

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

## What's new with THEN/HiER?



L-R Lyle Dick, Peter Seixas and Ruth Sandwell  
Photo: Heather McGregor

\* Peter Seixas and Ruth Sandwell participated in the *Franklin Mystery and Inuit Oral Histories Symposium* in Rankin Inlet, Nunavut, from April 8 to 10. The purpose of the symposium was to bring together educators and historians from across Nunavut and southern Canada to exchange ideas about *The Franklin Mystery: Life and Death in the Arctic* website, partially funded by THEN/HiER, currently being developed by Great Unsolved Mysteries in Canadian History (GUMICH). The website and associated educational materials will provide learners with access to Inuit and European perspectives on the events and legacies of the Franklin Expedition. Other participants included Lyle Dick, the project's lead historian; Louie Kamookak, Franklin oral history expert; Liz Fowler, Nunavut curriculum developer; Ken Beardsall and Nic Politò, Nunavut Department of Education; Cathy McGregor, Nunavut Department of Education (retired); John Lutz, historian, University of Victoria; Julie Perrone, oral historian, Concordia University; Heather McGregor, doctoral candidate, University of British Columbia; and Alexander Makin, Lloyd Francis, Paul Cipriano and George Hill, Nunavut teachers.



## Approaching the Past

At the most recent ATP event in Vancouver, participants enjoyed a hands-on crime solving kidnapping forensic workshop and tour of the Vancouver Police Museum. The museum is in a heritage building that was once the Coroner's Court, city morgue and crime laboratory. It offers numerous programs specifically designed to meet or supplement BC curriculum requirements in social studies, English language arts, history and law.



## Funding Programs

THEN/HiER recently awarded two Small Projects Grants:

- *The Acadian Battalion of World War I - Educational Materials Development and Workshops* - This project involves collaboration among university professors and doctoral students from the Université de Moncton and teachers from the New Brunswick District scolaire francophone Sud to develop materials and workshops for secondary students in New Brunswick to learn about this battalion of Acadian soldiers in World War I.
- *Canadian History In-School Experiences, Program and Audience Development* - The Manitoba Museum is developing materials that use historical thinking concepts and primary sources for a museum program related to the Grade 11 Canadian History curriculum in Manitoba.



Museum of Vancouver

## Historical Thinking Summer Institute

May 15 is the deadline to apply for a THEN/HiER bursary for the 2014 Historical Thinking Summer Institute in Vancouver, which will take place at the Museum of Vancouver and UBC from July 7 to 12. Through the use of historical thinking concepts, participants will explore the themes of Aboriginal-settler relations and human-nature relations over time. Each bursary will cover up to \$750 for airfare for ten out-of-town participants.

## What's new with our partners?

\* **The Manitoba Social Sciences Teachers' Association** encourages Manitoba secondary students to attend the *13th Annual Holocaust Symposium* on May 15 at the University of Winnipeg's Duckworth Centre. Speakers include Holocaust survivor Robbie Waisman and The Honourable Justice Murray Sinclair. More information and to register.



\* **The Begbie Canadian History Contest** ended this year after a twenty-year run. However, the Society will be maintaining and updating its website with thousands of Canadian primary sources that it was not able to use in its contests. Teachers can find new and interesting primary sources there, along with many lesson ideas. In addition, the website will include a searchable database of all the questions used in the twenty years of the contest. Over the next year many new topics will be added, so be sure to check back every once in a while for new materials.

\* **Canada's History** has announced that its current President and CEO, Deborah Morrison, will be leaving the Society as of July 1, 2014. She will be taking the position of Executive Director of the Society for Educational Visits in Canada (SEVEC). Read more.

\* **The BC Heritage Fairs Society** will be holding its 2014 Provincial Heritage Fair in Kamloops from June 29 to July 3. There will be a showcase of projects at Riverside Park on July 1, Canada Day, as part of the city's *Art in the Park* celebratory activities. The Fair will include visits to Historic Hat Creek Ranch and McQueen Lake Environmental Centre where students will explore First Nations, gold mining and environmental history.

\* **The Canadian Museum of Immigration at Pier 21** has an Oral History Collection with over 900 interviews with stories from individuals originating from over 80 countries. They include interviews with immigrants, displaced persons, war brides, evacuee children, Second World War veterans and former Pier 21 staff and volunteers. Some of these interviews are currently available on its website, and the museum is working towards making more of them accessible online.



Canadian Museum of  
Immigration at Pier 21  
Musée canadien de  
l'immigration du Quai 21

## Graduate Student Committees

Happy spring! The *Teaching the Past/Enseigner l'histoire* blog contest entries are now online! Leave us your comments and tell us which one you believe offers the most persuasive and compelling argument. Winning blogs will be chosen by members of THEN/HiER's Executive Board and announced in the May *e-Bulletin*. Special thanks also to our bloggers who explored the relevance of working class histories and how to incorporate them and their present day ramifications into the history classroom. Next month's blogs will deal with gender history, in honour of the upcoming Berkshire Women's History Conference, *Histories on the Edge*, which will take place from May 22 to 25 in Toronto. Contact Kate Zankowicz.



Kate Zankowicz

The Francophone Graduate Student Committee is very pleased to announce a new committee member, Andréanne Gagnon, Master's student at the Université du Québec à Chicoutimi. Please visit our webpage to learn more about her. We also invite you to read the various articles written for the blog contest in both French and English. On the francophone side, Frédéric Yelle provides a reflection on the important debates surrounding teaching national history in Quebec. There are also several new posts on the blog *Enseigner l'histoire*. In one, I suggest some pedagogical tools to discuss issues related to the recent provincial election. In another, Chantal Rivard talks about historical empathy in relation to a visit she made with her students to the old Trois-Rivières prison. Finally, Stéphane Lévesque shows us the numerous online educational resources to help teachers prepare lessons on the Holocaust. Happy reading and welcome to spring! Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Jennifer Tupper, Associate Dean**  
**Faculty Development and Human Resources**  
**Faculty of Education, University of Regina**

### Treaty Education



My research/scholarship/teaching in Treaty Education began after I arrived at the University of Regina in 2004. As a former high school social studies teacher in Edmonton, then a doctoral student at the University of Alberta, I thought I brought a critical lens to my teaching and research, and in some respects I did. However, when I was invited to participate in a research project exploring best practices in treaty education, supported by the Office of the Treaty Commissioner and the Ministry of Education in Saskatchewan, I realized the limits of my knowledge. Not once as a teacher or graduate student had I considered the significance of the numbered treaties to the foundational history of Canada. This is not part of the officially sanctioned story of the nation, nor was it part of my historical consciousness as a Canadian. However, the partnership between First Nations people and non-First Nations people in Canada has been an integral, and arguably the most important, part of the history of this country. The numbered treaties entered into by First Nations and the British Crown exemplify these partnerships. They made possible the opening up of vast tracts of land for European settlement. As historian J. R. Miller asserts in *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada* (2009), treaties are one of the "paradoxes of Canadian history. Although they have been an important feature of the country since the earliest days... relatively few Canadians know about or understand what they are or the role they have played in the country's past" (p. 3).

In my scholarship and research, I am troubled about this not knowing, particularly as I explore the historical and contemporary significance of treaties and the treaty relationship. Through my research with teachers, students, and teacher candidates, I continue to examine how social and economic privileges for white settlers living and working on the prairies are directly connected to the treaties. I engage with anti-colonial/decolonizing pedagogies in education, and draw on the wisdom and stories of First Nations elders in an effort to 'unsettle' dominant knowledge and identities. Becoming involved in that first treaty education research project was revelatory for me. From it, my co-researcher Michael Cappello and I wrote "Teaching Treaties as (Un)usual Narratives: Disrupting the Curricular Commonsense" (*Curriculum Inquiry* 38[5] [2008]: 559-78) which received the Canadian Association for Curriculum Studies Outstanding Publication Award. In the article we argue that treaty education is necessarily disruptive to dominant narratives of the nation and the Eurocentric curriculum that reproduces these narratives. Thus, treaty education is both a productive and interrogative site of learning. It is an example of a curricular initiative that has the potential to invite students to think deeply and differently about the history of Canada and themselves as citizens by challenging colonial blind dispositions, as discussed by D. Calderón in "Locating the Foundations of Epistemologies of Ignorance in Education Ideology and Practice" (in *Epistemologies of Ignorance in Education*, edited by E. Malewski and N. Jaramillo, 2011). To be clear, treaty education is much more than teaching the content of the numbered treaties. It invites teachers to integrate historical and contemporary stories, knowledge, and experiences of First Nations people, including those deeply connected to colonialism. It necessitates critical inquiry of treaty promises and the corresponding failures, past and present, on the part of the Government of Canada to uphold these promises.



Tiles painted to commemorate  
lives lost at Residential Schools

Because treaty education is a mandatory curriculum initiative in all grades and across all subjects in Saskatchewan schools, my research has explored the limits of teacher candidates' knowledge and understanding of treaties and the treaty relationship, their sense of preparedness to implement the mandate in their own classrooms, and the ways in which our Faculty of Education might better integrate treaty education into our teaching and learning. I draw on scholars' writing about epistemologies of ignorance to make sense of the ongoing resistance to treaty education that emerges in conversations with educators who prefer not to embrace the initiative.

Most recently, with a team of researchers, I have completed a SSHRC-funded research project titled "Storying Treaties and the Treaty Relationship: Enhancing Treaty Education through Digital Storytelling." In this project, we worked with four elementary classroom teachers and their students over two years to create digital stories highlighting their learning about treaties and the history of Aboriginal-Canadian relations. These children responded with some amazing narratives about what it means to be a treaty person. One of our teacher participants created a website We are all Treaty People: An Ongoing Quest to Bring Treaty Education to the Classroom, and I encourage you to visit it to see firsthand the value of treaty education.

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