

Abstract

History textbooks are mainly analyzed for their content and quality but not for their real use in classrooms. This thesis aims to describe and analyze how high school history teachers in Quebec use textbooks and other instructional resources. The issue is to know what is going on into classrooms since the new curriculum is in effect and how teachers' beliefs influence their practices related to the development of historical method skills. This work describes the teaching practices according to their educational intervention, learning resources used and the student's activities during class. The data was collected with an online survey (n= 81), classroom observations and interviews (n= 8) with the participants. Teachers often use textbooks, but are not automatically led by its content or exercises. Workbooks or teacher's narrative seem to mainly structure their interventions. Yet, the belief system about teaching and learning history more specifically leads teachers to use textbooks in a traditional way or in a way that fosters historical method. To describe these various uses, the thesis proposes a typology that distinguishes the different modalities put in place to use learning resources and perform historical method. Three main types are described: *intensive*, *extensive* and *critical*. A fourth type was added in order to better explain the different teaching practices encountered: *extensive-methodical*. The latter type is explained by a teaching practice that combines *extensive* and *critical* types related to the needs of the teacher. The thesis points out the persistence of transmissive and teacher-centered practices limiting authentic historical method exercise while curriculum aims a constructivist way and that more learning resources are available for teachers.

Keywords: textbooks; resources; historical method; teaching practices; educational intervention; high school; history.