Teaching About Historical Thinking

First in the series *Tools for Historical Understanding*

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Teaching About Historical Thinking focuses on six inter-related concepts central to students’ ability to think about history. These core concepts are:

- historical significance,
- continuity and change,
- historical perspective,
- evidence,
- cause and consequence,
- moral judgment.

The nature and importance of each concept is discussed as are the problems associated with helping students understand them. The resource offers specific suggestions for introducing the concepts to students and for applying them throughout the history curriculum. An extended teaching example illustrates how these concepts work in tandem as students learn to think critically about history. The resource also includes sample activity sheets to create engaging history lessons.

**Mike Denos** taught in Vancouver Secondary Schools for 31 years during which he was both a Performing Arts and Social Studies department head. He has been a Faculty Associate and Consultant in Education at Simon Fraser University, and is currently a Sessional Lecturer and Faculty Advisor at the University of British Columbia.

**Dr. Roland Case** is executive director and co-founder of The Critical Thinking Consortium. He recently retired as professor of education from Simon Fraser University. Roland has edited or authored over 100 published works including The Canadian Anthology of Social Studies (Pacific Educational Press, 1999) and Critical Challenges Across the Curriculum—an award-winning series of 21 teaching resources for critical thinking in various subject areas.

**Dr. Peter Seixas** is Professor and Canada Research Chair in Education in the Department of Curriculum Studies, Faculty of Education, University of British Columbia. He is currently heading the Centre for the Study of Historical Consciousness at the University of British Columbia.

**Dr. Penney Clark** is a faculty member in the Department of Curriculum Studies, Faculty of Education, University of British Columbia. She has taught in public schools in British Columbia and Alberta, and also instructed social studies education courses at the University of Alberta, Simon Fraser University, and the University of British Columbia. She is a co-author of three widely used Canadian history textbooks and co-editor of The Canadian Anthology of Social Studies: Issues and Strategies for Teachers.

“... thoughtful, insightful, clear, and well written... Teaching About Historical Thinking will ... be of great assistance to my teacher candidates as they come to terms with critical thinking and teaching history.”
—current university instructor and former teacher and department head, Toronto

“Historical Thinking” is REALLY good – clear, teacher friendly, lots of valuable strategies, and most important honouring what it means to “do history”.
—high school teacher, Toronto
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