



Peter Seixas, Jill Colyer, Allan Hux, Carla Peck, and Penney Clark at the Historical Thinking Project National Meeting January 2012

Welcome to the second issue of The History Education Network / Histoire et éducation en réseau's (THEN/HiER) Annual Review which highlights major activities, initiatives and other news over the past year.

Inuit string game
Richard Harrington
National Archives of Canada / PA-114713



THEN/HiER Events

What Is THEN/HiER?

The History Education Network/Histoire et éducation en réseau (THEN/HiER) is the first pan-Canadian organization devoted to promoting—and improving—history teaching and learning by bringing together the multiple and varied constituencies involved in history education: academic historians; public historians in museums, archives and historic sites; practicing teachers; researchers based in faculties of education; and curriculum policy makers. Our goal is to create more research-informed practice (from kindergarten to graduate school) and more practice-informed research through dialogue among these various communities. THEN/HiER was conceived in 2005, but became firmly established in April 2008, when it received funding from a Social Sciences and Humanities Research Council Strategic Knowledge Clusters grant.

Director

Penney Clark, Associate Professor, University of British Columbia

Executive Board

Margaret Conrad, Professor and CRC, University of New Brunswick
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Viviane Gosselin, PhD, Curator of Contemporary Issues, Museum of Vancouver
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Jocelyn Létourneau, Professor and CRC, Université Laval
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Ruth Sandwell, Associate Professor, OISE/University of Toronto
Alan Sears, Professor, University of New Brunswick
Peter Seixas, Professor and CRC, University of British Columbia
Amy von Heyking, Associate Professor, University of Lethbridge

The Many Faces of History Teacher Education Symposium

THEN/HiER held a symposium in Calgary on April 28 and 29, 2011 organized by Executive Board members Ruth Sandwell and Amy von Heyking. The



Ruth Sandwell

symposium began with a reception at the Glenbow Museum with featured speaker Brenda Trofanenko, Canada Research Chair in Education at Acadia University.



Amy von Heyking

Participants spent the next two days discussing an edited book, *Becoming a History Teacher in Canada: Sustaining Practices in Historical Thinking*, which will include chapters

on **Research and Reflection** and **Strategies and Practices** in the following areas:

- Nurturing Historical Thinking Before Entering a Teacher Education Program
- History and Social Studies' Teacher Education Programs in Canada
- Boundary Work: Sustaining Communities of Practice

Approaching the Past Series

This Toronto area annual series is organized and sponsored by THEN/HiER with the participation of the Archives of Ontario, Active History, Ontario History and Social Sciences Teachers' Association (OHASSTA), and the City of Toronto.

sites.google.com/site/approachingthepasttoronto/home

Teaching the War of 1812 - April 27

This workshop was held at Toronto's Fort York National Historic Site and began with a tour of the garrison buildings and grounds, led by senior interpreter and site coordinator Richard Haynes. Participants reconvened in the restored Blue Barracks buildings, historic quarters for junior officers, to hear three presentations on *Teaching the War of 1812* by Richard Haynes; Karen Dearlove, Executive Director of the Living History Multimedia Association (LHMA); and Carolyn King of the Mississauga of the New Credit First Nation.



World War I and the Archives - October 5

This was an evening of history education focused on local narratives related to WWI. The participatory program involved examining primary documents and researching the database at the Toronto Archives, and then engaging with primary documents at Spadina Museum Historic House, which helped history educators use historical thinking skills to understand the ways in which WWI impacted the citizens of Toronto.



Queen's Park c1917
City of Toronto Archives
Fonds 1244, f1244_i0721c

Secret Lives, Affective Learning: Using Drama to Teach History - November 29

This event at the historic Zion Schoolhouse in north Toronto provided an opportunity for history educators to explore the past through historical theatre and included performances by three local theatre groups, followed by discussion. Single Thread Theatre Company, a local nonprofit organization, re-enacted a typical day in a 19th-century school classroom. Native Earth, another local non-profit organization, read powerful narratives on the experiences of Aboriginal children.

Places and their Stories: Recognizing the History Around Us - March 7

At this event, Dr. Geoffrey Reaume and Jay Young of York University connected history to places around Toronto, such as the historic wall around the Centre for Addiction and Mental Health, and Toronto Transit Commission stations such as Davisville and Eglinton West. The evening included a tour of the historic Wychward Barns where participants learned about the history of the site as a streetcar maintenance facility.



St. Clair Car House 1924
City of Toronto Archives
Series 71s0071_i03256

Small Projects Grants Completed

Read project reports at thenhier.ca/en/content/small-project-grants-reports

- Herstories Café (Ontario)
- Beyond Pedagogy: The Limits of Representation (Nova Scotia)
- Online Jewish Western Bulletin Digitization and Access Project (British Columbia)
- Connecting Northern British Columbia Youth to Canada's History through the BC Heritage Fair Program (British Columbia)
- Toronto Public Library's History Matters Public History Lecture Series (Ontario)

Small Projects Grants Awarded

- History/Social Studies Teaching Workshop - *Perspectives, Past and Present, in the Social Studies Classroom* (Alberta)
- Tournée québécoise de l'exposition Anne Frank (The Netherlands and Québec)
- Education Programs - *The Green Corn Ceremony and Snowshoes and Canoes* (Ontario)
- *Japan Through the Senses* Education Kit (British Columbia)
- International Didactics of History, Geography, and Citizenship Education Symposium - translation services (Québec)
- Museum/ArchaeoCaravan Project (Saskatchewan)
- Workshop - *The War of 1812: Whose War was It Anyway?* (Ontario)
- Map-Centred History Teaching (New Brunswick)
- The Campbell House Story (Ontario)

New Opportunities

THEN/HiER initiated two new programs this past year. Its **Publication Award** (thenhier.ca/en/content/thenhier-publication-award) is given for a landmark publication (book, article, chapter, or dissertation) in history education, in either English or French. The **Graduate Student Projects Program** (thenhier.ca/en/content/thenhier-funding-programs) provides up to \$2,500 for collaborative projects initiated by graduate students.

The 2011 Publication Award was conferred upon Carla Peck, University of Alberta, for her article, "It's not like [I'm] Chinese and Canadian: I am in between": Ethnicity and students' conceptions of historical significance."



Three Graduate Student Projects were funded in 2011/2012:

- MetaHistoReasoning Tool Website Project, led by Eric Poitras, McGill University
- *Let's Talk History* Series, led by Rose Fine-Meyer, OISE/University of Toronto; and Cynthia Wallace-Casey, University of New Brunswick
- Reading/Responding Book Club, led by Rose Fine-Meyer and Samantha Cutrara, York University

Visiting Doctoral Student Program

thenhier.ca/en/content/thenhier-funding-programs

THEN/HiER chose three doctoral students for its 2011 Visiting Doctoral Student Program, which allows students to interact on a daily basis with other students and faculty members in programs at other universities. The students are:

- **Marie-Hélène Brunet**, Université de Montréal, who is examining ways in which secondary school students in Québec interpret struggles for gender equality as they are represented in Québec history textbooks. She worked with Dr. Penney Clark at the Centre for the Study of Historical Consciousness, UBC.
- **Samantha Cutrara**, York University, who is conducting research on the relationship between students' ethnic identities and their construction of narratives of Canadian history. She worked with Dr. Carla Peck at the University of Alberta.
- **Kate Zankowicz**, OISE/University of Toronto, who is exploring the history of tactile education in Toronto museums and exhibitions in terms of how particular knowledges and ways of learning have been legitimized over others, and how particular narratives of the past are privileged within gallery display modes. She worked with Dr. Brenda Trofanenko at Acadia University.

Kate Zankowicz - Final Report

Intellectual development is often difficult to quantify into concrete deliverables. However, here are the traces of the intellectual process that I went through during my two weeks as a Visiting Doctoral Student.

Working with my mentor Dr. Trofanenko was a tremendous opportunity. She showed me how to see above line and below line content, how to make the data "speak," and how not to force people's viewpoints into over-prescribed holes. Dealing with data is not an innate skill, and I was lucky to be supported at such a key stage in my thesis research by someone who specializes in the museum pedagogy field, and whose own work has been so instrumental in our understanding of how visitors construct their own knowledges within museums.

During my time at Acadia, I was also fortunate enough to be a part of *Beyond Pedagogy*, an international workshop that will lead to a scholarly publication. Not only did I get to read papers of scholars from around the world who were deeply engaged with deconstructing museum pedagogy, I was offered a window into how academics prepare for publication, and was given a voice at the workshop table. The opportunity to meet with other graduate students and to discuss museum pedagogy with them in a meaningful way was also amazing. Our conversations will ultimately form the basis of the final debriefing chapter in the publication where we will discuss our perspectives as new academics in the workshop process, and how issues raised there have informed and enriched our own work.

The workshop also provided me with the opportunity to meet and network with various academics who do research on museums, and discuss their scholarship with them in an informal and enlightening way. We spent two intensely stimulating days exploring how to move beyond ideological critiques of museums, how best to deal with troubled pasts in exhibitions, and thinking about the relationship between emotion, affect and education.

I also had the opportunity to explore local heritage sites in the Wolfville area and to investigate how historical knowledge is inculcated and displayed within these sites. My visit to Grand-Pré National Historic Site was particularly illuminating, as a locus of Acadian cultural pilgrimage. I was able to meet with the director of the heritage site, as well as speak with museum educators. Fascinating conversations about multi-perspectival history, how conceptualizations of history change over time, and how to deal with visitor guilt ensued. As a scholar who is interested in how particular historical and cultural narratives are privileged in museum sites, these interchanges were invaluable to me.



Dr. Trofanenko's knowledge and encouragement was inspiring, and the opportunity to discuss museum pedagogy issues with scholars who have formed perspectives which are embedded in their own cultural locations has taught me to be aware of my own positioning within my research. Having the opportunity to study at a different place is, in effect, an opportunity to look at things through a different lens. I believe that this may be the definition of a teachable moment.

Historical Thinking Project Summer Institute 2011 Bursaries

thenhier.ca/en/content/thenhier-funding-programs

THEN/HiER provided eight bursaries of up to \$750 for the following people to attend the Institute:

- **Stefano Fornazzari**, teacher, York Region District School Board, Ontario
- **Anne Janhunen**, Master's student, University of Oulu, Finland
- **Véronique La Salle**, teacher, Fredericton High School, New Brunswick
- **Matthew Luthi**, teacher, Westwood High School, Québec
- **Craig Perrier**, History and Social Studies Coordinator for Curriculum and Instruction, Virtual High School; and Adjunct Professor in History, Northeastern University, Massachusetts
- **Kathleen Sharman**, PhD candidate, University of Windsor; and teacher, Greater Essex County District School Board, Ontario
- **Elisabeth Tower**, Manager of Education Services, Canadian Museum of Immigration at Pier 21, Nova Scotia; and student, University of Victoria
- **Yanic Viau**, teacher, Cégep du Vieux Montréal; and Master's student, Université de Montréal, Québec

Research Snapshots 2011/12

thenhier.ca/en/content/featured-members

Textbooks: More Than a Pedagogical Tool
 Penney Clark, University of British Columbia
 (April 2011)



The Relationship between Historical Thinking and Historical Consciousness
 Catherine Duquette, Université Laval (May 2011)

Groupe de recherche sur l'éducation à la citoyenneté et l'enseignement de l'histoire

Marc-André Ethier,
 Université de Montréal
 David Lefrançois, Université du Québec
 en Outaouais (June 2011)



Imagining the Historical and the International: Education Foundations at Nipissing
 John Allison, Nipissing University (July 2011)

History, Education and Nunavut
 Heather E. McGregor, University of British Columbia
 (August 2011)



Oral History at Concordia University
 Steven High, Concordia University
 (September 2011)



History Education at the University of Ottawa
 Sharon Anne Cook, University of Ottawa
 (October 2011)



Everyday History
 Christopher Dummitt, Trent University
 (November 2011)

Research, Yes, But for What Purpose? "Action Research Training" with Teachers in the Field
 Jean-François Cardin, Université Laval
 (December 2011)



Connecting the Diverse Parts of My Scholarly Life
 Alan Sears, University of New Brunswick
 (January 2012)

Exploring Classroom Perspectives on the Past
 Amy von Heyking, University of Lethbridge
 (February 2012)

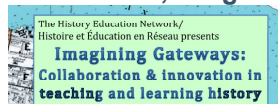


Contraception: Much More than Preventing the Meeting of Ova and Sperm
 Christabelle Sethna, University of Ottawa
 (March 2012)

Graduate Student Committees

thenhier.ca/en/content/graduate-student-committee
thenhier.ca/fr/content/le-comité-des-étudiants-des-cycles-supérieurs

THEN/HiER Regional Annual Conference in History Education, Imagining Gateways: Collaboration and Innovation in Teaching and Learning History, Halifax, Nova Scotia, October 27-29, 2011.



In collaboration with the Nova Scotia Social Studies Teachers' Association and the Canadian Museum of Immigration at Pier 21, the committee organized this conference which included discussions with historians, history educators, museum staff, and community members interested in pedagogy and practice related to history teaching and learning, especially through narratives of migration.

Read more at thenhier.ca/en/content/imagining-gateways-collaboration-and-innovation-teaching-and-learning-history

New Francophone Graduate Student Committee Coordinator - Marie-Hélène Brunet - January 2012

It is with great pleasure that I write my first monthly report as Coordinator of the Francophone Graduate Student Committee. I am really looking forward to the opportunity of working with you on many projects! Catherine Duquette, outgoing Coordinator, has been my mentor in the transition to this position. A big thank-you to Catherine for all her hard work on the committee over the past years. All committee members congratulate you and wish you the best of luck in your new position at the Université du Québec à Chicoutimi.



Marie-Hélène Brunet

Let's Talk History 2012



Rose Fine-Meyer

The Anglophone Graduate Student Committee held two *Let's Talk History* events in celebration of National Heritage Day where history graduate students and social studies and history teacher candidates, in an informal setting, reflected upon how historians think historically. Two events were hosted: one by Rose Fine-Meyer at OISE/University of Toronto on February 21, and the other by Cynthia Wallace-Casey at the University of New Brunswick on February 22. Read more at thenhier.ca/en/content/graduate-student-project-program-reports.

Book Reading/Responding Club

In March 2012 we we hosted our first blog event for the Book Reading/Responding Club, led by Samantha Cutrara and Rose Fine-Meyer, based on THEN/HiER's first book, *New Possibilities for the Past*, edited by Penney Clark. Three graduate students have read the collection and have begun an e-conversation about it by responding to questions developed to generate discussion. See the blog at thenhier.ca/en/node/1043.



Samantha Cutrara

News from Our Partners

Centre for the Study of Historical Consciousness

www.cshc.ubc.ca/

After much consultation and feedback, the *Benchmarks of Historical Thinking Project* has been re-branded as the *Historical Thinking Project*, with the slogan, "promoting critical historical literacy for the 21st century." It is the same group of educators, working toward the same goal of increasing historical thinking in classrooms, other educational settings, and educational resources. Read the full announcement at historicalthinking.ca/news/492.

Museums Association of Saskatchewan

www.saskmuseums.org

MAS has launched a Museum Services Directory at www.saskmuseums.org/museum_services_directory of consultants, companies, community-based organizations, and governmental and non-governmental agencies throughout Canada that provide expertise, mentorship and guidance in key areas of arts, culture, and heritage.

Ontario History and Social Sciences Teachers' Association ohassta.org/

The OHASSTA Annual Conference took place November 18-19 in Toronto with 46 workshops to choose from over the two days, including four in French. OHASSTA Leadership Award winners include Canadian author Lawrence Hill (www.lawrencehill.com) and Toronto Star cartoonist Theo Moudakis (www.canadiancartoonists.com/cartoonist_mou.html).

Canadians and Their Pasts

www.canadiansandtheirpasts.ca/index.html

Canadians and Their Pasts held a conference in Québec City from September 29 to October 1 titled *The Past Around Us: Historical Consciousness in the 21st Century*. The themes of Exploring Historical Consciousness, Developing Historical Consciousness, and Historical Consciousness and the Future were developed through presentations by scholars in history and history education.

New THEN/HiER Partners in 2011/12

We welcomed three new partners this past year:

- Association québécoise pour l'enseignement en univers social (AQEUS) aqeus.recitus.qc.ca
- Canadian Museum of Immigration at Pier 21 www.quai21.ca
- Montreal Holocaust Memorial Centre www.mhmc.ca/en



We look forward to working with these organizations in the coming years to improve the teaching and learning of history in Canada in both official languages.

Website Highlights

thenhier.ca



New Look for the THEN/HiER website!

We have redesigned the THEN/HiER website to make it more interactive and easy to navigate. We have kept existing content and made some exciting changes to the homepage. Some of these include:

- * A new menu with **About**, **Directory**, **Resources**, **Projects**, **Opportunities**, and **Contribute** as the main categories.
- * **Featured Project** and **Featured Member Profile** boxes which change each time the homepage is reloaded.
- * Feeds for relevant **News** and **Events** related to history and history education.

- * Upcoming **Deadlines** for funding programs and events of THEN/HiER and other organizations involved in history teaching and learning prominently displayed.

- * A feed for the most recent **Videos and Podcasts** uploaded to the THEN/HiER website.

- * Feeds for our English and French language **Blogs**.

- * Links to our **Twitter**, **Facebook**, and **Flickr** sites, as well as the ability to set up **RSS** and **Podcast** feeds.

New Videos and Podcasts in 2011/12

Videos thenhier.ca/en/content/videos

Mount Royal University History Teacher Symposium 2011
 Carla Peck (Alberta), David Clemis, Shawn England, and Sean Kheraj (Mount Royal)

At the Glenbow Museum, Calgary, April 2011

Brenda Trofanenko (Acadia)

After Inclusiveness: The Future of Canadian History

Christopher Dummitt (Trent)

Exemplary History Teaching Video Using Historical Thinking Concepts

Janet Thompson and Lawrence Jakoby
 (Gladstone Secondary, Vancouver)

Museum of Vancouver Talks - The Future of Museum Collecting
 Amanda Gibbs, Nancy Noble (MOV), Anthony Shelton (Museum of Anthropology, UBC), and Wayne Maddison (Beaty Biodiversity Museum, UBC)

Building National Identity Through Historical Narrative

Mario Carretero (Autonoma University, Madrid)

Podcasts thenhier.ca/en/content/podcasts

Warrior Nation vs. Peaceable Kingdom

Ian McKay (Queen's)

Canadians and Their Pasts Project

Margaret Conrad (UNB), Peter Seixas (UBC), David Northrup (York), Jocelyn Létourneau (Laval), Del Muise (Carleton), Gerald Friesen (Manitoba), Kadriye Ercikan (UBC)

Three Mile Island to Bhopal: the Life and Work of Environmental Activist Rosalie Bertell

Lisa Rumiell (McMaster)

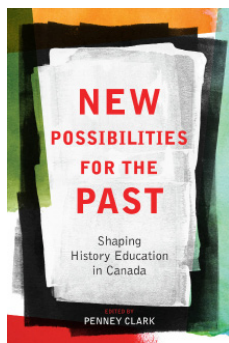
Canadian Letters and Images Project

Paula Waatainen (Rockridge Secondary, West Vancouver)

THEN/HiER Book Series

Book One – *New Possibilities for the Past: Shaping History Education in Canada*, edited by Penney Clark (University of British Columbia Press, 2011) thenhier.ca/en/content/available-ubc-press-first-publication-thenhier-book-series-new-possibilities-past

This collection explores and articulates the landscape of history education research and practice in Canada to help define and refine the research agenda in history teaching and practice. It is crucial that scholarly research be pursued thoughtfully and in a cohesive manner and that classroom practice is informed by the findings of this research.



Book Two – *Pastplay: Teaching and Learning History with Technology*, edited by Kevin Kee (University of Michigan Press, under review)

Historians have always been interactive with the content that they study, constantly challenging, reworking, and remixing information to ‘do history,’ and have incorporated that interactivity into their teaching, analyzing primary and secondary sources with students, and helping them draw on those sources to craft their own narratives. This edited collection considers how computer technology can help create new ways of interacting with the content and practices of history.

Book Three – *Becoming a History Teacher in Canada: Sustaining Practices in Historical Thinking*, edited by Ruth Sandwell and Amy von Heyking (in planning stage)

Teachers, university teacher education programs, schools and Ministries of Education across Canada are embracing a new approach to history teaching and learning, one that promises to replace rote learning and memorization with the richer and deeper disciplinary understanding that comes from knowing how history is made. At the centre of the new approach is the supposition that knowing history means knowing how to think historically. The essays in this collection explore how to best provide teachers with the sustaining environments that they need in order to know and teach history differently.

Book Four – *Museums as Sites of Historical Consciousness*, edited by Viviane Gosselin and Phaedra Livingstone (in planning stage)

The focus of this edited collection is on the museum as public institution, heritage site, lieu de mémoire, and historical learning environment. Contributors consider historical literacy and the formation of historical consciousness within various museum and heritage site settings through the following themes:

- Web-based technologies in museums;
- Intercultural and collaborative curation;
- Critical public engagement with historical narrative and the museum’s aura of authority;
- Attempts, failures and gaps in representing emerging questions about the past informed by current concerns;
- Emerging forms and strategies of public/civic engagement.

Book Five – *Assessing Historical Thinking*, edited by Peter Seixas (in planning stage)

Even as more Canadian jurisdictions adopt history curricula that specify historical thinking as a goal, valid assessments of historical thinking remain elusive. This challenge is being confronted not only in Canada, but elsewhere around the world. Too often, history tests are simply measures either of factual knowledge or generic reading and writing skills. This edited collection has contributions from leading international assessment and measurement theorists, history education and digital humanities scholars, and history assessment practitioners.

Book Six – *Historical Representations in the Arts: A Cross-Disciplinary Inquiry*, edited by Penney Clark (in planning stage)

The book will address how historical knowledge is used by professionals in the artistic, cultural, and creative sectors in a cross-disciplinary perspective. This final book in the series will be a launching pad to new directions in history education. Contributions will be from history education scholars collaborating with novelists, playwrights, filmmakers, gamers, and other arts and culture professionals.

For more information about THEN/HiER, please visit our website at thenhier.ca, or contact the Network Manager at AnneMarie.Goodfellow@ubc.ca.