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THE UNIVERSITY OF BRITISH COLUMBIA

# LINKING HISTORICAL THINKING CONCEPTS, CONTENT AND COMPETENCIES

A Report on the National Meeting of  
The Historical Thinking Project

# 2013

TORONTO, ON  
JANUARY 15-17, 2013

**PETER SEIXAS**  
Director

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National Coordinator





# THE Historical Thinking PROJECT

*Promoting critical historical literacy for the 21st century*

UNIVERSITY OF BRITISH COLUMBIA

**Centre for the Study of  
Historical Consciousness**

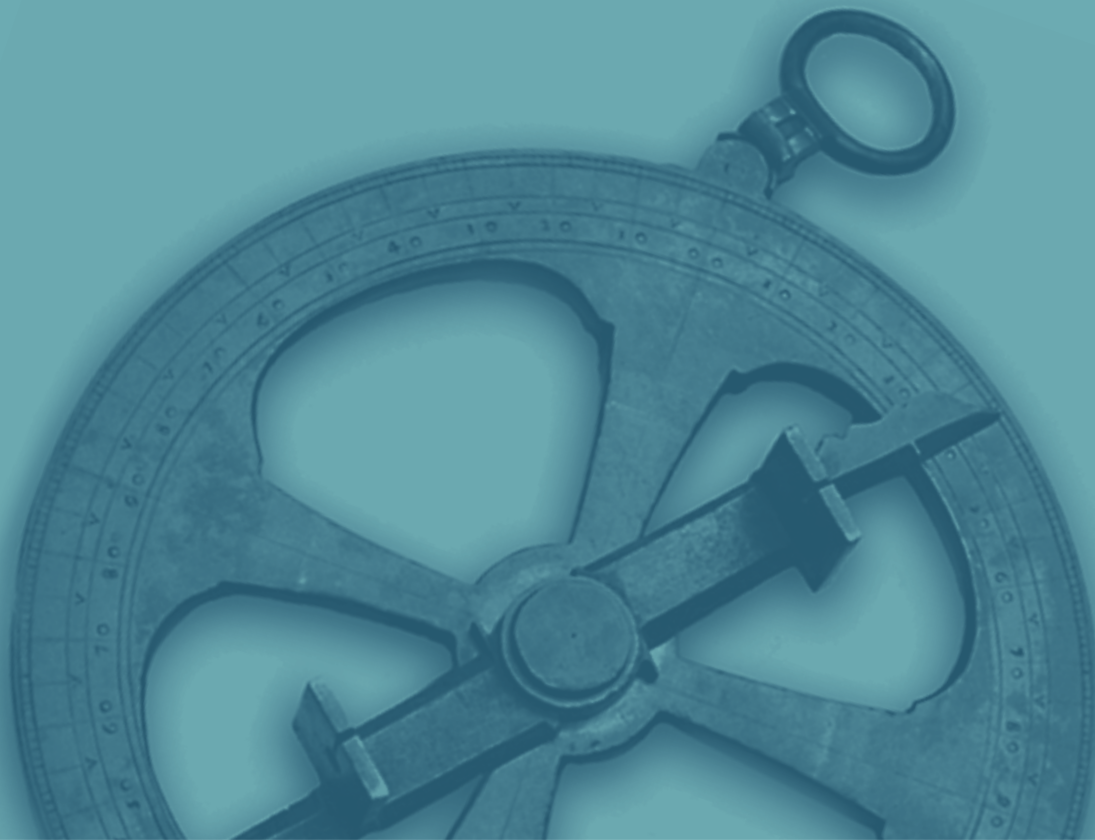


Canadian  
Heritage

Patrimoine  
canadien

the history education network

**THENiER**  
histoire et éducation en réseau



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# 1. INTRODUCTION



This report serves four purposes. It provides a brief introduction to The Historical Thinking Project and its aims and rationale, a history of the Project since its inception in 2006, a review of the major activities and accomplishments in 2012, and a record of the 2013 national meeting.

The Historical Thinking Project (the Project) was designed to foster a new approach to history education—with the potential to shift how teachers teach and how students learn, in line with recent international research on history learning. Paradoxically, at the same time, the approach does not involve a radical shift in the history or social studies curriculum. It revolves around the proposition that historical thinking—like scientific thinking in science instruction and mathematical thinking in math instruction—is central to history instruction and that students should become more competent as historical thinkers as they progress through their schooling. Historical thinking requires “knowing the facts” but “knowing the facts” is not enough.

The Project was founded in 2006, as a partnership between UBC’s Centre for the Study of Historical Consciousness (CSHC) and the Historica Foundation. By the end of 2007, expressions of interest from districts, ministries of education, social studies teachers’ associations, and publishers were beginning to outstrip the capacity of the virtually non-existent Project infrastructure. Early in 2008, we successfully sought additional financial support from the Department of Canadian Heritage to assemble a national meeting to plan the next step: a strategic “scaling up” of the capacities of the Project. Discussion generated recommendations reported in *“Scaling Up” the Benchmarks of Historical Thinking* (April, 2008).

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“This is where the discussion is at in education right now. Very timely.” 2013 MEETING PARTICIPANT

In early 2009, in response to the needs identified in the *Scaling Up* Report, the Department of Canadian Heritage committed a major funding contribution to the Project to March 2011, enabling the hiring of a full-time National Coordinator. Additionally, The History Education Network/Histoire et Éducation en Réseau (THEN/HiER) provided funds for national meetings in 2010 and 2011. A renewal of these funding contributions extended the life of the Project to March 31, 2013. Each year, since 2009, the Project has continued to scale up its activities and to broaden its impact on history curriculum, teaching materials, professional development, and assessment. For an overview of the Project’s accomplishments, see Section 4.

One strength of the Project has been an accessible and communicable definition of “historical thinking” in terms of six historical thinking concepts (see Appendix II). The 2013 meeting was designed in order to provide an opportunity for scrutiny of the six concepts: What, if anything, in history education do they miss? How do teachers work between “concepts” and “content”? And are there other definitions of historical thinking that we need to pay attention to? In the first Keynote, Project Director Peter Seixas introduced these questions. In the second, Dutch history educator Arie Wilschut made the case that “historical time” needed to be placed more centrally in any definition of historical thinking. Other presentations (see Section 6) provided a rich array of ideas and experiences from across Canada, from the level of the ministries to that of the classroom. There was also ample time for group discussion, summarized in Section 5.

## 2. AIMS AND RATIONALE

### of The Historical Thinking Project

The Historical Thinking Project offers a dramatically new approach to history education — with the potential to shift fundamentally how teachers teach and how students learn. Paradoxically, at the same time, the approach does not involve a radical shift in the history or social studies curriculum. It revolves around the proposition that *historical thinking* — like scientific thinking in science instruction and mathematical thinking in math instruction — is central to history instruction and that students should become more competent as historical thinkers as they progress through their schooling.

Why this approach and emphasis on historical thinking? Why now? For most of the 20th century, history programs in Canada (like those in other countries) aimed at transmitting knowledge of a coherent national story — in English Canada, within the framework of the British imperial legacy (less so in Québec). Such programs did not necessarily place the teaching of *thinking* at the centre of their educational objectives.

In a world shaped by new technologies that have revolutionized access to and exchange of information, migrations that have upended older demographic profiles, and new demands for recognition and rights of previously silenced peoples, history is more contentious than ever. Debates over land claims, national borders, origin stories, and collective historical crimes, guilt and reparations are everywhere.

The past is no longer a single narrative of national, political progress. Students need to be equipped, by the end of their high school years, to take an active part in these debates: to be able to sift the wheat from the chaff, to find truths amidst a cacophony of politically and commercially motivated messages, and to contribute, in their own voices, to democratic discussion. History education can play a key role.

Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this *requires* “knowing the facts,” but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.

The Historical Thinking Project promotes curricula, assessments, professional development and classroom materials that support students gaining these competencies.

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“History may well be a series of stories we tell about the past, but the stories are not just any stories. They’re not chosen by chance. By and large, the stories are about famous men and celebrated events. We throw in a couple of exceptional women every now and then, not out of any need to recognize female eminence, but out of embarrassment.”

THOMAS KING, *THE INCONVENIENT INDIAN: A CURIOUS ACCOUNT OF NATIVE PEOPLE IN NORTH AMERICA*

# 3. A HISTORY OF THE PROJECT

2006-2012



In Canada, responsibility for education lies outside of federal jurisdiction. Indeed, education is watchfully guarded by the provinces, which are wary of textbooks from the east, politics from the west, and any meddling at all from the government in Ottawa. How, then, did a Project with an agenda to re-make history education across the country gain the respect and support of funders, teachers, and officials in ministries of education from coast to coast to coast?

## 3.1 IN PARTNERSHIP WITH THE HISTORICA FOUNDATION

The Historical Thinking Project began in 2006, with a partnership between the Historica Foundation and the University of British Columbia's Centre for the Study of Historical Consciousness (CSHC). With funding from the Canadian Council on Learning and the Department of Canadian Heritage, an international symposium of historians, history education scholars and teachers convened to map the contours of a project which would capture state-of-the-art international research on teaching and learning history and make it a potent force in Canadian classrooms. From the discussions at that meeting, a foundational Framework document was written, defining "historical thinking" around six historical thinking concepts (see [www.historicalthinking.ca/documents](http://www.historicalthinking.ca/documents)).

Over the next two years, work was undertaken in a variety of locations across Canada to put flesh on the bones of the Framework. Teams of teachers in four pilot districts engaged in professional development around the historical thinking concepts (HTCs), wrote

classroom materials and assessment rubrics, piloted these in their classrooms, and selected student exemplars. The website was created for feedback during development, as well as publication of the classroom materials and student exemplars for a wider audience. The Critical Thinking Consortium (TC2) published *Teaching About Historical Thinking* (2006) using the Project's Framework. In summer 2007, a weeklong Historica national summer institute (45 participants at the University of Winnipeg) developed further materials. At the same time, a number of commercial publishers began to integrate the HTCs into new textbooks and teachers' guides.

## 3.2 FINANCIAL SUPPORT FROM THE DEPARTMENT OF CANADIAN HERITAGE AND THEN/HIER

As a result of escalating opportunities for development and dissemination, but significant limitations to funding and personnel, Historica and the CSHC successfully sought additional financial support from the Department of Canadian Heritage to assemble a national meeting, whose goal was to discuss and plan strategic "scaling up" of the capacities of the Project.

In February 2008, 42 participants gathered in Vancouver. They included representatives from provincial and territorial ministries and departments of education, major history and social studies textbook publishers, Historica and Canadian Heritage personnel directly involved in the Project, teachers who had been leading the pilot districts, and history education scholars from across Canada. The participants explored four components of educational change: a) curriculum revision; b) resource development; c) professional development; and d) assessment.

### CONCEPTS OF HISTORICAL THINKING

To think historically, students need to be able to:

1. Establish *historical significance*
2. Use *primary source evidence*
3. Identify *continuity and change*
4. Analyze *cause and consequence*
5. Take a *historical perspective*, and
6. Understand the *ethical dimension* of historical interpretations.

Discussion generated recommendations reported in *“Scaling Up” the Benchmarks of Historical Thinking* (April, 2008). Through 2008, work in local districts, with textbook publishers, and several ministries continued. At that time, major funding (\$2.1 million) was announced for The History Education Network/Histoire et Éducation en Réseau (THEN/HIER), a pan-Canadian history education network under the directorship of Dr. Penney Clark, also based at UBC’s Faculty of Education, opening up new of possibilities for the reach of the Project.

### 3.3 BUILDING CAPACITY

In early 2009, in response to the needs identified in the *Scaling Up* Report, the Project received additional funding to March 2011 from the Department of Canadian Heritage for:

- a full-time project coordinator to support and promote the Project
- enhancement of the website
- additional national meetings to bring together ministry of education representatives and other key education stakeholders and
- identification of gaps in historical knowledge and understanding among young people

With the new funding, we formalized an Executive Steering Committee for consultation on all major decisions. And in June 2009, after a national search, hired a project coordinator.

In 2010 and 2011, the Project held annual meetings in Toronto with 60 invited participants from across Canada. Participants included representatives from all but two provincial and territorial ministries, publishers or editors from each of the major history and social studies textbook houses, personnel from the Department of Canadian Heritage, teacher-leaders from the pilot districts, history education scholars from across Canada, representatives from partner organizations, and the presidents of a number of provincial history and social studies teachers’ associations. There were anglophone, francophone, and First Nations/Inuit/Metis representatives.

In various formats, the meetings addressed the accomplishments, challenges and needs of the participants in four areas: a) curriculum, b) professional development,

**The Historical Thinking Project website features a lesson bank, PPTs that can be used in classrooms and staff meetings, reports, research documents and teacher blogs, [www.historicalthinking.ca](http://www.historicalthinking.ca)**

c) resources, and d) assessment. Annual meeting reports for those events are housed on The Historical Thinking Project website at [www.historicalthinking.ca/documents](http://www.historicalthinking.ca/documents)

One outcome of the 2011 meeting that should be noted here was a change in the name of the Project from “Benchmarks of Historical Thinking” to “The Historical Thinking Project.”

In 2012, in response to feedback from the previous AGM, the Project’s national meeting was devoted to the issue of assessment of historical thinking. We broadened our invitation list to include international educators and scholars who were engaged in groundbreaking work in this area. Once again, we limited participation to 60, and had to turn away many people who wanted to attend. The Executive made it a priority to try to figure out how to accommodate a larger number of participants in future meetings. As always, the participants found the ability to engage in serious discussion with history education colleagues from across Canada to be one of the greatest benefits of the meeting.

We thank THEN/HIER, the Department of Canadian Heritage, Oxford University Press, McGraw-Hill Ryerson, Nelson Education, and Portage and Main Press for their financial support for our Annual General Meetings.

## 4. HIGHLIGHTS 2012



The Historical Thinking Project experienced tremendous growth in the year 2012, across all levels of our operations. We saw growth in demand for workshops and classroom materials; in requests to co-write and review materials developed by governments and government agencies, teachers, museums, librarians and archivists; and in invitations to collaborate with others in projects and activities. This section of the report briefly outlines the highlights of 2012, in the context of previous accomplishments, grouped according to three large target areas: Learning Materials, Learning Activities, and Networking.

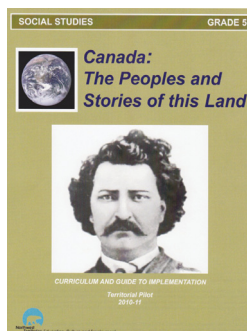
### 4.1 LEARNING MATERIALS

#### Curriculum Development

Curriculum documents are developed by Ministries of Education in each province and territory in Canada. These documents outline what will be taught at each grade level, and often how material should be taught. One of the major thrusts of The Historical Thinking Project is to have historical thinking integrated into the history and social studies curriculum guidelines of every province and territory across the country. Curriculum documents serve as a powerful tool in changing *what* is taught in history classrooms, as well as *how* history is taught.

In the period leading up to 2012, historical thinking had been adopted in the following curriculum documents:

- Northwest Territories, Grade 5, Canadian History course
- Newfoundland and Labrador, Grade 10, Newfoundland and Labrador Studies course
- Manitoba, Grade 11, Canadian History course
- Nova Scotia, Grade 6, World History course
- Ontario College of Teachers, Additional Qualifications courses for teachers, History (all levels)
- New Brunswick, Grade 11, Modern History
- Ontario, Grades 1-8 History, Geography and Social Studies; and Grades 9-12 Canadian and World Studies (DRAFT)



Department of Education,  
Northwest Territories

In 2012, we continued to work closely with the Ministry of Education in Ontario as they continued to revise their documents, as well as beginning discussions with the provinces of Saskatchewan and British Columbia, who are beginning the curriculum review process.

#### Student and Teacher Resources

Student and teacher resources are the actual textbooks and other resources used in classrooms. In order for teachers to teach students to think historically, classroom resources must incorporate/integrate historical thinking. Teachers' guides that accompany videos and websites are also excellent venues to integrate historical thinking.

In the period leading up to the current Contribution Agreement, the following student and teacher resources had integrated historical thinking concepts and language:

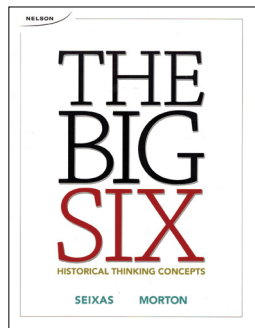
- *Canadian Identity* (2011), Grade 8, Newfoundland and Labrador, Nelson Education Canada
- *Shaping Canada* (2011), Grade 11, Manitoba, McGraw-Hill Ryerson Canada
- Teacher Resource package for the CBC film "Sir John A: Birth of a Country" (2011)
- Teacher Resource package for the Historical-Dominion Institute website, *Sir John A Days*, <http://sirjohnaday.com/>, (2011)
- *New Possibilities for the Past: Shaping History Education in Canada*. (2011). Penney Clark (Ed.) Vancouver, BC: UBC Press.
- *Newfoundland and Labrador Studies* (2010), Grade 10, NL, Ministry of Education
- *Creating Canada* (2010), Grade 10, Ontario, McGraw-Hill Ryerson



- *Adventures in World History* (2010), Grade 12, Ontario, Emond Montgomery Publications
- *Counterpoints: Exploring Canadian Issues*, 2nd edition (2010), Grade 11, BC, Pearson Education
- Historical thinking classroom worksheets, *CBC: News in Review* (2009 and 2010), Canadian Broadcasting Corporation
- *Horizons: Canada's Emerging Identity*, 2nd edition (2009), Grade 10, BC, Pearson Education
- *CSI: Canadian Sources Investigated* (2009), Grade 10, Ontario, Emond Montgomery Publications
- *Exemplars in Historical Thinking: 20th Century Canada* (2008), The Critical Thinking Consortium (TC2)
- *Their Stories, Our History* (2007), Grade 8, Ontario, Thomson Duval (Nelson) Publishing
- *Close-Up Canada* (2007), Grade 7, Ontario, Oxford University Press
- *Flashback Canada* (2007), Grade 8, Ontario, Oxford University Press
- *Teaching about Historical Thinking* (2006), The Critical Thinking Consortium (TC2)

In 2012, the following publications on historical thinking were released/posted:

- *The Big Six: Historical Thinking Concepts*, Peter Seixas and Tom Morton, Nelson Education, [www.nelson.com/thebigsix](http://www.nelson.com/thebigsix)
- *Sam Steele: The Journey of a Canadian Hero*, University of Alberta Archives, <http://steele.library.ualberta.ca>
- *War of 1812: Historical Thinking Series*, War of 1812 Secretariat, [www.1812.gc.ca](http://www.1812.gc.ca)
- *Take 2 Video Series*, The Critical Thinking Consortium, [www.tc2.ca](http://www.tc2.ca)
- *History Docs Packages*, The Critical Thinking Consortium, [www.tc2.ca](http://www.tc2.ca)



### Posters

Our series of six classroom posters contain both text lines and images designed to stimulate discussion within classrooms, and can be used by teachers as anchor charts. They have also proven to be an effective tool to use during Professional Development workshops and

sessions with educators. Posters are available in both English and French, at a cost-recovery price of \$5 per set. These posters continue to be extremely popular. They can be ordered from the Resources page at our website, [www.historicalthinking.ca/resources](http://www.historicalthinking.ca/resources)



## 4.2 LEARNING ACTIVITIES

### Summer Institute for Educators

The Summer Institute is an intensive, six-day course on historical thinking. Participants are immersed in the six historical thinking concepts, the theory behind them, and ways to integrate the concepts into their own classroom materials, or resources. Participants include a range of stakeholders in education: classroom teachers and administrators, presidents of teaching associations, museums educators, community cultural center educators, graduate students in history education programs, and ministry of education staff. The Summer Institute is designed in a “train the trainer” model, wherein the aim is that participants will return to their home jurisdictions and further educate or train others in the teaching of historical thinking.

In 2012, the Summer Institute was held in Toronto, Ontario. Thirty-two participants spent mornings in-class participating in lectures and developing materials, and the afternoons on field trips or participating in other experiential education components. Travel bursaries were provided by our partner The History Education Network/Histoire et Éducation en Réseau (THEN/HiER) to assist teachers from outside the province to participate in the event. Ten bursaries were awarded. (Bursary recipients, and their home locations, can be found on the THEN/HiER web site at <http://www.thenhier.ca/en/content/thenhier-funding-programs>.)

The Summer Institute generates a number of great benefits. New collaborations with participants and their home school boards or organizations help to broaden the reach of the Project. Two teachers have been trained to present on behalf of the HT Project, and a few participants were selected to join writing teams for the major educational publishers who are currently producing resources. A number of the participants have hosted historical thinking workshops at their own Boards of Education.



**Jan Haskins-Winner and Sandra Kritzer visiting Ft. York at the 2012 Summer Institute.**

### Workshops

Workshops for educators raise awareness of historical thinking in general and the Project in particular, and can be used to target specific historical concepts of interest to a Board of Education or group of department heads (e.g., Historical Perspective-Taking).

In 2012, we continued to see increased demand for professional development workshops on historical thinking. In addition to running workshops at

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*“I found myself revitalized about history, teaching and thinking critically.”*

*“It was great to look at the recommended websites and materials on historical thinking. There is a great deal of work/tools available for all teachers at all levels. Strategies were demonstrated and shown so we could get a glimpse of “how to.”*

**FEEDBACK FROM PARTICIPANTS OF  
SASKATCHEWAN WORKSHOPS**

provincial conferences, members of the Project also gave district-wide workshops, and workshops at the departmental level at individual schools or at a joint session with a number of schools within one school board. We also ran two two-day sessions in conjunction with the Ministry of Education in Saskatchewan.

In an effort to respond to that growing demand, a number of additional educators were trained to present on behalf of the Project. It is our goal to have presenters trained and available to give workshops in every region of the country. We currently have trained facilitators in place for Vancouver and Kelowna, BC; Edmonton, AB; Saskatoon, SK; Winnipeg, MB; Toronto and Ottawa, ON; and have identified additional educators for training for 2013. The national coordinator and director of the Project travel to other regions of the country for workshops.

Workshop models include:

#### *One-Hour Introductory Workshop*

This one-hour overview introduces teachers to the reasons why we need to shift to a teaching model that integrates historical thinking, the six historical thinking concepts we promote, and dips into one concept in greater detail with an interactive component. These workshops are good for board-wide or province-wide professional development days. They are also effective in staff meetings.

#### *Half-Day Workshops with Afternoon Working Session*

In this format, we explore the above topics with educators, and explore each of the six historical thinking concepts through specific classroom activities. We also have time to talk about assessing for thinking.

In this model, often Department Heads or Consultants have their teachers work in the afternoon on their own program planning with some of the templates we provide. We can stay to circulate and assist during the afternoon session, or not.

#### *One-Day or Two-Day Workshops*

These “immersion” workshops allow for an in-depth exploration of an inquiry-based approach to teaching and learning, and the integration and assessment of historical thinking. These workshops are designed with a balance of facilitator “talk,” video humour, and participant work and group sharing. Two facilitators run the two-day workshops to add variety and increase participant engagement.

### 4.3 NETWORKING

Networking with ministries of education and other education and history organizations is a critical component of the Project. The Project identifies and works with key individuals and organizations that can foster the integration of historical thinking into curriculum documents, classroom resources, and classrooms across the country. We also make strategic links with other organizations that can provide specific avenues of support for the Project.

#### **Annual Meeting and Conference —**

*please see Section 5 for a full report.*

The Annual Meeting brings together ministry of education staff, presidents of teaching associations, history education academics, history associations and education organizations, museums educators, and selected classroom teachers to explore progress in the area of integration of historical thinking into Canadian classrooms. The meeting also helps us to outline programming and policy for the next year.

#### **Heritage Fair Organizations**

Heritage Fairs are held across the country, and are primarily aimed at children in Grades 6 to 8. Thousands of students participate in Heritage Fairs, and these projects provide an avenue for the Project to have historical thinking concepts incorporated into the requirements for the creation and assessment of Heritage Fair projects.

In 2012, Allan Hux, a member of The Executive Steering Committee, became an executive member of the Ontario Heritage Fair Association (OHFA) and began preliminary discussions about the role of the OHFA executive and avenues for collaboration with the Project. A senior member of the Project — Tom Morton — is co-chair of the BC Heritage Fair Association and is designing ways to embed the Historical Thinking Concepts into the adjudication process for the BC Heritage Fairs. Executive Steering Committee member Lindsay Gibson is the co-coordinator for the Okanagan Regional Heritage Fair. He worked with 30 teachers in SD #23 Kelowna, through workshops and school visits, to help them help their students to develop high quality Heritage Fair projects in their schools and classrooms.



#### **THEN/HiER and other Education Organizations**

Collaboration with other history organizations such as The History Education Network/Histoire et Education en Réseau (THEN/HiER), Canada's History, and the Historica-Dominion Institute, is an important way for the Project to be part of the larger history education community in the country. As well, collaboration with other history organizations allows us to raise awareness of what historical thinking is, and why it should be incorporated into Canadian classrooms.

It is also important to mention that THEN/HiER continues to provide a significant portion of operating funds for the Project. We would not be able to hold our annual meeting, or to deliver other elements of our programming without this financial support.

In 2012, the Project became a member of the Canadian Education Association and C21 Canada. Both of these organizations promote education excellence with a focus on integrating technology, inquiry, and discipline-based thinking in instruction and assessment, and we look forward to collaborating with them in the years ahead.

#### **Faculties of Education**

To increase the use of historical thinking concepts in Canadian classrooms teachers need to be trained in historical thinking within faculties of education. These provide critical sites for the renewal of history teaching in Canada, and provide a key entry point for the ideas of historical thinking. With many teacher candidates relatively fresh from undergraduate history training, they are particularly receptive to the ideas.

Key associates of the Project have written chapters for a forthcoming THEN/HiER volume on history teacher education. These associates include Stéphane Lévesque, Lindsay Gibson, Carla Peck, Peter Seixas, and Penney Clark. The ideas of the Project are central to the volume.

#### **Ontario History Consultants' Association**

This key group of Ontario consultants provides input to the Ministry of Education on policy and programming. They also work to develop resources and training to assist teachers in Ontario to meet the challenges of new policy documents. Jill Colyer is an executive member of the association.

## 5. 2013 ANNUAL MEETING

### “2013 Annual Meeting, “Linking Historical Thinking Concepts, Content, and Competencies”



The Historical Thinking Project has built its pedagogy around six historical thinking *concepts* that structure the discipline. But there is more to history curriculum, instruction and assessment than these six concepts. Mindful of the goal of an open and dynamic Project, we wanted to hear what might be missing from our current efforts. How do the concepts link to the events, topics, people and places — what some refer to as “*the content*” — of history? How should we approach them in relation to developing students’ competencies in questioning, researching, reading, and communicating history? The 2013 meeting was aimed at expanding the conversation, to hear how the Project can best support teachers to develop their students’ understanding of the *concepts*, while teaching “*content*”, and promoting *competencies*.

The 2013 Annual Meeting and Conference was attended by 75 people. This was an increase over the cap of 60 that has been in place for the past three years. Interest in the work of the Project continues to grow, and we felt that because of this demand we had to increase the number of seats available to participants. Budget limits, however, made 75 the absolute upper limit that could be accommodated. We had to turn down dozens of requests by others who were interested in both presenting and/or attending.



Each year we try to carefully select participants from across all regions of the country, and from a variety of education sectors and stakeholders. As a result, we have a rich participant group that includes classroom teachers, principals, academics, presidents of teaching associations, members of other education organizations, ministry of education representatives, and key members of federal government agencies and departments.

The 2013 AGM was designed to provide plenty of time for discussion and the airing of new ideas, interspersed with a number of carefully chosen presentations. The meeting addressed: 1) conceptual concerns around the definition of historical thinking; 2) practical concerns — looking at what historical thinking actually looks like in the classroom; and 3) strategic concerns — how can we foster further growth and development of the Project.

**Lindsay Gibson, Rachel Collishaw and Jennifer Janzen on Wednesday morning’s panel.**

## 5.1 CONCEPTUAL CONCERNS: RE-THINKING HISTORICAL THINKING?

In the first session, Peter Seixas challenged participants to consider possible missing pieces in the model of historical thinking that the Project has promoted. This launched discussions about the relationship of the six historical thinking concepts to:

### A. Content

Content: we know we need it, we know we are engaged with it all the time, but defining it, exactly, is the problem. How can we restructure “content” so that it is more open, flexible and effective than bits and pieces of information?

Clearly redefining and restating the meaning and purpose of historical content is an important step to assist teachers in making the transition to historical thinking. Teachers need to be able to see how what they are already doing in the classroom can connect to one or more pieces of the historical thinking model.

### B. Interpretation

One discussion table thought that “interpretation” is larger than any of the six concepts, and should—like questioning—be explained as a part of each of the concepts, embedded throughout. Perhaps, thought another table, it works as another layer of understanding. In fact, an understanding of the *interpretive nature of all of history* should perhaps be the driver for the whole Project: all of the other concepts and competencies flow from this understanding. Another table thought a new concept of interpretation or contestability should be added to the existing six, focusing on secondary sources. This raised the question of how and when teachers and educators would start the conversation with students about how interpretations change over time.

### C. Competencies

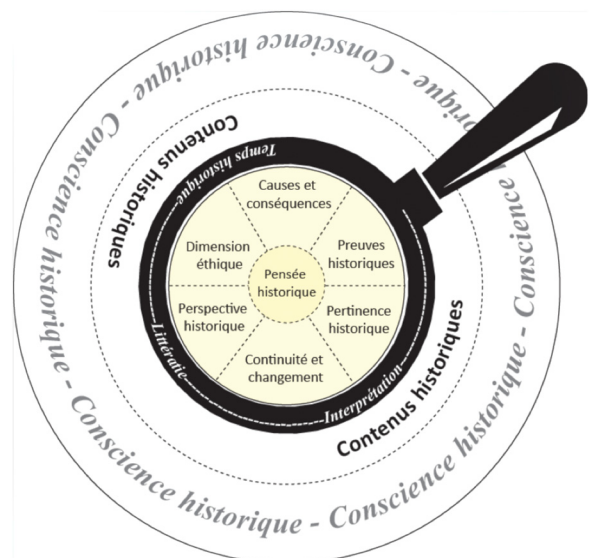
How do we make literacy, communication, and other competencies discipline/subject specific? What are advantages to making them discipline specific? Communication is always going to be there with the final product of history learning. The question is, how do you make the teaching and learning of communication systematic, logical, and, perhaps, measurable?

“Time” and “historical consciousness”—suggested as possible missing pieces in Peter’s overview—generally took a back seat in the discussions. At the period in the meeting when these discussions took place, participants had not yet heard Arie Wilschut’s stunning discussion of these two concepts, and when they had, there was unfortunately no further discussion time available.

One group felt that it was important to have a conceptual framework visual illustrating how all the pieces of the Historical Thinking concepts fit together, along with:

- a vision statement
- how and where content fits
- relationships to other catchwords that teachers use, e.g. critical thinking, literacy, expectations.

It was suggested that this should be a one-page visual on the web, or a classroom poster.



**This graphic, designed by Renée Gillis of the Manitoba Ministry of Education, suggests a relationship among historical consciousness, the “content” of history education, and the historical thinking concepts.**

## 5.2 PRACTICAL CONCERNS: HISTORICAL THINKING IN THE CLASSROOM

A plenary panel of Lindsay Gibson of Kelowna, British Columbia; Rachel Collishaw of Ottawa, Ontario; and Jennifer Janzen of Winnipeg, Manitoba provided vignettes, examples, resources and anecdotes from the classroom, illustrating beautifully how historical thinking can be incorporated either in the individual classroom, or, in Rachel's case, at the department level. This brought the discussion from the abstract to the concrete.

Lindsay presented a number of resources that can help teachers overcome the challenges of introducing historical thinking ([www.historicalthinking.ca/resources/PPTs](http://www.historicalthinking.ca/resources/PPTs)). Rachel provided vignettes from the mandatory Ontario Grade 10 Canadian history course, on which her department has been collaborating to incorporate historical thinking (<http://collishaw.pbworks.com/w/page/21479761/CHC2D>). And Jennifer provided a series of insightful interpretations and applications of the historical thinking concepts from her students at University of Winnipeg Collegiate ([www.historicalthinking.ca/resources/PPTs](http://www.historicalthinking.ca/resources/PPTs)).

These presentations led to **observations, suggestions and recommendations** in later discussion sessions, for enhancing teachers' adoption of historical thinking.

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"This, along with the keynote from Arie Wilschut, was the highlight of the meeting. Hearing teachers' voices is important, and these three presenters were very inspirational!"

2013 AGM PARTICIPANT FEEDBACK

- We need more samples of student reflections on the historical thinking concepts, accessible by teachers.
- There is a need for a clear message or statement on rationale for the concepts and their use. It could include a discussion of the role interpretation and contestability play in historical thinking. It should be widely available, perhaps distributed with posters and on the website.
- There is a need for more tools/strategies for teaching the concepts (not just example lessons) — more description of what teaching each concept might entail and updated/more helpful black line masters.
- Develop a continuum of differentiation and sophistication of Historical Thinking concepts either through lessons or a range of "Powerful Understandings."
- There is also a need for course models shaped around historical thinking. It could demonstrate how some concepts can be taught up front and used to think about the entire course, before going into more depth in other areas afterwards.
- Reading of historical interpretations, lengthier secondary accounts other than the textbook might be a key practice, for competent readers, in understanding historical interpretation.

[Note from the authors: It is not clear whether this group had looked at Peter Seixas and Tom Morton's new PD book, *The Big Six Historical Thinking Concepts*, which directly addresses most of the points above.]

## 5.3 STRATEGIC CONCERNS: BUILDING CAPACITY

Jill Colyer and Brent Toles introduced the challenge of building capacity in the Project, by explaining their design and implementation of two-day workshops to train history education leaders, who would then have impacts locally. Their experience, which will have a comprehensive impact throughout Saskatchewan, even before the curriculum revision process is completed, serves as a model for other jurisdictions. The workshop emphasized hands-on work, samples from specific high-priority topics in the curriculum, and the fostering of an ongoing professional development network. If we think of the specifically Canadian challenges to curriculum change, Saskatchewan offers a median case, between the sparsely populated, hugely dispersed setting of the

Territories, and the high density, high population urban centers of Ontario, Quebec and British Columbia. Each requires different strategies.

Discussion of these issues led to the following **questions and recommendations**:

What will teaching, learning and assessment of history/social studies look like in the 13 provinces & territories of Canada in 5 years time? Have we articulated a clear vision of this medium-range target? Can we?

- Train people in each region to offer professional learning.
- Put in place better follow-up for workshops, perhaps require participants to follow-up in a webinar, or through resource sharing to foster accountability. (The Parliamentary Democracy Forum has teachers write a letter to themselves of their goals for a year from now and mails it to them in a year.)
- To bring about change in schools, work with the PD structures schools already have in place, e.g., collaboration periods.
- Identify catalyst teachers.
- Liaison with community and subject associations. Toronto: teams of teachers met after school, responding to an open invitation with brief keynote, worked in small groups, with no funding (baked snacks, after school) to develop leadership.
- Videotape teachers in exemplary classes showing historical thinking. Northern teachers can't physically meet, and have limited bandwidth as well; webinars, and high quality products will inspire reform.
- Demonstration classrooms: teachers come to watch a teacher teach with discussion.
- Student voices are important, perhaps videotape/student work.
- Literacy camp (ministry funded) to combine literacy and historical thinking.
- Utilize social media avenues for outreach and to distribute materials/models.
- Post videos of AGM presentations in chunks with key words so viewers can target what they really want to see.

Some discussion surveyed the provincial curriculum revision process at this moment. British Columbia has some outline prototypes for some courses for some grades. There is some commitment to incorporating historical thinking. Alberta has a focus on three "Es": Engaging thinking; developing the Ethical citizen; and creating Entrepreneurial spirit." It looks as though historical thinking concepts will be somewhere in its new curriculum, which is being overhauled, K-12.

The North clearly has challenges not faced by other jurisdictions. Historical thinking is being seriously considered, alongside tradition-based learning shaped by environmental and aboriginal concerns. Professional development, while critical, is very difficult with the geographic dispersion of teachers and the expense of bringing people together. Electronic media will be crucial.

Saskatchewan will have a new K-12 curriculum in 2014, incorporating historical thinking. Manitoba has a new Grade 11 History course, incorporating historical thinking into their documents. The new provincial report card aims to assess "citizenship": how might this link to history?

The story of Quebec's history and citizenship education reform was told more systematically in a panel session, by Jean-François Cardin, Catherine Duquette, and Marc-André Éthier, illustrating the sometimes tortuous path that a historical thinking curriculum can take when it runs into political sensitivities.

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"I thought it was very necessary to know what is being done practically across the country. Key component of hearing how the rubber is hitting the road, and how, if Ministries are onside, whole jurisdictions can shift..."

2013 AGM PARTICIPANT FEEDBACK

## 6. ABSTRACTS OF THE PRESENTATIONS AND PRESENTER BIOS

WEDNESDAY 16 JANUARY—9:45 AM

**Keynote Address:**

**“Linking Historical Thinking Concepts, Content and Competencies”**

PETER SEIXAS

University of British Columbia

The Historical Thinking Project has built its pedagogical program around six “historical thinking concepts.” These have proven to be a powerful formula. Not only are they understandable by students and teachers, they also open doors into complex and sophisticated thinking. When we look at other approaches, however, it is clear there is more to history curriculum, instruction and assessment than these six concepts.

First, we may be missing a key concept of “interpretation,” or the closely related concept “contestability” (which appears in the new Australian curricula). Second, we have said little about the way that the concepts link to the events, topics, people and places (what some refer to as “content”) of history. Finally, we have not articulated how they relate to developing students’ competencies in questioning, researching, reading, and communicating history.

This talk will open up the discussion that will continue throughout the meeting: should we continue to build on what has worked so well since 2006, supplement it in strategic ways, or change it fundamentally?



**Peter Seixas** is Director of The Historical Thinking Project; Professor and Canada Research Chair in the Department of Curriculum and Pedagogy at the University of British Columbia; Director of the Centre for the Study of Historical Consciousness;

and a member of the Royal Society of Canada. He taught high school social studies in Vancouver for 15 years and earned a Ph.D. in history from the University of California at Los Angeles. He is editor of *Theorizing Historical Consciousness* (Toronto: University of Toronto Press, 2004), and co-editor, with Peter Stearns and Sam Wineburg, of *Knowing, Teaching and Learning History: National and International Perspectives* (New York: NYU Press, 2000). He is also co-author, with Tom Morton, of *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2012).

WEDNESDAY 16 JANUARY—11 AM

**Plenary Session:**

**Linking Concepts, Content and Competencies in Classroom Practice**

*Historical Thinking Resources*

LINDSAY GIBSON

School District 23, Kelowna, BC

Since its inception in 2008, The Historical Thinking Project has made significant strides in the four areas of educational change that it has focused on: curriculum revision, resource development, professional development, and assessment. Despite these gains, many history and social studies teachers across Canada are either not aware of the Project, or rarely focus on historical thinking in their teaching. This presentation will discuss some potential reasons why teachers do not focus on historical thinking when teaching history, and will present seven new resources that might help them implement historical thinking as an important part of their regular classroom instruction.



**Lindsay Gibson** is a Ph.D.

Candidate in the Centre for the Study of Historical Consciousness in the Department of Curriculum and Pedagogy at the University of British Columbia where he is currently working on his dissertation research. He also

works as a member of the Instructional Leadership Team in School District #23 (Kelowna, British Columbia) where he previously taught secondary school history and social studies for eleven years. Lindsay also works as presenter, writer and editor for a variety of The Critical Thinking Consortium (TC2) history education projects.

*Integrating Historical Thinking into Secondary Classrooms*

RACHEL COLLISHAW

Glebe Collegiate, Ottawa, ON

Rachel has integrated historical thinking into an introductory unit and summative interview for grade ten history in Ontario. She will discuss the challenges and rewards of going beyond rote learning in secondary school history classes.





*Rachel Collishaw has been teaching for fifteen years, much of that at Glebe Collegiate in Ottawa. She draws inspiration for her history teaching from her love of the outdoors and from her students and colleagues.*

### Embedding the Concepts

JENNIFER JANZEN

University of Winnipeg Collegiate, MB

The Historical Thinking Concepts are vital for students to understand History. For many young people, history is a wild collection of dates and happenings that seemingly have no connection or meaning to the present or the future. By understanding and applying the Historical Thinking Concepts to the people and events of the past, students can find these connections, causes, consequences and ultimately make sense of the past. This presentation will look at how the Historical Thinking Concepts can be embedded in classroom teaching with wonderful results.



*Jennifer Janzen is an instructor at the University of Winnipeg Collegiate where she teaches History and Geography. Historical Thinking Concepts are a large part of her teaching, and she has recently been helping other teachers use the concepts through giving workshops.*

### WEDNESDAY 16 JANUARY—1:30 PM

**Working Session:**

**Making Links and Building Capacity**

JILL COLYER

Historical Thinking Project

BRENT TOLES

SK Ministry of Education

In May 2012, a series of two-day historical thinking workshops were held in both Saskatoon and Regina. The workshops were a collaboration between The Historical Thinking Project and the Saskatchewan Ministry of Education. Brent and Jill will discuss the planning process, the workshop model, funding, and the short- and long-term impacts of the workshops.



*Jill Colyer is the National Coordinator of The Historical Thinking Project. In this role she runs large-scale professional development sessions for educators, works with education officials and educational publishers on resource and curriculum development, and*

*manages all large-scale projects and collaborations for the Project. A history and social science educator for 20 years, she is also a writer who has co-authored 7 textbooks in the areas of history, social science and civics.*



*Brent Toles is the Social Sciences Consultant (English language) for the Saskatchewan Ministry of Education in Regina. Prior to the current position, Brent was a high school Social Sciences teacher and Department Head in Prince Albert, Saskatchewan. Brent's*

*view is that government should be a servant of the people.*

### THURSDAY 17 JANUARY—9:00 AM

**Keynote Address:**

**"Historical Thinking as Thinking in Terms of Historical Time"**

ARIE WILSCHUT

Amsterdam University of Applied Sciences, Netherlands

Time is the only thing that distinguishes history from other social sciences, which makes time a pivotal category in historical thinking. Time is an intangible and elusive phenomenon, which makes it difficult to learn dealing with it in any disciplinary way. Besides, historians have a peculiar way of shaping time: 'historical time'. This presentation discusses six key concepts of historical time (chronology, periodization, generations, relics, anachronism, contingency) which correspond with six aspects of historical thinking, providing a basis for comparison with the six categories defined in Canada. The presentation also deals with the way students learn to orient in historical time in the Dutch history curriculum and reports about some research which has been conducted in this respect.



**Arie Wilschut** received his Ph.D. from the University of Amsterdam. He was Secretary to the Commission of History and Social Sciences ('De Rooij') in 2000 and 2001, which designed the universal 'ten era system' for Dutch history education. In 2003 he was one of

the founders of the Netherlands Institute for Teaching and Learning History. One of the activities of the Institute has been the authoring of a textbook on Teaching History (*Geschiedenisdidactiek*), which is now widely used for teacher education in Dutch and Flemish colleges and universities. In 2012 Wilschut published a study into historical consciousness of time as an issue in history teaching: *Images of Time* (Information Age Publishers). Presently Wilschut is Associate Professor in Teaching and Learning Social Sciences at the Amsterdam University of Applied Sciences and leads a research group under the Knowledge Center for Educational Studies.

#### THURSDAY 17 JANUARY—10:00 AM

##### Panel: The View From Quebec

JEAN-FRANÇOIS CARDIN

Université Laval

CATHERINE DUQUETTE

Université du Québec à Chicoutimi

MARC-ANDRÉ ÉTHIER

Université de Montréal

In this presentation, we will briefly review the spirit and letter of the three competencies in the History and Citizenship Education program and their guiding principles in terms of classroom implementation. We will then look at the current debate which began in 2006 in Quebec that brought to the fore positions regarding history education which are diametrically opposed. We will conclude with recent developments related to the program (progression in learning, certification exam in 4th year secondary school, changes required by the new government for graduate programs, etc.) and identify educational implications and changes.



**Jean-François Cardin** is historian by training and Professor in Didactics of History and Social Sciences at Université Laval in Quebec City. His current research interests focus on issues of learning history in the curriculum, particularly on the contribution of history and citizenship education to identity formation.



**Catherine Duquette** is Assistant Professor of History Education at the Université du Québec à Chicoutimi (UQAC). Her research interests include the relationship between historical thinking and historical consciousness for high-school students, the

assessment of historical thinking in the classroom and the use of controversy in teaching social sciences. During her doctoral studies, she examined the influence of historical consciousness on learning historical thinking and vice versa through an empirical research study conducted with 150 French-speaking students in Québec.



**Marc-André Éthier** is Associate Professor in History Education, Université de Montréal. He recently studied the content and activities of textbooks in order to analyse whether these tools can be seen as providing favourable or unfavourable conditions to

learning social-historical and critical thinking. He presented preliminary research findings to teachers, gave teacher professional development workshops, co-versed over seminars for educational consultants, and co-edited two books in 2011: *Enseigner et apprendre l'histoire: manuels, enseignants et élèves (PUL)* and *Didactique de l'univers social au primaire (ERPI)*.

## 7. MEETING EVALUATIONS



A post-meeting evaluation form was completed by 50 of the invited participants and provided important information for this report.

Participants reported high levels of satisfaction with the meeting in general, and with the two keynote presentations in particular. The areas that participants identified as being the most beneficial were networking opportunities, being kept abreast of developments in historical thinking across the country, and identifying avenues for increasing the rate of integration of historical thinking into Canadian history and social studies classrooms.

Respondents provided very specific feedback that will be used for setting goals and planning activities for the next phase of our work. In particular, the three following areas were seen as the highest priority amongst participants:

- Additional practical tools for assessment and evaluation of the concepts.
- Ways to ‘scale up’ the Project so that it has wider impact on classrooms.
- More work on historical thinking at the elementary level, and in applied, and ESL classrooms.

We appreciate the feedback we received from participant evaluations.

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“I always enjoy the AGM as it brings together a group of dedicated educators who are interested in promoting the same thing — raising the profile of history education and promoting its value as a critical piece of overall education for our students. The structured presentations are always worthwhile — I always learn a great deal — but there is as much value in the small, sideline chit-chats that take place, and in the networking opportunities. I cannot think of another venue/event that affords us this wonderful opportunity!”

**2013 AGM PARTICIPANT FEEDBACK**

## 8. CONCLUSION



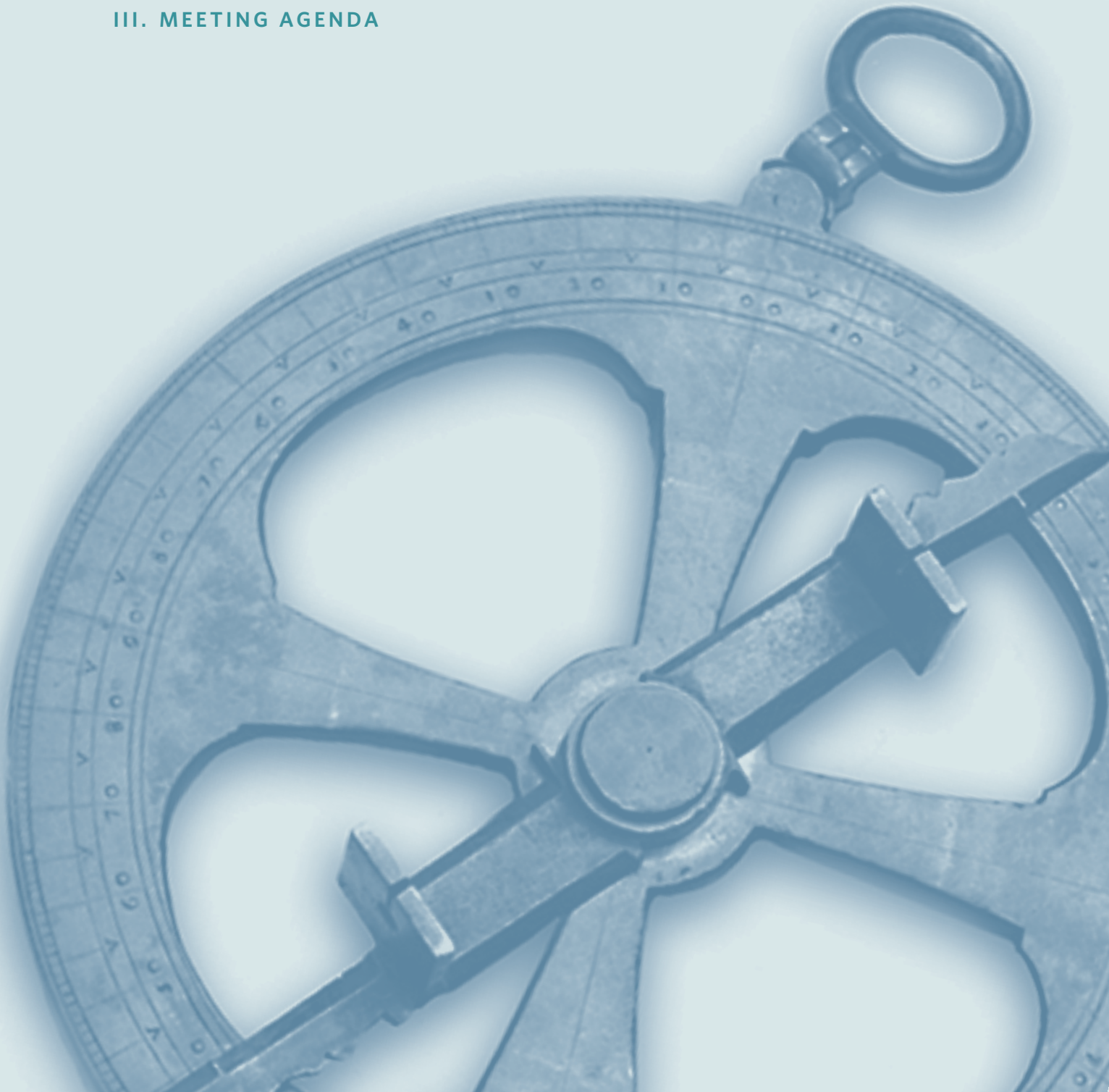
Canadians approach a period of intensified commemoration leading up to the 150th anniversary of Confederation. We can probably expect more federal dollars to flow into the effort. While the Project and other history education organizations stand to benefit, the importance of our work will be as important as ever: to help bring a thoughtful edge, to cast a critical eye, and to pose myth-busting questions in the midst of the flag-waving celebrations that are sure to take center stage. We have submitted our next funding application to the Canadian Studies Program, in the hopes that it will continue to support a broad vision of history education in Canada. We are pleased to report that THEN/HiER has agreed to contribute to the Project for another two years.



HTP Executive Board, pleased with the proceedings.

## 9. APPENDICES

- I. PARTICIPANT LIST
- II. HISTORICAL THINKING CONCEPTS
- III. MEETING AGENDA



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# HISTORICAL THINKING CONCEPTS

The six concepts that serve as the framework for the Historical Thinking Project provide a way of mapping historical thinking to make it manageable for teaching and learning. Since circulating the Framework Document (2006) that defined the historical thinking concepts, further work has refined “powerful understandings” entailed by each of them. Tom Morton has made invaluable contributions to the refinement. Each of the concepts can be explained in a way that a 9 or 10 year old would understand. On the other hand, they can also be identified in the writings of expert historians. This range of applicability—from the simple to the sophisticated—makes them useful for teachers of history across the school years, certainly from middle school, through high school, to undergraduate and graduate training.

Each historical thinking concept asks us to come to grips with a problem:

- From the entire human past, what is worth learning about? The problem of historical significance.
- How do we know what we know; how can we use the traces, the leftovers, of the past to support claims about what happened? The problem of evidence.
- How are historical changes interwoven with continuities? The problem of continuity and change.
- What are the layers of cause that led, over time, to any particular event? What are the consequences that rippled out afterwards? The problems of cause and consequence.
- What was it like to live in times so different from our own; can we truly understand? The problem of historical perspective-taking.
- And finally, how can we, in the present, judge actors in different circumstances in the past; when and how do crimes and sacrifices of the past bear consequences today; and what obligations do we have today in relation to those consequences? The ethical dimension of history.

What do powerful understandings of the concepts enable students—and historians—to do? Below are brief summaries.

## HISTORICAL SIGNIFICANCE

1. Explain the historical significance of a particular event, person, or development, linking them to larger, meaningful narratives, using appropriate criteria:
  - Did it result in important change (on the basis of profundity, quantity, durability)?
  - Does it offer insights on issues of contemporary concern?
2. Identify how significance is constructed in history books or other historical accounts.
3. Explain how significance can change over time and may vary depending on the perspective of different groups.



### EVIDENCE

1. Understand how history is an interpretation based on inferences from primary sources; understands that traces, relics and records (primary sources) are not necessarily accounts.
2. Ask questions that turn primary sources into evidence for an inquiry, argument or account.
3. Read sources in view of the conditions and worldviews at the time when it was created.
4. Infer the purposes of sources' authors/creators.
5. Validate inferences from a single source with inferences from other sources (primary and secondary).

### CONTINUITY AND CHANGE

1. See change in the past as a process, with varying paces and patterns (with continuity at one end of a continuum; turning points at the other)
2. Identify complex patterns of progress and decline, with differing impacts on different peoples. (Progress for some is not necessarily progress for all.)
3. Understand periodization as interpretation. (How history is organized depends upon the scale, questions and assumptions of the historians).

### CAUSE AND CONSEQUENCE

1. Recognize multiple causes and consequences both short and long term.
2. See the interplay of human actions and ongoing structures and conditions.
3. Understand the openness of human choice and chance in the past (as in the present).

### HISTORICAL PERSPECTIVE-TAKING

1. Recognize the depths of difference between current beliefs, values and motivations (worldviews) and those of earlier peoples.
2. Explain the perspectives of people in the past in their historical context (see Evidence #3).
3. Make factually accurate, evidence-based interpretations of the beliefs, values and motivations of people in the past, but recognize limitations of our understanding.
4. Distinguish various perspectives among historical actors.

### THE ETHICAL DIMENSION OF HISTORY

1. Recognize implicit and/or explicit ethical stances in historical narratives in a variety of media (e.g., film, museum exhibits, books).
2. Make reasoned ethical judgments about actions of people in the past, recognizing the historical context in which they were operating.
3. Assess fairly the implications for today of sacrifices and injustices in the past.
4. Use historical accounts to inform judgments and action on current issues, recognizing the limitations of any direct "lessons" from the past

# III. MEETING AGENDA

## TUESDAY, 15 JANUARY 2013

- 7:00 pm** **Optional Reception** — light fare, cash bar  
(Bb33 Bistro and Brasserie lounge, Delta  
Chelsea Hotel 1st floor beside main entrance)

## WEDNESDAY, 16 JANUARY 2013

- 8:00 am** **Continental Breakfast** (Mountbatten Lane,  
Delta Chelsea Hotel 2nd floor)
- 9:00 am** **Welcome and Introductions**
- **Peter Seixas**, Director, Historical Thinking Project, University of British Columbia
  - **Penney Clark**, Director, THEN/HIER, University of British Columbia
  - **Carla Peck**, University of Alberta
- The Year in Review**
- **Jill Colyer**, National Coordinator, Historical Thinking Project
- 9:30 am** **Setting the Stage**  
Introductions at tables. Given the state of historical thinking in your jurisdiction, what questions would you like raised/addressed at this AGM?
- 9:45 am** **Keynote Address:**  
**“Linking Historical Thinking Concepts, Content and Competencies”**
- **Peter Seixas**, UBC
- 10:30 am** **Nutrition Break** (Mountbatten A)
- 11:00 am** **Plenary Session: Linking Concepts, Content and Competencies in Classroom Practice**
- **Lindsay Gibson**, School District 23, Kelowna, BC
  - **Rachel Collishaw**, Glebe Collegiate, Ottawa, ON
  - **Jennifer Janzen**, University of Winnipeg Collegiate, Winnipeg, MB
- 12:30 pm** **Lunch** (Mountbatten A)
- 1:30 pm** **Working Session: Making Links and Building Capacity**
- **Jill Colyer**, Historical Thinking Project
  - **Brent Toles**, Saskatchewan Ministry of Education
- (Mountbatten Ballroom and breakout rooms Windsor and Baker)
- 3:30 pm** **Nutrition Break** (Mountbatten Lane)
- 3:45 pm** **Roundtable 1:** Debriefing the issues so far (at plenary room tables)

## THURSDAY, 17 JANUARY 2013

- 8:00 am** **Continental Breakfast** (Mountbatten Lane)
- 9:00 am** **Keynote Address:**  
**“Historical Thinking as Thinking in Terms of Historical Time”**
- **Arie Wilschut**, Amsterdam University of Applied Sciences, Netherlands
- 10:00 am** **Panel: The View From Quebec**
- **Jean-François Cardin**, Université Laval
  - **Catherine Duquette**, Université du Québec à Chicoutimi
  - **Marc André Éthier**, Université de Montréal
- Open response and discussion
- 11:00 am** **Roundtable 2:** Key issues and next steps
- 12:30 pm** **Concluding remarks and lunch**

**THE HISTORICAL THINKING PROJECT  
EXECUTIVE STEERING COMMITTEE**

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Director,  
The Historical Thinking Project

**Professor Penney Clark,**

Director,  
The History Education Network/  
Histoire et Éducation en Réseau

**Jill Colyer,**

National Coordinator,  
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**Lindsay S. Gibson,**

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**Allan Hux,**

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**Professor Carla Peck,**

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## THE Historical Thinking PROJECT

*Promoting critical historical literacy for the 21st century*

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