

National Capital History Symposium
Faculty of Education, University of Ottawa
28 February 2013

The first National Capital History Symposium was held at the Faculty of Education, February 28, 2013.

The event was coordinated by the Educational Research Unit /*Faire l'histoire: Récits et Mémoire Collective en Éducation/ Making History: Narratives and Collective Memory in Education* funded by THEN/HiER and the Faculty of Education. The symposium was a day-long event which brought together faculty members, graduate students, teacher education candidates, museum educators, secondary and elementary teachers, and visitors from the Department of Canadian Heritage, Canadian Studies Program and the Historical Thinking Project.



Dr. Lorna McLean, coordinator, *Faire l'histoire/Making History*, Education Research Unit, Faculty of Education, University of Ottawa and Jill Colyer, National Coordinator – the Historical Thinking Project

The National Capital History Symposium was organized around the six historical thinking concepts (historical significance; evidence; continuity and change; cause and consequence; historical perspectives; and the ethical dimension) and provided bilingual presentations related to integrating these concepts into historical research and teaching. A key aspect of The National Capital History Symposium was to bring together a varied group of educators from university, museums, and local schools to build relationships and experience mutual learning. This approach had particular significance for teacher education students who attended the Symposium as part of their course work. In this way, the Symposium not only provided a day of dynamic and engaging presentations and discussions but it helped to bridge the gap between academic and practical approaches to ‘doing history’.



Dean, Michel Laurier Faculty of Education,
University of Ottawa, welcoming students
and participants to the First National History
Symposium.

Presentations by: Sylvia Smith (Secondary school teacher, winner of the 2011 Governor General's History Awards for Excellence in Teaching), Dr. Tim Stanley (Vice-Dean, Faculty of Graduate and Post-Doctoral Studies), Glenn Ogden (Senior interpreter, Canadian War Museum), David Lévesque-Venne (Pre-service teacher), Dr. Sharon Anne Cook (Distinguished University Professor), Barbara Brockmann (Elementary teacher, winner of the 2002 Governor General's History Awards for Excellence in Teaching), Catherine Culot (Training coordinator, Canadian War Museum) and Pamela Rogers (PhD graduate student) were followed by lively discussions. Coffee break and lunch breaks offered opportunities for attendees and presenters to informally share ideas and experiences. Given the enthusiastic response of the 130 people who attended the symposium throughout the day, we look forward to planning a follow-up conference next year.



Dr. Stéphane Lévesque (Associate Professor,
Faculty of Education), Chair of the morning
session introduces the presenters.

The First National Capital History Symposium was coordinated by Dr. Lorna McLean, Associate professor, Faculty of Education, University of Ottawa. PhD graduate students and members of the ERU, Alessandra Iozzo-Duval and Jennifer Cogswell assisted with organizing the Symposium. Anne-Sophie Ducellier, Manager Marketing and Communication, Faculty of Education, assisted with promotion and planning and Jessie Coulutti designed the posters. The First National Capital History Symposium is one project, of many, to come out of the Educational Research Unit */Faire l'histoire: Récits et Mémoire Collective en Éducation/ Making History: Narratives and Collective Memory in Education*. The Educational Research Unit (ERU) advances the production of historical knowledge by providing a site for collaborative, bilingual research into educational history, focusing on the Outaouais Region, and the University of Ottawa's role within it. The ERU aims to make visible historical archival sources in local boards of education and other educational sites, and to collect records through its digital oral history centre. It aims to encourage academic analysis and dissemination of these records by graduate students as well as the ERU members, and the inclusion of such records into curriculum products by undergraduate students in both the Anglophone and Francophone sectors. The ERU is particularly attentive to educational history which is interdisciplinary, bilingual, and sensitive to issues of race, place, culture and gender as constituent forces in the making of history. ERU members, Sharon Cook (Distinguished University Professor, Faculty of Education), Ruby Heap (Professor, Department of History and Associate Vice-Dean of Research, University of Ottawa), Dr. Lorna McLean (Associate Professor, Faculty of Education), Stéphane Lévesque (Associate Professor, Faculty of Education), Nicholas Ng-A-Fook (Associate Professor, Faculty of Education), and Tim Stanley (Professor, Faculty of Education, Vice-Dean Faculty of Graduate and Postdoctoral Studies) would like to thank THEN/HiER for the financial assistance provided for the National Capital History Symposium. Videos of the presentations will soon be available on the website: www.makinghistory-fairehistoire.ca.



Alessandra Iozzo-Duval introducing the Six Historical Thinking Concepts



Jennifer Cogswell assisted with planning and evaluating the Symposium

Presentations:

*Glenn Ogden, Senior Interpretive Planner, Canadian Museum of Civilization
1812 – Interpreting Perspectives*



The presentation explored how the Canadian War Museum integrated the idea of multiple perspectives into its major War of 1812 special exhibition shown at the Museum from June 2012 to January 2013. The exhibition engaged its visitors by using the perspective approach to explore the different motivations, experiences and legacies of the war for each major participant – the Americans, the British, Canadians and Native Americans. The presentation concluded that this approach was a highly effective way of exploring history while enriching understanding and extending knowledge.

Sylvia Smith, Secondary School teacher, Elizabeth Wyn Wood High School, Ottawa.



Sylvia Smith currently teaches History and Native Studies. Her presentation focused on the importance of teaching of history through adopting an Indigenously-influenced pedagogy. Through a description of the Project of Heart methodology--incorporating art and activism into the learning process so that students are empowered to be agents of positive change—she explored and interrogated the panel discussion theme of "historical thinking."

Sharon Anne Cook, Distinguished University Professor, Faculty of Education, University of Ottawa



Sharon Cook introduced and discussed with the participants the possible classroom teaching applications of the following Historical Thinking Concepts: Historical Significance, Primary Sources as Evidence, and Historical Perspective. As demonstrative of all three Historical Thinking Concepts, she used historical photographs to address the research question: “Why did women choose to smoke when the health dangers were well known?” Images highlighting the presumed glamour, sociability and identity-supporting qualities of smoking for women generated a spirited discussion.

Caterine Culot, Training Coordinator, Canadian War Museum



Caterine Culot presented on “Artefacts, Students and Learning Opportunities at the Canadian War Museum”. Her presentation focused on the balance between the Museum’s priorities and the educational needs of students as well as teachers in Ontario and Quebec. The CWM promotes an interactive learning experience, where students are often invited to lead workshop activities, to work as part of a team, discuss and analyze events as well as manipulate artefacts. The outcome: encourage students’ interest in history by having them learn in engaging and interactive opportunities.

Dr. Timothy Stanley. Professor, Faculty of Education and Vice Dean of the Faculty of Graduate and Postdoctoral Studies, University of Ottawa.



Timothy J. Stanley teaches antiracism education and education foundations in the Faculty of Education at the University of Ottawa. His presentation, “Antiracism and Historical Thinking” explained that racisms are systems of exclusion, rather than of individual prejudices, that racism have shaped Canadian society (as seen in the fact that the right to vote, for example, was racially defined until 1960), but that this shaping has become largely invisible. Historical thinking needs to address these exclusions. For example, historic racisms and present day assumptions about who and what in Canada can be investigated under Cause and Consequence.

Barbara Brockmann, Elementary School Teacher (Grades 6-8), Ottawa Carleton District School Board



Barbara Brockmann used drawings, photographs and anecdotes from her children (now teens) to introduce the participants to the idea that cross-curricular projects construct and create a readiness for historical consciousness. Her 'Collecting Oral History' is one such project. Using family as an initial source of historical expertise, her students collected stories from family members that reach beyond personal and family anecdotes to ask questions of social history, world events, immigration and milestones. Taking the stories that they have collected, students add layers of historical inquiry, develop primary and secondary research skills and refine their drafts through the writing process to compile riveting family history books. Historical thinking skills are developed in tandem with knowledge of their family as students complete additional research on the historical significance of the era or events so that the family stories are understood in relation to historical consciousness.

Pamela Rogers, Doctoral Student, Faculty of Education, University of Ottawa



Using classroom experience from a Mi'kmaq History course as a framework to discuss Historical Thinking Concepts in practice, Pamela Rogers demonstrated how three of the concepts, Continuity and Change, Cause and Consequence and the Ethical Dimension, could be incorporated into a high school history classroom. Through concrete examples of classroom application, including the use of official documents and ethical considerations of teacher choice in content, the three Historical Thinking Concepts were discussed as separate, yet interwoven, pedagogical tools.

David Lévesque-Venne, Student Faculty of Education, University of Ottawa



David Lévesque-Venne presented his research, ‘Historical Thinking using Technology in Teaching History’, which analyzes how information and communication technologies (ICT) in education can be used as an effective teaching strategy. His results demonstrated that ICT not only increased students' motivation, but also allowed for the use of several tools to support active learning. His results confirmed this hypothesis and the second stage of the research involved the development of teaching units and their distribution on the Virtual Historian portal (www.virtualhistorian.ca/fr). Finally, validation and assessment of the learning units by students of the faculty will be the third phase of this ongoing study.