



Social Studies *Explorations* – A Professional Journey



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Archived copies of
Explorations can be
found at

<http://www.carcpd.ab.ca/social/newsletters/index.html>

Previous issues include:

Critical Thinking
Assessment
Historical Thinking
Inquiry-Based Learning

This Issue:

Multiple Perspectives

Guiding Question:

What is a multiple perspectives approach and how can Social Studies teachers successfully implement it?

Abstract:

One of the foundations of the new Social Studies Program is a multiple perspectives approach. Designed to move beyond conventional history education, this approach encourages consideration of 'the other' and development of historical consciousness and critical thinking skills. Recognizing that a multiple perspectives approach is more than 'culture' and content will help teachers successfully infuse a multiple perspectives approach into everyday practice.

See the full article on pages 2 & 3

Central Alberta Regional Consortium

With the support of a new three year Alberta Education grant, Central Alberta Regional Consortium's Social Studies Project is in its third year of programming and offering support to social studies teachers and administrators. A list of opportunities for Sept. - Dec. 2007 can be found on page 4.

CARC's Social Studies Website

For the latest in programming news, grade level web resources, quick links to Alberta Education reference material, archived feature newsletter articles and sharing of Spring 2007 cohort projects (Critical Thinking and Infusing Technology Cohorts) check out CARC's Social Studies website at <http://www.carcpd.ab.ca/social/index.html>

Updates on the Online Guide

The Online Guide to Implementation now includes materials for grades K-5, 7, 8 and 10. You can access the Online Guide through the LearnAlberta website at www.learnalberta.ca.

What's New for 2007-2008?

**Webcasts and 99 Minutes of Social
4:20-5:59 pm**

Webcasting is a Provincial Consortium initiative. We hope you will attend one in our first series, featuring speakers from the Critical Thinking Consortium.

- **October 16: Historical Thinking** Grades K-4, Presenter: Roland Case
- **October 23: Historical Thinking** Grades 5-8, Presenter: Roland Case
- **October 30: Engaging the Teenage Brain** Gr. 6-10, Presenter: Garfield Gini-Newman

As many as 100 sites will be available throughout Alberta. Presenters will provide pre-reading material. Activities during the session will engage participants in a deeper understanding of the topic. Plans are being made for follow-up opportunities through means of a blog or wiki. Webcasts will be available in multiple locations, with the possibility of at least one per district - as organized within the district. Each site will need a host contact/organizer. Are you that person? Details will follow soon.

Two Administrators' Sessions

These two sessions will be most beneficial to School Administrators, Lead Teachers, Curriculum Leaders and other district personnel who are responsible for social studies curriculum implementation.

October 15: An Administrator's Tool Kit;

Supporting Teachers in Social Studies Implementation.

November 21: Building Capacity and Sustainability;

Social Studies Professional Development Resources, Strategies and Opportunities

"Train the Trainer" Facilitator Sessions

1. **Sept. 24: Infusing Children's Literature in the Social Studies Classroom**, Grades K-6
2. **October 3 : Differentiated Instruction in the Social Studies Classroom**, Grades 1-9
3. **October 4: Integrating Technology into Social Studies**, Grades 1-9
4. **October 12: Assessment and Social Studies**, Grades 1-9

Your Central Office Social Studies contact has information on all these opportunities.

Questions or program suggestions regarding program implementation can be directed to:

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<http://www.carcpd.ab.ca/>

Multiple Perspectives

Submitted by Warren Woytuck

Introduction:

When asked about the inspiration for the movie *Letters From Iwo Jima*, director Clint Eastwood indicated he wanted to examine the Second World War battle from a Japanese perspective, exploring ideas such as “life was pretty miserable for the Americans; imagine how miserable life was for the other guys. What were their lives like?” (“Fresh Air from WHYY”, NPR, January 10, 2007).

While the movie remains an interpretation of history, Eastwood’s comments do reflect the intents of one of the foundations of the new Alberta Social Studies program, the infusion of a multiple perspectives approach into the study of history and contemporary events.

Social studies curricula and resources, and in education in general, have tended to emphasize one perspective at the expense of others. Told from the perspective of the ‘winner’, conventional approaches of teaching history have ignored and marginalized the ideas, contributions and perspectives of ‘the other’.

Rather than present a single view or master narrative, the new program explores events, ideas and people from multiple perspectives. The inclusion of a diversity of experiences and perspectives is viewed as central to the development of active and responsible citizens in a democratic and pluralistic society. A multiple perspectives approach is founded upon the idea that “our pluralistic world is interpreted from multiple perspectives often characterized by deep cultural, religious, political, and

historical differences ... since there are various ways of characterizing things and events, no one account has a privileged claim to uncontested truth” (Werner and Case, p.181).

“A multiple perspectives approach to education implies the development and enlargement of human consciousness or awareness of the world, of “seeing” or looking at the world with new and enriched perspectives that transcend the local and particular and that enables individuals to achieve a greater meaning and sense of who they are and how they relate to the world.”

Douglas Stewart,
“Purposes of Public Education:
Philosophic Reflections,” p.6.

Given this, the import and richness of multiple perspectives may be most practically and effectively addressed through two key recognitions and approaches:

More than ‘culture’:

Though the new social studies program does infuse Francophone perspectives as well as First Nations, Métis, and Inuit perspectives where appropriate, the importance of multiple perspectives is not found in the mere inclusion of the perspectives of specific groups of people.

In addition to the perspectives mentioned in the Program of Studies and resources, teachers have the freedom to explore the

collective identities and perspectives found within their schools and communities. Students should be encouraged to be considering multiple perspectives throughout the process of exploring and analyzing issues, ideas and concepts.

When developing learning and teaching activities it is important to expand exploration of multiple perspectives beyond those associated with ‘culture’ or specific identities. Instead of being asked for one ‘definition’ or generally accepted narrative, students could explore a range of understandings. Could there be other interpretations of this event? Might there be more than one perspective on this concept? Do all people view citizenship in the same way? Might there be different understandings of globalization? Quality of life? Liberalism? Canada?

As citizens, students should have opportunity to hear the authentic voices of other citizens; these opportunities, however, should be extended to include exploration of ideas and perspectives that challenge the ‘meta-narrative’ or conventional ways of viewing the world.

More than content:

One of the challenges that the developers of the new program of studies encountered was determining how curriculum and learning resources could include all perspectives. Realizing that it would be impossible to do so, development of a multiple perspectives approach became increasingly important.

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Since it would not be reasonable to expect learners (or teachers!) to 'know' all of the perspectives in an increasingly diverse and complex world, learners must be encouraged to develop the cognitive abilities and habits of mind required to recognize and appreciate multiple perspectives.

Engaging students in multiple perspectives with the intent of developing citizens who can demonstrate empathy requires an approach that is founded upon

skill development rather than a focus limited to content.

As elements vital to inquiry- and issues- based instruction and learning, the models of critical, historical, and geographic thinking each present strategies and tools for helping students understand and appreciate perspectives.

Drawing upon multiple historic or geographic sources will encourage understanding of diverse perspectives. Designing learning activities that encourage students to understand the prevailing norms of the time will contribute to understand-

ing contexts and perspectives (Denos and Case, p.47).

Perhaps most important is the recognition and appreciation of the relationship between a multiple perspectives approach and the other foundations of the new program. Thoughtfully infusing multiple perspectives into instructional methodology will ultimately support inquiry- and issues-based approaches, contribute to skill development and promote the habits of mind required for active and responsible citizenship.

Annotated Resources, Web Sites, Books, etc.

Annotated References, Articles, Books...

To the Past: History Education, Public Memory, & Citizenship in Canada (Ruth Sandwell, editor. University of Toronto Press, 2006). A thought provoking collection of articles that includes works by Peter Sexias ("What is Historical Consciousness?") and Timothy J. Stanley ("Whose Public? Whose Memory? Racisms, Grand Narratives and Canadian History"). The book provides multiple views on what history should be taught and how it should be taught in Canadian classrooms.

"Themes of Global Education", Walt Werner and Roland Case. In *Trends and Issues in the Canadian Social Studies* (Ian Wright and Robert Sears, editors, Vancouver: Pacific Educational Press, 1997). A collection of articles that present practical ideas on contemporary topics and issues in the social studies classroom.

"Indigenous Knowledge: Foundations for First Nations" (Dr. Marie Battiste). An essay that describes the tensions between Indigenous and Eurocentric

ways of knowing. Dr. Battiste also provides numerous examples of ways of knowing that would enrich explorations of Indigenous perspectives.

Teaching About Historical Thinking (Mike Denos and Roland Case, The Critical Thinking Consortium, 2006). This book provides practical ways to encourage the development of historical thinking and a multiple perspectives approach.

Biography

Warren Woytuck is a consultant with The Critical Thinking Consortium. An experienced 15-year teacher, writer and facilitator in Alberta and British Columbia, Warren was co-lead of the development of the new High School Social Studies curriculum. In addition to extensive collaboration with publishers of the new high school social studies resources, Warren has created and edited materials for the "Great Unsolved Mysteries in Canadian history" project and developed training materials for the Alberta Bus Drivers' Training Program.

Social Studies Programming for September 2007 – December 2007

Sept. 27 Release

Sessions may be changed or cancelled. Please check our website for current information.

REGISTER ONLINE AT <http://www.carcpd.ab.ca>

| Date and Time | Location | Session Title, Presenter and Grade Level Focus |
|----------------------------------|--------------------|--|
| Fri. Sep 21 9:00 am-3:30 pm | Red Deer | The Essentials #1: Beginning the Journey with Warren Woytuck |
| Sept. 24 9:00 am-4:00 pm | Red Deer | Weaving Children's Literature Facilitator Training Day with Thalia Hartson (K-6) |
| Fri. Sep 28 9:00 am-3:30 pm | Rocky Mtn. House | Grades 5, 8, 10: A Working Day with the new Program of Studies with Warren Woytuck |
| Mon. Oct 1 9:00 am-3:30 pm | Red Deer | Historical Thinking and the New Program of Studies (5-11) with Warren Woytuck |
| Mon. Oct 1 9:00 am-3:30 pm | Red Deer | Me, You & the Rest of the World: Diversity Activities (K-3) with Lucinda Sheardown of CADA |
| Tues. Oct 2 9:00 am-3:30 pm | Camrose | Me, You & the Rest of the World: Diversity Activities (K-3) with Lucinda Sheardown of CADA |
| Tues. Oct 2 9:00 am-3:30 pm | Stettler | The Essentials #1: Beginning the Journey with Warren Woytuck |
| Wed. Oct 3 9:00 am-4:00 pm | Red Deer | Differentiating Instruction in Social Studies (1-9) with Joni Turville Facilitator Training Day |
| Wed. Oct 3 5:00-7:30 pm | Red Deer Museum | A Night at the Museum (K-12) with L. Johnston, R. Trentham, M. Dawe, S. Richter, D. Anderson and others |
| Thurs. Oct 4 9:00 am-4:00 pm | Red Deer | Technology Tips for Social Studies (1-9) with Joni Turville: Facilitator Training Day |
| Thurs. Oct 10 9:00 am-3:30 pm | Camrose | The Essentials #1: Beginning the Journey with Wally Diefenthaler |
| Fri. Oct. 12 9:00 am-4:00 pm | Red Deer | Assessment in Social Studies: (1-9) with Sherry Bennett: Facilitator Training Day |
| Mon. Oct 15 9:00 am-3:30 pm | Red Deer | An Administrator's Toolkit: Supporting Teaching in Social Studies Implementation with Sherry Bennett |
| Tues. Oct. 16 4:20-5:59 pm | Multiple Locations | 99 Minutes of Social Webcast on Historical Thinking (K-4) with Roland Case |
| Wed. Oct 17 9:00 am-3:00 pm | Innisfail | Glenbow Museum Presents Many Voices: Exploring Multiple Perspectives Using Primary Sources |
| Tues. Oct. 23 4:20-5:59 pm | Multiple Locations | 99 Minutes of Social Webcast on Historical Thinking (5-8) with Roland Case |
| Tues. Oct. 23 5:00-8:30 pm | Red Deer | Digital Story Telling: Part 1 of 2 (K-5) with Brenda Dyck |
| Wed. Oct 24 5:00-8:30 pm | Red Deer | Digital Story Telling: Part 1 of 2 (6-10) with Brenda Dyck |
| Fri. Oct. 26 9:00 am-3:30 pm | Rocky Mtn. House | Topic TBA Presented by The Critical Thinking Consortium |
| Mon. Oct 29 5:00 - 8:00 pm | Red Deer | Global Citizenship with Jan Underwood of CARE |
| Tues. Oct 30 4:20-5:59 pm | Multiple Locations | 99 Minutes of Social Webcast on Engaging the Teenage Brain Gr. 6-10 with Garfield Gini-Newman |
| Tues. Oct 30 5:00-8:30 pm | Red Deer | Digital Story Telling: Part 2 of 2 (K- 5) with Brenda Dyck |
| Mon. Nov 5 5:00-8:30 pm | Red Deer | Hear Here! Using Place-Based Storytelling to Teach Historical & Geographical Thinking: Part 1 of 2 (K- 5) with Brenda Dyck |
| Tues. Nov 6 5:00-8:30 pm | Red Deer | Digital Story Telling: Part 2 of 2 (6-10)) with Brenda Dyck |
| Wed. Nov 7 5:00-8:30 pm | Red Deer | Using Primary Sources to Further Understanding of FNMI Culture and Perspectives (K-12) with Iris Loewen |
| Wed. Nov 14 5:00-8:30 pm | Red Deer | Hear Here! Part 2 of 2 (K-5) with Brenda Dyck |
| Mon. Nov 19 5:00-8:00 pm | Red Deer | Citizenship and Identity (K-8) with Jan Underwood of CARE and Cultural Consultants |
| Wed. Nov 21 9:00 am-4:00 pm | Red Deer | Building Capacity and Sustainability: Social Studies PD Resources, Strategies and Opportunities (K-12) with Jackie Hobal |
| Wed. Nov 21 4:00-6:00 pm | Red Deer | Red Deer College Collaborative Project with Brenda Dyck and Fourth Year Education Students |
| Fri. Nov 23 9:00 am-3:30 pm | Innisfail | Critical Thinking-Day 1 with TC2 |
| Thurs. Nov 29 9:00 am-3:30 pm | Stettler | Critical Thinking and Inquiry-Based Learning with Critical Thinking Consortium |