

# HISTORY

## INTRODUCTION

The study of history fulfils a fundamental human desire to understand the past. It also appeals to our love of stories. Through the narrative of history, we learn about the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The study of history enables students to become critically thoughtful and informed citizens who are able to interpret and analyse historical, as well as current, issues, events, and developments, both in Canada and the world.

## Strands

Each course in Grade 10 history has five strands. Strand A, Historical Inquiry and Skill Development, is followed by four content strands, which are divided chronologically. The five strands are as follows:

- A:** Historical Inquiry and Skill Development
- B:** Canada, 1914–1929
- C:** Canada, 1929–1945
- D:** Canada, 1945–1982
- E:** Canada, 1982 to the Present

### Citizenship Education

The expectations in the Grade 10 history courses provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10).

## The Concepts of Historical Thinking

The four concepts of historical thinking – historical significance, cause and consequence, continuity and change, and historical perspective – underpin thinking and learning in all history courses in the Canadian and world studies program. At least one concept of historical thinking is identified as the focus for each overall expectation in strands B–E of these courses. The following chart describes each concept and provides sample questions related to it. These questions highlight opportunities for students to apply a specific concept in their studies. (See page 13 for a fuller discussion of the concepts of disciplinary thinking.)

### Historical Significance

This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction, etc.) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past and how it connects to a current issue or event.

#### Related Questions\*

- Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1)
- How did the colonialist policies of the new Canadian government have an impact on First Nations, Métis, and Inuit individuals and communities? (Grade 8, Overview)
- Why do you think that certain people or events become national symbols? (CHC2P, D3.1)
- What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation? (CHC2D, B1.4)

### Cause and Consequence

This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction, etc.) and its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.

#### Related Questions

- Who were the parties to the Treaty of Niagara or the 1760 Treaty of Peace and Friendship? What were the key short-term and long-term consequences of the selected treaty for the different parties? (Grade 7, A3.2)
- What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors? (Grade 8, A1.1)
- What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II? (CHC2P, C1.2)
- What impact did Canada's responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States? (CHC2D, E3.4)

### Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

#### Related Questions

- What can we learn from the ways in which people met challenges in the past? (Grade 7, Overview)
- What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century? ... What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today? (Grade 8, B1.2)
- What was new about the teen subcultures that developed after World War II? In what ways were the lives of youth in the 1950s and 1960s different from those who lived in the 1920s? (CHC2P D1.1)
- To what extent do First Nation, Inuit, and Métis individuals and communities have a say in the development of resources within their home territories and/or communities? Is their involvement a change in or continuation of their historical role in resource development on their territory and/or community? (CHC2D, E2.2)

*(continued)*

\* These "related questions" are drawn directly from the overview charts that precede the history courses and from the sample questions that accompany many specific expectations. To highlight the continuity between the history courses in Grade 10 and those in Grades 7 and 8, and to show possible progression in the use of the concepts of historical thinking over those grades, the chart includes some questions from the elementary history curriculum as well.

### Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

#### Related Questions

- What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants? (Grade 7, B1.1)
- What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? (Grade 8, B1.3)
- What impact have Hollywood portrayals of Indigenous individuals and communities during this period had on Canadians' understanding of First Nations, Métis, and Inuit cultures? (CHC2P, E1.1)
- What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view? (CHC2D, D2.1)

## The Historical Inquiry Process

In each history course in the Canadian and world studies curriculum, strand A focuses explicitly on the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. This process is *not* intended to be applied in a linear manner: students will use the applicable components of the process in the order most appropriate for them and for the task at hand. Although strand A covers all of the components of the inquiry process, it is important to note that students apply skills associated with the inquiry process throughout the content strands in each course. (See page 27 for a fuller discussion of the inquiry process in the Canadian and world studies program.)

The following chart identifies ways in which students may approach each of the components of the historical inquiry process.

### Formulate Questions

Students formulate questions:

- to explore various events, developments, and/or issues that are related to the overall expectations in order to identify the focus of their inquiry
- to help them determine which key concept or concepts of historical thinking are relevant to their inquiry
- that reflect the selected concept(s) of historical thinking
- to develop criteria that they will use in evaluating evidence and information, making judgements or decisions, and/or reaching conclusions

*(continued)*

### Gather and Organize

Students:

- collect relevant evidence and information from a variety of primary sources<sup>a</sup> and secondary sources,<sup>b</sup> including community sources<sup>c</sup>
- determine if the sources are credible, accurate, and reliable
- identify the purpose and intent of each source
- identify the points of view in the sources they have gathered
- use a variety of methods to organize the evidence and information from their sources
- record the sources of the evidence and information they are using
- decide whether they have collected enough evidence and information for their investigation

### Interpret and Analyse

Students:

- analyse evidence and information, applying the relevant concepts of historical thinking (see preceding chart)
- use different types of graphic organizers to help them interpret and/or analyse their evidence and information
- identify the key points or ideas in each source
- interpret maps to help them analyse events, developments, and/or issues
- analyse their sources to determine the importance of the event, development, or issue for individuals and/or groups
- identify biases in individual sources
- determine if all points of view are represented in the source materials as a whole, and which, if any, are missing

### Evaluate and Draw Conclusions

Students:

- synthesize evidence and information, and make informed, critical judgements based on that evidence, information, and/or data
- make connections between the past and present
- determine short- and long-term consequences of events, developments, and/or issues for different individuals, groups, and/or regions
- assess whether an event or action was ethically justifiable, given the context of the time
- reach conclusions about events, developments, and/or issues, and support them with their evidence

### Communicate

Students:

- use appropriate forms (e.g., oral, visual, written, kinaesthetic) for different audiences and purposes
- communicate their arguments, conclusions, and judgements clearly and logically
- use historical terminology and concepts correctly and effectively
- cite sources, using appropriate forms of documentation

a. Primary sources may include, but are not limited to, artefacts, art works, census data and other statistics, diaries, letters, legislation and policy documents, oral histories, period newspapers, photographs, speeches, treaties, and some maps.

b. Secondary sources may include, but are not limited to, current news and scholarly articles, documentaries and other films, reference books, textbooks, and most websites.

c. Community sources may include, but are not limited to, local museums and heritage sites, and resources from community groups and associations.