

## Historical Thinking Summer Institute

July 17-22, 2017

Canadian Museum of History and the Canadian War Museum

**Instructors:** Dr. Lindsay Gibson, Dr. Viviane Gosselin, and Dr. Catherine Duquette

**Course Description:** At its theoretical core this course is based on the interpretive nature of history, making explicit and central such fundamental concepts of historical thinking as “evidence,” “historical significance,” “cause and consequence”, and the ethical dimensions of history. It involves a critical approach to the design and development of school history curricula and historical museum exhibits.

Lectures, small group discussions, and activities will present and clarify the basic theoretical approach. The course will capitalize on access to the exhibitions, primary sources, and artefacts at the Canadian Museum of History and the Canadian War Museum. Individually and collaboratively, students will apply this approach to problems arising from their own institutional contexts (e.g., museum educators, graduate students, curriculum developers, practicing teachers, historians, and educational researchers). These activities will assure a dynamic back-and-forth between the latest research and the best of contemporary practices in history education.

### Summer Institute Tasks:

1. **Pre-institute reading:** Required readings should be completed prior to the beginning of the Institute. We will discuss these readings during the week, but there will be no time set aside for independent reading during the Institute. In preparation for these discussions it would be helpful if you: a) summarize each article; b) offer any critique or personal connections to the article; and c) identify any questions that arose during your reading of the article.
2. **Concept jam sessions:** Each day during the Institute, participants will be organized into small groups (new groups each day) where they will explore the application of the Historical Thinking Concept they have been focusing on that day. These explorations may produce draft outlines for professional development exercises for colleagues, lessons for students, or museum projects. Groups will record their ideas on the Google Drive folder as a way of generating ideas throughout the week that can be used for their final project (see below).
3. **Final project:** On the afternoon of Friday July 21, participants will create groups of 4-6 and will select, enhance, adapt, refine, and polish any one (or combination) of the ideas generated in the Concept Jam Sessions. They will create a timely (5-7 minute) presentation that outlines the basic details of the idea, describe which historical thinking concept(s) they are focusing on, and highlight the next steps that need to be taken to move the project forward. Groups will have the entire afternoon to work on their presentations and will present them on the morning of Saturday July 22.