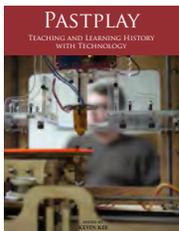
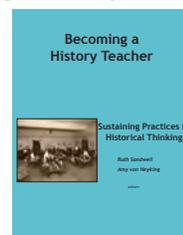


*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*

## What's new with THEN/HiER?



\* We are very pleased to announce that the next two books in the THEN/HiER book series have been accepted for publication. *Pastplay: Teaching and Learning History with Technology* (University of Michigan Press), edited by Kevin Kee, considers how computer technology can help create new ways of interacting with the content and practices of history. *Becoming a History Teacher: Sustaining Practices in Historical Thinking* (University of Toronto Press), edited by Ruth Sandwell and Amy von Heyking, explores how to best provide teachers with the sustaining environments that they need in order to know and teach history differently. We will make announcements in the *e-Bulletin* and on our website when they are available.



\* **Brenda Trofanenko (Acadia University), a THEN/HiER member, and Christine Baron (Boston University)** have received funding from the Research Conference Initiative program of the American Educational Research Association (AERA) to host a workshop in Boston, MA focused on advancing research on what history teachers learn at historical sites. The workshop, to be held over 3 days in March, 2014, will focus on the study of the issue, the state of knowledge around history teachers' learning, and possibilities for future research. It will bring together a small international group of researchers, administrators, and educators situated in universities and cultural heritage sites. An edited collection of papers will be published by AERA following the completion of the workshop. Researchers in the area of historical sites interested in participating should contact Brenda Trofanenko.

## Blog Contest

THEN/HiER has awarded three prizes in its Blog Contest for the blog posts that elicited the most comments. First prize went to Frédéric Yelle for his blog, *Comment protéger l'histoire du politique?*

Second prize was for Neal Adolph's *What's the Role of Presentism in History Education?* And the third prize was awarded to Rose Fine-Meyer for *How Will Current Debates Over the Politicization of History Affect What Takes Place in History Classrooms?* The prizes were a copy of *The Big Six Historical Thinking Concepts* by Peter Seixas and Tom Morton, a Canadian Museums Association one-year membership, and a one-year subscription to *Canada's History*. Congratulations to our winners!



CANADA'S  
**HISTORY**

## Small Projects Grants

Two Small Projects Grants of interest to THEN/HiER members have recently been completed:

- In the *Museum/ArchaeoCaravan Project*, the Saskatchewan Archaeological Society developed a guide for museum staff, teachers, and members of the public to identify and interpret archaeological artifacts. The guide is available on our website.
- In the *Map-Centred History Teaching Project*, three faculty members at the University of New Brunswick designed a website containing information and resources for teaching about early Loyalist settlement in Acadia, particularly in the Fredericton area, presented through the eyes of an early settler in the region, Hannah Ingraham - Ambassador to Loyalist Fredericton.

## What's new with our partners?



\* **The Centre for the Study of Historical Consciousness** co-sponsored an event with the Indigenous Education Institute of Canada and Ts'kel Indigenous Graduate Studies at UBC titled *Inuit Residential School Histories and the New Nunavut Social Studies Curriculum*. The event took place on September 17 at the Sty-Wet-Tan Hall at UBC, and included talks by Cathy McGregor, Curriculum and School Services, Nunavut Department of Education; Liz Fowler, Curriculum Development Consultant, Government of Nunavut; Heather E. McGregor, doctoral candidate at the CSHC; and Sarah Daitch, Master's student at the University of Victoria. A video of the talks will be available shortly on our website.

\* **The Ontario History and Social Sciences Teachers' Association (OHASSTA)** recently announced that a new *Canadian and World Studies* curriculum for Grades 9 and 10 in Ontario is now available. The History component includes a description of the historical thinking concepts and suggestions for how teachers can use them in their classrooms. All Canadian history and social studies curricula are available on the THEN/HiER website.

\* **The Canadian Heritage Information Network (CHIN)** has posted a new episode in its *History Matters* audio/video series. *Northern Knowledge* briefly recounts the Canadian Arctic Expedition (CAE) which set out a century ago on its historic journey to document the arctic regions of Canada. It was in the summer of 1913, after leaving Nome, Alaska, that Canadian explorers mapped nearly the entire Canadian Arctic.



## Graduate Student Committees

September has been a fruitful month for the Anglophone Graduate Student Committee's blog Teaching the Past. Agricultural history students who attended the 2013 Agricultural History Society Conference have mused about Michael Pollan's effect on food history as well as contemplated the relationship between agriculture and culture. They also reflected on how to use food history as a way of getting students interested in what life was like in the past. In addition, we featured a guest blog by THEN/HiER Graduate Student Committee member Eric Poitras, who shared his ideas about how to integrate augmented reality (AR) into the history classroom. QR (Quick Response) code-enhanced textbooks and virtual objects, here we come! October's blog theme will be *Teaching History in Museums* and we look forward to blogging about our upcoming Annual Regional Conference at the UBC Museum of Anthropology, *Objects Matter: Making Histories in Museums*. September's "Object of the Month" (or in this case "Mystery Building") was a photo of the Toronto Agricultural Hall in 1867, site of one of the first agricultural museums in the city, which was located at the corner of Yonge St. and Queen St. West. [The photo is perhaps by Octavius Thompson, courtesy of Toronto Public Library.] Please contact Kate Zankowicz if you would like to submit an "Object of the Month" or if you would like to contribute to our blog.



Kate Zankowicz

So here we are, another school year has begun! On the Francophone Graduate Student Committee's blog Enseigner l'histoire, you can read the first two articles in a series by Marc-André Lauzon who takes us into his realm of secondary teaching (click here for the first one and here for the second). Geneviève Goulet has written an article to help you navigate the various definitions of historical thinking, and Frédéric Yelle provides some ideas for using conceptualization in history class. Come and see us at the joint conference of AQEUS (Association québécoise pour l'enseignement en univers social) and ACS (Association for Canadian Studies), both THEN/HiER partners, in Bromont, Québec, on October 17 and 18. We will have a presentation about THEN/HiER and its goals, and to learn more about us, come and visit our table during the conference. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Henry Yu, Associate Professor  
Department of History  
University of British Columbia**



### Don't Bother With the Textbooks – History-Making in a Digital Age

How can we use digital technologies to overcome the exclusions of the past? How can we avoid political battles over obsolete print textbooks and work immediately with teachers in creating digital learning tools and resources which kids actually enjoy using? Can collaborative approaches to history-making that involve scholars, students, and community groups create historical narratives that are more inclusive, more engaging, and more accessible than those produced by scholars alone? How can historical research projects envision and create usable public resources as an integral part of the scholarly process, rather than afterwards?

These were some of the issues that drove the broad-based collaboration of researchers, archivists, librarians, teachers, students, and community partners who took part in the Chinese Canadian Stories project, funded by the Canadian government's Community Historical Recognition Program from 2010-2012. I was privileged to be the project lead in a nation-wide network that worked on everything from gathering, filming, archiving, and editing community histories to the creation of mobile museum kiosks and immersive video games. We worked with community partners from Victoria to Halifax, and involved students in all aspects of the work, from editing the collection of video oral histories to the design and construction of digital kiosks that were hosted in 2012-2013 in high traffic locations such as Vancouver Public Library and Ottawa Public Library.



An online immersive video game called Gold Mountain Quest that plunges ten to twelve year-olds into the small town world of 1910 Canada was created by the digital design company Catstatic and a team of Master's students at the Centre for Digital Media in Vancouver. Gold Mountain Quest used the most up-to-date historical research on the lives of Chinese Canadians in small town Canada to populate a fictional town of a century ago. The game player helps an array of the townspeople fulfill mini-quests, at the same time collecting historical objects drawn from the more than 25,000 objects in the Drs. Wallace and Madeline Chung Collection at UBC Special Collections (one of the best archival collections concerning

Chinese Canadian and Canadian Pacific Railroad history). Pages from the Past, designed as a fun yet educational companion to a historical learning game, was developed for classroom use by the nationwide non-profit network The Critical Thinking Consortium (TC<sup>2</sup>). Using an engaging digital interface, the student gives advice to a historical character about important life decisions, playing a "game" while learning about the important historical contexts that shaped the lives of people in the past. This pair of digital learning tools, along with other resources we created, shows how partnerships between research scholars, teachers, students, community elders, and digital media designers work best when each is involved collaboratively at every step of the way from conception through completion.

Working with a large array of collaborators may have taken a little longer, but the results were well worth the additional time and effort. When history-making is a collective effort with a broad range of stakeholders who each care about the result in ways that are important to them, we create more engaging and inclusive ways of understanding our shared common past.

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