

ROOM OF DIVERSITY

- ▶ In groups of 3-4 students must compile a list of 5 things they have in common.
- ▶ Then go share your list (alternating items) with another group:
 - ▶ If you have something the same, go sit down.
 - ▶ If you you have nothing the same, go to another group.



SOCIAL STUDIES 9

COURSE OVERVIEW & HISTORIOGRAPHY

UNDERSTAND-DO-KNOW

- ▶ Know: Facts, Dates, People, etc.
 - ▶ Surface knowledge
 - ▶ Less emphasis on
- ▶ Do:
 - ▶ How you use data (skills, etc.), in order to...
- ▶ Understand:
 - ▶ Taking what you know and can do in order to create understanding.
 - ▶ generalizations, principles, etc.



“KNOW” FOR SOCIAL STUDIES 9

- ▶ Political, social, economic and technological revolutions
- ▶ Continuing effects of imperialism and colonialism on indigenous people in Canada and the world
- ▶ Global demographic shifts, including patterns of migration and population growth
- ▶ Nationalism and the development of modern nation-states, including Canada
- ▶ Local, regional, and global conflicts
- ▶ Discriminatory policies, attitudes, and historical wrongs
- ▶ Physiographic features of Canada and geological processes

“DO” FOR SOCIAL STUDIES 9

- ▶ Inquiry: asking questions, gathering information, analyzing and communicating.
- ▶ Investigate the reliability of sources and bias
- ▶ Compare continuity and change for different groups
- ▶ Assess how the conditions and actions of individuals lead to causes and consequences
- ▶ Explain different perspectives by norms, values, world-views, beliefs, and perspectives
- ▶ Make reasoned ethical judgements and consider appropriate ethical responses

“UNDERSTAND” FOR SOCIAL STUDIES 9

- ▶ Emerging ideas and ideologies influence societies and events
- ▶ The physical environment influences the nature of political, social, and economic change
- ▶ Disparities in power alter the balance of relationships between individuals and societies
- ▶ Collective identity is constructed over time

ATTENDANCE

- ▶ mandatory!
- ▶ Assignments
 - ▶ GROWTH mind set

ACTIVE CITIZENS – CLASSROOM OF RESPECT

- ▶ Think about how you want to be treated?

TWO TRUTHS AND A LIE

- ▶ take a moment and think to your self, create one lie and two truth.
- ▶ share your three with your neighbours (groups of 3-4) and guess which is the lie.



**“HISTORY IS
WRITTEN BY THE
VICTORS.”**

**What does this quote mean
to you?**

Why?

“If history is written by the victors,
then what does this suggest about
the way we currently view history?”

SOCIAL STUDIES 9: UNIT 1

HISTORICAL THINKING

UNIT OVERVIEW: EXPECTATIONS

- ▶ Content (facts and people, etc.) is not key in this unit!
- ▶ You will be able to:
 - ▶ Know:
 - ▶ How we look at history and why we study history, and what historical bias is.
 - ▶ Do:
 - ▶ Apply historical thinking concepts: significance, primary sources, continuity and change, cause and consequence, historical perspective-taking, ethical dimension (moral judgement) in order to....
 - ▶ Understand:
 - ▶ Identify historical bias and be able to look past it and assess why things are the way they are.

WHAT IS HISTORIOGRAPHY?

- ▶ In practice, this is the ideas that history and how it is perceived changes over time.
- ▶ Why does this change happen?

WHY DO WE STUDY HISTORY?





IF HISTORY
REPEATS ITSELF,
I'M GETTING A
DINOSAUR

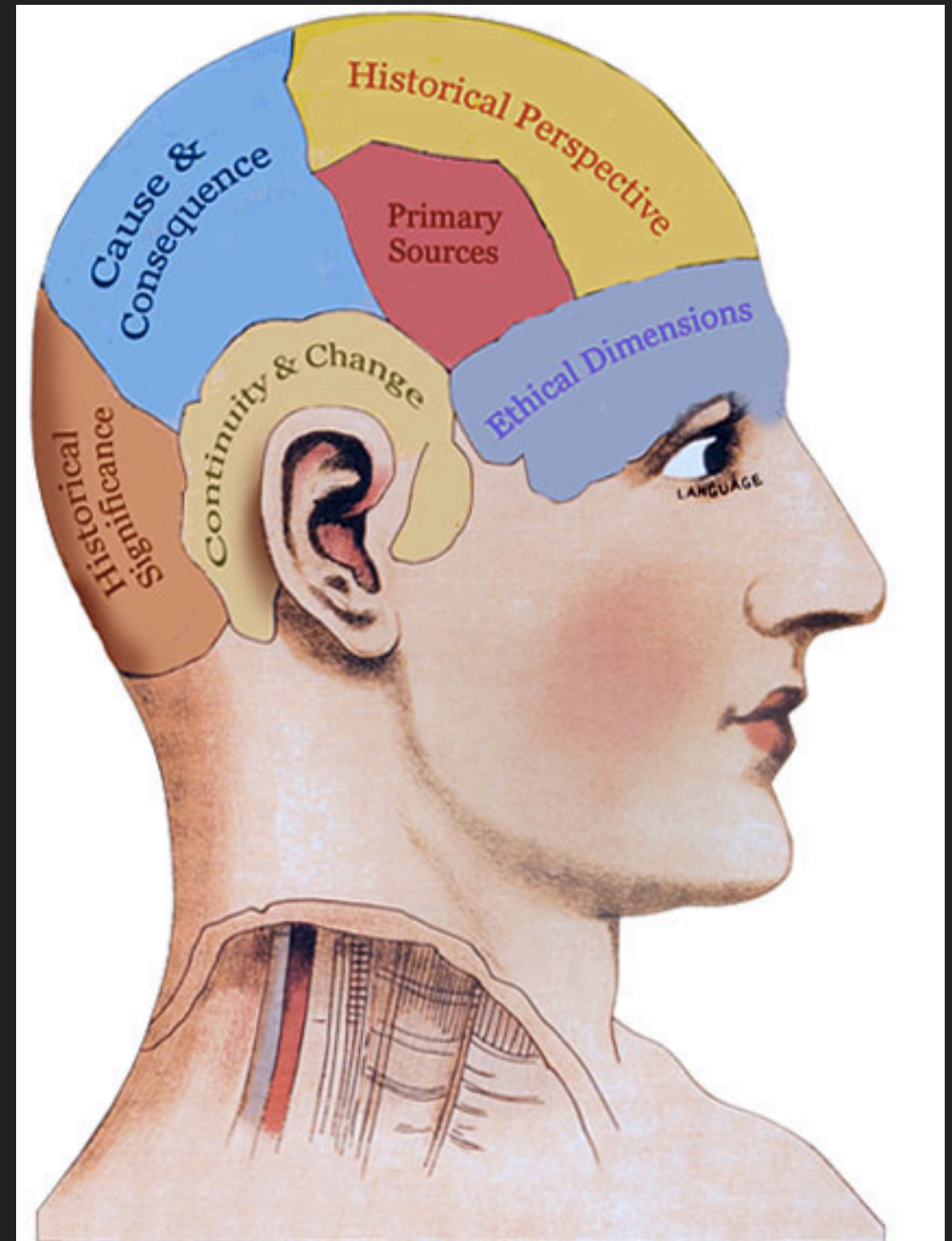
WHY DO WE STUDY HISTORY?

- ▶ learning from the past - though **no situation is the same, but there are things to learn.**
- ▶ History helps us **understand people and societies**
- ▶ **Importance of history in our own lives**
- ▶ History **informs morals**
- ▶ History **provides identity**
- ▶ historical knowledge is **essential to being a good citizen**

**IF YOU COULD SUM THESE UP IN ONE SENTENCE,
HOW WOULD YOU SAY IT?**

WAYS WE STUDY HISTORY

- ▶ historical significance
- ▶ primary sources
- ▶ continuity and change
- ▶ cause and consequence
- ▶ historical perspective
- ▶ ethical dimensions



HISTORICAL SIGNIFICANCE “WHAT IS WORTH REMEMBERING?”

- ▶ So much history (Socials 9: 1750-1919), but **how do we decide what is important?**
- ▶ Significance suggests **impact: weeding out what facts are important**
 - ▶ did an event result in **great change? lasting change?**
was this short lived?
 - ▶ Were many people impacted? Just you?
- ▶ Eg. **9-11 Attacks**: these did not happen in your lifetime, but still not that long ago. However, do you feel the effects?

HISTORICAL SIGNIFICANCE

“WHAT IS WORTH REMEMBERING?”

- ▶ Can there be **significance in the little things of life?**
- ▶ Eg. Within social studies 9, the **life of a worker or a slave? What impact does this have?**
 - ▶ Both “**It is significant because it is in the history book,**” and “**It is significant because I am interested?**”
- ▶ A historical person or event **can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today.**
 - ▶ Eg. Residential Schools

TOP 10 MOMENTS OF YOUR LIFETIME!

On Your Own:

- ▶ Take a few moments to think about your lifetime and events that seemingly had an impact on many people in your community, region, country, or the world.
- ▶ Do not worry about an order

Criteria for Events:

- ▶ impact on a large amount of people
- ▶ Large scale change: for good or bad
- ▶ cannot be a fad, must have lasting change.

WHAT CAN WE TAKE AS HISTORICAL EVIDENCE FROM THESE ARTICLES?

HISTORICAL SIGNIFICANCE

TOP 10 EVENTS SINCE 2000

- ▶ Terrorist attacks: 9/11 (World Trade Centre) & 26/11 Taj Hotel Mumbai
- ▶ First African-American as US President Barack Obama
- ▶ Birth of Euro Zone and Euro currency
- ▶ Rising Status as a World Power- China and India
- ▶ War in Iraq & Afghanistan
- ▶ Economic Meltdown- Global Recession of 2008/2009
- ▶ Death of Michael Jackson and Pope John Paul II
- ▶ The WikiLeaks Documents
- ▶ Hurricane Katrina and Indian Ocean Tsunami
- ▶ Facebook

PRIMARY RESOURCES

“WHAT WAS SAID, WHAT DOES IT MEAN?”

▶ What is a primary source?

- ▶ The **litter of history** –letters, documents, records, diaries, drawings, newspaper accounts and others.
- ▶ **Traces** of this that have been **left behind**.
- ▶ Reading as **source for evidence not a source for information**.
 - ▶ Cannot take what was said at face value, but look for **what traces of the past are there**.
 - ▶ Eg. Phone book vs. boot print

PRIMARY RESOURCES

“WHAT WAS SAID, WHAT DOES IT MEAN?”

- ▶ A history textbook is generally used more like a phone book: it is a place to look up information.
- ▶ Primary sources must be read differently, **ask:**
 - ▶ what was the **historical context it was written in.**
 - ▶ and make inferences **to understand more about what was going on when or why they were created.**
 - ▶ Often this requires 100's of accounts of an event to be considered **valid.**
- ▶ **PRIMARY SOURCES ARE CREATED ACCOUNTS OF AN EVENT, WHAT WAS THEIR INTENT?**

PRIMARY SOURCES: SAM HUGHES, 1916

In groups of 3-4:

- ▶ Read the article I pass out to you as a group.
- ▶ jot down a list of words that would best describe Hughes, based on the article.
- ▶ we will then share our lists with the class.

WHAT CAN WE TAKE AS HISTORICAL EVIDENCE FROM THESE ARTICLES?



CONTINUITY AND CHANGE

LIVES, CONDITIONS, ETC. WHAT CHANGES, OR NOT?

- ▶ **History is not a list of events.**
 - ▶ history is a complex mix of continuity and change
 - ▶ Some historical **events changed rapidly while others remained relatively continuous.**
 - ▶ things are not a list of big events noted in history books, but **somewhere changes begin to occur.**
 - ▶ Eg. Timeline of events, but **what happens in between?**

CONTINUITY AND CHANGE

LIVES, CONDITIONS, ETC. WHAT CHANGES, OR NOT?

- ▶ **Comparison** is between some point in the **past and the present**, or between **two points in the past**,
 - ▶ Eg. such as before and after Confederation in Canada.
- ▶ **We evaluate change over time using the ideas of progress and decline.**
 - ▶ For example, many people are relating Trump as decline.
- ▶ A Key is to **look for change where common sense suggests that there has been none**, and **looking for continuities where we assumed that there was change.**

BIEBIER

CONTINUITY AND CHANGE



<https://i.ytimg.com/vi/D0mZlTxmRrQ/maxresdefault.jpg>

YOUR CONTINUITY AND CHANGES

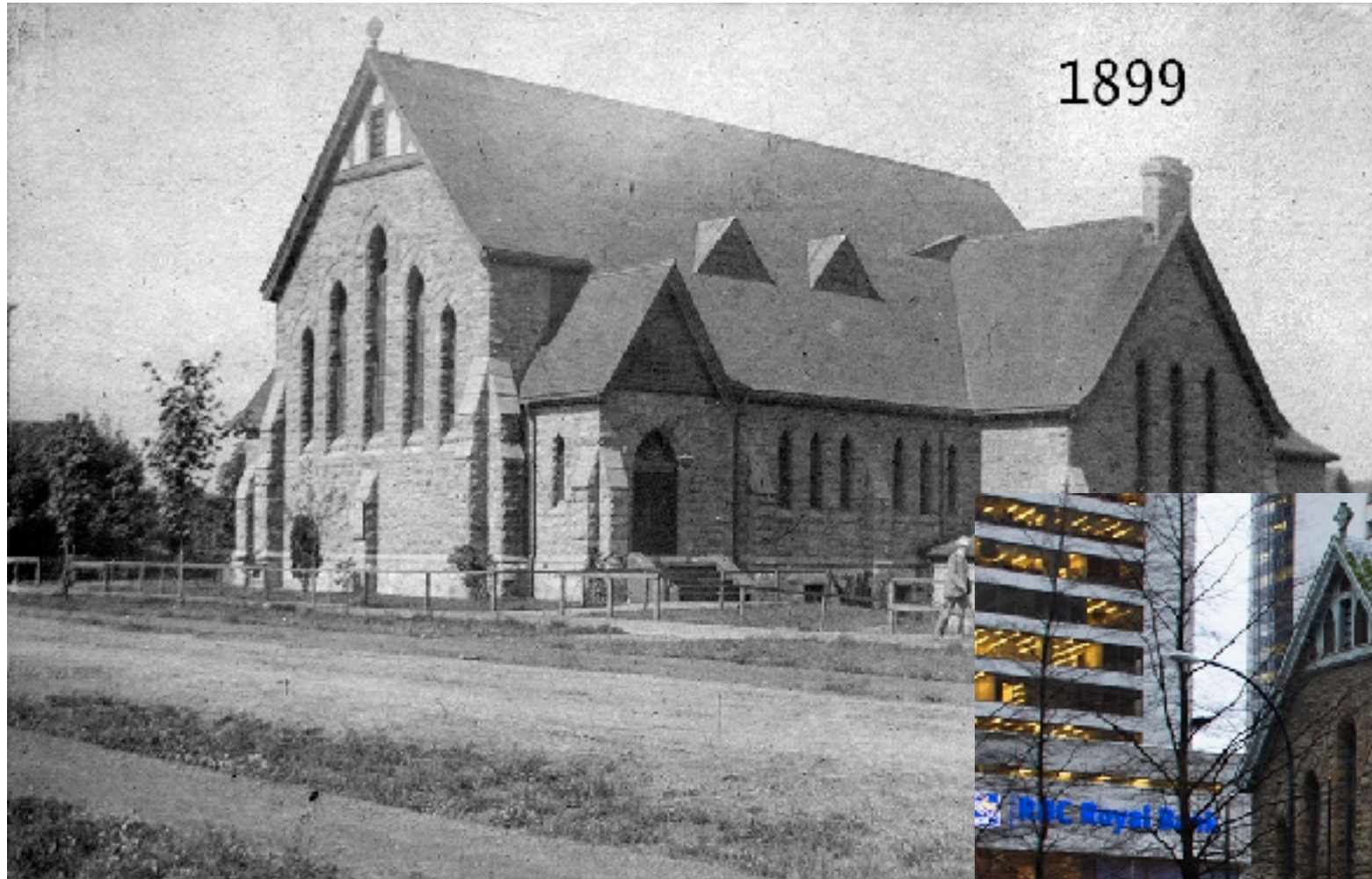
- ▶ On your own, create two lists of continuity and changes in your own life. (e.g., family, school, friends and community)
- ▶ Identify your two biggest changes and your two main constants and share with your neighbour.
- ▶ How did you determine the which ones are important.

HOW DO WE DETERMINE WHAT IS IMPORTANT FOR OVERALL HISTORY?

CONTINUITY AND CHANGE

- ▶ Criteria for an important change:
 - ▶ Substantial effect: Dramatic difference in the way things function
 - ▶ Relatively permanent: Lasting condition or development
 - ▶ Widespread: Effects are broadly felt across society/ time period
- ▶ Criteria for an important constant:
 - ▶ No substantial deviation: Little or no difference in the way things function
 - ▶ Important aspects: The similarities are found in significant aspects of life
 - ▶ Widespread: Similarities are broadly present across society/time period

CONTINUITY AND CHANGE



CAUSE AND CONSEQUENCE = CAUSE AND EFFECT



WHICH CAME FIRST?



=



**DOES ICE CREAM
LEAD TO DROWNING?**

CAUSE AND CONSEQUENCE

WHY DID IT HAPPEN, WHAT DID IT LEAD TO

- ▶ History has both tragedies and accomplishments: large **focus - How and Why?**
 - ▶ We need to **start with the causes:**
 - ▶ what were the **actions**,
 - ▶ What **beliefs** led to these decisions
 - ▶ What **circumstances** that led to this result?
- ▶ This is considered **human agency**.
 - ▶ **People, as individuals and as groups, play a part in promoting, shaping, and resisting change.**
- ▶ **People have motivations and reasons** for taking action (or for sitting it out)

CAUSE AND CONSEQUENCE

WHY DID IT HAPPEN, WHAT DID IT LEAD TO

- ▶ **Causes go beyond human motivations and reasons**



- ▶ **Causes are thus multiple and layered**

- ▶ involve: **long-term ideologies, institutions, and conditions, and short-term motivations, actions and events. SOCIETAL STANDARDS?**
- ▶ **Causes** that are offered **for any particular event** (and the priority of various causes) **may differ, based on the scale of the history and the approaches of the historian.**

CAUSE AND CONSEQUENCE

▶ Eg. A poor test mark

▶ Cause

▶ Underlying: did not take notes in class.

▶ Immediate: did not study for the test.

▶ Consequence

▶ Immediate: poor mark, potential grounding by parents.

▶ Long Term: fail class, repeat.

CAUSE AND CONSEQUENCE: SYRIAN REFUGEE CRISIS

- ▶ What do you know is going on?
- ▶ Using the paragraph and handout, by yourself or with a partner, write down what you think some of the immediate consequences of the Syrian refugee crisis are.
 - ▶ eg. Millions of displaced Syrians (you can this one!)
- ▶ Also, determine what some of the causes may be.

CAUSE AND CONSEQUENCE: SYRIAN REFUGEE CRISIS

- ▶ Why do you think this might be happening?
 - ▶ Are there deeper, underlying reasons?
 - ▶ What might the future results be be?

HISTORICAL PERSPECTIVE “WHAT WERE THEY THINKING?”

- ▶ **“The past is a foreign country”**

- ▶ Thus it is difficult to understand.

- ▶ Can we imagine it, from our vantage point in the consumer society

- of the 21st century? What are the limits to our imagination?

- How do we shape this picture?**

- ▶ **Presentism - idea that one is enforcing their own present ideas and beliefs on a historical perspective, therefore not understanding that perspective.**

HISTORICAL PERSPECTIVE “WHAT WERE THEY THINKING?”

- ▶ **Understanding** past perspectives **provides insight the range of human behaviour, belief and social organization.**
 - ▶ Eg. Pregnancy anti-nausea pills; at the time they just saw results, but now we look back and judge them on action, yet they did not know.
- ▶ **Taking** historical **perspective requires an understanding of the social, cultural, intellectual, and emotional aspects of life that shaped people's views, beliefs, and actions in the past.**

HISTORICAL PERSPECTIVE

“WHAT WERE THEY THINKING?”

- ▶ **BIAS:** different historical actors do as they do, but often have **conflicting beliefs and ideologies**, so **understanding diverse perspectives is also a key to historical perspective-taking.**
- ▶ historical perspective goes further than common-sense **notion of being able to identify with another person.** Indeed, taking historical perspective demands **comprehension of the vast differences between us in the present and those in the past**, which can create **empathy.**

WHAT WOULD IT HAVE BEEN LIKE?

1933 Chinese Soccer Team: Vancouver & Provincial Champions

**What do you think
is going on in this
photo?**

Why might it be important?



A photo of the 1933 soccer team. Standing (left to right) William Lore, Gibb Yip, Jackson Louie, Jack Soon, Shupon Wong, Horne Yip, Charlie Louie, Gam Jung, George Lam. Sitting: Lem On, Dock Yip, Art Yip, Quene Yip, Frank Wong, Buck S. Chung.

- ▶ **Part 1: Are we obligated to remember?**

- ▶ Eg. the fallen soldiers of World War I?

- ▶ **Do we owe for past actions:**

- ▶ Eg. reparations to the First Nations victims of aboriginal residential schools?

- Or to the descendants of those who paid the Chinese Head Tax?

- ▶ In other words, **what responsibilities do historical crimes and sacrifices impose upon us today?**

- ▶ **These questions are one part of the ethical dimension of history.**

- ▶ **Part 2: Ethical judgments we make about historical actions.**
- ▶ historical perspective demands that **we understand the differences between our ethical universe and those of bygone societies.**
 - ▶ Eg. **We do not want to impose our own current standards on the past. However, meaningful history does not treat brutal slave-holders, enthusiastic Nazis, and marauding conquistadors in a “neutral” manner.**
- ▶ We cannot hold the past to our standards, however, **if the story is meaningful, then there is an ethical judgment involved.**
- ▶ **We should expect to learn something from the past that helps us to face the ethical issues of today.**

ETHICAL DIMENSION: OBLIGATIONS

- ▶ What/who should we remember, and why?
 - ▶ Adolf Hitler?
 - ▶ Terry Fox?

ETHICAL DIMENSION: JUDGEMENTS

- ▶ How does an event inform our judgement about societal value then? now?
- ▶ On your own, or with a partner, read the two articles (a news paper clip and a letter).
- ▶ Then fill in the backside of the sheet.
 - ▶ First fill in words that provide some sort of meaning (they imply an emotion about the subject matter).
 - ▶ Use the second column to state whether the article is using all the information, and whether they are passing judgement on the event.

FOR THE TEST:

Know-Do-Understand:

- **why we study history**
- **the six ways we look at history and how to apply them**
- **the terms historiography and bias**

**YOU MUST BE ABLE TO IDENTIFY HISTORICAL BIAS TO
SEE WHAT FACTS REMAIN**

Prepare an answer to the unit question:

“If history is written by the victors, then what does this suggest about the way we currently view history?”

RESOURCES:

- ▶ Mediaworks. (2012). Sir sam steps down!
- ▶ Stearns, P. N. (1998). Why study history? Retrieved from [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))
- ▶ IMAGES:
 - ▶ http://www.biographi.ca/en/bio/hughes_samuel_15E.html
 - ▶ <http://chinesecanadian.ubc.ca/featured/bc-sports-hall-of-fame-1933-chinese-students-soccer-team/>
 - ▶ <https://thetyee.ca/Culture/2015/07/03/The-Riot-That-Changed-Canada/>