

2019 Historical Thinking Summer Institute Reading List

July 15-19, 2019

Canadian Museum of History and Canadian War Museum

Required Readings (English Group)

There are seven readings in total: three required readings to introduce historical thinking, two readings for the Reading Discussions on July 15, and two more readings for the Reading Discussions on July 17.

Required readings should be completed prior to the beginning of the 2019 HTSI. There will be no time set aside for independent reading during the HTSI.

All readings will be made available to registered participants through the 2019 Historical Thinking Summer Institute Google Drive. If you have not yet received the link to this folder, please contact Joanna Dawson at jdawson@canadashistory.ca

NOTE: This is a shared folder, which means everyone who has access can make changes to it. **PLEASE DO NOT DELETE or CHANGE ANY FILES** as this will remove/change them for everyone. If you would like to edit a file (such as a PowerPoint file), download it to your own device first before editing.

Introduction to Historical Thinking

1. Peck, C., & Seixas, P. (2008). Benchmarks of historical thinking: First steps. *Canadian Journal of Education*, 31(4), 1015-1038.
2. Seixas, P. (2017). A model of historical thinking. *Educational Philosophy and Theory*, 49(6), 593-605.
3. Stipp, S., Gibson, L., Denos, M., Case, R., & Miles, J. (2017). Introduction to historical thinking. In R. Case & U. James (Eds.), *Teaching historical thinking: Revised and expanded edition* (pp. 1-26). Vancouver, B.C.: The Critical Thinking Consortium.

Note: Past participants who are new to historical thinking have found it helpful to read one of the following two books about historical thinking prior to the HTSI, however it is not required.

Seixas, P., & Morton, T. (2013). *The big six historical thinking concepts*. Toronto: Nelson Education.

Stipp, S., Gibson, L., Denos, M., Case, R., & Miles, J. (2017). *Teaching historical thinking: Revised and expanded edition*. Vancouver, B.C.: The Critical Thinking Consortium.

Reading Discussions

In preparation for the Reading Discussions on July 15 and July 17 please: 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.

Reading Discussion July 15, 2019

Freedman, E. (2015) "What happened needs to be told": Fostering critical historical reasoning in the classroom. *Cognition and Instruction*, 33(4), 357-398.

Peck, C. L. (2010). "It's not like [I'm] Chinese and Canadian. I am in between": Ethnicity and students' conceptions of historical significance. *Theory and Research in Social Education*, 38(4), 574-617.

Reading Discussion July 17, 2019

Stanley, T. (2006). Whose public? Whose memory? Racisms, grand narratives, and Canadian history. In R. W. Sandwell (Ed.), *To the past: History education, public memory and citizenship in Canada* (pp. 32-49). Toronto: University of Toronto Press.

Marker, M. (2018). The "Realness" of place in the spiral of time: Reflections on Indigenous historical consciousness from the Coast Salish Territory. In A. Clark & C. L. Peck (Eds.), *Contemplating historical consciousness: Notes from the field* (pp. 185-199). New York: Berghahn Books.

Optional Readings

Teaching Inclusive Histories

General

Epstein, T. & Peck, C. L. (2018). Introduction. In T. Epstein & C. L. Peck (Eds.), *Teaching and learning difficult histories in international contexts: A critical sociocultural approach* (pp. 1-13). New York: Routledge.

Zembylas, M. (2018). Teacher resistance towards difficult histories: The centrality of affect in disrupting teacher learning. In T. Epstein & C. L. Peck (Eds.), *Teaching and learning difficult histories in international contexts: A critical sociocultural approach* (pp. 189-202). New York: Routledge.

Gender

Colley, L. (2017). Judging on their looks: Understanding pre-service social studies teachers' conceptions of historical agency and gender. *The Journal of Social Studies Research*, 41(2), 155-166.

Levstik, L. S., & Groth, J. (2002). Scary thing being an eighth grader: exploring gender and sexuality in a middle school U.S. history unit. *Theory and Research in Social Education, 30*(2), 233–254.

Ethnicity/"Race"

King, L. J. (2018). What is Black historical consciousness? In A. Clark & C. L. Peck (Eds.), *Contemplating historical consciousness: Notes from the field* (pp. 163-174). New York: Berghahn Books.

Salinas, C., Blevins, B., & Sullivan, C. C. (2012). Critical Historical Thinking: When Official Narratives Collide with "Other" Narratives. *Multicultural Perspectives, 14*(1), 18–27.

Indigeneity

Dion, S.D. (2004) (Re)telling to disrupt: Aboriginal people and stories of Canadian history. *Journal of the Canadian Association for Curriculum Studies 2*(1), 55-76.

Gibson, L. & Case, R. (2019). Reshaping Canadian history education in support of reconciliation. *Canadian Journal of Education. 42*(1), 251-284.

Kidman, J. (2018). Pedagogies of forgetting: Colonial encounters and nationhood at New Zealand's national museum. In T. Epstein & C. L. Peck (Eds.), *Teaching and learning difficult histories in international contexts: A critical sociocultural approach* (pp. 95-108). New York: Routledge.

McGregor, H. E. (2017). One classroom, two teachers? historical thinking and indigenous education in Canada. *Critical Education, 8*(14), 1-18.

Marker, M. (2011). Teaching history from an Indigenous perspective: Four winding paths up the mountain. In Clark, P. (Ed.), *New Possibilities for the Past: Shaping History Education in Canada*, (pp. 97-114). Vancouver: UBC Press.

LGBTQ

Horton, T. A., Lemisko, L., & Clausen, K. (2010). Citizenship and sexuality: Exploring diverse sexualities in selected curriculum documents. *International Journal of Diversity in Organisations, Communities & Nations, 10*(4), 193-206.

Weber, S. (2017). Teaching same-sex marriage as U.S. history. In L. J. Rupp & S. K. Freeman (Eds.), *Understanding and teaching U.S. lesbian, gay, bisexual, and transgender history, 2nd Edition* (pp. 297-312). Madison, WI: University of Wisconsin Press.

Ability

Weiss, M. P., & Pellegrino, A. (2016). Academics and the Curriculum in Inclusive Classrooms: An Example of Historical Thinking. *Advances in Special Education, 32*, 137–152.

Class

Anyon, J. (1981). Social Class and School Knowledge. *Curriculum Inquiry*, 11(1), 3-42.

Historical Thinking General

Bain, R. B. (2005). "They thought the world was flat?": Applying the principles of *How People Learn* in teaching high school history. In J. Bransford & S. Donovan (Eds.), *How Students Learn: History, Mathematics, and Science in the Classroom* (pp. 179-214). Washington: The National Academies Press.

Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. Mahway, NJ: Lawrence Erlbaum Associates.

Davies, I. (2010). *Debates in history teaching. the debates in subject teaching series* Routledge, Taylor & Francis Group.

Ercikan, K., & Seixas, P. (2015). *New directions in assessing historical thinking*. Florence: Routledge Ltd.

Holt, T. (1995). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Entrance Examination Board. (highly recommended for purchase through Amazon)

Lee, P. (2005). Putting principles into practice: Understanding history. In S. Donovan, & J. D. Bransford (Eds.), *How students learn: History, mathematics and science in the classroom* (pp. 79-178). Washington, D.C.: National Academies Press.

Lévesque, S. (2008). *Thinking Historically: Educating Students in the 21st Century*. Toronto: University of Toronto Press.

Lomas, T. (1990). *Teaching and Assessing Historical Understanding*. London: The Historical Association.

Monte-Sano, C., & Reisman, A. (2015). Studying historical understanding. In L. Corno, & E. M. Anderman (Eds.), *Handbook of educational psychology* (pp. 281-294). New York: Routledge.

Seixas, P. (2015a). A model of historical thinking. *Educational Philosophy and Theory*, 1-13. doi:10.1080/00131857.2015.1101363

Wineburg, S. S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.

Wineburg, S. S., Martin, D., & Monte-Sano, C. (2012). *Reading like a historian: Teaching literacy in middle and high school history classrooms*: Teachers College Press.

VanSledright, B. (2014). *Assessing historical thinking and understanding : Innovative designs for new standards*. New York, NY: Routledge.

Petite bibliographie d'écrits sur la pensée historique en français

Audigier, F. (2001). Quelques questions à l'enseignement de l'histoire aujourd'hui et demain. *Le cartable de Clio*, n°1, pp. 55-76

Bouhon, M. (2011). « Enseigner l'histoire : un sens à l'épreuve de la réalité », dans Éthier et al. *Enseigner et apprendre l'histoire, manuels, enseignants et élèves*, Québec, Presses de l'Université Laval, 179-208.

Boutonnet, V. Cardin, J.-F., & Éthier, M.-A. (2011). Les représentations quant à la place des savoirs dans l'éducation historique telles qu'elles se sont manifestées lors du débat concernant le nouveau programme d'histoire au Québec (2006-2010). Actes de colloque international de la didactique de l'histoire, de la géographie et de l'éducation à la citoyenneté. Lyon: INRP, pp. 91-109, [en ligne], https://www.unige.ch/fapse/edhice/index.php/download_file/view/10/1/

Cariou, D. (2006). Récit historique et construction du savoir au en classe d'histoire au lycée. *Cartable de Clio*, 6, 174-184.

Dalongeville, A. (2000). *Situations-problèmes pour enseigner l'histoire au cycle 3*. Paris : Hachette Éducation, 255p.

Duquette, C. (2010). Les difficultés entourant l'apprentissage de la pensée historique chez les élèves du secondaire : la conscience historique comme piste de solution ? Dans J.-F. Cardin, M.-A. Éthier & A. Meunier (dir.), *Histoire, musées et éducation à la citoyenneté* (p. 139-158). Québec: Éditions Multimondes

Éthier, M.-A., Lefrançois, D., & Moisan, S. (2010). Trois recherches exploratoires sur la pensée historique et la citoyenneté à l'école et à l'université. Dans M.-A. Éthier, J.-F. Cardin & A. Meunier (dir.), *Histoire, musées et éducation à la citoyenneté* (p. 267-287). Québec: Éditions Multimondes.

Hassani Idrissi, M. (2005). *Pensée historienne et apprentissage de l'histoire*. Paris: L'Harmattan.

Heimberg, C. (2003). Identités, mémoires. Les modes de pensée de l'histoire peuvent-ils constituer une nouvelle manière d'interroger son identité et de regarder le monde ? Dans N. Tutiaux-Guillon & D. Nourrisson (Eds.). *Identités, mémoires, conscience historique*. Saint-Étienne : Publications de l'Université de Saint-Étienne, pp. 125-137.

Jadoulle, J.-L., Bouhon, M. & Nys, A. (2004). *Conceptualiser le passé pour comprendre le présent*. Louvain-la-Neuve : Collège Mercier, 296p.

Laville, C. (1975). « Psychologie de l'adolescent et enseignement historique : le problème de la pensée formelle », *Cahiers de Clio*, no 43-44, p. 33-42

- Laville, C. (1984). Enseigner de l'histoire qui soit vraiment de l'histoire. *Cahiers de Clio*, pp. 171-177.
- Létourneau, J., & Caritey, C. (2008). L'histoire du Québec racontée par les élèves de 4^e et 5^e secondaire. L'impact apparent du cours d'histoire nationale dans la structuration d'une mémoire historique collective chez les jeunes québécois. *Revue d'histoire de l'Amérique française*, 62 (1), 69-93.
- Lévesque, S. (2011). « La pensée historique : pour le développement de la littérature critique en histoire », dans *Thèmes Canadien*, Été, p. 13-16.
- Martineau, R. (1999). *L'histoire à l'école, matière à penser...*, Montréal, L'Harmattan, p. 109-154.
- Martineau, R. (1997). L'enseignement de l'histoire à l'école : de la culture historique à la pensée historique. *Cahiers d'histoire du Québec au XX^e siècle*, n° 7, pp. 189-204.
- Tutiaux-Guillon, N. (2003). L'histoire enseignée entre coutume disciplinaire et formation de la conscience historique : l'exemple français. Dans N. Tutiaux-Guillon & D. Nourrisson (Eds.). *Identités, Mémoires, Conscience historique* : Saint-Étienne, Presse de l'Université de Saint-Étienne, pp. 27-42.
- Warren, J.-P. (2013). Enseignement. Histoire. Mémoire. Les examens d'histoire de 4^e du secteur de la formation générale au Québec (1970-2012), *Revue de l'histoire de l'éducation*, 23(1) : 21-53.

Museum Readings

- Adair, B., Filene, B., & Koloski, L. (Eds.). (2011). *Letting Go? Sharing Historical Authority in a User-Generated World*: Left Coast Press.
- Bodo, S., Gibbs, K., & Sani, M. (2009). Museums as places for intercultural dialogue: selected practices from Europe Available from http://www.mapforid.it/Handbook_MAPforID_EN.pdf
- Gilbert, L. (2016). Valuing critical inquiry skills in museum literacy. *Social Studies Research and Practice*, 11(3), 51-66.
- Golding, V., & Modest, W. (2013). *Museums and communities: Curators, collections, collaboration*. London: Bloomsbury.
- Gregory, K., & Witcomb, A. (2007). Beyond nostalgia: the role of affect in generating historical understanding at heritage sites. In S. J. Knell, S. Macleod & S. E. R. Watson (Eds.), *Museum revolutions* (pp. 263-275). London, UK: Routledge.
- Kee, K. (Ed.). (2014). *Pastplay: Teaching and Learning History with Technology*. Ann Arbor:

The University of Michigan Press. <http://quod.lib.umich.edu/cgi/t/text/text-idx?cc=dh;c=dh;idno=12544152.0001.001;rgn=full%20text;view=toc;xc=1;g=dculture>

Phillips, R. B. (2011). *Museum pieces: toward the indigenization of Canadian Museums*. Canada; S.l.: McGill-Queen's Univ. Press.

Seixas, P. (2014). History and Heritage: what's the difference? *CITC: Canadian Issues/Themes Canadiens* (Fall), 12-16.