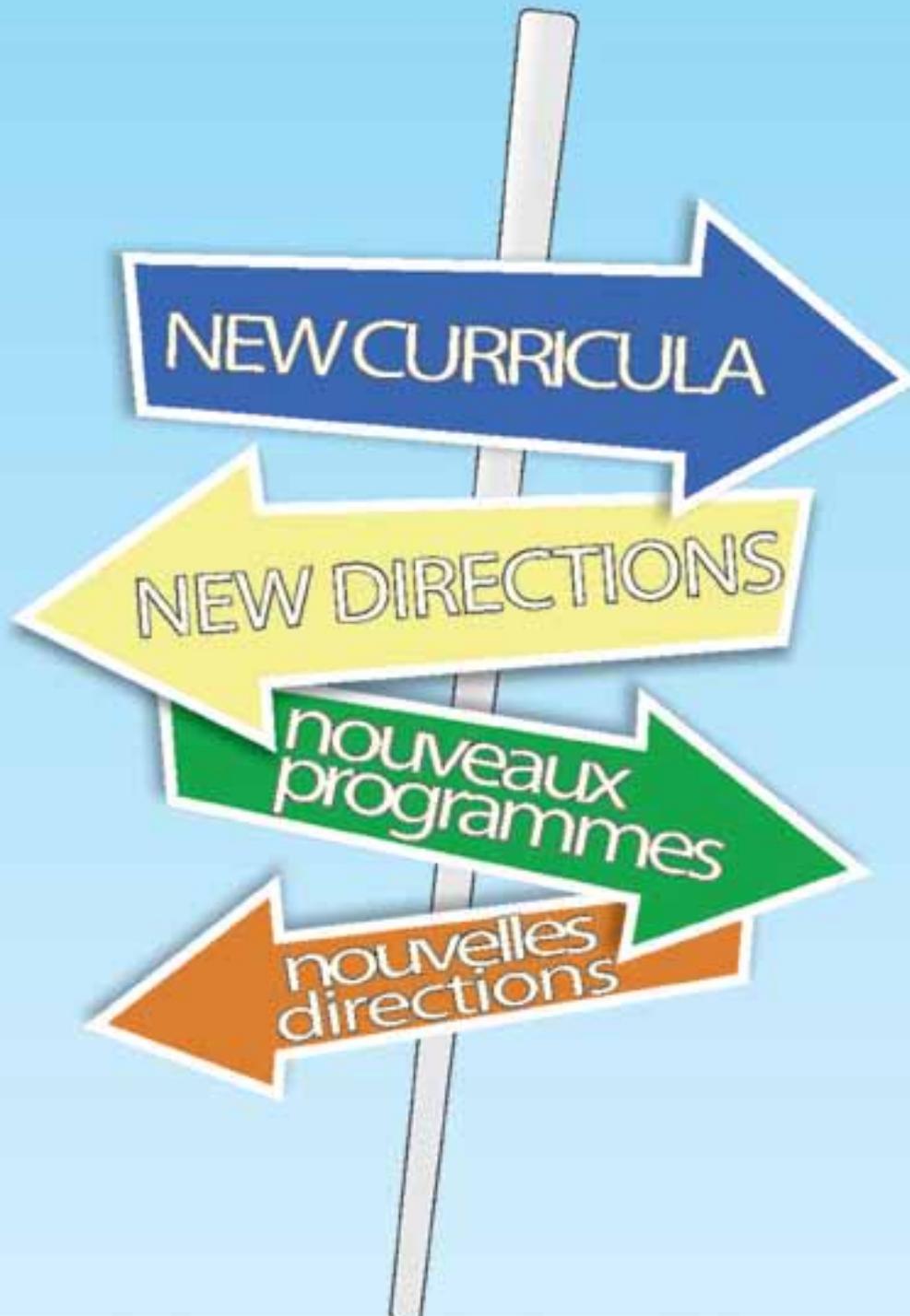


RAPPORT



Journal of the Ontario History and Social Science Teachers' Association - www.ohassta.org



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— Vol. 36, No. 1 —
Fall 2013

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Printed by: Rose Printing, Orillia.
Thanks to all who helped contribute to this issue.

President's Report Jan Haskings-Winner, TDSB

I hope you have had a wonderful start to a new school year. I know with a new school, revised curriculum and lots of exciting projects time is flying by for me! I am teaching Grade 10 Applied History, Grade 11 Law, Grade 12 Philosophy and Grade 12 Economics so it keeps me hopping.

No doubt you have had the new (and very large) Social Science and Humanities document arrive in your schools. I expect the revised Canadian and World Studies (9/10) to arrive shortly (hopefully by the time we publish this, you will have a copy in your hands. I had a dream (or was it a fantasy?) last year that the curriculum documents would arrive at the conference in a truck.... No such luck.

OHASSTA, in partnership with OHHSSCA, has developed many resource supports for these revised courses. Check out our new look website for some great ideas. There are ideas for Grade 7, 8 History, Grade 10 History(Applied/Academic), Civics, Social Science (HSP3U, HSP3C, HSB4U) as well as World Religions (HRT3M). There will be more resources in the spring, when the Grade 11/12 Canadian and World Studies is released.

Curriculum documents (online) are available by going to the eduGAINS website now, in addition to other resources.

There are currently 3 different posters developed by OHASSTA and OHHSSCA. The posters for History and Politics/Civics include the thinking concepts, with criteria. The Social Science and Humanities poster models the Inquiry Model, also with some suggested success criteria. Both are available in English and French. Conference 2013 delegates will get one of their choice, and then they will be available through OHASSTA after the conference if you want to order one. Check out the website for details. www.ohassta.org. The criteria for the concepts of Historical Thinking and Political/Civic Thinking are included in this version of Rapport for your reference. The posters are for your walls.

Our conference will be returning to Toronto for 2014. Watch for details on the website. If you are interested in offering a workshop, please consider sending in your application. The deadline is usually around June 1st, so watch in the spring for form.



2014 will be a *historically significant* year!! There are many events that are worthy of consideration for commemoration. The Canadian Civil Liberties Association (CCLA) will celebrate their 50th anniversary, as well as it has been 50 years since the flag debate. It is the 150th anniversary of the Charlottetown Conference, and of course the 100th anniversary of the beginning of the Great War, but it is also 100 years since Canada turned back the Komagata Maru off the coast of British Columbia under the exclusion laws that banned Asian immigrants. How do we decide which events to emphasize in our courses? Using the concepts of historical thinking will help students navigate these issues. It will also be the federal government who is trying to influence what gets included, and what does not.

The First Nations, Metis, Inuit curriculum is also under review and expected out in the new year. OHASSTA is looking to support this curriculum as well. Look for more information in the spring.

As always, we welcome your thoughts and ideas. Follow us on **twitter** @ohassta for resources and ideas relevant to teachers who teach the many courses we do! There will be twitter chats upcoming about the revised curriculum. @oessta also shares great ideas for teachers 1-8 so check them out too! ♦

Check out the website for resources and news www.ohassta.org

Thanks,
Jan Haskings-Winner



Submissions to Rapport

Do you have opinions and thoughts about teaching History and Social Science? Read a good book? Found a really great resource? Do you have teaching practices to share? Funny stories from the front lines?

Submit an article or a resource to the next issue of Rapport. Email our editor rachel.collishaw@gmail.com. The next issue is electronic and will be published in February 2014. Submit articles by February 1st.

From the Front Lines

Civics - Own it

Jessica Alletson, Glebe CI, OCDSB

Civics: the course most students dread taking, most teachers dread teaching. We can all come to the conclusion that what is taught in civics is important, but the question is, how do we make it important to our students?

I recently attended a conference during Canada's Democracy Week honouring Canada's democracy, which interactively discussed how to teach and model democracy in our schools. This interactive discussion, put on by Elections Canada, hosted by CBC and TVO journalist Piya Chattopadhyay showcased a variety of speakers; Marc Mayrand (*Chief Electoral Officer for Elections Canada*), Ilona Dougherty (*President and co-founder of Apathy is Boring*) Frances Leblanc (*Canadian Association of Former Parliamentarians*), Taylor Gunn (*President, CIVIX*), and Joel Westheimer (*University Research Chair in Sociology of Education, University of Ottawa*). The connecting piece in each panellists' personal history was that they all became interested in becoming involved in democracy at a young age, and they are all passionate about the fact that the missing link between Canada's declining rate of involvement in democracy is the lack of youth involvement.

As educators, how should we approach the great task of instilling this interest in politics in our own students? Taylor Gunn suggested that instilling passion into the classroom begins with teachers, "engaged teachers engage students" he advised. Ilona Dougherty urged teachers to offer students opportunities to get involved; 45% of students who are not engaged in school activities said the reason was that they were never asked to be involved.

In my civics class this semester, I had the pleasure of running The Civic Mirror, an online simulation based program that turns classrooms into countries and students into citizens. Imitating real-life, students must care for their family of seven, providing housing, food, healthcare and education. Each student is also assigned a secret agenda outlining specific political and social objectives that must be accomplished to

earn status points which are instrumental in 'winning' the simulation. As students learn about Canadian legislative, judicial and electoral policies in class, they emulate them within their fictional country, electing a government, running a house of commons, and upholding laws in a simulated courtroom.

Since each student is different, each will interact differently with democracy, and will become a different kind of citizen. At the conference, Joel Westheimer discussed three types of citizens that exist in the real world, the first is personally responsible, someone who votes, pays taxes and upholds the law. The second is simply a participant in democracy, and the third advocates for social justice, wanting to change societal norms. These three types of citizens emerged within my classroom, and it was interesting to see the classroom dynamic that stemmed from this experience. Our simulated society worked because no two people were exactly alike, just as it is in the real world.

I have never seen students more excited about subject-matter – they are connected and engaged in an authentic way. I have logged into the Civic Mirror platform during my prep period, only to find that my students were logged on in other classes doing their civics work!

It stands to reason that if students become engaged in politics at an early age, it will fuel their drive to participate actively in democracy later on in life. One can only begin to imagine how powerful Canada's youth will be in changing our country for the better. In the meantime, it is up to us as educators to plant the seed of political engagement, and wait to see how it will grow. ♦



THE Historical Thinking PROJECT

Promoting critical historical literacy for the 21st century

Who Are We?

We are a pan-Canadian history education reform initiative. Our goal is to see the integration of historical thinking concepts into classrooms across the country.



Set of Six Classroom Posters

Receive a set for free by clicking on "Participate" on our website.
Multiple orders \$5 per set + shipping, order online

Contact National Coordinator

Jill Colyer, jillcolyer@rogers.com

647-346-7824

How Can we Help?

Classroom Lessons and Assessment Tools

75 lessons written by classroom teachers from across the country are loaded on our website and available for free.

Historical Thinking Blog

Five classroom teachers write about their experiences integrating historical thinking into their classrooms.

Powerpoints

On a variety of topics, including Making History Meaningful (a PPT on Heritage Fair projects).

Additional Readings and Resources

We will help you learn more and find more.

All on our website

www.historicalthinking.ca

PD Resource

The Big Six Historical Thinking Concepts. (2013).

By Peter Seixas and Tom Morton

www.nelson.com/thebigsix

Book a Workshop

We facilitate engaging workshops that explain what historical thinking is, why it matters, and how it can be integrated and assessed. Unit plans, lessons, activities, and assessment tools prepared by teachers are provided as exemplars.

Concepts of HISTORICAL Thinking

Historical Significance

I can use the concept of *historical significance*, through the inquiry process, to:

- determine the importance of people, events/developments or ideas using credible primary and secondary sources as evidence
- explain how various people, events/developments or ideas help us understand the past and present
- assess the impact of people, events/developments or ideas in the past and on the present
- evaluate how the importance of people, events/developments or ideas may shift for various people and over time

Cause and Consequence

I can use the concept of *cause and consequence*, through the inquiry process, to:

- identify various causes for a particular event or development using one or more accounts of the event
- explain both intended and unintended consequences of events/developments
- assess the relative influence of various causes of an event/development
- evaluate the impact of various consequences of an event/development

Continuity and Change

I can use the concept of *continuity and change*, through the inquiry process, to:

- compare what has changed and what has stayed the same over a period of time
- explain why some things have stayed the same and why some things have changed over time and for different people
- assess how an event may involve progress for some people/groups and decline for others
- analyze how turning points can be clustered into different chronological themes or intervals (periodization)

Historical Perspective

I can use the concept of *historical perspective*, through the inquiry process, to:

- explain why a historical idea or belief generally accepted in the past may not be appropriate or accepted today (context)
- infer multiple past viewpoints of an action or event
- analyse how and why people acted in a particular time and why that may be different from today (context)
- analyse the tension that can exist between conflicting past and present day viewpoints about historic events/decisions (avoiding presentism)

How do I Actually Integrate Thinking Concepts Into My Classroom?

Jill Colyer

Both the revised Grades 1-8 Social Studies, Geography and History curriculum guidelines, and the Grades 9 and 10 Canadian and World Studies guidelines, mandate the integration of discipline-based thinking concepts into classrooms across the province.

The Historical Thinking Project has been working with educators across the country for the past four years to integrate historical thinking concepts into their instructional practice and activities. Although teachers of Civics, Geography, Economics, Politics and Law will be integrating the discipline-based thinking concepts specific to their own disciplines, approaches to integration will be similar across various subject areas.

Here are some starting points:

1. Starting With The End in Mind (Focus on Course Culminating Assessment/Activity)

A number of teachers have integrated thinking concepts into their courses by developing the culminating assessment for their course and then working backward to scaffold the concepts and content they would need to teach. Two excellent examples of this can be found at the links below.

Ian Duncan, Halton DSB

<http://historicalthinking.ca/resources/assessment>

Rachel Collishaw, Ottawa-Carleton DSB

<http://collishaw.pbworks.com/w/file/53987227/CHC2D%20Summative%20%232%20Interview.doc>

2. Starting With a Project in Mind (Focus on a Major Project)

Some teachers have approached integration by tying the historical thinking concepts to a specific project. In some cases the teachers taught the concepts during a specific block of time devoted to the project alone, and others chose to teach the concepts over a longer chunk of their course as a way to prepare students for the major project. The two approaches are outlined in the following examples.

Stefano Fornazzari and Daraius Bharucha, York Region DSB

<http://www.canadashistory.ca/Awards/Teaching/Articles/2012/Bharucha-and-San-Martin.aspx>

Janet Thompson, Vancouver DSB

<http://www.canadashistory.ca/Awards/Teaching/Articles/2012/Janet-Thompson.aspx>

3. Starting With a Smaller Chunk (Focus on a Lesson or Unit)

Many teachers have chosen to start integrating historical thinking concepts into selected lessons. Some have felt most comfortable introducing historical thinking concepts into units where they have a strong grasp of the core content. In this way, they argued, if the historical thinking lessons didn't go quite as they planned it would be OK because they would be able to redirect and get the students back on track.

Other teachers decided that they would introduce one thinking concept in a unit, and then assess that concept on the unit test or project.

And still others decided that since there are six historical thinking concepts, they'd focus on three concepts in one semester and then review how it went. As they became more comfortable working with the concepts, they introduced additional concepts into their course.

Remember, there is no right or wrong way to approach integration. It takes time to change what we do in a thoughtful way. Teachers who have integrated historical thinking concepts report having great success in their classrooms with increases in student performance.

And finally, you are not alone! Over 70 historical thinking lessons are available on The Historical Thinking Project website at www.historicalthinking.ca. New lessons and materials are being loaded all the time, so please check back frequently. And if you would like specific help, and can't find what you need on the website, feel free to contact the coordinator of The HT Project, Jill Colyer, at jillcolyer@rogers.com

A big thank you to all the teachers who are willing to share their work freely through The HT Project. ♦

Concepts of POLITICAL Thinking

Political Significance

I can use the concept of *political significance*, through the inquiry process, to:

- explain how people, ideas, and events contribute to political change in society
- analyse the degree to which political decisions represent turning points
- assess the impact of a political decision or action made by a governing organization on a variety of stakeholders
- evaluate how the importance of political actions/decisions may shift for various people and over time

Objectives and Results

I can use the concept of *objectives and results*, through the inquiry process, to:

- identify the intended rationale(s) or motive(s) for political responses to issues
- explain how political events or developments can be caused by multiple factors
- evaluate the degree to which proposed solutions address the identified issue(s)
- assess the intended or unintended effect(s) or outcome(s) of a decision

Stability and Change

I can use the concept of *stability and change*, through the inquiry process, to:

- explain links between past and current political policies, decisions, and responses
- determine the degree to which government policies may create or prevent political change
- analyse the reason(s) for political continuity and variation over time
- assess alternative approaches to political institutions to resist or support change

Political Perspective

I can use the concept of *political perspective*, through the inquiry process, to:

- identify the influence of beliefs/values on peoples' political viewpoints and actions
- analyse the factors that influence how and why people push for political change
- compare and contrast how different groups respond to the same political issue
- evaluate political courses of action from the viewpoint of key stakeholders



OHASSTA & OHHSCA Sample Curriculum Supports
2013 Revised Canadian & World Studies



PEDAGOGICAL PERSPECTIVES:

Simplicity and Complexity Combined: Think Pair Share for Co-operative Interactions

John Myers, OISE

The previous Academic Perspectives introduced co-operative small group learning. It noted confusion with “group work” and other terms when students are physically arranged to work together. Effectiveness comes, not from **physical arrangements**, but from student **interactions** structured to achieve a common learning goal. In the last column I noted the elements that promote positive co-operative interactions and the learning tasks that are best suited for these elements.

I also made reference to “fatal flaws”, but space prevented further explanation though they were hinted at. The following flaws are adopted from Vermette (1998).

1. *The Planning Process Itself*- Cooperative groups require planning to incorporate those elements such as positive interdependence and individual accountability which are critical to successful group functioning. As in the case of other models of instruction, cooperative learning can be implemented well or badly. Use it for the right learning tasks.

2. *Group Construction*- With informal groupings of short duration, proximity groups; e.g., “turn to your neighbour”, are not an issue. When tasks are more complex and of longer duration resulting in grading, group construction becomes a key factor and grading individual work becomes a concern.

Self-selection can be defended on the grounds that rather than “force” co-operation students should be eased into groups. This may be comfortable for teachers for whom such structured approaches to small group instruction are new. Self-selection is a hallmark of traditional group work. One challenge is to avoid “social loafing” from an absence of individual accountability. A second challenge in self-selection are negative social consequences including hurt feelings, the perpetuation of cliques, limited exposure to new ideas, and most importantly, ineffective working teams. **Co-operative groups are work groups**, not play groups or friendship groups. As in the adult workplace, friendships may arise from working together, but this is

not the goal. When the teacher selects the groups or determines criteria for selection, s/he sets expectations and conveys accountability. In teacher-selected groups, students need to clearly understand the rationale.

3. *The First Assignment*- Start cooperative group with tasks of short duration using a variety of informal groupings. Students need to learn how to work in groups, how to communicate, how to contribute, and how to work out controversies before tackling a long-term, high-risk graded project.

Tasks for beginning co-operative work can include those tasks in which students interview each other to share opinions about an issue, generate lists of ideas, and compare perspectives. Such tasks are brief, clear, important, and are to be completed immediately. Even with research-type tasks extending over several classes, there must be checkpoints.

4. *In-Class Work*- To monitor the effectiveness of co-operative learning the teacher **NEEDS TO SEE IT**. This means small group work is done in class with teachers providing support and feedback

- offering suggestions and praise for performance (not participation),
- recognizing the efforts of reticent learners,
- encouraging groups to solve their own problems before going to the teacher,
- assessing the progress of complex tasks,
- promoting and assisting accurate and realistic group reflection and self-evaluation.

Think-Pair-Share (Lyman, 1981) is a structure for stepping into effective groupings and avoiding the flaws. The basic TPS model has three components.

1. Individuals think silently about a question posed by the instructor (10-60 seconds). We do not provide enough think time (average seems to be about 1 second). Students need time to develop and rehearse thinking. Thus the pressure to respond quickly is lessened and accuracy is increased. Make sure the question is appropriate- open-ended and not requiring

a correct answer, at least at first, but an opinion, a perspective, a reaction to an idea, or a personal experience. The youtube clip at the end of this perspective shows what happens when even something as seemingly simple as TPS is done poorly.

2. Pair up to exchange responses. They are easier to set up than larger groups and can be combined and divided when appropriate. They are also easier to monitor and manage to ensure individual accountability. It's Hard To Hide in a Pair!
3. The pairs share their insights with other pairs, other teams, or the entire group. Speaking in public is as challenging as it is important. So students need practice, beginning with each other.

TPS is quite versatile and can be used anytime in a lesson.

- at the beginning to assess prior knowledge or opinion on the topic to be explored in a unit
- within the lesson to check for understanding; have a student turn to a partner and review the key points of a film or a presentation— students may be more willing to express uncertainty in a small group or with a trusted partner than in front of a whole class. That's why the often-used "Any questions? Any comments?" directed to an entire class often does not work.
- at the end of the lesson to assess understanding and promote consolidation of ideas and arguments; depending on the task you might have the teams try to reach consensus or visit the opinions they had at the beginning of the study - did they change their minds or stick to their initial views?

In all cases students can work individually to produce a position paper to be graded. They have benefitted from hearing other views and acquired new takes on issues.

In studying more than a thousand uses of think-pair-share with teacher candidates during their practicum I also discovered that they used it as a classroom management tool. When they are not sure about where to go next or what to do with the responses they have received in a discussion or in question-answer, they use the structure to gain thinking time for themselves as well and offer students time to process what they have been exposed to.

There are also more than a thousand variations (Kagan, 2003). As you look at seven varieties below ask

1. Which ones would I use immediately to get my class used to the routine?
 2. Which ones might I use once students are used to the procedures and requirements?
- **Think-Write-Pair-Share:** To increase individual accountability (and avoid "me too-ism"), have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps students from adopting the attitude that they will just sit back and let their partner do all the thinking.
 - **Timed-Pair-share:** Each member in the pair has a specific time limit to present a response while their partner listens. Then they switch roles. No one wants to feel stupid with nothing to say.
 - **Think-Pair-Paraphrase-Share:** One partner responds to the teacher's prompt about the main point of the passage. The second partner paraphrases the response, "Are you saying that . . .?"
 - **Think-Pair-Square-Share:** Pairs pair with another pair to compare and refine their responses in a group of four before sharing with the class.
 - **Team Pair Solo:** Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems that initially are beyond their ability. It is based on the notion that students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
 - **Think Standup Pair Share:** My colleague Tim Bedley (www.timbedley.com) has students stand during the pair sequence and then he calls on students randomly to share.
 - **Think-Unpack-Suggest:** At the end of a learning experience have students reflect using TPS. In this case partners during their debriefing explain their reasons for their thinking and responses. Then each student, pairs, or larger team of four (pairs of pairs) suggests an alternative procedure for use next

time they face a similar learning task. "Next time I will try to look more closely at the newspaper article for bias before accepting the opinion offered. I shall try to recall other perspectives and sources we have studied, in class or in our textbook,"

There is much more to pairs work and work in larger groups, but if you consult the organizations linked from the previous perspectives article you can explore on your own.

For a great introduction, look for this video on Youtube: "Why We Need Common Core- I choose C". The first 2 ½ minutes illustrate some of the dilemmas in American

public education (and maybe a few in Canada), but the last 30 seconds introduces a potential flaw in the use of even the simplest of co-operative group structures - think-pair-share. If you reread my last column and this, you can figure out what the problem is. ♦

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Les Courants d'AESHO



Un 48 heures à Bromont pour 3 trois Ontariens

Yves Durocher

Représentant francophone au Conseil d'administration de l'AESHO/OHASSTA

C'était les 17 et 18 octobre dernier que trois membres de l'AESHO, moi-même en compagnie de Caroline Pageot (CSC Providence) et Rebecca Grimes (Upper Grand DSB), nous sommes rendus à Bromont dans les Canton de l'Est afin de participer à une conférence d'importance nationale rassemblant des enseignantes et des enseignants de 7 provinces sous le thème des Identités et de l'engagement.

La petite délégation de l'Ontario vous a très bien représenté en participant activement aux discussions de groupes et aux ateliers organisés par l'Association québécoise des enseignantes et des enseignants en univers social (AQEUS), hôtesse de la Conférence. Son partenaire, l'Association des Études canadiennes (AEC), était présente l'an dernier à Niagara-on-the-Lake à la Conférence 2012 de l'AESHO/OHASSTA. En 2014 c'est à l'Île-du-Prince-Édouard que l'AEC poursuivra son travail de rassembler les enseignantes et les enseignants des sciences humaines de langue française pour sa Conférence nationale annuelle.

À Bromont, les conférenciers principaux, Michel C. Auger journaliste et animateur à Radio-Canada, ainsi que Graham Fraser, Commissaire aux langues officielles, nous ont partagé leur perspectives sur la place de la culture et de l'identité dans la société contemporaine.

Vous pouvez vous imaginer que dans le contexte actuelle au Québec les propos de ces deux hommes étaient retenus attentivement par toutes celles et tous ceux présents. En fait, les 400 participantes et participants ont bien accueilli les Messieurs Fraser et Auger malgré qu'ils ne partagent pas des opinions identiques sur le débat de la Charte des Valeurs.

Les discussions en coulisses entre représentantes et représentants de la francophonie canadienne tournaient autour de l'idée de formaliser les échanges de ressources et d'outils pédagogiques entre les enseignantes et les enseignants des sciences humaines au niveau national. Malgré que nos programmes cadres ne se partagent pas toujours les mêmes attentes ou contenus, il est évident que nous avons trop d'intérêts communs pour ne pas tenter de travailler de plus près les uns avec les autres.

Reste à savoir maintenant d'où viendra l'incitatif qui mettra en marche ce beau projet pan-canadien. À l'instant il ne s'agit que de discussions informelles mais voyons voir, au fil des prochaines années, où tout cela pourra nous mener.

Au nom de mes collègues, Rebecca et Caroline, j'aimerais finalement remercier l'AQEUS et l'AEC pour l'accueil merveilleux au Château Bromont et le souci du détail qui nous a permis de se sentir chez-nous, chez-eux. Nous en revenons reconnaissants et plus convaincus que jamais du bien-fondé de la mission que se donne nos Associations professionnelles à intérêt pédagogique. ♦

Techknowledge

Coming To A Classroom Near You

Mike Clare, Faculty of Education, University of Ontario Institute of Technology

So you have planned an evening with friends for dinner and movie. The movie is scheduled for 8 P.M. but, due to conditions beyond your control, you arrive at the theater at 8:05. No worries. You pre-purchased tickets with your smartphone, which means you will have adequate time to purchase popcorn and a drink and find a seat. Depending how popular the movie the seat may not be the best but ...

More and more the advertised time of a movie means less and less because you have to sit through countless ads, the clever game of trivial pursuit to get you to turn off that smartphone, and the trailers. Sometimes the trailers are the finest part of the movie experience. With some movies the best part of the whole movie is the trailer. But trailers work. The movie industry relies on the trailers because they work.

If trailers work to promote movies why can't teachers use them to promote courses or units of study ... "coming to a classroom near you." If you are introducing a new unit why not use a variation of the trailer. They are easy to make. Trailers can be embedded into Prezis, PowerPoint or Keynote presentations. If your school is using a learning management system such as Desire2Learn, Moodle, and so forth, then the first video you could embed in your new unit is the trailer.

The essence of the trailer is what your unit is all about in one to two minutes. What are the major concepts, key ideas, and the big questions of your unit? Can you distil them down into a short trailer? Creating a trailer focuses the big ideas of unit. Your trailer now becomes the exemplar. The students have a dynamic visual indicator of where they are going within the unit. The unit trailer could be incorporated into the introductory lesson at any point. It may fit in after an opening activity or it could be the summary of the introductory lesson. Up to you.

Once you have produced your first trailer (the more you do the easier they become to make but who cares if they are not perfect) they can become a digital learning tool. If you want to develop a design to specs

type assignment, have a group of students develop a new trailer for the unit for next terms students. If your course has six units divide the class into five groups so that each group will produce a trailer - group one, at the end of unit one will produce the trailer. The students now determine what were the key concepts and ideas of the unit. A great way to see if what you thought were the big ideas agrees with what the students thought. Buried within the creation of the trailer can be a series of: content criteria, use of primary documents, inquiry skills and research methodology. Once you have a collection of trailers you can play with them by having the existing class rework a previous trailer to enhance the original. You as the teacher can determine what "enhance" means.

The trailer is simple demonstration of learning and communicating that takes advantage of the technology students already have. Students could produce this with their smartphone, tablets and computers. The



Figure 1 iMovie Logo

software exists. iMovie is available that actually has templates available. Students are so comfortable with creating video and posting it so why not utilize the existing skill set. There are great opportunities to do some cross discipline assessment. The art department has excellent rubrics to assess creativity. You could work with Com Tech to work with the mechanics of trailers or the English Department with creative writing. The options are yours and depend on you and your colleagues' schedules

Trailers are fun to create and great ways for students to become engaged with their learning and the subject. ♦

HOLOCAUST EDUCATION & REMEMBRANCE

Sarah and Chaim Neuberger Holocaust Education Centre
UJA Federation of Greater Toronto

- Museum Programs
- Educator Workshops
- Holocaust Education Week
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RESOURCES ROUNDUP

The Memory Project: Lesson Plans

<http://www.thememoryproject.com/learning-tools/>



The Memory Project has some new lesson plans including veterans' accounts of serving in Afghanistan, Peacekeeping, Cold War, WWII. They also include

and provincial snapshots of how Saskatchewan, PEI, Quebec, Newfoundland and Labrador have contributed to Canada's military over the century.



<http://www.ted.com/topics/education>

Many of us use TED talks in our classrooms for delivering content to students, but if you haven't just watched them for yourself, you really should. If ever you are feeling the stress of report cards or summatives, frustrations with colleagues or administrators, I highly recommend sitting down to watch a few of these 140 inspirational teachers, researchers, developers and innovators in education. For those moments when you don't remember why you became a teacher, these will remind you why. Think of it like a mini-OHASSTA conference on your computer screen!



Project of Heart

<http://www.projectofheart.ca/>

If you haven't yet heard of Ottawa teacher Sylvia Smith's award-winning project, it's time you did. She and her students set out to commemorate aboriginal students who died in residential schools by decorating a small wooden tile for every student who died in a residential school. The initial phase of the project has now been completed and the tiles are going to be a part of the new museum of human rights in Winnipeg. The project is now national and your students can participate too.

Students do research on a specific residential school and then decorate the commemorative tiles. Students also complete a special tile and a card to send to a survivor. This engaging project can be adapted to most social science or Canadian world studies courses at all levels. There is a lot of scope for creativity and research at basic or advanced levels.



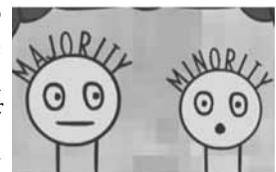
ImagiNation 150

<http://www.i150.ca/>

In preparation for Canada's 150th anniversary in 2017, this citizen-based group is encouraging Canadians to give a gift to Canada for our 150th birthday. Inspired by the Centennial projects of 1967, they have re-invented the logo and are encouraging groups to register and create a project to celebrate the sesquicentennial. This would be a great project for a civics classes to really engage in the community. The organization provides a handbook and use of the logo provided you tell them what you are doing. The site has news updates about what other people are already doing: fundraising to support hockey, establishing community gardens. Examples and inspiration abound, both large and small. There are some promotional videos on youtube developed by college students to promote the project. These can be a great way to launch students into the project. The question is: What are you going to give to your country?

Civics 101 - TVO Web Resource

I was looking for a funny way to introduce my history class to the levels of government in Canada as part of our examination of the Great Depression, and



stumbled upon a great 3 minute animated video called *Who Does What*. I dug a little deeper and discovered that TVO has produced a series of videos explaining the Ontario system of government. Cute, funny, and with catchy/corny music, my students were all singing/laughing along with the animated stick figures after about 30 seconds. But that's not all! TVO has put together a whole website: Civics 101. In addition to the videos, there is a link to The Agenda, Question Period and summaries of Queen's Park daily activities. You can also find several interactive games: including a budget simulator and Persuasion, a game where you find out if you have what it takes to make a difference. ♦

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Are you a member yet? Membership is included when you attend our annual conference. If you missed out, it's not too late, you can still join OHASSTA today! For \$50.00 it is the best professional investment that you will make this year.

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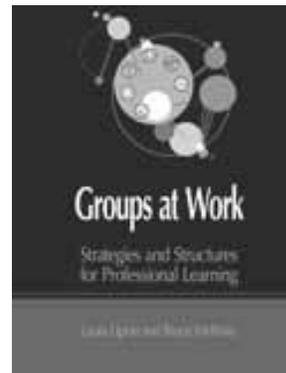
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BOOK REVIEWS

by Rachel Collishaw. Glebe CI, Ottawa

Groups at Work: Strategies and Structures for Professional Learning by Laura Lipton, Perfect Paperback: 2011.



While this book is aimed at those planning professional development for teachers, it is equally useful for teachers who want to get students talking more productively in small groups.

The book gives protocols for activating, assessing, goal-setting and planning, dialogue and discussion, generating ideas, summarizing and synthesizing, and text and information processing.

By providing protocols for focused discussion, teachers can get students to engage more productively in discussion, getting to deeper understandings and revelations about their own thinking and learning.

Some of my favourite protocols include:

Tweets - Participants summarize their understanding of a topic in 140 characters or less.

Group Resume - Participants create a “resume” using criteria to introduce themselves to the group.

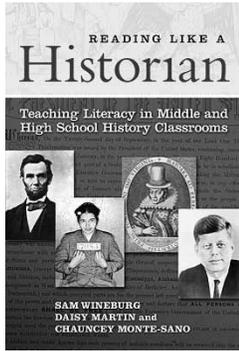
Say Something - Participants are paired. They read a selected text to a chosen stopping point. Then both partners “say something” - a thought, key point, or reflection on the text so far.

These strategies keep participants focused on the task and help break down social barriers for interacting productively. They also model for students the kind of behaviour we expect from them in small group and paired discussions. Giving them tools to talk independently will give them tools for success in a critical thinking based classroom. ♦

Reading Like a Historian

by Stefano Fornazzari

Wineburg, Sam, Martin, Daisy & Monte-Sano, Chauncey *Reading Like a Historian: Teaching Literacy in Middle and High School History Teachers College Press, Columbia University, New York, New York, 2011.*



Nowhere are literacy skills more important than in history classrooms. Our daily goal is, above anything else, to improve reading, writing and thinking skills in order to produce literate graduates. *Reading Like a Historian, Teaching Literacy in Middle and High School History*, offers hands-on classroom strategies to improve literacy skills while engaging students in

authentic historical investigation. Each chapter begins with an introductory passage that contextualizes a significant moment in American history, beginning with the settlement at Jamestown and ending with the Cuban Missile Crisis. A central historical question drives the primary source documents, graphic organizers, statistical charts, and visuals designed for students with wide-ranging reading levels. For example, students tackle queries such as Did Pocahontas Rescue John Smith? Electricity and Women's Work: Who Really Benefited? And When? and To Blink or Not to Blink: The Cuban Missile Crisis.

The book is organized in a functional and teacher-friendly manner. Chapters are stand alone in content but focus on all of the Stanford History Education Group's (SHEG) historical thinking skills such as sourcing, contextualizing, corroborating, and close reading. Student guides and teacher directions are helpful. I found the format of the book to be straightforward, including the choice of questions and statements, and was easy to implement activities in my American History class. In fact, the book has inspired me to begin developing similar activities for my Canadian classroom. The variety of topics selected is excellent. This book is not comprehensive like a textbook, but the topics enable students to unpack major eras in United States History.

A main purpose of *Reading Like A Historian* is to introduce students to the practice of inquiry that historians undertake when working with primary sources. Students read actual historical accounts and examine

documents from different time periods. The lessons also provide accounts from historians themselves, allowing students to examine and evaluate bias first hand. This builds the context that history is an active process that requires interpretation. Students experience powerful understandings by doing the work of scholars. By analyzing, interpreting, considering bias and perspective, students are entering into a dialogue with various texts, with primary source evidence, thus constructing their own meaning of texts and arriving at their own conclusions, instead of learning historical facts in a handed-down fashion.

Teachers that use the lessons in *Reading like a Historian* will also want to access the plethora of additional resources that are available free online the Stanford History Education Group (SHEG) website (<http://sheg.stanford.edu>). These include classroom ready historical thinking posters and over ninety lesson plans with accompanying resources.

This book promotes sophisticated analysis of primary source docs but is also teacher friendly and straightforward at the same time. It assumes the teacher is knowledgeable about historical events, therefore, basic facts about chapter topics (eg: establishment of Jamestown) are not provided. This is a truly real-world resource that can transform and invigorate your classroom practice. I would be hesitant to recommend this book as your first foray into learning about Historical Thinking as it is significantly different than the four Historical Thinking Concepts outlined in *The Big Six* (Peter Seixas & Tom Morton) that are now an integral part of the revised Ontario Curriculum. Since it focuses on historical thinking as it pertains to the Common Core Standards, the current initiative to align aspects of individual state curricula into a national Social Studies program, some flexibility and creativity is required of the classroom teacher outside of the United States.

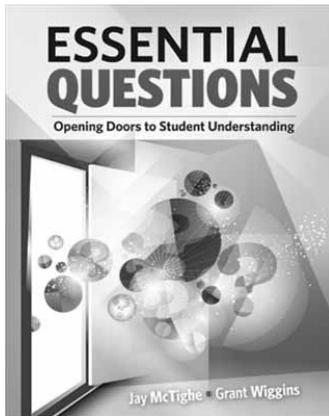
Regardless of whether you are a new or experienced classroom teacher, *Reading Like A Historian* should be on your 2013 Reading list! ♦

Stefano Fornazzari San Martín is the Head of History at Bill Crothers Secondary School in the York Region District School Board. He undertook graduate studies in History at the University of Connecticut. He is a recipient of the Governor General's Award for Excellence in Teaching Canadian History.



Essential Questions: Opening Doors to Student Understanding, by Jay McTighe and Grant Wiggins, ASCD: 2013.

McTighe and Wiggins have done it again. They have written an engaging and thought-provoking book about how to use questions to plan design down instruction.



Well researched and written in a very accessible format, it is a great way for teachers to start or continue discussions on critical thinking.

What is an essential question? They are the questions that we as human beings keep coming back to. They are not ever truly answerable

but invite discussion and debate. They give some examples for each subject area. Here are some they give for History and Social Science:

- Whose “story” is this?
- How can we know what really happened in the past?
- What is worth fighting for?
- Should immigration be restricted, regulated or opened? When? Who decides?

To help teachers decide if a question is essential, they give 7 criteria for an essential question, including open-endedness, raises additional questions and requires support and justification. This list is a great start for teachers to use in developing units and courses, as well as helping students develop their own questions.

I appreciated the discussion and examples also of hook, leading, guiding and essential questions. In reading these examples, I realized that many of the questions that I thought were essential questions, were in fact guiding questions that I was using to structure my units and topics of study. All of these types of questions are valuable in the classroom, but many of them are a bit of a setup for the answers we want them to learn. For example, if I ask students: “How did the First World War change Canada?” It’s a good question, but there are a limited number of answers that I am looking for students to provide and support them with evidence that I have given them in the unit. If, however, I ask:

“What causes social upheaval?” It’s a question that has many answers and can be applied to not only World War One, but almost every other unit of study in history, including the events in students’ own lives.

Essential Questions need not be limited to issues, but can be metacognitive, process and strategy- based questions also. Many of the Historical Thinking questions can be classified in this area. For evidence: How do we know what we know? For the ethical dimension: What would be the most appropriate way to remember and communicate this event? For significance: How do we decide what is important to remember?

Why should we go to all the trouble of planning our classes around essential questions? McTighe and Wiggins give us lots of reasons. The most important for me is that questions engage kids in the classroom. We want our students to be active and enjoy our classes. Essential questions tell them that they should not be satisfied with “glib, superficial answers.” Students in pursuit of a good question will willingly seek out content. They become active participants in inquiry and they will actually enjoy learning.

I’m going to leave you with the authors’ own words about why we should make the shift and the problems of “teaching by mentioning”.

“This is all well and good, but we have too much content to cover to take time to engage learners in inquiry, discussion and debate.”

With all due respect, we beg to differ. In the first place, an educator’s job is not simply to *cover* content. Our role is to cause learning, not merely mention things. Our task is to uncover the important ideas and processes of the content so that students are able to make helpful connections and are equipped to transfer their learning in meaningful ways. If we perceive our role as fundamentally a deliverer of content, then talking fast in class is the optimal instruction method! But if we wish to engage learners in making meaning of the learning so that they come to understand it, then essential questions will serve the cause of mastery of content.” (Wiggins and McTighe, 2013)

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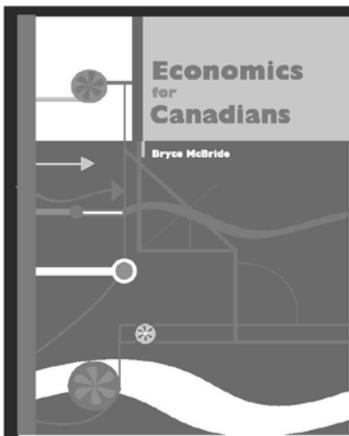
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SKEOCH'S RAMBLINGS

I Found A Nautiloid On Our Beach: 450 Million Years Old

Alan Skeoch, retired

We are a grain of sand on the beach of time.

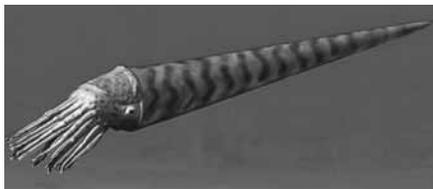
We live in the opening years of a new millennium but few of us take the time, indeed have the time to think much about our past, nor do we think much about our future.

Today I would like to take the long view and suggest we should think a little more deeply about global warming.

PORT CREDIT, ONTARIO:

Beneath my feet is an ancient beach of Ordovician Shale. Grey stone that was formerly mud in a very ancient sea. Not the Glacial Lake of 12,000 years ago but the great shallow sea that existed here 450,000,000 years ago. Evidence of life in this sea is easily found in the fossils that wash up every day on the shingle beaches of Port Credit.

Many creatures lived in these waters. One is particularly intriguing and commonly found. Called a Nautiloid - Orthoceras or "straight horn" Nautiloid cephalopod. A Carnivore with lots of arms and legs to grab prey. Arms, mouth, body encased in long conical shells...sort of like an ice cream cone...an ice cream cone that could bite you.



Fossil remains of the straight shelled nautiloids are commonly found on Lake Ontario shingle

beaches. Hard to believe they are 450 million years old. Still harder to conceive of the mass extinction that destroyed them.

Most of the ones I've found are 4 to 8 inches long, fragments. Some, however, were huge: 13 feet long. One even reported as 36 feet long. "Big enough to eat you, my dear." None live here today. What happened to them?

A decendent, Nautilus Belauensis still lives in the deep Pacific Ocean near Samoa, Philippines, Australia. This Nautilus is a predator with as many as 90 tentacles to grab and shove crustaceans into its beak like mouth. A night feeder. In daytime it lives deep in

the ocean...up to 2,300 feet down. At night it comes up to 'get you'.

The Ordovician age lasted about 50 million years. It was an age of global warming on a grand scale. Polar ice melted. Seas rose and covered much of the earth. Hot at first but gradually cooled to warm, like the Caribbean. Life in these seas flourished. No life on land, no trees, no photosynthesis yet. But the oceans teemed with life. The Ordovician era ended catastrophically in the first great mass extinction. There have been many such extinctions since then.

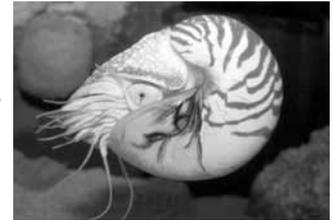
Port Credit is a peaceful place today, but the fossil record tell a different story. The Ordovician extinction event was the second largest of the five major extinction events in earth history...between 450 and 440 million years ago something happened that wiped out most living things. Was it meteors or was it a crack in the earth that allowed lava to flow freely...and H₂S and CO₂ to kill life? Or was it a ten second burst of gamma rays from an exploding supernova that instantly stripped away earth's ozone layer allowing radiation to kill? Or did the crust shift to the poles and all life froze in cold polar seas that soon became ice? Take your pick... it was a bad time.

The earth got cold, glaciers grew, the polar ice cap grew and grew, the seas lowered. Port Credit got too cold for the Nautiloids and they died stranded in a waterless wasteland.

The ebb and flow of life on earth is an ancient story. We look at granite boulders on the Ontario beaches and are reminded of the last Ice Age. We are largely unaware that there have been many ice ages and many ages of insufferable heating.

Lucky us right now. But those fossils are sobering, chilling reminders of the fragility of life. Port Credit is no longer crawling with nautiloids, it is crawling with humanoids, that is, us: you and me. Hopefully we can continue crawling for 50 million years like the nautiloids. ♦

Look for Alan Skeoch's "Musings" as a regular feature in future editions of Rapport.

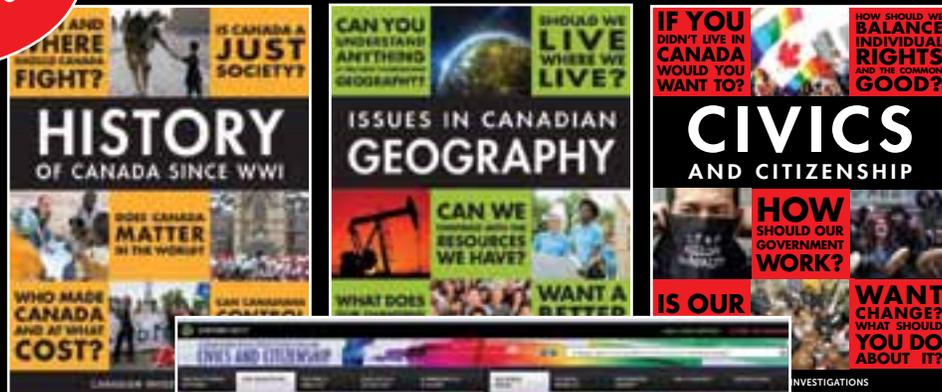


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