



BCSSTA
 BRITISH COLUMBIA
 SOCIAL STUDIES
 TEACHERS ASSOCIATION

Dimensions

Spring 2013

Letter From the Editor

by Amber Rainkie

If you haven't noticed – there is an election coming up! The previous edition of *Dimensions* provided some information on Student Vote 2013. It's a great experience for students and I encourage you to incorporate civic responsibility with your teaching.

This is a great opportunity for students to explore the issues that affect them – grade 10 students will be able to vote in both the next provincial and federal election! While it is easy to put our two cents in (can we do that anymore if pennies are no longer in circulation?) and hard to remain impartial at times, it is amazing what some of the students come up with and questions they ask.

I am currently exploring Civic Mirror with my students and while exploring the world of politics they are starting to ask hard questions like "I 'get' the idea of welfare, but shouldn't it stop after a while?" "Can we take away the right to vote?"

My favourite was a situation where during a House of Commons simulation, the governing

party and the official opposition each had three members in government, with an independent as the Speaker of the House. One of the government members of the opposition was away and the governing party was able to pass any laws they wanted. In frustration a member of the opposition said, "Ms.Rainkie, it's not fair – they can do whatever they want and no one can stop them because they have more votes than us." I told the student that this is exactly what Canada has right now and we have to wait until we have another opportunity to vote. In the meantime I like to call it a democratic dictatorship...

Eventually the students we teach will be running the country and having a say in who governs it. By providing students with an opportunity to explore our civic system, we can encourage them to make ethical and thoughtful choices that are sustainable.

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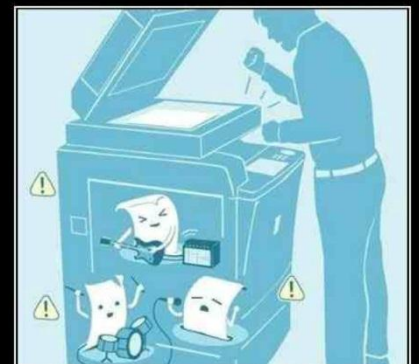
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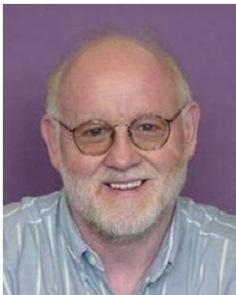


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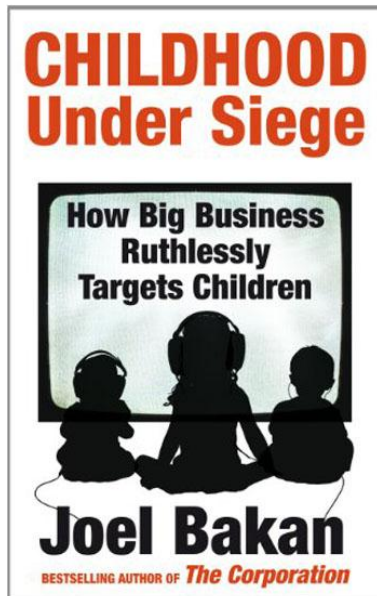
Joel Bakan



John Myers

GET INVOLVED!

For more information contact
bcستا@gmail.com



BCSSTA CONFERENCE 2013

On a whirlwind from last year's conference we are busy preparing for this year's! Our theme this year is *Making Sense of Changing Worlds*.

This year we are pleased to present Joel Bakan and John Myers as our keynote presenters.

Joel Bakan is an author, film maker (most famously *The Corporation* which received numerous awards), and a professor of law at the University of British Columbia. His work examines the social, economic, and political dimensions of law, and he has been published in leading legal and social science journals as well as in the popular press. His scholarship and teaching has earned him numerous awards and he has also worked on landmark legal cases and government policy, and often serves as a media commentator.

His most recent book *Childhood Under Siege: How Big Business Targets Children* explores how corporations are exploiting children through their unique needs and their vulnerabilities and calls society to action to stop this trend and provides information and insights on how to do this.

<http://www.joelbakan.com/index.htm>



John Myers began life (after 2 decades of childhood and adolescence) as a high school social studies teacher in a Toronto high school with a large immigrant population. Over more than three decades he has taught grades 3-adult in four provinces (including BC) and three countries. Currently at the Ontario Institute for Studies in Education of the University of Toronto his work includes curriculum and assessment methods as well as a popular course on powerful teaching strategies. His interest and work in immigration and multicultural studies began in the mid 1970s and recently blossomed through a federal project on immigration history and policy in which he wrote a teachers and student resource.

Keynote Presentation

In this keynote participants will be presented with an overview of issues dealing with immigrants and immigration in social studies curriculum grades 8-12 in British Columbia. In addition to some statistics and stories behind the numbers John will share some principles for teaching as well as important persistent issues in the field. The audience will also be involved in sharing insights they may have.

In the follow up workshop, we shall apply these principles to classroom practices: practices we can use for other topics.

Water School

(part 4 of 8)

by Tony Woodruff

WORKING IN KISORO (con't)

Thursday January 26th.

We five had breakfast in my room, and then headed to the office. We picked up the local guys and then headed off to see 2 (very) rural health centres. We soon left the tarmac road, and started on gravel. This then turned into a narrow red dirt track, which twisted and turned past fields of corn, bananas, sorghum, yams, sweet potatoes, "Irish" potatoes, papayas, cassava and beans. We passed one lady threshing a pile of beans with a long stick. We were so close to the Rwanda border that everyone's phones switched from the Ugandan service to the Rwandan service. The crops covered the steep hills in huge patchwork quilts of terraces, and in the valleys were plantations of bananas ready to be harvested. Many banana trees were so loaded with fruit that they were held upright with poles.

Finally, the track became too narrow for the vehicle, and we parked and started walking along a path. On the left was a lake, and on our right the land was forested and sloped steeply up. There has been so much rain in the past 3 months that the lake was still high, partly flooding the valley. In fact the regular path was now in the lake, and the people had created a new, higher path.

I asked if there were any animals in the forest. Not much apparently, except snakes. It is a good place for cobras and very large pythons. The local guys said that you had to look out for pythons crossing the road when you are driving, because if you hit a big one, it can damage the car.

They wanted to show me the lake and the flooding, because this causes problems for water quality. As I said earlier, when floods get into latrines, sewage is spread, and contaminates drinking water sources. So we walked back to the car, and headed a bit further down a different track to the CHAHAFI HEALTH CENTRE. As we passed by a swamp, Joseph pointed out a pygmy



kingfisher on a branch above the swamp water. It was close to us, and smaller than a sparrow, but just like a regular kingfisher, very brightly coloured – red, yellow and blue, with a bright red beak, which contained a struggling minnow.

The health centre was in a fenced compound, with a cement one storey building, and 3 smaller brick outer buildings. Mothers, in typically bright Ugandan dresses, and their children sat on the grass, or on the steps, waiting to see a health worker. A couple of boys were playing soccer with a ball made from rags tied together with string. I kicked their ball a couple of times, which they thought was very funny. Signs on the building and nailed to trees promoted variously, - HIV treatment, male circumcision, child immunization, malaria control and Sodis treatment for water.

We went inside and met Godfrey, a clinical technician, generally called "The In Charge". We talked to him in the dental surgery. The only dental equipment I saw were 2 old dental chairs. The only treatment available for aching teeth is pulling them, with no anaesthetic. Godfrey sat in one of the dental chairs and we sat on a bench.

Godfrey told us that they see about 50 patients each day, 7 days per week. He said the major issues they deal with are:

- #1 fevers and viral diseases
- #2 malaria

This clinic and the surrounding area has been trained in Water School WASH techniques, and Godfrey said that this has resulted in dramatic reductions in dysentery and



diarrhea, which used to be a big problem, because of the swampy environment. He said that most people now drink safe water. However they have no bottles, and we saw that their manufactured water bottle table outside sat empty. They would love to be able to give patients who come with water borne diseases, clean sodis water, and bottles to take home to keep them safe. Godfrey seemed to be a smart, dedicated guy. We thanked him for his time and got back in the car, and headed back down the track.

It was quite a way to the next stop, BUKIMBIRI HEALTH CENTRE. The drive was spectacular – a great demonstration of the aptness of the name "the Switzerland of Africa". At one point the track went along a ridge with steep drops on both sides. On one side the land dropped away to a good sized lake. On the other side it dropped to a plain, covered with a checkerboard of small fields as far as the eye could see. Visibility was a bit limited, as always, because of the ever present wood smoke. People cook and boil water with wood or charcoal, and even in Kampala, the air always has the hint of wood smoke.

Bukimbiri is set at the end of a deep valley, surrounded by forest, which rises steeply up on all 3 sides. It is a fenced compound with several concrete buildings, surrounded by manicured grass and trees. As we drew up, the drug dispenser, Francis, dressed in a Barcelona Football Club shirt, was pulling a tooth from a patient, lying on a blanket under one of the trees.

We met the In Charge, Vincent Safari, inside the clinic. He said he saw 50 patients each day. His main issues were:

- #1 malaria (40 cases per day)
- #2 others - like severe diarrhea or pneumonia

He said that since they started using the Water School WASH program 4 years ago,

severe diarrhea cases had dropped by 50%. He estimated that 60% of the local population treat their water using Sodis. They too, had proper sodis tables, but no bottles to pass out. This was very frustrating, he said – bottles would be a big help. When they dispense medicine, they use sodis water when the patients swallow pills. James was able to get good video of the interview with Vincent.

We said goodbye and headed back to Kisoro for lunch. By the time we got back to the office it was 2pm. We had one last task – defining our long term goals in Kisoro. We spent about 2 hours on this. I asked questions and the team gave answers. Everyone participated. Some of the propositions I made they challenged with good logic. It was very productive, and we came away with the outline of a first draft, which we will discuss further in the coming week.

We were all very tired, but I wanted to go to see the Rwanda border. Iggy said he wanted to go back and rest, because he had the arduous drive to do on Friday. (Driving IS arduous here – it needs complete concentration to avoid potholes, crazy drivers, bikes loaded with everything you can think of like sugar cane or charcoal sacks, pedestrians carrying everything from chickens to a live goat, herds of Ankole cattle with giant horns etc. I would not want to drive in Uganda.)

Joseph, James and I went the 8 kms to the border. This border post was a lot quieter than the Congolese one. In the same way, the Ugandan guards said it was no problem to cross, but again, we just went across “no man’s land”, but didn’t actually enter Rwanda. The difference from Congo was visible though. In Rwanda you could see the nice tarmac road continuing, whereas it became a dirt track at the Congo border, even though this was an extremely important trade route.

We returned to The Noah’s Ark, had dinner and slept like logs again.

Friday January 27th

We rose in pitch black, and William, the owner came out to say goodbye in his pyjamas and dressing gown. The

sky was brightening as we pulled out at 7am. Through Kisoro town and through heavy mist in the valley. The car temperature read 8°C. Then we started climbing up and up and up, switchbacking higher and higher. Finally we neared the top, and were surrounded by thick forest, with mist swirling above the trees. This is the “in the mist”, as in the book and movie, “Gorillas in the Mist”. As we got towards the pass at the top, the early morning sun came out. It was very beautiful, looking back down to the mist and the forests stretching far below.

Over the top, and then down – down much farther than we had climbed. Down down down for mile after mile, with the

thermometer soon in the 20’s. Eventually we flattened out into a river valley and were surrounded by fields again.

I will skip the journey back, because we retraced the route we travelled on Monday. As we came into Kampala around 4pm, the temperature reached a high of 37°C, finally settling at 32’, by the time Iggy dropped me at the Kabira Country Club where I am staying.

I checked in (a quieter room than last time), and organized clothes, laundry etc. I went to the Indian supermarket just down the road and bought beer, snacks and water. Then dinner in the hotel, e mail, a couple of drinks and bed.

Saturday Jan 28th

After breakfast, I sat by the pool and worked, writing up Herbert’s plan for Kisoro, which I sent to Zepha. Then I wrote up this diary, and lazed by the pool most of the day, reading.

Needing a change of scenery, I took a taxi to the Emin Pasha Hotel for dinner. I read in my guidebook that this was the nicest hotel in Kampala, with an excellent restaurant. This proved to be the case, and I enjoyed an excellent meal with a couple of glasses of wine. It was an outdoor, terraced restaurant, and very pleasant except for providing food for the local mosquitoes.

Sunday Jan 29th

And now it is a sunny Sunday morning, and I am writing this by the pool. Club members are coming in to spend Sunday with their families around the pool. It will probably be in the low 30s again today – a great way to recharge batteries.

I will write again soon!

FRESH WATER FOR ALL

FRESH WATER IS THE COMMON DENOMINATOR OF TODAY'S MOST PRESSING CHALLENGES, LIKE HEALTH, FOOD & ENERGY, BUT IT'S OFTEN POORLY MANAGED & FACES SEVERE PRESSURE. HOW CAN THE WORLD BETTER COOPERATE AROUND THIS VITAL CAUSE?

WHAT IS FRESH WATER?
FRESH WATER ISN'T IN OCEANS OR SEAS. IT'S A GLOBAL COMMON GOOD THAT OCCURS NATURALLY IN ICE SHEETS, ICE CAPS, GLACIERS, BOGS, PONDS, LAKES, RIVERS, UNDERGROUND STREAMS, AQUIFERS.

WHAT IS WATER COOPERATION?
WATER COOPERATION MEANS GETTING EVERYONE TOGETHER – SCIENTISTS, POLICY MAKERS, GOVERNMENTS, WATER WORKS SPECIALISTS, CIVIL SOCIETY – TO ENSURE THAT FRESH WATER BEST SERVES EVERYONE'S NEEDS.

WAYS TO COOPERATE
BUILD A WATER PUMP IN A RURAL VILLAGE | MANAGE AQUIFERS ACROSS COUNTRIES | EXCHANGE SCIENTIFIC DATA

WHY COOPERATE FOR FRESH WATER?
THERE'S ONLY A FIXED AMOUNT OF FRESH WATER | WATER IS NOT CONFINED TO POLITICAL BORDERS | FRESH WATER IS A HUMAN RIGHT

60% OF FRESHWATER AVAILABLE IN THE ARAB REGION ORIGINATES FROM ANOTHER REGION | EGYPT & ALMOST ALL COUNTRIES IN SUB-SAHARAN AFRICA SHARE A TRANSBOUNDARY BASIN | ~80% OF RENEWABLE WATER RESOURCES IN THE ASIA-PACIFIC, HOME TO 2/3 OF THE WORLD'S HUNGRY, IS CONSUMED BY IRRIGATED AGRICULTURE

TODAY
~3.5 MIL DEATHS RELATED TO INADEQUATE WATER SUPPLY, SANITATION & HYGIENE | 71% OF WATER COLLECTION BURDEN FALLS ON WOMEN & GIRLS IN SUB-SAHARAN AFRICA | 94% VS 76% FOR URBAN AREAS VS FOR RURAL AREAS | 6% MINISTERIAL POSITIONS IN THE FIELD OF ENVIRONMENT & NATURAL RESOURCES ARE HELD BY WOMEN

2050
7 BIL > 9 BIL WORLD POPULATION WILL INCREASE | +20% GLOBAL AGRICULTURAL WATER CONSUMPTION | +60% HYDROELECTRICITY & OTHER RENEWABLE ENERGY NEEDS

MORE COOPERATION IS NEEDED
450 AGREEMENTS TO SUPPORT COOPERATION AROUND INT'L WATERS SIGNED BETWEEN 1920 & 2007 | 90+ INT'L AGREEMENTS DRAFTED CONCERNING WATER TO IMPROVE MANAGEMENT OF DOWNSTREAM BASINS IN AFRICA | BUT 60% OF THE PLANET'S 3% INT'L RIVER BASINS HAVE NO COOPERATIVE MANAGEMENT SCHEME

SUCCESS STORIES
THE GUARANI AQUIFER: ARGENTINA, BRAZIL, PARAGUAY & URUGUAY ALL SHARE THIS AQUIFER. IN AUGUST 2010, THEY FORMALLY AGREED TO ENSURE ITS EQUITABLE USE & CONSERVATION.

THE NILE BASIN
EPISODES, PUBLIC-PRIVATE SECTORS & SOCIOLOGISTS JOINED TOGETHER TO EXPLORE ALTERNATIVE DEVELOPMENT SCENARIOS & BENEFIT-SHARING SCHEMES.

LET'S MAKE FRESH WATER AN INSTRUMENT FOR PEACE

ORIGIN: ANTONIO DI VICO

FOR MORE INFORMATION

Visit www.waterschool.com to read more about the world's water crisis and what you can do to help.

To read the previous installments of the "Water School" series, please visit <http://bcستا.wordpress.com/dimensions-newsletter/> and follow the links.

Current Events

by Brad Geary

Many Social Studies teachers may not be aware that CBC radio broadcast an excellent 3 part documentary series entitled "Left Behind" last year. This is a great resource for any teacher wanting to introduce current events into their classes which connect to many parts of the curriculum that we teach. For example, I use it in my History 12 class to further support lessons on the political spectrum and ideologies. It would also be relevant to many sections of the Social Studies 11 curriculum.



I have attached a set of questions that I made up for Disk 1 of the radio broadcast. In my classes, I do about 9 questions then discuss, and then save the next 9 questions (and so on) for upcoming periods. The link below takes you to the streaming radio broadcast. If you wish to buy the 3 disk series from the CBC, telephone [1-416-205-3983](tel:1-416-205-3983).

As an aside, this revealing documentary was extensively researched to come up with the standard of living data that they cite. Some of the data is taken from the Canadian Long Form Census, which as you know has been made voluntary by the Federal Conservative Party.

<http://www.cbc.ca/ideas/episodes/2012/01/16/left-behind/>

Making Current Events Work for Social Studies

by John Myers

Making Current Events Work for Social Studies

The following is applied specifically to socials and civics 11 but the strategy can be used for any course from grade 6-12.

In the past two years I have done sessions at the annual conference on aspects of a project examining Canadian immigration policy, part of the federal government's Community Historical Recognition Program (CHRP) program <http://www.cic.gc.ca/english/multiculturalism/programs/community-projects.asp>. Many of these programs are educational are relevant to British Columbia's history, identity, and current circumstances. So I thought a submission to *Dimensions* could reach a larger interested audience.

The *Welcome to Canada?* project (the question mark is deliberate) consists of a student book, teacher's guide and dvd. Contact Sam Eskenasi at B'Nai Brith Canada (seskenasi@bnaibrith.ca) to obtain copies of the DVD. The books have been field tested in many schools throughout Canada and so additional copies may be limited.

Immigration is one of many topics in social studies that appear in the news. That project rekindled my interest in using newspapers and other media in the classroom. Such an interest began decades ago when I taught some students who were English Language Learners and other students who were not very academic. In teaching Canadian history and civics to this latter group, it was important for these students to see the relevance of the curriculum to their daily lives.

The Newspaper: "History's First Rough Draft"

This reference originated in the 1940s though newspapers had already been around for three centuries. While their position as the primary bringer of "news" has been challenged, and these days the challenges to print media are strong, they still exist even in hard copy.

We have often used newspapers as our classroom media of choice when doing current event assignments. Current events are supposed to be addressed in some form in all social studies curricula. Yet they are often done in a fragmented way and not linked substantially to curricula. In too many cases, the student "report" does not readily reveal deep analysis of the reliability of the account but accepts it as accurate. This article offers two strategies for using the newspaper and one strategy for student-generated powerful questions.

Clipping Thesis (“Media File” is My Online Version)

A thesis is a statement about an issue supported by evidence and based on clear criteria. This can be made a component of the culminating end-of-unit task to be displayed or handed in or used separately if there is a current event that has gained the class’s interest.

1. Students either individually, in small groups, or as a whole class select a problem or issue in Canada or the world today they wish to explore (see snowball technique below).
2. They collect stories, pictures, or information, about the topic over a three or four week period from one or more newspapers (and / or weekly magazines like *Macleans*, *Time*, *Newsweek*, or from radio and TV news sites such as CBC.ca, etc.).
3. They prepare an analysis which might include such aspects as the following:
 - historical background to the issue (as reported in the newspaper and in the text),
 - the perspective(s) taken by the newspaper or newspapers,
 - weighing evidence from different perspectives to arrive at a defensible conclusion on the issue.

The following are just some of the topics and questions that students may use for developing theses based on readings from newspapers, either hard-copy or online. The first set of examples relates to immigration issues taken from the *Welcome to Canada?* project.

Topic	Critical Question
Refugees from Haiti	Should we bring them to Canada? Under what conditions?
Emigration	Why would people choose to leave their country or region of their birth to move to a new place?
Immigration	Why would people choose to live in Canada?
Illegal Immigration	How serious a problem is this for Canada?
Immigration Consultants	Help or Hindrance to newcomers?
Public opinion	What does the public in your community / province / territory think of issues in immigration? What does the Canadian public think as a whole on immigration issues?
Role of Government	What is current government immigration policy? What influence should the provinces and territories have on immigration policy?
Refugees	What groups coming to Canada are claiming refugee status? How strong are the arguments for and against admission of refugees?
Global migration	Where are the places where there is massive migration? Why are these occurring? What can / should Canada do about the issues causing such migration?
Canada’s economy	Should the health of Canada’s economy affect immigration and refugee policy?
Border security	How secure are our borders? How secure should they be?
Challenges to newcomers	What challenges do newcomers to Canada face?
Temporary Workers	How important are they to the Canadian economy? What are our obligations for this group?
Hopes and realities	What has happened to immigrants who came to Canada in the past?

Multiculturalism	Contributor or hindrance to Canadian identity?
Studying immigration	Is it better to study immigrants as groups of people or concentrate on individual stories to learn more about the issues?
Immigration in the news	How big is this as a news story in British Columbia? In Canada? Globally?

Among the criteria you can use for assessment are the following, in addition to ones suggested above.

- How well is the thesis supported by the newspaper examples?
- What is the quality of the students' analysis?
- Depending on the issue and question, how representative of press coverage are the examples displayed?

Here are some possibilities for other topics.

Topic	Critical Question
The anniversary of . . .	Why is this person or event newsworthy?
Disasters	How "natural" are natural disasters? To what extent are they the result of human meddling with nature?
Energy use	How can British Columbia's energy needs be best met in this century?
Role of Government	Who is more responsible for a healthy environment, government or individual citizens?
History in the news (political, military, social, etc.)	What gets reported? What gets left out?
Geography in the news	What gets reported? What gets left out?
Water and air pollution	Which is the greater danger?
The economy and the environment	Do these have to be at odds or can we have both a prosperous economy and a healthy environment?
Diseases and human health	Will there be a pandemic soon? If so, are we prepared? If not, what does this say about media reporting of issues in science and health?
Me and the environment	Is my environment good or bad for me?
The War of 1812	How is the bicentenary being reported? How valid are the interpretations offered by American and Canadian media?
Community Heritage in the news	Is it important to preserve our past in the form of buildings and / or recognized in memorials and monuments?
Global warming and climate change	What is really happening?
Media bias	Some have accused our media of a "left-wing bias". Is this true?

The clippings can be included as a portfolio, collage for classroom display, or cited in an essay.



Collaborative Professional Learning



CEET Meets

November 2-7: Dr. Valerie Irvine
Moving Educational Traditions for Open Practices

November 16-21: Stephanie Samaras
**Facebook, Twitter, and Other Social Media—
Teaching Tools? Really?**

December 7-12: Lisa Read
The Secret Language of QRs

January 18-23: David Le Blanc
Best Practices in Instructional Design

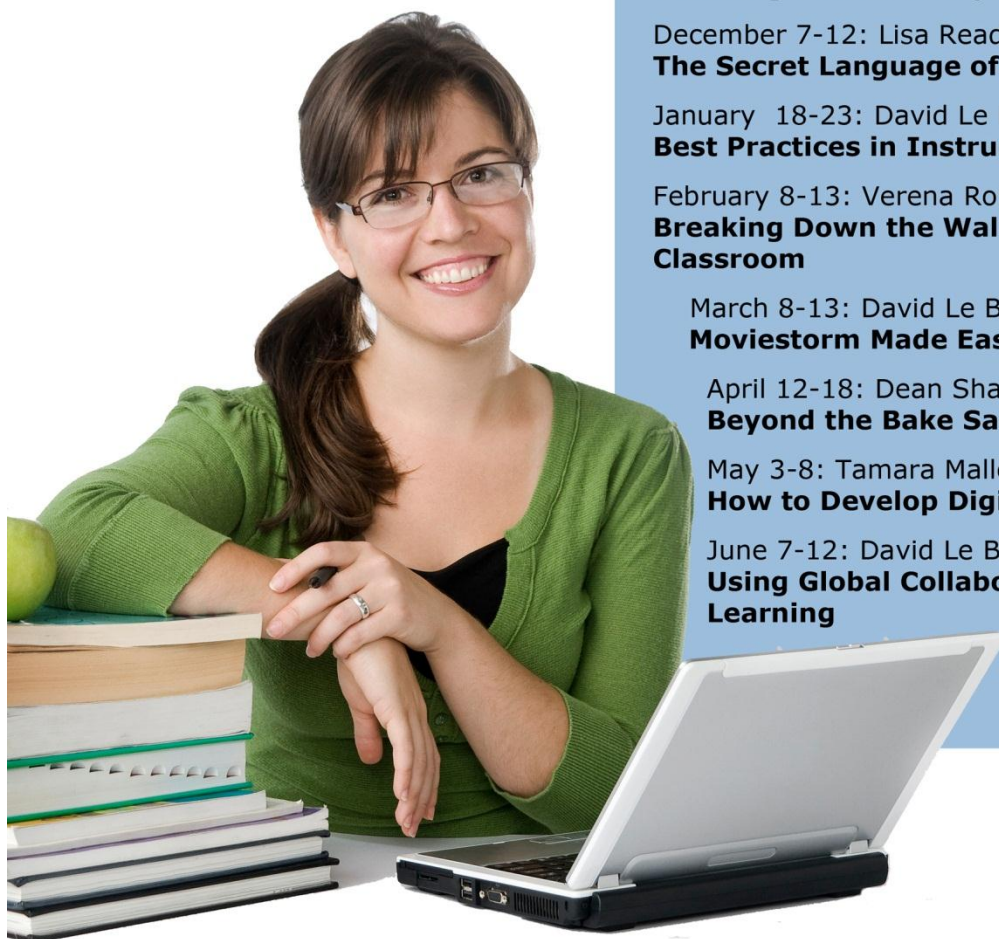
February 8-13: Verena Roberts
**Breaking Down the Walls - Creating an Open
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March 8-13: David Le Blanc
Moviestorm Made Easy

April 12-18: Dean Shareski
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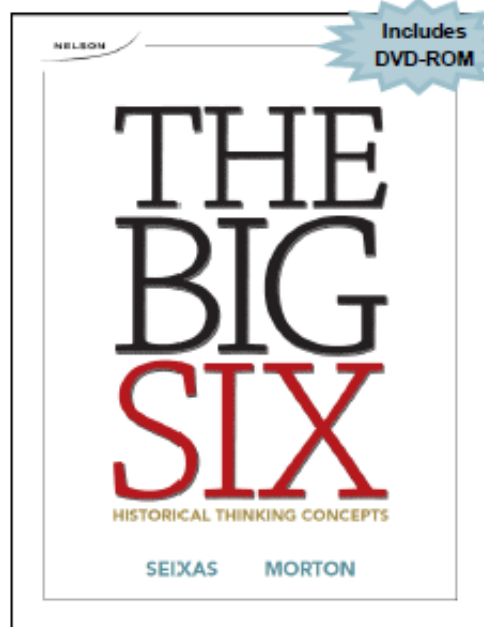
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The Big Six Historical Thinking Concepts

Authors: Dr. Peter Seixas, Tom Morton

Bringing historical thinking into the history and social studies classroom!

How does history become meaningful to students? When they see it as a mystery to be solved, an interpretation to be challenged, and a way to see themselves in the larger fabric of human experience.

Authors Dr. Peter Seixas and Tom Morton provide a guide to bring powerful understandings of these six historical thinking concepts into the classroom through teaching strategies and model activities.

Each chapter begins by featuring where a prominent Canadian author has engaged one of the six concepts while writing a work of history or historical fiction.



Dr. Peter Seixas is a Professor, Canada Research Chair in the Department of Curriculum and Pedagogy, and Director of the Centre for the Study of Historical Consciousness at UBC with 15 years of experience as a high school social studies teacher in Vancouver. Dr. Seixas earned a Ph.D. in history from UCLA and is the author of numerous articles in Canadian and international journals. Dr. Seixas is the founder and director of The Historical Thinking Project, a pan-Canadian history education reform initiative.



Tom Morton has taught for over 30 years in Kabala, Sierra Leone, Montréal, and Vancouver at the high school and university level. He is the author of numerous articles and books on education. Tom has received the British Columbia Social Studies Teacher of the Year award, the Governor General's Award for Excellence in Teaching Canadian History, and the Kron Award for Excellence in Holocaust Education.

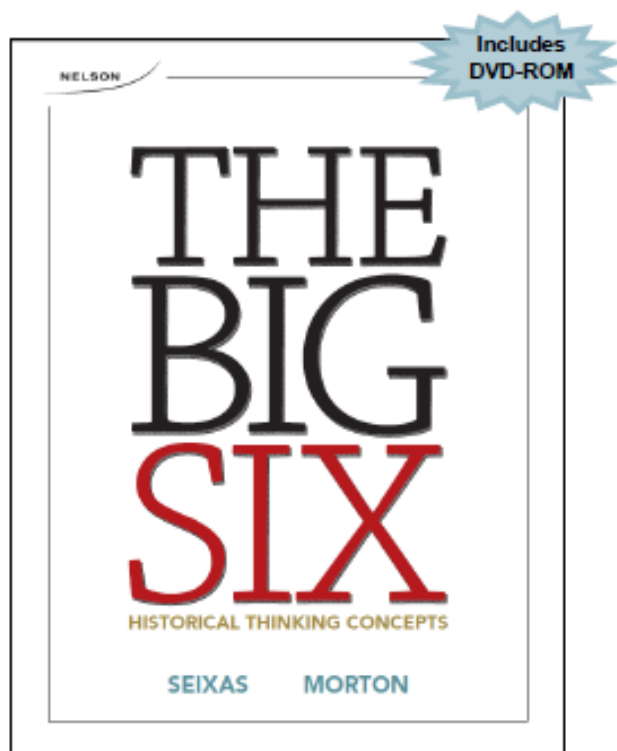


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2. Evidence
3. Continuity and Change
4. Cause and Consequence
5. Historical Perspectives
6. The Ethical Dimension

The accompanying DVD-ROM includes:

- Modifiable Blackline Masters
- All graphics, photographs, and illustrations from the text
- Additional teaching support

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A Handbook for History Teachers

James A. Duthie

A HANDBOOK FOR HISTORY TEACHERS

JAMES A. DUTHIE

Our glorious past...

HISTORY IS BUNK.

Henry Ford

The very ink
with which
history is
written
is merely
fluid
prejudice.

Mark Twain

THOSE
who cannot
remember
the past are
condemned
to repeat it.

Historian: An unsuccessful novelist.

History is being
invented in vital
quantities.

Eric Hobsbawm

He who cannot
draw on 3000 years
is living hand to mouth.

Goethe

These days,
we live in a country
with an unrepeatable
past.

Russian wit

History
is the best guide
we have for
threading our way
through the frenetic
video game of
current events.

Ronald Wright

Historian: An unsuccessful novelist.

H.L. Mencken

Without
an ordered memory
civilization
is impossible.

John F. Kennedy

History
is the best guide
we have for
threading our way
through the frenetic
video game of
current events.

Ronald Wright

History
is the best guide
we have for
threading our way
through the frenetic
video game of
current events.

Ronald Wright

Historian: An unsuccessful novelist.

H.L. Mencken

The way it really was.

History is not a mere chronicle of facts, but a dialogue between competing interpretations of the past; it should be taught as such. Teaching history in this way makes it both intellectually demanding and more interesting, while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy. The opening chapters provide the rationale for the study of history, its epistemological basis, and the logic of the discipline. The bulk of the book deals with practical ways to help students acquire, process, and apply information. In particular, it addresses the specific thinking skills required by the discipline, with many effective techniques for helping students to master them. The implications of this approach for teacher evaluation of student work are also addressed.

About the Author:

James A. Duthie was born in Edinburgh, Scotland and earned an M.A. in history from the University of Edinburgh. After working for several years, he trained as a teacher at the University of Victoria and began teaching in 1978. Now retired, his interests include the study of history, writing, choral singing, gardening, and keeping fit.

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