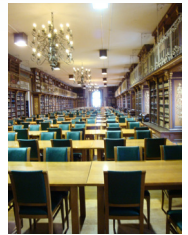


*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*

## What's new with THEN/HiER?

\* **Executive Board Member Stéphane Lévesque** presented a paper titled "The Teaching of History in Canada: An Experiment in Multiculturalism" at the international conference *Thinking Historically in Global Times (Pensar históricamente en tiempos de globalización)* held June 30 to July 2, 2010 at the University of Santiago de Compostela (USC), Spain. The goal of the conference, sponsored by the Spanish organization *Researchers in History Education Network (Investigadores de Enseñanza de la Historia en Red)*, was to approach 21<sup>st</sup> century challenges in history education. It was a forum for scholars from Germany, Argentina, Brazil, Spain, France, Italy, Morocco, Switzerland, and Canada to share their experiences and reflections on history education in their countries. Papers from the conference will be published next year in a Spanish collection. Details about the organization and 2010 conference.



Santiago is the location of one of the oldest universities in Spain (established in 1495). The Faculty of History and Geography at USC is located in the old city and holds an impressive book collection in its historical library.

## \* Executive Board Member Viviane Gosselin - The Bhangra.Me Project at the Museum of Vancouver, a THEN/HiER partner

For the past six months, the Museum of Vancouver (MOV) and the Vancouver International Bhangra Celebration (VIBC) have been working on creating the first museum exhibition and interactive website on the evolution of Bhangra in Vancouver. **Viviane Gosselin**, Curator of Contemporary Issues at MOV, is involved in the exhibition development of this exciting project. Bhangra is a dance form originally from the Punjab region that has been adapted by many South Asian cultures and performed in Canada for several decades. **Naveen Girn**, a graduate student from York University, was hired to undertake the research and community facilitation aspect of the project. For the exhibition opening in May 2011 he has conducted several interviews with Bhangra practitioners and gathered multiple artefacts which will eventually form part of MOV's permanent collection.



In July the exhibition team held a first brainstorming session with a design firm to start transposing research findings into an exhibition scenario. Notions of hybrid identity, transnational influences and shifting gender roles are among the themes that emerged from Girn's research to be explored in the exhibition. Given the complexity involved in defining the nature and substance of Bhangra, it was proposed - as an overarching conceptual approach - that the exhibition be framed as a quest for exploring Vancouver's multiple forms of Bhangras. This task is undertaken by historicizing its presence in Greater Vancouver and by highlighting its diverse expressions. The idea is to resist a single and reductive definition of Bhangra by creating a platform allowing the Vancouver Bhangra community to share their views on the subject. By featuring convergent and divergent perspectives on "What is Bhangra?" the team hopes it will become an opportunity for



Raymond Bhullar and his students from Dhol Nation Academy perform at the Vancouver International Bhangra Celebration Society's Downtown Bhangra Event outside the Vancouver Art Gallery, May 2009. Photo by Gurk Bains.

visitors to position themselves in relation to these multiple views and create their personal definition of Bhangra. Below are illustrations of contemporary forms of Bhangra music and dance performance.

Delhi 2 Dublin - "Apples" Music Video

UBC Girlz Bhangra Team - Taking North America by Storm

A generous grant from the Vancouver Foundation is supporting the research phase of the Bhangra.Me project. Project contacts:

**Naveen Girn**, Researcher and Community Facilitator

**Amanda Gibbs**, Director of Audience Engagement

## \* Large Projects Grants

THEN/HiER has awarded a Large Projects Grant for *Telling the Story of the Nikkei: A Partnership Between Schools, Educators, Universities, Museums, Arts Organizations, and the Nikkei of New Denver*. For this project students will develop documentary films about the WWII Japanese internment in New Denver, BC.

## What's new with our partners?

### \* Centre for the Study of Historical Consciousness: Summer Institute a Huge Success!

As reported in last month's *e-Bulletin*, the CSHC held the Benchmarks of Historical Thinking Summer Institute from July 5 to 10 at Library and Archives Canada in Ottawa. Thirty-two educators participated in this intensive week of lectures, field trips, guest speakers, and a resource fair. The week culminated in the creation, and sharing, of lessons, units, and teaching strategies involving historical thinking. Some of these projects will be further developed for posting on the Benchmarks website.

Plans are underway for a French-language Summer Institute in New Brunswick next year. The location of the next English-language Summer Institute is currently under consideration.

Many thanks to Library and Archives Canada for hosting this year's Summer Institute. And a special thank-you to all the participants for their enthusiasm and hard work!



Read a story about the Benchmarks of Historical Thinking Summer Institute in the *Ottawa Citizen*.

### \* Canada's History



One of the participants at the Benchmarks of Historical Thinking Summer Institute, **Jennifer Janzen** from University of Winnipeg Collegiate, blogged the events of the week. You can check out the blog [here](#). **Joel Ralph**, Education and Outreach Manager at *Canada's History*, has posted his own follow-up video interview with Jennifer on her blog as well as ten different podcast interviews that she conducted with various participants. The podcasts are on *Canada's History's* education page under the heading "Don't Miss Canada's History's Featured Videos."

### \* Association for Canadian Studies (ACS) and Ontario History and Social Science Teachers' Association (OHASSTA)

The ACS and OHASSTA are jointly sponsoring the conference *Canada's Diverse Histories* on November 5<sup>th</sup> and 6<sup>th</sup>, 2010, at the Holiday Inn Toronto International Airport Hotel. The conference will focus on best practices in history education with particular emphasis on the new Ontario history and social studies curriculum.

Read more.

## Graduate Student Corner

Graduate Student Coordinator **Jennifer Bonnell**

*Approaching the Past* is a workshop series in Toronto, Ontario co-sponsored by THEN/HiER and ActiveHistory.ca. The series aims to bring together teachers working in middle and high schools, universities, and museums to discuss teaching history in a variety of contexts. Workshops offer the opportunity to connect with colleagues, meet people teaching history in unique and engaging ways, and be challenged to teach history in ways that connect more deeply with our students. Our next workshop, "The Past through Place," will be held Thursday, September 30<sup>th</sup> at Montgomery's Inn Community Museum in Toronto. Professor Julia Roberts will lead the workshop with a discussion of the ways that place—in this case, a historic tavern—can inform our understanding of the past and act as an entry point for teaching history. Among the themes to be discussed include issues of conflict, gender, and ethnicity in teaching the history of diverse times and places. Companion reading material for the workshop can be found in Jennifer Bonnell's article, *A Comforting Past: Skirting Conflict and Complexity at Montgomery's Inn*.

Further details will be provided in early September on our website.

## Research Snapshots

This section of our monthly e-Bulletin highlights our members' research projects. If you would like to submit a snapshot of your research, please contact [annemarie.goodfellow@ubc.ca](mailto:annemarie.goodfellow@ubc.ca).

**LINDSAY GIBSON, PhD STUDENT**  
**CENTRE FOR THE STUDY OF HISTORICAL CONSCIOUSNESS**  
**DEPARTMENT OF CURRICULUM & PEDAGOGY**  
**UNIVERSITY OF BRITISH COLUMBIA**

### Using Historical Thinking in the Classroom

During my ten years as a high school social studies and history teacher in the Kelowna school district in British Columbia (SD #23), I worked on several projects that showed me the potential of history to deeply engage students in its study, yet I also saw how students became disinterested when it was presented as little more than facts-to-be-remembered. In a specially-designed class, my students at Kelowna Secondary School spent a year in the archives of the Kelowna Museum, the Okanagan Military Museum and the genealogy section of the Okanagan Regional Library writing the biographies of forgotten WWI and WWII soldiers, and then travelled to the battlefields of France and Belgium to trace their journey and find their graves. In another project I collaborated with six other social studies teachers to develop and implement a unit of study on the Interwar period in Canadian history



that embedded the six historical thinking concepts that constitute the Benchmarks of Historical Thinking. This project made me aware of the infinite possibilities that historical thinking presented for the study of history, and alerted me to the power of teachers collaborating and deliberating on the design and implementation of a unit that addresses a commonly identified problem.

Throughout my teaching career I asked myself questions about the bigger issues in history education: What are the purposes of teaching history? What do we want students to know and understand about history by the end of their mandatory school career? How can history be taught to engage students? What can be done to improve the teaching of history in our schools? In the attempt to answer these questions I pursued further education. After completing my MA thesis on critical thinking and teaching history at UBC Okanagan, I enrolled in the PhD program in Curriculum and Pedagogy at UBC in Vancouver under the supervision of Dr. Penney Clark and Dr. Peter Seixas.



Lindsay standing over the grave of his great-uncle Lance-Corporal LJ Carter of the Royal Newfoundland Regiment who died at Beaumont-Hamel (Battle of the Somme) on July 1, 1916.

Throughout the past year I have been completing my PhD coursework, teaching pre-service students their social studies methods course, and working on a variety of projects with The Critical Thinking Consortium (TC<sup>2</sup>) and THEN/HiER. In the fall of 2009 I was contracted by TC<sup>2</sup> as the principal author of *The Governor's Letters* website for which I wrote four critical challenges designed to engage students in historical thinking based on the analysis of evidence, and three tool supplement activities designed to help students analyze primary documents. In the spring of 2010 I began work with THEN/HiER to develop a collection of online archives, websites and databases of primary sources on significant topics in Canadian history designed to help student-teachers, teachers, social studies educators and historians locate significant online collections of primary sources for a wide range of topics in Canadian history.

In the next year I will be completing my PhD coursework, writing my comprehensive exams, and developing my dissertation proposal which will utilize Design-Based Research to focus on the development of teachers' and students' thinking about the historical thinking concept of ethical judgments.

**\* MORE TO COME NEXT MONTH!**