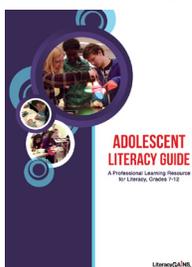


Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.



What's new with THEN/HiER?

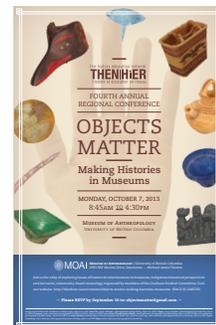


* **Jan Haskings-Winner** participated as a facilitator for a fourth year in the GAINS Literacy Camp, held at the Kempenfelt Conference Centre in Barrie, Ontario. This year's focus was on the new Adolescent Literacy Guide that uses disciplinary thinking concepts. There was also an emphasis on developing leadership in schools. Teachers were introduced to the different opportunities available to them through THEN/HiER.

* **John Myers, THEN/HiER member and Social Studies Curriculum Instructor, OISE/UT**, has published a review of *The Big Six Historical Thinking Concepts* by Peter Seixas and Tom Morton in *Canadian Social Studies* 46(1) (2013): 52-3.

THEN/HiER Fourth Annual Regional Conference

We are very excited to announce our Fourth Annual Regional Conference, *Objects Matter: Making Histories in Museums*, which will be held on October 7, 2013 at the UBC Museum of Anthropology in Vancouver, BC. Topics will include issues of historical consciousness; indigenous knowledges; and inclusive, community-based museology. In addition to speakers, there will be a tour of the museum and break-out sessions led by graduate students. There will also be an optional evening *Approaching the Past* event, which will be a guided tour of the Musqueam community and longhouse. Both events are free, but spaces are filling quickly. See our website for more information and how to register.



Funding Opportunities

The next deadline for THEN/HiER Graduate Student Project proposals is September 3, 2013. Please see our website for details on this and our other funding programs.



Website Update

THEN/HiER recently developed a new webpage with abstracts of articles on teaching history and social studies at all levels. To date we have uploaded several abstracts, and are posting more on a regular basis.

What's new with our partners?

* **The McCord Museum** offers images, tools, games, and resources for your classroom through EduWeb. You can select resources for different themes in Canadian history linked to curricula, in particular for the period 1840-1945.



* **The British Columbia Historical Federation** is featuring a special theme issue of *British Columbia History* on sport history in spring 2014. The deadline for article proposals is October 1, 2013.



* **The Canadian Museum of Immigration at Pier 21** invites you to Share Your Immigration Story. Personal and family experiences of immigration are part of what defines us as a country and an important part of what Pier 21 does. You can help its collection grow by sharing your story.

* **The Association for Canadian Studies (ACS)** has finalized the list of themes for the upcoming 2013-2014 editions of *Canadian Issues*. Please let ACS know if you wish to contribute an article to one of these special editions. Titles are subject to change, but the themes will remain the same.

- **Winter 2013:** Teaching the Canadian North (papers due: October 25, 2013)
- **Spring 2014:** A Look at the History of Education in Canada (papers due: December 1, 2013)
- **Summer 2014:** History of Montréal (papers due: March 1, 2014)
- **Fall 2014:** Why Canada? The Charlottetown Conference and the Reasons for Confederation (papers due: June 1, 2014)



Participants at the Halifax institute being briefed by Sara Beanlands (foreground), Principal and Senior Archaeologist, Boreas Heritage Consulting. Photo Jill Colyer.

* **The Centre for the Study of Historical Consciousness** held its 2013 Historical Thinking Project Summer Institutes in Halifax and Toronto in July. Halifax participants enjoyed guest speakers which included historians and museum educators from the **Canadian Museum of Immigration at Pier 21**, a THEN/HiER partner, and a trip to an archaeology dig at an Acadian expulsion site. The Toronto group visited the Distillery District and the Royal Ontario Museum as part of classroom assignments.

* **Upcoming 2013 Social Studies / History Teachers' Associations Conferences**

- Alberta Teachers' Association Social Studies Council, October 17-19
- Association québécoise pour l'enseignement en univers social, October 17-18
- British Columbia Social Studies Teachers' Association, October 25
- Manitoba Social Sciences Teachers' Association, October 25
- Nova Scotia Social Studies Teachers' Association, October 25
- Ontario History and Social Sciences Teachers' Association, November 15-16
- Saskatchewan Council of Social Sciences, October 17-18
- Société des professeurs d'histoire du Québec, November 1-2

Graduate Student Committees

Don't look now, but the summer is evaporating and September is upon us again! The Anglophone Graduate Student Committee is thrilled to begin the year with a feast of blogs on Teaching the Past about food history from the Agricultural History Society 2013 Annual Meeting. We are also pleased to welcome two new bloggers for the upcoming year, Jesika Arseneau and Katy Whitfield. Follow the monthly adventures of Katy, a teacher in the Toronto District School Board who will share her stories about incorporating local histories in her history classroom in her *Tales of a Toronto Teacher* blog series. This year's blogs will deal with a variety of subjects, including teaching environmental histories as well as using family histories and biographies in your classroom. We will also delve into history's mysteries and examine how best to bring in diverse local and working class histories. The blog theme this October will focus on teaching history in museums, to coincide with our conference *Objects Matter: Making Histories in Museums* at the UBC Museum of Anthropology on October 7. Are you a historian or a history student looking for a job? There's a website for that! Check out the UBC History Department's Careers for Historians. It's full of information on a variety of career paths available to historians and students of history and includes great online career resources. Contact Kate Zankowicz.



Kate Zankowicz

August provided an opportunity for the Francophone Graduate Student Committee to prepare for the fall session. Two articles have been recently posted on the blog Enseigner l'histoire. In one, I suggest some ideas for activities to address issues of gender equality in history classes. In another, Vincent Boutonnet discusses *serious games* and their usefulness in history and geography classes. Since the end of summer means back to school in September, in the coming weeks we will be posting a series of articles by Marc-André Lauzon on the everyday life of a secondary school teacher. Don't miss it! As well, we are always looking for new members, so please don't hesitate to contact me. Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

This section of our monthly e-Bulletin highlights our members' research projects.

Jennifer Pettit
Chair, Department of Humanities
Mount Royal University

Building Bridges



As I write this, Calgary is in a state of emergency, the Bow River spilling beyond its banks and covering the city's downtown core, forcing 100,000 people from their homes and cutting off many neighbourhoods and nearby communities. Perhaps this is what brought to mind the idea of connecting or "building bridges," if you will, as the theme that has shaped much of my teaching and research. Indeed, my fascination with history grew out of various childhood adventures to connect to Canada's past. Led by my late father in our avocado-green Buick (my Mom picked the colour – it was the 70s), we travelled down country roads where I first heard about the likes of the infamous "Black Donnellys" and to museums and historic sites across Canada such as Black Creek Pioneer Village and Peggy's Cove. Fostering an appreciation of history was important to my father who, during WWII, was forced to quit school to help support the family farm. I still am unable to part with my collection of souvenir flags purchased from various locations, now faded but still a symbol to me about how varied is Canada's past, yet also how interrelated.

Fortunately, paths led to me a position at Mount Royal University (MRU), "Canada's oldest new university," founded as a college in 1912 and now a teaching focused undergraduate university that is home to approximately 13,000 students. MRU's focus on teaching has resulted in small classes and an environment where teaching is valued and celebrated and in which one is encouraged to follow less traditional research routes. These paths have led me to a variety of projects that have connected my research and teaching to many groups: my students; my local community; elementary and secondary Social Studies teachers; the public; and various places and cultures to name a few.

The main ways in which I have tried to encourage my students to connect to history is taking them beyond the classroom whenever possible and devising new and exciting ways to learn about history. This has resulted in activities such as a cross-Canada travel study course, a trip with a colleague to the battlefields of Europe, and this summer, a Treaty 7 field course, co-organized with colleague Liam Haggarty. In the classroom my students have engaged in a variety of activities such as creating museum exhibits and travelling to the past as a character from history in the role-playing pedagogy known as *Reacting to the Past*.

Locally, I have been involved with a number of projects such as my work with Heritage Park Historical Village. I have written guides for Park docents and assigned my public history students tasks such as writing teacher guides and reports on how the Park could best incorporate Aboriginal history. Students have found these "hands on" assignments to be very enjoyable, so much so that some of them have been employed by the Park and/or enrolled in post graduate programs in public history. Also rewarding is the annual conference for local elementary and secondary Social Studies teachers co-organized with my colleague Scott Murray for the past three years with funding from THEN/HiER. The goal for these workshops has been to foster the teaching of history at all levels, to provide opportunities for networking and to promote the concept of historical consciousness. Attendees take what they have learned at the workshops and share it with others thus making even more connections.



Reconstruction of Donnelly homestead, Lucan, Ontario.
Photo: Jennifer Pettit.

Beyond the local, my involvement in the Donnelly module of the Great Unsolved Mysteries in Canadian History project has brought my research not only to classrooms, but to people around the world (the site is in use in over fifty countries). Likewise, my research on industrial schools, the foundation of the residential school system, has made its way not only into traditional formats, but also into government reports and court cases.

Finally, I have tried to help build bridges between teaching and research in the academic community. This year, for instance, at the annual meeting of the Canadian Historical Association I took part in a session that focused on the teaching of Aboriginal history. Our hope at MRU is to expand this into a national conference on the teaching of history to be held at MRU in the near future.

The past may be a "foreign country," but it is always a pleasure to be both a tourist and a guide for others in their journeys through history. I am sure my dad would be pleased to know that those family trips were not in vain ...

*** MORE TO COME NEXT MONTH!**