

MSSTA SAGE 2014

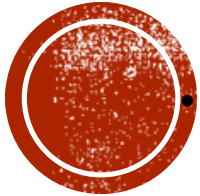
Teaching History with Historical
Thinking



Conner W. Allen

Teaching history has evolved over time and thus has shaped the pedagogical practices underlying the history curriculum. In Manitoba, as elsewhere in Canada, three broad stages can be identified in the development of history education:

- From the 1890s to the 1960s, history education emphasized nation-building and shaping national identity.
- From the 1960s and continuing into the present, history was seen as a means of understanding and addressing the problems of the present.
- Beginning in the 1990s, history education was directed towards teaching students to **think historically** and helping students understand the *how* as well as the *what* of history.



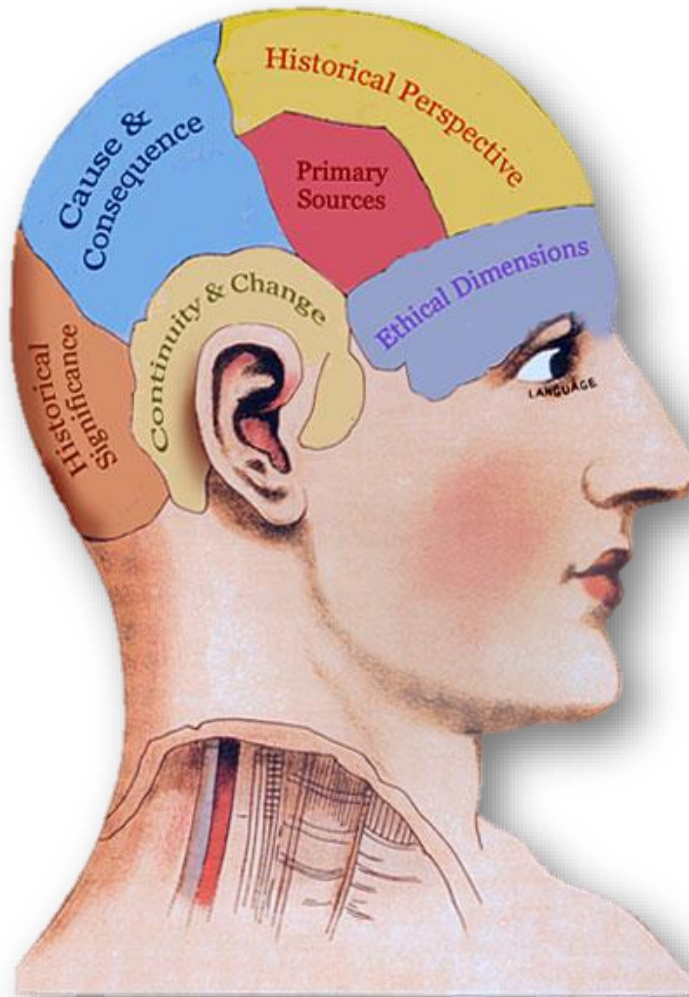
Teaching History

MANITOBA EDUCATION

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.”



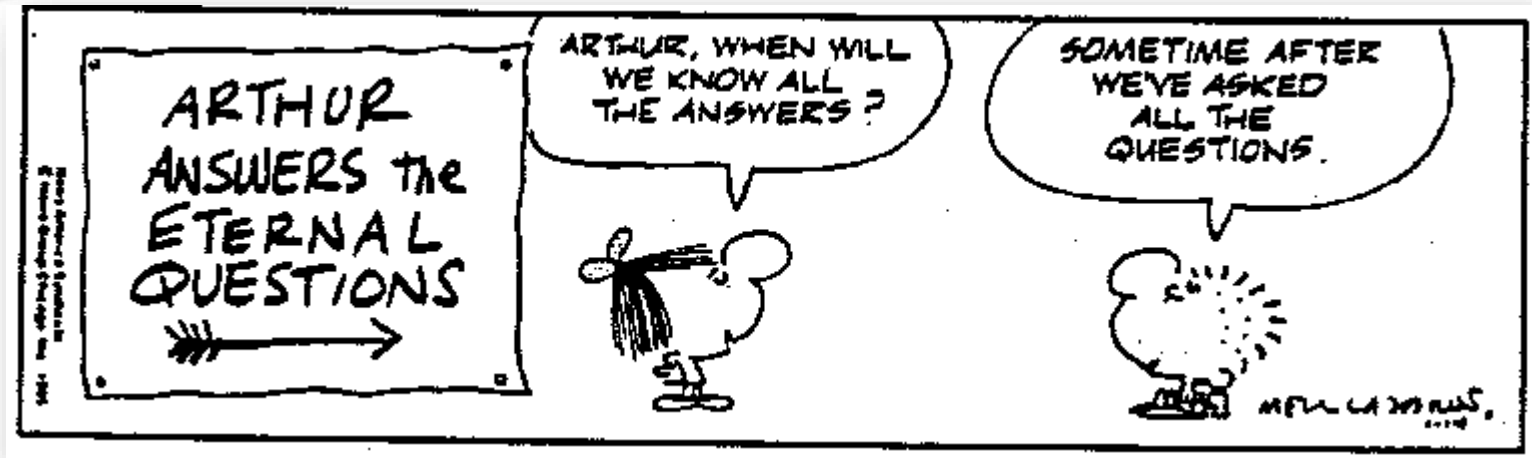
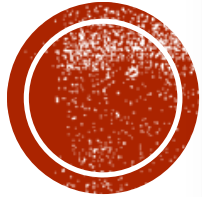
WHAT IS HISTORICAL THINKING?



- Historical thinking actively engages students in the process of inquiry.
- Through historical thinking, students are encouraged to think deeply and critically about the subject matter of history and its implications, acquire a sound understanding of the discipline, and become more engaged in “doing” history.



Recent literature provides numerous explanations of the meaning and characteristics of historical thinking.



Historical thinking is a discipline-specific way of thinking.

To think historically, students need to be able to:

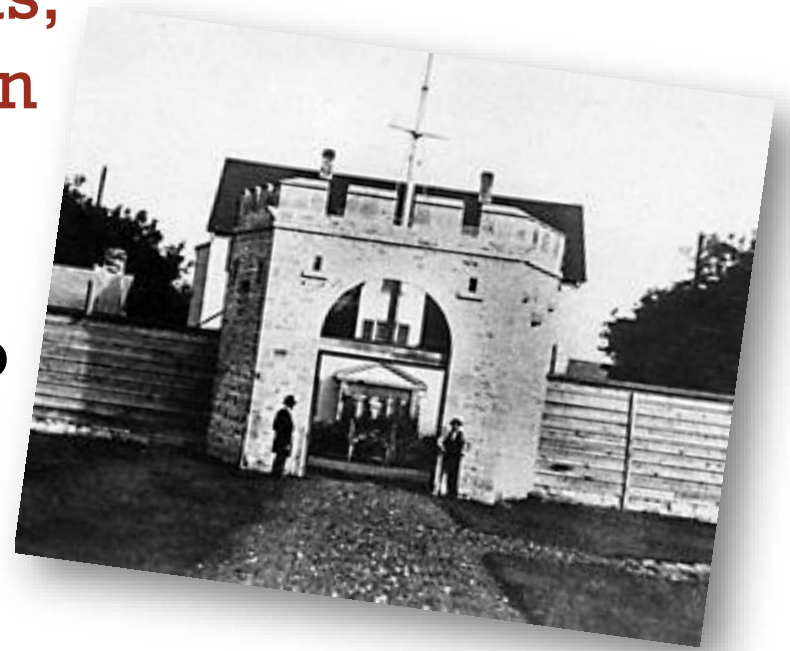
- Establish *historical significance*
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- Understand the *ethical dimension* of historical interpretations.



Researchers have identified various structural concepts that provide the basis of historical thinking.

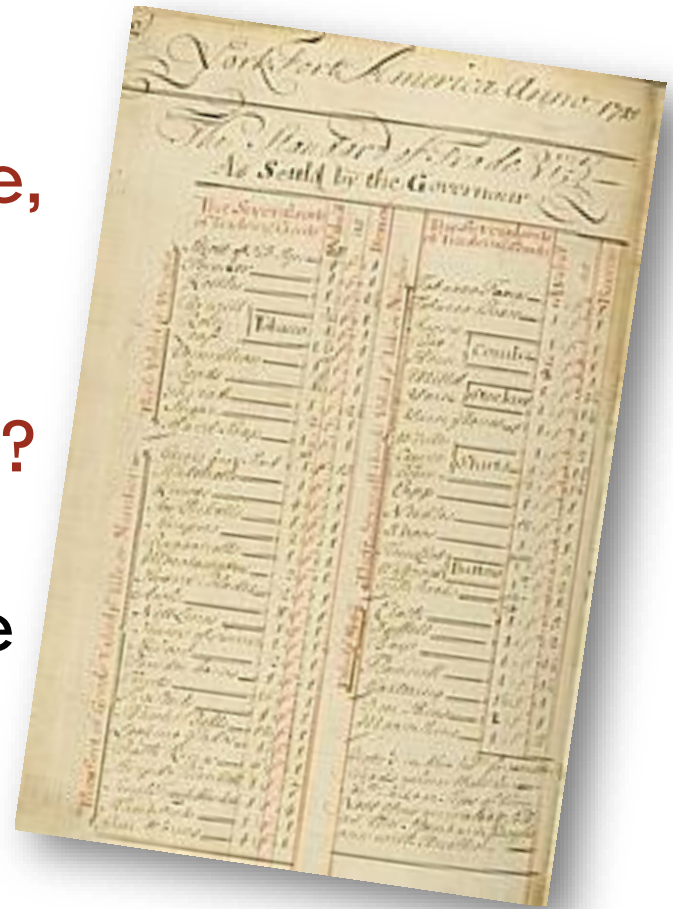
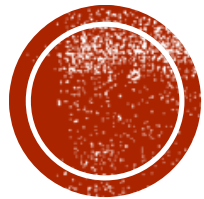


- Why do we care, today, about certain events, trends, and issues in history?
- Why is Upper Fort Garry significant to Canadian history?



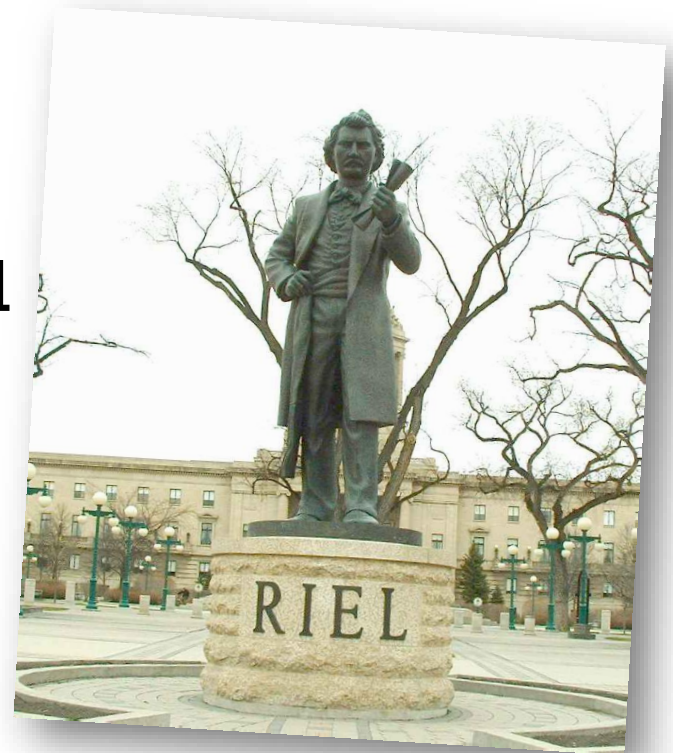
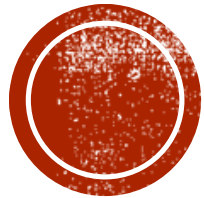
Establish Historical Significance

- How do we find, select, contextualize, and interpret sources for a historical argument?
- What can we learn about the Metis role in the fur trade by studying HBCo records?



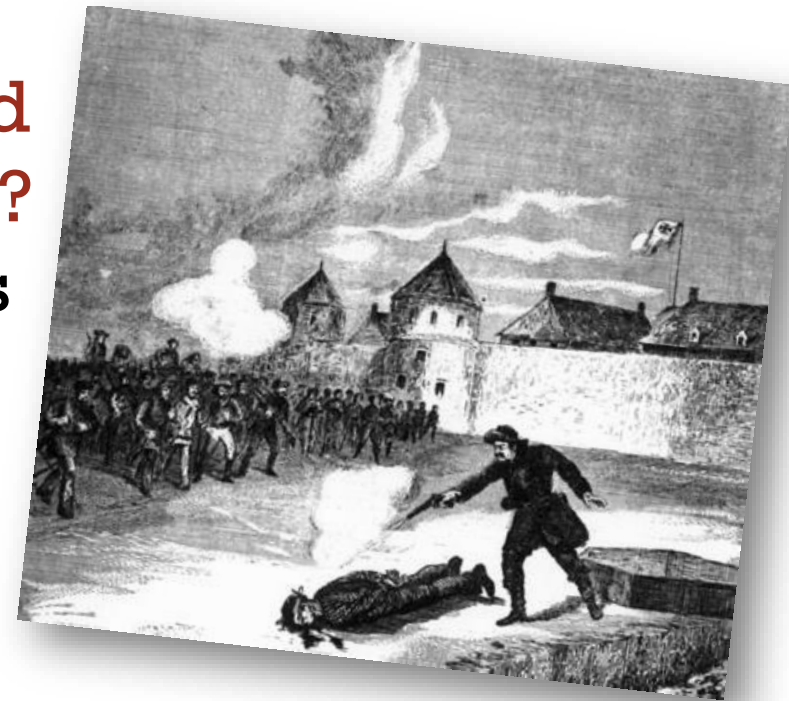
Use Primary Source Evidence

- What has changed and what has remained the same over time?
- What has changed and what has remained the same about how we view Louis Riel's place in Canadian history?



Identify Continuity and Change

- How and why do certain conditions and actions lead to others?
- What were the causes of the Red River Resistance?



Analyze Cause & Consequence

- Understand that the “past as a foreign country,” with its different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions.

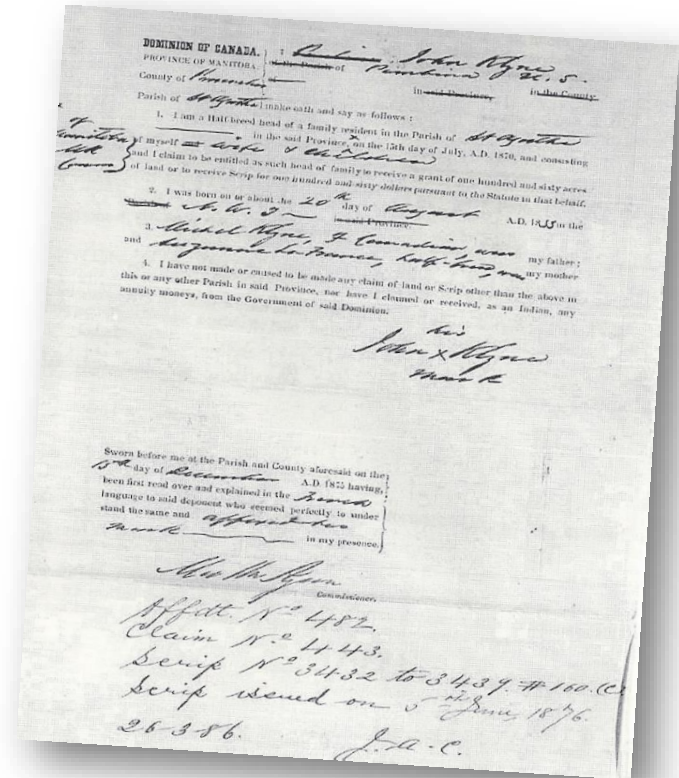


- Why would the Canadian government send troops to Red River in 1870?



Take a Historical Perspective

- How do we, in the present, judge actors in different circumstances in the past?
- How are we today to assess (or redress) the use of Metis scrip on the prairies after 1870?



Consider Ethical Dimensions