

Letter from the Editor

Often, the best gift is giving.

Believe it or not, I remember not having internet and telling my dad that Google was the worst search engine out there. I preferred my butler Mr.Jeeves. But then I would get frustrated because there were too many options and head back to good old World Book.

Fast forward 10ish years and my new favourite lesson tool is www.stumbleupon.com With the click of a button you are taken to a random webpage on a topic of your choice. Like finding out about [common misconceptions on armour](#) (perfect for grade 8).

I love finding stuff I can easily use in my classroom on the internet. And I like sharing – insert a whole new world of possibilities with our BCSSTA ning site. As our featured article this issue, I hope you will take some time and sign up for this fantastic new addition to the BCSSTA's online arsenal of resources.







Amber Rainkie



Just for Laughs



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Introduced at the BCSSTA annual PSA conference by Rachel Labossiere, the BCSSTA has a new look for its online content.

bcssta.ning.com

Click the links on the webpage to sign up.

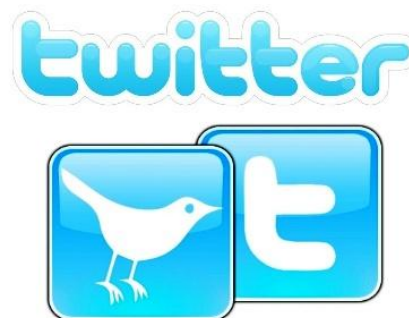
#bced – BC Education News

#sschat – International Social Studies Forum

#bcssta – BC Social Studies News

<https://www.facebook.com/groups/244412788923784/>

Click the link to request to join our facebook group.



Begbie Contest – April 18, 2012

Charles Hou

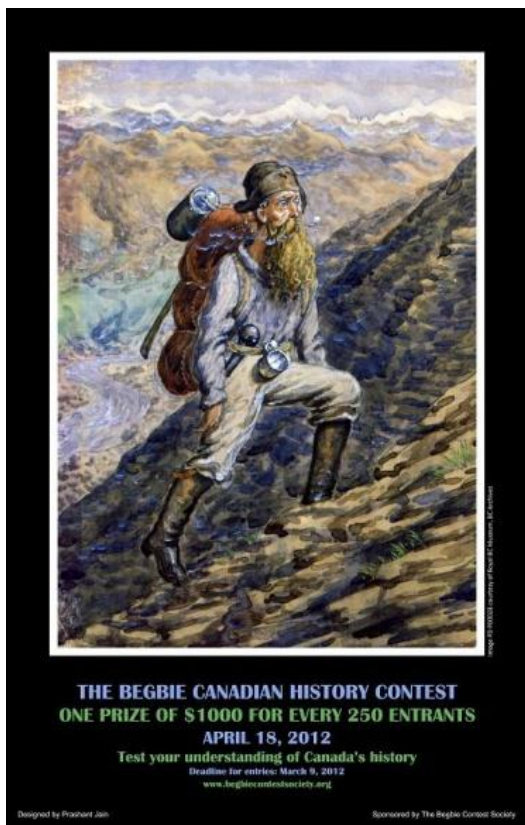
The Nineteenth Begbie Canadian History Contest April 18

The year 2012 will mark the nineteenth annual Begbie Canadian History Contest. We will once again offer \$1,000 prizes in English and in French. All student entrants will receive a certificate of participation, which many use when applying for scholarships. The top student in each school with a mark of 80 percent or higher will also receive a medallion.

The contest is an ideal way to challenge students interested in Social Studies and increase the profile of the subject in your school and community.

The nineteenth contest will be written on April 18, 2012, and the deadline for entries is March 9.

Please visit our website for further information and a registration form. <begbiecontestsociety.org>.



BC students did very well on last year's contest. The top students are listed below:

English

Jeffrey Tso, Burnaby North Secondary, BC, 98%
Jessica Chen, Crofton House, BC, 97%
Dan McGee, Sir Winston Churchill, ON, 96%
Scott Peverell, Seaquam Secondary, BC, 96%
Carolyn Shen, Burnaby North Secondary, BC, 96%

French

Eden Nzeyimana, Riverside Secondary, BC, 92%

Honorable Mention

Yang Lan, Oakville Trafalgar, ON, 91%
Corwan Groux, Sir Winston Churchill, ON, 90%
Liane Hewitt, Sir Winston Churchill, BC, 89%
Justin Chan, Moscrop Secondary, BC, 80%

The first-place winners in English and in French from the 2011 contest will travel to Ottawa with a parent to receive a medal from Governor General David Johnston in a December 12 ceremony at Rideau Hall. The trip will be arranged courtesy of Canada's National History Society, publisher of *Canada's History* magazine, formerly *The Beaver*.



Governor General David Johnston presents a medal to seventeenth annual Begbie Contest winners Gregory Bailey (English) and Eden Nzeyimana (French) on behalf of Canada's History Society.

Photo credit: MCpl Dany Veillette, Rideau Hall

Throughout the past century one of the recurring themes for reformers in history education is the importance of using primary sources to teach history.¹ By 2005 it can be reasonably stated that the importance of primary sources for teaching history has achieved a degree of orthodoxy amongst history and social studies educators.² History educators have highlighted the following reasons for using primary sources when teaching history

- a more personalized entry into history.
- a more interesting and engaging way of learning history than textbooks.
- accentuates critical and evidence-based thinking.
- support the development of historical thinking.

Over the last decade reproductions of millions of primary sources such as maps, photographs, oral histories, official documents, magazines, newspapers, artwork, personal documents and other items are now available in textbooks, tests, source packages, and online archives at the click of a finger. Despite the widespread availability and near consensus about the importance of using primary sources to teach history, research suggests that the “potential of primary sources is not being fully realized in Canadian history and social studies classrooms.”³ There are several reasons that explain why the potential of primary sources are not being utilized in history classrooms across Canada.

- The difficulty and time required for teachers to locate appropriate primary sources.
- Teachers’ lack of knowledge and understanding about how to use primary sources effectively.
- Teacher uncertainty about the value of primary document analysis within an already overcrowded history and social studies curricula.
- High-stakes exams rarely focus on historical inquiry and primary source analysis so teachers see little value in their use.

To promote more effective and extensive use of historical evidence in history and social studies classrooms, The Critical Thinking Consortium (TC²) has developed the History Docs project, a searchable online collection of dozens of sets of textual and visual primary and secondary sources focused on central topics and questions in Canadian history. Each set of History Docs includes

- An overall inquiry question or activity focused on an important historical problem or question that is a significant part of the curriculum and requires students to make judgments using evidence from the Primary Docs set.
- Clearly and concise teacher background information about each topic and the individual documents.
- 7-10 primary sources pre-selected to provide evidence about an important question or topic in Canadian history in easy to download formats.
- 3-5 excerpts from Canadian historians’ and textbook accounts from different time periods on the topic.
- Links to historical thinking tools and tutorials that support students interpret and analyze individual primary sources and/or entire sets of primary sources.

Teachers can use History Docs in a variety of different ways in the classroom. They provide information about a historical time period, event or person. They are an engaging, inquiry-based activity for individuals or groups of students, and a rich formative or summative assessment task. Lastly, teachers can focus on a single source, or tool to develop students’ historical thinking or critical thinking abilities.

¹ Peter Seixas, “Student Teachers Thinking Historically,” *Theory and Research in Social Education* 26, no. 3 (1998): 310-341.; Ken Osborne, “Fred Morrow Fling and the Source Method of Teaching History,” *Theory and Research in Social Education* 31, 4 (2003): 466-501.

² K. C. Barton, “Primary Sources in History: Breaking through the Myths,” *Phi Delta Kappan* 86, 10 (2005): 745-753.; Ruth W. Sandwell, “History is a Verb: Teaching Historical Practice to Teacher Education Students,” in *New Possibilities for the Past: Shaping History Education in Canada* (Vancouver: UBC Press, 2011 (In press)).

³ Ibid.

Currently over forty sets of History Docs have been developed under the following themes:

- New France and Acadia - The Road to Confederation
- Confederation - Immigration - WWI - WWII
- WWI Internment - The Great Depression
- Canada and Quebec - Chinese-Canadian History

For more information contact:
The Critical Thinking Consortium
#330-77th West 8th Ave
Vancouver BC
email: tc2@interchange.ubc.ca
website: www.tc2.ca

Short Takes

Ed Harrison

How do you edit primary documents so that they are usable in the classroom? That's a good question. For this issue I thought it might be interesting to briefly explore that question in a BC context.

Background

Personally, I first encountered primary documents in a substantive way through a Canadian history course Charles Humphries taught at UBC in the 1960's. In that course Humphries used primary materials on the final exam. In addition students had to produce a paper which drew extensively on primary documents. My second experience came through a social studies methods course. In this course we used a series of primary document books by Neil Sutherland and Edith Deyell. These books were used in the BC secondary social studies curriculum. But my attempts at using them and the class's response discouraged me from using primary sources for a number of years. What the students were reacting to was the length of the documents. "Too much reading" they would say. But I wasn't alone in this experience. Later I met others who had the same experience.

Fast forward to the nineties. By this time teachers had started to hone their skills in using documents. The Begbie History contest emerged. Charles Hou was asking, in an indirect manner, teachers to consider how he was editing the documents for the contest. He was also encouraging them to use them with their students.

The Challenge

For this column I thought it might be interesting to provide a document from the original Sutherland and Deyell book. I would challenge you to send an edit of the document below for the next issue. Edit it so it would be suitable to use in your classroom. Be sure to include your name and grade.

Send your edit to ed_harrison@telus.net. Have fun!

One final note Charles and Cynthia Hou are in the final stages of printing their book *Great Canadian Political Cartoons 1946 to 1982*. What a great source of primary material for your students.

Reminder:

If you are looking for material on Egypt check out the Spring issue of Dimensions.

In a speech to a convention in the fall of 1859, George Brown outlined some of the grievances and ambitions of Canada West. ...

Meeting of the Liberal Convention of Upper Canada

Thursday, November 10 [1859]

Hon. George Brown, who, as several previous speakers had risen, had been loudly called for, now came to the stand and was received with loud and long continued applause. He said: In rising, Mr. President this most interesting debate, I must first congratulate the convention on the gratifying results at which we have arrived. [Loud cheers.] ... The country was appealed to send here gentlemen of all opinions on the great question of the day - ... all have had an opportunity of declaring their opinions and what is the result? A most remarkable, a most gratifying unanimity. [Cheers.] First we have arrived unanimously at the conclusion that the present system of government might no longer be maintained that the legislative union with Lower Canada ought to be dissolved. There is not one dissentient among us as to this, that come what may hereafter, Upper Canada will not consent to the continuance of the present state of things. [Loud cheers.] But our unanimity has by no means stopped here. We have recorded our unanimous conviction that one of the supposed remedies for our state evils - the double majority - is not a satisfactory remedy. We all agree to that. [Cheers.] A favorite remedy with many persons throughout the country has been a federal union with all the British North American Colonies; but after mature deliberation, this assembly has arrived at the conclusion that this would be no present remedy for our present difficulties. So far there is entire harmony among us. We are all prepared to act cordially together in the political arena for these several positions. The whole question is thus narrowed down to the one proposition yet left to be decided- shall we demand dissolution with Lower Canada pure and simple, or dissolution as regards all local affairs, but with a central government regulate interests necessarily common to both we all concur heartily in dissolving the connection with Lower Canada so far as regards all local and sectional affairs; we merely differ as to those affairs that necessarily common to both Provinces. [Cheers.] Some of us advocate union far and only so far as concerns matters necessarily common to the two sections - the others will not have union even to that extent [cheers]... Again, Sir, even Mr. Sheppard admits that, if the question is placed on the ground of nationality, he must go for Federation - but a Federation all the British North American Colonies. [Hear, hear] Now, Sir I do place, the question on the ground of nationality. I do hope there is not one Canadian in this assembly who does not look forward with high hope to the day when these northern countries shall stand out among the nations of the world as one great confederation. [Cheers.] What true Canadian can witness that tide of immigration commencing to flow into the vast territories of the North-West without longing to have a share in the first settlement of that great and fertile country - who does not feel that to us rightfully belongs the duty of carrying the blessings of civilization throughout those boundless regions, and making our own country the highway of traffic to the Pacific. [Cheers.] But is it necessary that all this should be accomplished at once? Is it not true wisdom to commence the federative system with our own country, and leave it open to extension hereafter, if time and experience shall prove it to be desirable?

Globe, November 16, 1859. Copied from Toronto Public Library files.

Sutherland, N. and Deyell, E. (1967). *Making Canadian History: A Source-guide book*. W.L. Gage Limited, p.138-139.

Lesson Resources - Secondary

New WWI / WWII learning resource for Canadian Letters and Images Project

The History Education Network has just posted a new learning resource package on their website. The package, generously funded through a THEN / HIER grant, contains World War I and World War II lessons for secondary Social Studies and English Language Arts classes.

The lessons directly make use of letters and documents from The Canadian Letters Project at Vancouver Island University, Canada's largest archive of wartime letters. (www.canadianletters.ca) Lessons are designed to support concepts in the Historical Thinking Project (www.historicalthinking.ca) and the Western and Northern Canadian Protocol.

<http://www.thenhier.ca/en/content/canadian-letters-and-images-teachers-guide-now-available>

Please pass along this link to any Social Studies or English Language Arts colleagues who might be interested in the resource. We hope you enjoy the lessons!

Paula Waatainen
Rockridge Secondary School

SD 45 (West Vancouver)

paulaw@sd45.bc.ca

Dan Hughes
Ballenas Secondary School

SD 69 (Qualicum)

dhughes@sd69.bc.ca

Lesson Resources - Secondary

Fraser River Sturgeon Conservation Society Feedback

Last year a secondary module was developed for Geography 12 and Social Studies 10 teachers. With no provincial exam looming at the end of the year, perhaps more Geography 12 teachers will be open to investing more time in enrichment activities that this program offers. The lesson plans layout how to organize a Symposium on Sturgeon conservation with students roleplaying a variety of stakeholder positions. The course overview and lesson plans for both the elementary and secondary modules can be viewed at the following link:

<http://hsbc.frasersturgeon.com/>

If you have used any of the secondary materials the author, Dale Lintott, would like some feedback. Please contact Dale at dale.lintott@sd41.bc.ca

Budget 2011-2012 for BCSSTA p.1

| | | |
|---------------------------|--|---------------------|
| 99970 | Operating | \$ 500.00 |
| 99971 | Equipment purchase | \$ 1000.00 |
| 99972 | Chapter support | \$ 3000.00 |
| 99973 | Affiliation fees and meetings | \$ 2000.00 |
| 99974 | Response to curriculum or development of resources | \$ 1000.00 |
| 99975 | Projects | \$ |
| 99976 | Complimentary memberships | \$ 2000.00 |
| 99978 | Scholarships | \$ 3000.00 |
| 99979 | Miscellaneous | \$ 1000.00 |
| 99980 | Conference—operating | \$ 2500.00 |
| 99981 | Conference—facilities | \$ |
| 99982 | Conference—catering | \$ 7000.00 |
| 99983 | Conference—printing | \$ 400.00 |
| 99984 | Conference—promotions | \$ 2000.00 |
| 99985 | Conference—committee costs | \$ |
| 99986 | Conference—entertainment | \$ 800.00 |
| 99987 | Conference—equipment rental | \$ |
| 99988 | Conference—speakers | \$ 2000.00 |
| 99989 | Conference—start up costs | \$ 5043.36 |
| 99998 | Conference—hold, future conference expenses* | \$ |
| 99999 | Conference—miscellaneous (specify)* | \$ |
| TOTAL EXPENDITURES | | \$ 44 243.36 |

The association presented/will present its 2011-12 financial statement (as of June 30, 2011) to its members at its AGM (date and location) Oct. 21 2011, VanTech Sec. School
 and will publish it for members (state where, e.g., journal, website) and date Dimensions, Dec. 2011 Issue

Notes

Consider inflation and HST when calculating proposed expenditures (materials, labour, postage, accommodation and transportation). If your PSA shows a deficit as of June 30, carefully budget to prevent a similar deficit next year. Total expenditures must not exceed total income.

PSA membership fees must be no less than the per capita grant, and subscription fees must be equal to or greater than the sum of the member fee plus the per capita grant. Base the income from fees on projected membership. If higher membership is expected, reflect that expectation in fees, not as a separate item under other income.

Budget 2011-2012 for BCSSTA p.2

Form 2a: Proposed Budget for BCSSTA [PSA] for 2011-12

INCOME ACCOUNTS

| | | | | |
|-------|--|----------------------------------|--------------------|--------------|
| 99921 | Income surplus (deficit), June 30, 2011* | | | \$ 18 190.00 |
| 99922 | Portion of income surplus held as reserve June 30, 2011* | | | \$ |
| 99923 | Conference surplus outside account, June 30, 2011 | | | \$ 10 664.86 |
| 99930 | Membership/subscriptions fees | | | \$ 10 388.50 |
| | BCTF members | 184 @ | \$ 30.00 (5520.00) | |
| | Students/Retirees | 95 @ | \$ 15.00 (1425.00) | |
| | Subscribers | 71 @ | \$ 48.50 (3443.50) | |
| 99931 | BCTF grant | 350 @ \$19.00 (\$5,000 minimum)* | | \$ 5000.00 |
| 99932 | Advertising | | | \$ |
| 99933 | Sale of back issues | | | \$ |
| 99934 | Interest income | | | \$ |
| 99935 | Project grants | | | \$ |
| 99939 | Other [for internal BCTF use only] | | | \$ |
| 99940 | Conference fees | | | \$ |
| 99941 | Conference grants | | | \$ |
| 99942 | Conference advertising revenue | | | \$ |
| 99943 | Conference exhibits/sponsorships | | | \$ |
| 99944 | Conference entertainment | | | \$ |
| 99948 | Conference sale of souvenirs | | | \$ |
| 99949 | Conference miscellaneous (specify)* | | | \$ |

TOTAL INCOME

\$ 44 243.36

EXPENSES ACCOUNTS

| | | | | |
|-------|--------------------------------|--|--|------------|
| 99950 | Meeting—executive | | | \$ 4500.00 |
| 99951 | Meeting—table officers | | | \$ |
| 99952 | Meeting—PSA Council* | | | \$ |
| 99953 | Meeting—subcommittee | | | \$ |
| 99954 | Meeting—annual general meeting | | | \$ 1000.00 |
| 99958 | TTOC expenses for meetings | | | \$ 3000.00 |
| 99959 | Meeting—other | | | \$ |
| 99960 | Publication—journal | | | \$ |
| 99961 | Publication—newsletter | | | \$ 1000.00 |
| 99962 | Publication—other | | | \$ |
| 99969 | Publication—equipment | | | \$ 1500.00 |