

New Possibilities for the Past: Shaping History Education in Canada

Penney Clark, Editor

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This edited collection explores and articulates the landscape of history education research and practice at the end of the first decade of the 21st Century. It does this to help define and refine the research agenda, which at the present time takes place against a backdrop of public concern about Canadians' abysmal knowledge of their own history and a perceived need for more, and then even more Canadian history in schools. This exercise in cartography has revealed questions that have been asked by history and history education scholars, the topics pursued, the books produced, and the understandings we have about how teachers teach and students learn. We can see where we have been and where we are at this time. We have also seen the new questions that are being raised and the directions in which they are pointing. It is crucial that scholarly research be pursued thoughtfully and purposefully and that classroom practice be informed by the findings of this research.

Table of Contents

Acknowledgments

Contributors

Introduction

PART I History Education: Contested Terrain

- | | | |
|---|--|--------------------|
| 1 | A Brief Survey of Canadian Historiography | Margaret Conrad |
| 2 | Teaching Canadian History: A Century of Debate | Ken Osborne |
| 3 | The Debate on History Education in Québec | Jocelyn Létourneau |
| 4 | Teaching History from an Indigenous Perspective:
Four Winding Paths up the Mountain | Michael Marker |

PART II Orientations Toward Historical Thinking

- | | | |
|---|--|-------------------|
| 5 | What it Means to Think Historically | Stéphane Lévesque |
| 6 | Assessment of Historical Thinking | Peter Seixas |
| 7 | Education as a Disciplined "Ethic of Truths" | Kent den Heyer |

PART III Classroom Contexts for Historical Thinking

- | | | |
|----|---|-----------------|
| 8 | Historical Thinking in Elementary Education:
A Review of Research | Amy von Heyking |
| 9 | Historical Thinking in Secondary Schools: Zones and Gardens | Tom Morton |
| 10 | The Shape of Historical Thinking in a Canadian History
Survey Course in University | Gerald Friesen |
| 11 | History is a Verb: Teaching Historical Practice to
Teacher Education Students | Ruth Sandwell |

PART IV Other Contexts for Historical Thinking

- | | | |
|----|---|-----------------------------|
| 12 | Historical Thinking in the Museum: Open to Interpretation | Viviane Gosselin |
| 13 | Creating and Using Virtual Environments to
Promote Historical Thinking | Kevin Kee & Nicki Darbyson |
| 14 | Obsolete Icons and the Teaching of History | Peter Seixas & Penney Clark |

PART V Perspectives on Historical Thinking

- | | | |
|----|---|--------------------------------------|
| 15 | Ethnicity and Students' Historical Understandings | Carla Peck |
| 16 | Learning and Teaching History in Quebec:
Assessment, Context, Outlook | Marc André Ethier & David Lefrançois |
| 17 | Historical Thinking and Citizenship Education:
It is Time to End the War | Alan Sears |