>
<td>Lesson Consolidation Apply New Learning: (time dependent on media form selected)</td>
<td>• Anecdotal tracking to assess student participation in verbal discussion (Appendix A and B)</td>
</tr>
<tr>
<td>A</td>
<td>Upon exploration and discussion of Where are the Children, students are to take their thinking and apply it to a work of art. How students choose to represent the perspective and understanding of this chapter in Canadian history is up to them, however there will be the requirement to describe and justify their selections in Residential Schooling in Canada (Self-Assessment). Consideration should be given to points such as use of colour, creation of abstract vs. non-abstract art, impact of texture, shape, and lines, etc.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Debrief: (10 min.) Class-wide discussion about each character/event chosen, their causes and consequences. Instructor should take moment for each character to stress what could have happened. Again, history is not inevitable, as historical actors were faced with choices, just like we are every day!</td>
<td></td>
</tr>
</tbody>
</table>

K/U = Knowledge/Understanding  T = Thinking  C = Communication  A = Application

Guideposts and Assessment from Seixas and Morton, 2013
### 6.1 Using Primary Sources – The Klondike Gold Rush

**Grade 8 – 60 minutes**

<table>
<thead>
<tr>
<th>Established Goals: Learning Goal:</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can analyse and ask good questions about primary sources. This will allow me to make inferences about experience during the Klondike Gold Rush.</td>
<td>Students will be able to independently use their learning to...</td>
</tr>
</tbody>
</table>

**Overall:**
B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914

**Specific:**
B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources

<table>
<thead>
<tr>
<th>UNDERSTANDINGS</th>
<th>TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will be able to independently use their learning to...</strong></td>
</tr>
</tbody>
</table>

- History is **interpretation** based on **inferences** made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records. **(Guidepost 1)**
- **Asking good questions** about a source can turn it into evidence **(Guidepost 2)**
- Sourcing often begins before a source is read, with questions about **who** created it and **when** it was created. It involves inferring from the source the author’s or creator’s **purposes**, **values**, and **worldview**, either conscious or unconscious. **(Guidepost 3)**

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>students will keep considering...</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What questions must we ask about each primary source if we are to use it as evidence?”</td>
<td></td>
</tr>
<tr>
<td>“How can we use a primary source for construction of a larger historical narrative?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know...</strong></td>
</tr>
</tbody>
</table>

- With good inquiry, primary sources can be used as evidence.
- Primary sources serve a purpose, both to those creating it and those who are evaluating it.
- Inferring perspective of historical actors through questioning of primary sources
## Stage 2 - Evidence

### Evaluative Criteria

| • Guidepost-based assessment rating scale | PERFORMANCE TASK(S):  
Students will show they really understand by evidence of...  
• Completion of a piece of historical fiction (journal entry), using primary source evidence as a source of information. |
| • Anecdotal tracking to assess student participation and growth through verbal discussion (Appendix A and B) | OTHER EVIDENCE:  
Students will show they have achieved Stage 1 goals by...  
• Justifying their writing with evidence-based decision-making and reflection  
• Discussion about the influence of perspective or point-of-view when considering primary sources  
• Successful use of *Primary Source Evaluator*, for exploration of a primary source |
| • *Primary Source Evaluator* | MATERIALS:  
For Students:  
• Computer Access  
• Pencil  
• Student Copy, *Primary Source Evaluator*  
For Instructor:  
• Master Copy, *Primary Source Evaluator* (Appendix L)  
• Class-set of guidepost-based assessment rating scale and anecdotal tracking forms (Appendix A, B, and R) |
Setting the Stage: (5 min.)

Teacher instruction to class:
“In a moment I will show you an image, and I will provide no other information. Your task is to use whatever evidence you can to determine what is happening, when, and any other details you feel are important.”

Teacher then presents “Kayaking Gone Wrong”, presenting picture title at his/her own discretion. Students may look at immediate details such as expression and location, but may begin to look at other, finer clues to piece together what has happened (such as bucket in hand, level of water in kayak, etc.). In this image, a kayaker has fallen into a creek and must now bail out his kayak.

Questions to consider/discuss as a class:
What are you able to determine based on this image?
What are you unable to determine without more information?
How might knowledge of context, or about the events surrounding this photo, assist in exploring this image?

Successful student transfer, meaning, and acquisition depends upon...

Core Learning Activity: (20 min.)
“Primary sources can be a fantastic source of information, and can be used to construct historical narrative. It is important that we always be mindful of who and why sources were created/exist, and use this perspective to make educated inferences”;

Students are to visit http://tc.gov.yk.ca/archives/klondike/en/prologue.html - The Klondike Gold Rush. Present are a variety of primary sources that assist in chronicling the growth and eventual decline of the gold rush in Canada. Using a copy of Primary Source Evaluator, students are to peruse the website and pick one image they feel is worth analysis.

Lesson Consolidation
Apply New Learning: (30 min.)
Using the image previously assessed as an accompanying photo, students are to create a newspaper report chronicling a particular part of the gold rush (Discovery, Fever Pitch, or Journey’s End). Discussion should be held as a group discussing the shape, purpose, and material covered in a newspaper report, and in expository writing in general. The image selected should match up and help illuminate what particular phase of the gold rush they are writing about, as well as highlight the focus of the piece. Is the focus on the gold rush itself, the travelers involved, the developing culture, or something else?

Debrief: (5 min.)
Question from Instructor – “How did your primary source selection help you describe or make sense of a larger story?” Newspaper write-ups could be gathered and presented as collection of documents looking at the gold rush.

Progress Monitoring
• Anecdotal tracking to assess student participation in verbal discussion
• Primary Source Evaluator
• Guidepost-based assessment rating scale (post-lesson)

K/U = Knowledge/Understanding  T = Thinking  C = Communication  A = Application

Guideposts and Assessment Adapted from Seixas and Morton, 2013
Culminating Activity

Culminating Activity – A Classroom History of Canada

Six concepts of historical thinking have been explored as a class, and will serve as the toolkit for students as they use historical thinking to create a narrative of Canadian history. Through investigation of curriculum, personal interest, and events that occur throughout a calendar year, students will work to develop a classroom timeline, chronicling events and characters that they deem are significant to Canadian history.

Class grade level should dictate but not limit range of history covered. (Ex. A Grade 8 class covers the years 1850-1914 as per the Ontario History document; while this period may serve as a focus, students should not be limited to this timeframe.) Students will make use of provided graphic organizers for investigating historical events and actors with a given concept, but should move towards incorporating multiple concepts into their investigations as they grow more accustomed to each.

Graphic Organizers provided:
- Writing Historical Fiction (Appendix C)
- Cause and Consequence Graphic Organizer (Appendix F)
- Continuity and Change Graphic Organizer (Appendix H)
- Primary Source Evaluator (Appendix L)
- Historical Tweeting! (Appendix S)
- Profile of a Historical Character (Appendix T)

Timeline Structure
The scope and physical size of a classroom timeline is left to the discretion of the classroom teacher, but should have room for a variety of entries from each student over a section of the year. Construction can be a collaborative effort, and student input may promote increased participation and ownership of the project. Also important to decide
on will be breakdown of the timeline – students may choose to split timeline up by
century or millennia, or my settle on a different method of periodization.

**Content**

In a classroom inquiry focused on documenting Canadian history, a significant challenge
will be providing content. Students may find ‘discovery’ of certain materials difficult, so
a range of resources have been provided (Appendix U). Students may require the
following:

1. Time for exploration of different resources

2. Direction and narrowed scope – a student may need a specific event to investigate
   before he/she closes in on a topic of interest. (Ex. teacher may provide context of
   Red River Rebellion to student, who then applies concepts of historical thinking
to a given character or event central to rebellion.

3. Historical context

At the heart of each entry should be an argument or answer to some or all of the
following questions:

1. *How is this timeline entry significant to Canadian history?*

2. *What does this entry tell us about the past? How are things different or similar
today?*

3. *What factors contributed to this timeline entry?*

4. *What were the consequences of this timeline entry?*

5. *How might perspective affect this entry? The ethical dimension?*
Assessment

Assessment tools from each module may be applied during this inquiry for the purpose of providing ongoing diagnostic and formative assessment. Specifically, Appendices M-R are reflective of each concept and can be used to gauge powerful understanding. Summative assessment ideally is co-constructed with students, and should reflect an understanding of each historical thinking concept.
Bibliography


Sandwell, Ruth. """We Were Allowed to Disagree, Because We Couldn’t Agree on Anything""."" In Seventeen Voices in Canadian Debates over History Education; History Wars and the Classroom Global Perspectives, by Tony Taylor and Robert Guyver, 51-76. Charlotte, NC: Information Age, 2012.


## Appendix A

**Historical Thinking Concepts Anecdotal Stat-Tracking Sheet Side A**

<table>
<thead>
<tr>
<th>Student</th>
<th>Cause and Consequence</th>
<th>Using Primary Sources</th>
<th>The Ethical Dimension</th>
<th>Guiding Question: What insight, actions, or dialogue has demonstrated a level of understanding as it relates to each concept?</th>
</tr>
</thead>
</table>
Historical Thinking Concepts Anecdotal Stat-Tracking Side B

Guiding Question: What insight, actions, or dialogue has demonstrated a level of understanding as it relates to each concept?

<table>
<thead>
<tr>
<th>Student</th>
<th>Cause and Consequence</th>
<th>The Ethical Dimension</th>
<th>Using Primary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix C
Writing Historical Fiction

Writing Historical Fiction!

Name: ____________________

1. From whose perspective am I writing?

2. What is this historical character's motivation? (What does he/she want?)

3. What evidence do you have of this? (Why do you think this?)

4. What event is this historical fiction about?

5. Can we make an inference about how this person will feel about this event?

Use this graphic organizer as a reference when producing your own piece of historical fiction!
Donnacona meets Jacques Cartier

Jacques Cartier had dreams of finding a path across the Atlantic Ocean with the hope of finding Asia and the Pacific Ocean. He had also hoped to find riches along the way! He made three large across the Atlantic, and mapped much of what we now know as Canada. During his first exploratory voyage, Cartier encountered some Iroquois people, who were there for an annual seal hunt. Cartier planted a cross in the ground, claiming the land for the French, and after trading and negotiating with Donnacona and his people, he left with his two sons for France.


Chief Donnacona was the St. Lawrence Iroquoian leader at the time of first contact with Jacques Cartier. During his people’s annual seal hunt, he was greeted by Jacques Cartier, who was in the middle of his first expedition through the area. Donnacona watched as Cartier claimed the land for France with the planting of a cross in the earth. After some trading and discussion, Donnacona allowed his two sons, Domagaya and Taignoagi, to return back to France with Cartier.

Appendix E

Exit Card – What Makes Something Significant?

Name: ___________________________ Date: ___________________________

The Canadian West was a subject of expansion after joining the Dominion of Canada, and many efforts were made to promote the prairies as a land of opportunity.

1. Who is this poster intended for? Keep in mind that this would likely be shown throughout Europe, and to a degree the United States.

2. Can you think of any kind of modern-day advertisement that tried to achieve a similar goal?

3. Would everyone be excited by this expansion West? Who might be opposed?

4. What makes this poster historically significant? What does it reveal to us?

5. What might this advertisement look like if it were created today? Who might it target?
Appendix F

Cause and Consequence Graphic Organizer

NAME: ___________________________  DATE: ___________________________

CAUSE AND CONSEQUENCE GRAPHIC ORGANIZER

HISTORICAL ACTORS INVOLVED:

WHAT LONG-TERM CAUSES LED TO THIS EVENT?

HISTORICAL EVENT IN QUESTION:

WHAT SHORT-TERM CAUSES LED TO THIS EVENT?

WHAT SHORT-TERM CONSEQUENCES RESULTED FROM THIS EVENT?

WHAT LONG-TERM CONSEQUENCES RESULTED FROM THIS EVENT?
## Appendix G

### Four Famous Canadians!

<table>
<thead>
<tr>
<th>Terry Fox</th>
<th>Joe Shuster</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Informed the Canadian Cancer Society in 1979 that he would be conducting a “Marathon of Hope”. Began a trek across Canada on April 12th, 1980, and raised money for the CCS as he traveled 42 km a day.</td>
<td>- Born in Toronto, Joe Shuster created ‘Superman’, a comic book character who could leap over building in a single bound. Superman’s real name was Clark Kent, and originally he worked as for the Daily Star.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laura Secord</th>
<th>Jacques Plante</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian hero of the War of 1812, Laura Secord traveled 32 km through American territory in order to let British forces know they were about to be attacked.</td>
<td>Former goalie for the Montreal Canadiens, Jacques Plante began wearing a mask after breaking his nose in a game against the New York Rangers.</td>
</tr>
<tr>
<td>Laura Secord – Canadiiana Connection <a href="http://bit.ly/2bdsS7c">http://bit.ly/2bdsS7c</a></td>
<td>The night Jacques Plante made history - <a href="http://atnhl.com/2a1J5eC">NHL.com</a></td>
</tr>
</tbody>
</table>
Continuity and Change Venn Diagram

Your main title (at the top) should be what you want to compare. The title in the first circle is your first point of comparison, and your second title is what you are comparing to.

When considering Continuity and Change, it is important to remember that both can exist at the same time! Progress to some may be interpreted as decline to others, and certain events may dramatically shift the direction of history.
Time of My Life Graphic Organizer!

No one knows your life better than you! Now you just need to chart the course that got you here. When plotting your timeline on a continuum like the one below, (you’ll need more space though) consider the following:

1. What events or moments represent turning points in your life? An example might be a move to a new city. What moments put your life on a different course?

2. What has remained unchanged throughout significant portions of your life? Your life is defined not just by significant changes, but by continuity as well. Make sure these are represented as well!

3. How will you determine what is worth including in a timeline of your life. A really great breakfast you had last week probably doesn’t make the cut, but where will you draw the line?

Questions for Reflection:

1. How did you decide on what to include and what to omit? Were you able to represent both continuity and change in your life to date?

2. Other than yourself, who are the people who would be able to contribute to this timeline? How would their perspective be different from yours?

3. What do you think will be worth including in your timeline five years from now? In twenty-five years?
Appendix J

Residential Schooling in Canada Self-Assessment

Name: __________________________

Residential Schooling in Canada Self-Assessment

1. Describe your piece of art, and what message you want to communicate.

2. How did this message influence your overall design? (Think colour, shape, etc.)

3. What would you title this piece? Remember, the title should connect an audience to the piece, but it can be in an abstract way.
Appendix K
Kayaking Gone Wrong
Appendix L
Primary Source Evaluator
Appendix M
Historical Perspective Rating Scale

Donnacona meets Jacques Cartier

<table>
<thead>
<tr>
<th>Guidepost 3: The perspectives of historical actors are best understood by considering their historical context.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited Understanding:</strong> Student judges people in the past as dull-witted or weird, because the student ignores historical context.</td>
</tr>
<tr>
<td><strong>Powerful Understanding:</strong> Student explains or illustrates perspectives of people in their historical context.</td>
</tr>
</tbody>
</table>

Guidepost 4: **Taking the perspectives of historical actors** means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence.

| Limited Understanding: Student equates perspective taking to flights of imagination, failing to consider evidence. | <-------------------------------> |
| **Powerful Understanding** Student makes factually accurate, evidence-based inferences about the beliefs, values, and motivations of an historical actor, while recognizing the limitations of our understanding |

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 148

Notes:
Appendix N

Historical Significance Rating Scale

What Makes Something Significant?

Guidepost 2: Events, people or developments have historical significance if they are **revealing**. That is, they shed light on enduring or emerging issues in history or contemporary life.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th>Powerful Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student limits his or her criteria for historical significance to the level of impact of an event, person, or development.</td>
<td>Student explains the historical significance of events, people, or developments by showing what they <strong>reveal</strong> about issues in history or contemporary life.</td>
</tr>
</tbody>
</table>

Guidepost 4: Historical significance **varies** over time and from group to group.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th>Powerful Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assumes that significance is fixed and unchanging (i.e., is inherent in an event, person, or development).</td>
<td>Student shows how historical significance <strong>varies</strong> over time and from group to group.</td>
</tr>
</tbody>
</table>

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 24

Notes:
Appendix O
Cause and Consequence Rating Scale

Viola Desmond and Four Famous Canadians!

Guidepost 3: Events result from the interplay of two types of factors: (1) **historical actors**, who are people (individuals or groups) who take actions that caused historical events, and (2) the social, political, economic, and cultural **conditions** within which the actors operate.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student personalizes all historical causes, either as “great leaders” or as abstractions with human attributes, whose intentions cause events to take place.</td>
<td></td>
</tr>
</tbody>
</table>

Guidepost 5: The events of history were not inevitable, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thinks of past events as inevitable, through failure to consider human choice, intention, and decision making.</td>
<td></td>
</tr>
</tbody>
</table>

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 115

Notes:
Appendix P
Continuity and Change Rating Scale

New France and the Time of My Life

Guidepost 1: Continuity and Change are **interwoven**: both can exist together. **Chronologies** – the sequencing of events – can be a good starting point.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th>Powerful Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not grasp that continuity and change can happen simultaneously.</td>
<td>Student uses the conventions and vocabulary of <strong>chronology</strong> to demonstrate how continuity and change can be <strong>interwoven</strong>.</td>
</tr>
</tbody>
</table>

Guidepost 2: Change is a **process**, with varying paces and patterns. **Turning points** are moments when the process of change shifts in direction or pace.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th>Powerful Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sees change in the past as a series of events.</td>
<td>Student describes the varying piece and direction of change and identifies <strong>turning points</strong>.</td>
</tr>
</tbody>
</table>

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 86

Notes:
## Residential Schooling in Canada

**Guidepost 3:** When making ethical judgments, it is important to **be cautious about imposing contemporary standards** of right and wrong on the past.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes ethical judgments about the actions of people in the past based on present-day beliefs and more.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powerful Understanding:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is <strong>cautious about imposing contemporary standards</strong> of right and wrong when making an ethical judgment about the past.</td>
<td></td>
</tr>
</tbody>
</table>

**Guidepost 4:** A fair assessment of the ethical implications of history can inform us of our **responsibilities to remember and respond** to the contributions, sacrifices, and injustices of the past.

<table>
<thead>
<tr>
<th>Limited Understanding:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When considering historical sacrifices and injustices, student’s reaction takes one of two extremes: either seeing no relevance to the present or identifying totally with one side in the sacrifice or injustice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Powerful Understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes fair assessments of the ethical implications of historical actions, and uses those to determine our <strong>responsibilities to remember and respond</strong> to the contributions, sacrifices, and injustices of the past.</td>
<td></td>
</tr>
</tbody>
</table>

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 184

Notes:
Documenting the Klondike Gold Rush

Guidepost 1: History is **interpretation** based on **inferences** made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records. *(Guidepost 1)*

<table>
<thead>
<tr>
<th><strong>Limited Understanding:</strong></th>
<th><strong>Powerful Understanding:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student shows an unexamined faith in the trustworthiness of all sources.</td>
<td>Student makes insightful inferences from primary sources.</td>
</tr>
</tbody>
</table>

Guidepost 2: **Asking good questions** about a source can turn it into evidence

<table>
<thead>
<tr>
<th><strong>Limited Understanding:</strong></th>
<th><strong>Powerful Understanding:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is confused about how to ask questions about a source.</td>
<td>Student asks good questions that turn primary sources into evidence for an inquiry, argument, or account.</td>
</tr>
</tbody>
</table>

Guidepost 3: Sourcing often begins before a source is read, with questions about **who** created it and **when** it was created. It involves inferring from the source the author’s or creator’s **purposes, values, and worldview**, either conscious or unconscious.

<table>
<thead>
<tr>
<th><strong>Limited Understanding:</strong></th>
<th><strong>Powerful Understanding:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fails to consider questions about the creation of the source.</td>
<td>To begin analyzing a document or visual, student engages in sourcing, that is, asking questions about when and why the source was created, and by whom.</td>
</tr>
</tbody>
</table>

Guideposts and Assessment Adapted from Seixas and Morton, 2013, p. 49

Notes:
Rule of Tweeting Historically!

1. You must address a historical character or event using at least one of the concepts we’ve learned about, meaning you must consider one of the following:
   - Historical Significance: What makes this event or person significant to Canadian history?
   - Historical Perspective: How can we use historical context to put ourselves in the perspective of a historical actor?
   - How is a moment show continuity and change in a part of history? What are the causes and consequences of an event?
   - How does primary source evidence help illuminate a historical actor or event?
   - Do we need to consider the ethical dimension when writing this tweet?

2. Remember—keep it to 140 characters. That means you need to be **concise** not brief!

Don’t forget to attach an image if it connects to this tweet!
Appendix T
Profile of a Historical Character

Name:________________________
Lifespan:_____________________
Best Known For:

How was this character perceived during his/her lifetime?

How did this character alter or maintain the course of Canadian history?
(How is this character significant?)
Appendix U
Resource List

Thenhier – The History Education Network
Perhaps the most comprehensive website for Canadian history education; included are teaching resources and materials, assessment tools, sites of interest, and an extensive primary resource compilation.
http://www.thenhier.ca/en
Sites of Interest for dozens of online sources: http://thenhier.ca/en/content/sites-interest

The Canadian Encyclopedia
Although language at times provide a challenge for Junior and Intermediate level students, the Canadian Encyclopedia has a tremendous wealth of information and a useful “Today in Canadian History” timeline tool.
http://www.thecanadianencyclopedia.ca/en/

The Historical Thinking Project
Information regarding the Big Six Historical Thinking Concepts and a variety of resource, including concept templates and lesson.
http://historicalthinking.ca/

Historica Canada
Videos (including Canada’s Heritage Minutes series) on a variety of topics in Canadian history, also included are lessons and an On This Day feature.
https://www.historicacanada.ca/

Library and Archives Canada
http://www.bac-lac.gc.ca/eng/Pages/home.aspx

Archives of Ontario