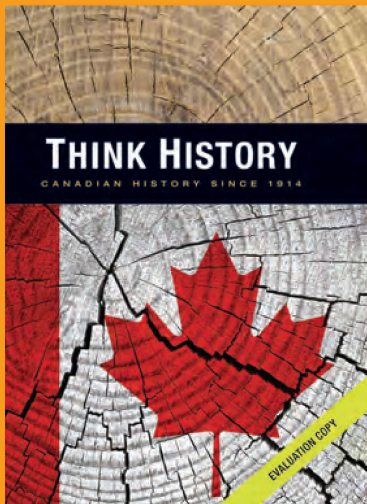


WALKING THROUGH THIS RESOURCE



Think History is a new resource written for the grade 10 academic Canadian History course. This resource is designed to engage students through a focus on big ideas, along with a variety of visuals, relevant stories, and features that will encourage critical thinking and inquiry skill development. The Historical Thinking Concepts play a key role in supporting student thinking about history. *Think History* moves history teaching away from a focus on memorizing facts and dates to helping students and teachers use inquiry and historical thinking as they explore key people, places, and events in Canada's past. (Please note this is an evaluation copy; we are still in the process of finalizing some content in the later portion of the resource.)

1 Table of Contents

pp. iv–vii

Think History is organized into four units to match the Ontario curriculum. Each chapter is framed with a *Chapter Focus Question* that links to the big ideas from the curriculum. A complete table of contents is included to help you see the scope and focus of this resource.



HISTORICAL THINKING Cause and Consequence

2 Historical Thinking Concepts—pg. viii–xi, 81, 127, 178, 200, 221, 233, 243

The Historical Thinking Concepts are introduced and applied in a student-friendly way, using the example of Atari video games being recovered from a landfill during an archaeological dig. The example is relevant and engaging for grade 10 students and will help them to grasp the thinking within each concept.

We have placed icons that focus on a specific historical thinking concept in activities or features throughout the resource to encourage teachers to spend some time helping students “unpack” these concepts—to help them apply the concepts in their thinking.

3 Instructional Design of Resource

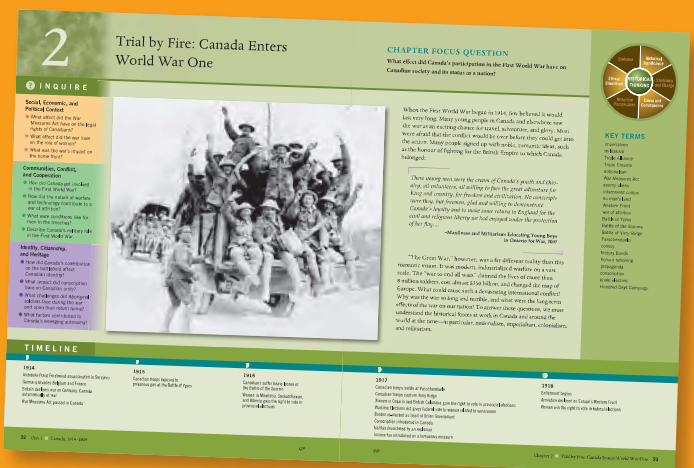
CHAPTER FRAMEWORK

Chapter Opener—pp. 22–23

Each chapter opener presents a *Chapter Focus Question* that students will unpack as the chapter progresses. These questions represent a big idea from the revised curriculum. Each chapter is also introduced with a story to set up the time period and to engage students in the content. Support is provided as evidence in the form of visuals and source quotations to help students develop critical thinking skills using the Historical Thinking Concepts.

Inquire questions help students navigate each chapter. These questions are colour-coded and connect to the framing questions in each outcome organizer of the revised curriculum.

A timeline helps students develop an understanding of the sequence of significant events within the chapter.



INQUIRY AND CRITICAL THINKING

Inquiry Process—pg. 50, 105, 135, 212, 223

Inquire supports the new curriculum emphasis on the inquiry process.

This feature appears multiple times per chapter and focuses on a section of the process, allowing students to develop their competence for specific sections as well the entire inquiry process.

INQUIRE

Formulate Questions

Ask some key questions about the start of World War I, Canada's role, and the significance of our military contribution. Identify two relevant historical thinking concepts and some guiding questions. Develop criteria to compare the significance of Vimy Ridge and Canada's 100 Days in 1918.

Building Your Skills

Interpreting Political Cartoons

Political cartoons are a useful source of information about historical or current issues. They simplify what is often a complex political situation or event into an accessible and easily understood format. In this way, they are a very effective means of conveying a message to the reader. However, like any other form of communication, they are not always objective. A political cartoon is often extreme and highly critical. They represent political figures as caricatures, exaggerating their physical and personality traits for comic effect. Political cartoons often use stereotypes to emphasize their message. They also employ analogies to compare people or events to other things that the audience will relate to more readily. While these devices help convey perspectives on historical events, it is important to be aware of the biases and prejudices that may exist in political cartoons when you interpret them.

Steps to Interpreting Political Cartoons

1. Read the text and look closely at the drawing.
2. Identify the central issue or event in the cartoon.
3. Identify the devices used by the cartoonist: caricature, analogy, words, symbols, stereotypes, irony, etc.
4. Identify the biases of the cartoonist by examining the devices used.
5. Interpret the cartoon.

FIGURE 2-4 The Chain of Friendship. The British cartoon depicts the close relationship between the United Kingdom and the United States during the First World War. The cartoon shows the two nations as a single entity, with the British and American flags intertwined. The cartoonist is using the metaphor of a chain of friendship to describe the alliance between the two nations.

Applying the Skill

1. Identify the cartoon represented by the child and the adult who is speaking to him. Why is one cartoon chosen as a model?
2. The cartoon uses caricatures of speech and clothing to identify European countries. Identify Germany, Britain, France, and Russia. Explain your choice in each case.
3. Use the cartoon to make a list of the countries on either side of the conflict. Compare your list to the map in Figure 2-4.
4. What is the meaning of the title of the cartoon? Could it be interpreted as an ironic or sarcastic title? Explain.
5. Evaluate the cartoon. How effectively does it deliver its message? Explain.

Building Your Skills—pg. 29, 80, 179–180

Students can use this feature to build their skills in analyzing and interpreting information in the context of key topics from the grade 10 Canadian History course.

Analyzing Visuals—pg. 34, 45, 47, 79, 136, 177

Visuals are supported by captions and questions that support inquiry and critical thinking.

FIGURE 5-16

Analyzing Images Pariseeva Clark was a feminist whose painting conveyed a strong social message. How do this painting and the poster above it illustrate Canada's commitment to total war? What social message do they convey? How do you think more traditional artists and critics might have reacted to this type of painting in the 1940s?

Counterpoints—pg. 10, 51, 109, 154, 236

This feature presents an issue that connects to chapter topics and supports development of critical thinking skills, such as analyzing issues, preparing arguments, gathering information, and using evidence.

counter points

Are weapons of mass destruction ever justified?

On the 10th, 1945, a group of American scientists led by the first atomic bomb—the most powerful weapon ever built and first used. The scientists who were part of the team that developed the bomb were known as the Manhattan Project.

Previously, it was believed that the use of nuclear weapons was justified only in the case of a nuclear war. The Japanese atomic bombings of Nagasaki and Hiroshima in 1945 were the only atomic bombings in the history of the world. The use of nuclear weapons in the Second World War was the only time that nuclear weapons have been used in a conflict.

As of the Manhattan Project, Japan was the only nation to have used nuclear weapons in a conflict. The use of nuclear weapons in the Second World War was the only time that nuclear weapons have been used in a conflict.

For almost 200 years, we struggle with the dilemma of the ethics of nuclear weapons. It is a dilemma that has no easy answer. On the one hand, nuclear weapons have the potential to destroy the world. On the other hand, nuclear weapons have the potential to prevent the world from being destroyed.

Weapons of mass destruction have the potential to destroy the world. They have the potential to kill millions of people. They have the potential to destroy the environment. They have the potential to destroy the world as we know it.

Weapons of mass destruction have the potential to prevent the world from being destroyed. They have the potential to prevent the world from being destroyed. They have the potential to prevent the world from being destroyed.

Thinking It Through

1. What reasons did Albert Einstein and others give for opposing nuclear weapons?
2. What are the arguments for the use of nuclear weapons?
3. What do you think Robert Oppenheimer meant by "We have the atom bomb and we are going to use it"?
4. Do you think there are any circumstances in which weapons of mass destruction can be used to prevent nuclear war?

What If?—pg. 36, 56, 181, 239

This feature asks students to think critically about how an outcome might change if conditions or actions at the time were different.

What If...

Imagine that Canada had lost at Vimy Ridge. How might that have affected Canada's identity?

Web Link—pg. 31, 67, 131, 152, 223

Web link suggestions are provided to support student inquiries.

WEB LINK

Read more about René Lévesque on the Pearson Web site.

case study

The High Arctic Relocation

PHOTO 6-1 Inuit men and families lived in the High Arctic for many years. Inuit communities were relocated to southern Canada in the 1950s and 1960s.

Government officials moved the world from southern to northern Canada. Inuit communities were relocated to southern Canada in the 1950s and 1960s.

KEY TERMS
High Arctic The northernmost part of Canada, including the territories of Yukon, Northwest Territories, and Nunavut.
Inuit The indigenous people of the Arctic region of Canada.

STUDENT ENGAGEMENT

Innovations—pg. 38, 66, 201, 231
 Highly visual photo essay-style presentation, designed to engage students and provide a glimpse into technology or inventions of the time

Case Study—pg. 62–63, 102–103, 233
 An in-depth exploration that provides students an opportunity to delve more deeply into an important aspect of the chapter or to pursue their own inquiry

Up Close and Personal— pg. 13, 41, 272–273
 A short glimpse into the lives and contributions of key people in Canadian history

Fast Forward—pg. 49, 79, 99, 200
 Helps students understand the past through the lens of a current topic or event

FAST FORWARD

Key Terms
Fast Forward A feature that provides a glimpse into a current topic or event through the lens of a historical event.

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Social Welfare

Government officials moved the world from southern to northern Canada. Inuit communities were relocated to southern Canada in the 1950s and 1960s.

KEY TERMS
High Arctic The northernmost part of Canada, including the territories of Yukon, Northwest Territories, and Nunavut.
Inuit The indigenous people of the Arctic region of Canada.

Up Close and Personal
Tommy Douglas, What Made Him the Greatest Canadian?

Tommy Douglas is widely regarded as the father of the Canadian welfare state. He was the first premier of Saskatchewan and later became the first premier of the province of Manitoba.

Checkpoints
 1. List three social programs that were introduced in the 1960s and 1970s.
 2. How did Tommy Douglas's policies influence the development of the Canadian welfare state?

ASSESSMENT

A variety of questions and activities appear throughout *Think History* to help students consolidate and apply their understanding of key concepts and demonstrate their critical thinking and inquiry skills.

Checkpoint—pg. 37, 81, 104, 133, 153, 178
 Section review questions provide an opportunity for a quick check of student understanding.

Chapter Review—pg. 120, 164, 206, 242
 Students gather/synthesize important information from each chapter as they revisit the Chapter Focus Question. Also includes a variety of questions—knowledge and understanding, inquiry process, critical thinking, Historical Thinking Concepts, and document analysis.

Thinking It Through—p. 46, 51, 63, 82, 155, 233, 286
 Students apply critical thinking and inquiry skills to Case Study and Counterpoints features.

Building an Identity

Canada's contribution to the world in both human and economic terms is a result of the work of many Canadians. The work of the Second World War is a key example of this.

Country	Exports
Canada	250,000
United States	500,000
Great Britain	150,000
France	100,000
Germany	50,000
Japan	25,000
Italy	15,000
Spain	10,000
Other	5,000

Checkpoints
 1. What role did Canada play in the Second World War?
 2. How did Canada's contribution to the war influence its identity as a nation?

CHAPTER REVIEW

CHAPTER FOCUS QUESTION

How did the Second World War impact Canada's identity, politically and economically?

1. Check the Facts
 Complete the table below to show the impact of the Second World War on Canada.

Event	Description	Significance of the event	Linking to Canada
1. The war			
2. The war			
3. The war			

2. Gather the Information
 Gather the information you need to answer the question. Use the information you gathered to answer the question.

3. Organize Your Understanding
 Organize your information into a clear and concise answer to the question.

4. Write Your Answer
 Write your answer to the question in a clear and concise manner.

Thinking It Through

Use the information you gathered to answer the question. Use the information you gathered to answer the question.

STEP 1: Unpacking Knowledge
 Gather the information you need to answer the question. Use the information you gathered to answer the question.

Sample Issue	Event/Issue/Date/Year	Significance
When did the Second World War begin?	September 1, 1939	The war began in Europe, leading to the involvement of Canada.
What were the major battles of the war?	St. Lo, Iwo Jima, D-Day	These battles were key turning points in the war.
What were the major contributions of Canada?	War production, military service, financial support	Canada's contributions were significant to the Allied war effort.

STEP 2: Organizing Your Understanding
 Organize your information into a clear and concise answer to the question.

Thinking It Through

Use the information you gathered to answer the question. Use the information you gathered to answer the question.

STEP 1: Thinking Critically
 Think critically about the information you gathered. Use the information you gathered to answer the question.

STEP 2: Applying Knowledge
 Apply your knowledge to the question. Use the information you gathered to answer the question.

STEP 3: Evaluating Information
 Evaluate the information you gathered. Use the information you gathered to answer the question.

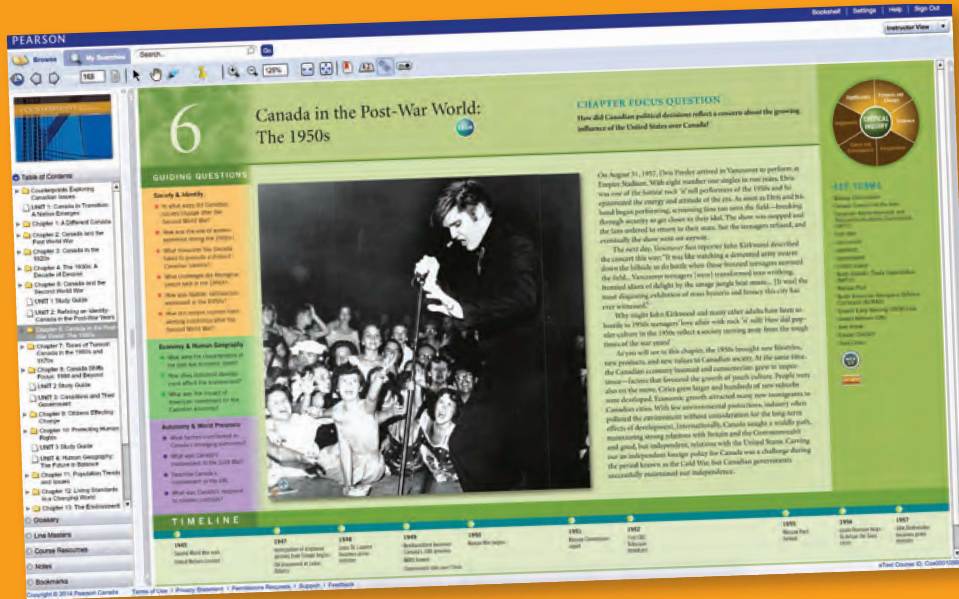
STEP 4: Synthesizing Information
 Synthesize the information you gathered. Use the information you gathered to answer the question.

STEP 5: Communicating Information
 Communicate your answer to the question. Use the information you gathered to answer the question.

5 Program Components

Think History program components will also include a student eText and a teacher eGuide, a Digital Interactive Teacher Guide.

Student eText



Interactive Teacher eGuide

An interactive teacher eGuide, in the same platform as the student eText, will provide printable teaching notes and other course support. Teachers will be able set up courses and link directly to both students and other teachers via their eTexts to send assignments, websites, or video links to view for a flipped classroom approach. Enhanced interactive content, such as visuals that zoom, web links, videos, animated or interactive activities to extend key concepts, and formative and summative assessment points, are included in a projectable format for ease of use in classroom instruction and discussions.

Contents- Interactive Teacher eGuide

- Teaching Support**
 - Sample Lesson Plans
 - Unit and Chapter Summary, Feature Notes
 - Answers
 - Modifiable Line Masters (lesson support, mapping)
 - Catholic Graduate Expectation links
 - Question Bank
 - Assessment Checklists and Rubrics
- Curriculum Support**
 - Inquiry Process activity support with how-to details
 - Historical Thinking Concepts support
 - Critical Challenge activities
- Interactive Learning**
 - Web 2.0 activities
 - Interactive learning objects (photo carousels, annotated images, hot links, animated charts and graphs, video links, reveals, etc.)

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