



Learning about vs thinking

Learning about history	Thinking historically
The answers already exist—is largely re-searching what others have uncovered.	Students must reach their own reasoned conclusion.
Students must locate or remember the answer.	Students must go beyond the available evidence.




Learning historical facts (Re-searching)	Thinking historically (Inquiry)
List five factors leading to the colonies' decision to join in Confederation.	In order of importance, rank the five identified factors leading to the colonies' decision to join in Confederation.
Describe John A. Macdonald's contributions as a leader.	Was John A. Macdonald a great leader?
What political and social changes occurred between the Edo and Meiji periods?	What were the most significant social and political differences between the Edo and Meiji periods?

QuickTime™ and a TIFF (LZW) decompressor are needed to see this picture.




Historical significance



The factors that determine what and who should be remembered

Nellie McClung, Alice Jackson, and Emily Murphy worked for women's right to vote.


Sample challenge: Which of the Famous Five most deserves a special profile in our textbook? (grade 5)



Which is the more significant event?

Strike #1: 35,000 workers, involved violence and riots, had no positive result for workers.

Strike #2: 75,000 workers, was peaceful, lead to an accord that influenced labour relations for years.



Criteria for determining historical significance

<p style="color: red; margin: 0;">Prominence at the time</p> <p style="font-size: x-small; margin: 0;"><i>Immediate recognition:</i> Was it noticed at the time as having importance?</p> <p style="font-size: x-small; margin: 0;"><i>Duration:</i> How long did it exist or operate?</p>
<p style="color: red; margin: 0;">Consequences</p> <p style="font-size: x-small; margin: 0;"><i>Magnitude of impact:</i> How deeply felt or profound was its impact?</p> <p style="font-size: x-small; margin: 0;"><i>Scope of impact:</i> How widespread was its impact?</p> <p style="font-size: x-small; margin: 0;"><i>Lasting nature of impact:</i> How long-lasting were its effects?</p>
<p style="color: red; margin: 0;">Subsequent profile</p> <p style="font-size: x-small; margin: 0;"><i>Remembered:</i> Has it been memorialized?</p> <p style="font-size: x-small; margin: 0;"><i>Revealing:</i> Does it inform our understanding or it it symbolic of a historical issue?</p>




Determining historical significance

Which will likely be the more historically significant date:
August 6th, 1945 or September 11th, 2001?

1






Evidence and interpretation

The validation, interpretation and use of primary and secondary sources of information in the construction of historical accounts and arguments


Sample challenge: What can we infer from this photograph about these Aboriginal people's relationship with the land? (grade 5)





Looking for evidence of quality of life

How do they meet their basic needs?	In the picture I see . . .	My hypothesis is . . .
Shelter		
Food		
Clothing		
Transportation		
Art		
Health/ Medicine		
Spirituality		
Get along within the group		
Get along with other groups		

Looking for evidence of the Renaissance worldview

Elements of worldview	Conclusions about the author's/artist's worldview	Clues in the text/image to support my conclusions	2
View of human nature —beliefs about the basic make-up of people View of the good life —the goals to strive for in living one's life			

Looking for evidence and reaching conclusions

Sketch of Artifact	Observations about the artifact	Name of artifact, and First Peoples who used it	
 	<ul style="list-style-type: none"> • What is it made of? • What was its purpose? • Where might the material have been found? • How might the artifact have been created? <p>Animal skins, sticks, sewn Shield and to cel blade from animals -Sewn</p>	<ul style="list-style-type: none"> • What is it called? • Who used it? What evidence supports this answer? <p>- shield - dancer and elders - skin of animals, sticks and leaf, frog skin and paint.</p>	<p>How well did these students do on the assigned task and what might you do to assist them in gathering evidence and reaching conclusions about these artifacts?</p> <p style="text-align: center;">3</p>
	<ul style="list-style-type: none"> • What is it made of? • What was its purpose? • Where might the material have been found? • How might the artifact have been created? <p>- leather and sticks - to send messages - off of animal skin - by putting pieces of leather together</p>	<ul style="list-style-type: none"> • What is it called? • Who used it? What evidence supports this answer? <p>- stick package - everyone - the leather and sticks</p>	

Cause and Consequence

Who or what influenced history and what were the repercussions of these changes

Sample challenge:

Who contributed more to the colonization of New France: the church or the fur trade? (grades 5/7)

Colonizing effects

After recording evidence for the effects of each colonizing strategy, rate the effectiveness for each group, using the following scale.

-2 -1 0 +1 +2
 highly ineffective somewhat ineffective no effect somewhat effective highly effective

	Fur trade					Church and missionary work				
Contributed to European population growth										
Provided social institutions and services										
Sustained local economy										
	-2	-1	0	+1	+2	-2	-1	0	+1	+2

http://www.online.guide.learna1berta.ca/content-og/same/html/consideringtheimpactorissuesorevents_m1.html

Teaching about cause and consequence

Diagram the ripple effect of the exchange of ideas during the Renaissance on various aspects of society. (grade 8)

Web of effects

6

Looking at consequences

Impact assessment report

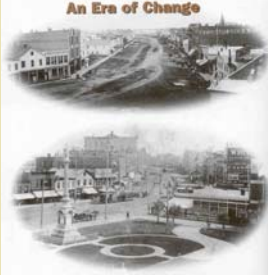
Assess the economic, social and political consequences of the assigned event on the identified individual or group. Assess their wellbeing using the grading scale provided. In the bottom half, provide specific evidence explaining the consequences for each group.

	Individual or group				Grading scale
	1.	2.	3.	4.	
Economic					A Excellent B Very good C+ Good C Adequate D Poor D Very poor F Failing
Social					
Political					
Overall average					

Explanation of impact on each individual's/group's wellbeing

	1.	2.	3.	4.
<p style="font-size: small; color: purple;">Assess the economic, social and political impact of rapid modernization in the Meiji period on four groups in Japan. (grade 8)</p>				

Continuity and change



An Era of Change

How lives and conditions are alike over periods of time and how they change

Sample challenge: Is life really that different between the two periods in this community's history?


What was it like?

Then and now

What do I know? Here are 100 questions to find out what was Canada like exactly 200 years ago. Working individually or with a partner, indicate your answer in the box whether each item was present at the time: Yes it was, No it wasn't, or Don't Know.

1. cars	51. mail delivery
2. large cities	52. farmers
3. houses	53. bankers
4. apartments	54. accountants
5. schools from grades K-12	55. golfers
6. universities	56. musicians
7. scholarships	57. taxis
8. blue jeans	58. record players
9. jean shorts	59. canoes
10. button up jeans	60. government campgrounds
11. high heel shoes	61. rifles
12. running shoes	62. spears
13. t-shirts	63. gum
14. ties	64. interact (ATM) banking
15. earrings	65. churches
16. reading glasses	66. mosques
17. felt pens	67. Canadians
18. sandals	68. people in British Columbia
19. women's two piece bathing suits	69. Coke or Pepsi
20. CD players	70. elected politicians
21. lip stick	71. coffee

Historical perspective taking



Viewing the past though the social, moral, emotional, and intellectual lenses of the times

Sample challenge: What was life really like for a habitant living in New France (grade 5)?




Moral judgment




Attempts to offer ethical assessments of the past or of past actions in light of present values and mindful of the conditions and norms operating at the time

Sample challenge: To what extent has racism been a factor in the Canadian government's immigration policies? (grade 9)



What historical thinking concepts are invoked? 4


	Historical significance	Cause and consequence	Continuity and change
How did identity, status and class structure impact citizenship in ancient Athens? (6.2.3)			
To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (7.1.5)			
How did isolation during the Edo period lead to changes in Japan? (8.1.5)			



Finding opportunities for historical thinking

- ◆ For your grade level, look at each of the identified Dimensions of Thinking outcomes in the skill section and decide which “historical thinking” concept could profitably be invoked to involve students in **thinking historically** and not merely in **learning about history**.

5



Finding opportunities for historical thinking

- ◆ Locate the **Knowledge and Understanding** outcomes at your grade level.
- ◆ Examine a handful of these outcomes to determine in each case which “historical thinking” concept might be used as a “portal” to involve students in thinking historically.

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Great Unsolved Mysteries in Canadian History

Heaven & Hell on Earth

The Massacre of The “Black” Donnellys


- ◆ **Irish Immigrant life in 1880 Ontario**
- <http://www.mysteryquests.ca/quests/19/indexen.html>

For more support in teaching historical thinking, see references on handouts #4 & #6



Discussion

- ◆ What are the two most interesting or significant insights about historical thinking?
- ◆ Where are you going next with historical thinking?



Concluding points

- ◆ Historical thinking requires a shift (for teachers and students) from transmitting information to reaching conclusions.
- ◆ Requires developing students' understanding of a set of "historical thinking" concepts.
- ◆ Can be infused very broadly across the social studies curriculum.





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