

INQUIRY, EQUITY AND ENGAGEMENT

Teaching History
& Social Studies
in 2021

Online Conference
OCTOBER 21-23, 2021



THURSDAY, OCTOBER 21



5:00 – 6:00 pm
Mountain time zone

6:00 – 7:00 pm
Central time zone

7:00 – 8:00 pm
EST time zone

WELCOME AND KEYNOTE: “BUBBLING UP”

— Dr. Sean Lessard, University of Alberta

Dr. Sean Lessard is an international award winning writer, speaker and professor from Montreal Lake Cree Nation in North Central Saskatchewan. Sean has been a youth worker, teacher, guidance counsellor and child advocate in numerous communities. He currently teaches and researches at the University of Alberta in the areas of indigenous youth wellness, teacher education and narrative research. His latest work revolves around the design of wellness hubs within First Nation communities. Sean’s work and speaking has led to the gift of bicycles and running shoes for indigenous youth in First Nation communities. In the past year he has delivered 75 bikes and over 500 pairs of running shoes for youth.



SESSION MODERATOR John Tidswell, Edmonton Catholic Schools



6:00 – 7:00 pm
Mountain time zone

7:00 – 8:00 pm
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8:00 – 8:15 pm
EST time zone

OHASSTA SKEOCH AWARD PRESENTATION

2021 RECIPIENT – Ben Gross, Toronto District School Board

Alan Skeoch (Skee-Oh) is one of the founders of OHASSTA, and an exemplary and award-winning teacher. He established this award to recognize history and social science teachers who demonstrate sensitivity to students at all levels, originality, innovation, enthusiasm, collegiality, professionalism, experience and reach beyond the classroom into the broader community.

The Skeoch Award recipient for 2021 is Ben Gross, a teacher from the Toronto District School Board. Ben has been a teacher of Canadian and World Studies and Social Science for 13 years with a focus on human rights, Indigenous rights, and works to decolonize his classroom. His practice and pedagogy in every lesson, activity, field trip and extra curricular exemplifies this commitment. Equity is at the centre of everything he does. Join us to recognize Ben’s career and accomplishments.

This presentation is specific to Ontario teachers. Other participants may want to take a short break before our social event.



5:00 – 6:00 pm
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EST time zone

SOCIAL

Stick around to hangout with colleagues from across Canada in themed breakout rooms. An opportunity to catch up with old friends and make new ones, too!

FRIDAY, OCTOBER 22



9:00 - 9:30 am EST
OHASSTA AGM

ONTARIO HISTORY AND SOCIAL SCIENCE TEACHERS' ASSOCIATION ANNUAL GENERAL MEETING

— Jan Haskings-Winner, past President

All OHASSTA members old and new are invited to attend our Annual General Meeting



7:30 - 8:30 am 8:30 - 9:30 am 9:30 - 10:30 am
Mountain time zone Central time zone EST time zone

EXHIBIT HALL AND PRE-RECORDED SESSIONS

- Canada's History
- Elections Canada
- The National Film Board
- Elections Manitoba
- The Bank of Canada Museum



8:30 - 9:15 am 9:30 - 10:15 am 10:30 - 11:15
Mountain time zone Central time zone EST time zone

WELCOME

- Rachel Collishaw, President, Social Studies Educators Network of Canada (SSENC)

Plenary Session

DIVERSITY AND INCLUSION IN THE CLASSROOM - CURRICULUM, ENGAGEMENT AND CRITICAL THINKING

- CHAIR Dr. Carla Peck, University of Alberta
- Dr. Carl James, Professor & Jean Augustine Chair in Education, Community & Diaspora, York University
- Dr. Margaretta Patrick, Associate Professor, Faculty of Education, King's University in Edmonton, Alberta



9:15 - 9:30 am 10:15 - 10:30 am 11:15 - 11:30 am
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9:30 - 10:15 am
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10:30 - 11:15 am
Central time zone

11:30 - 12:15 am
EST time zone

Concurrent Sessions A- 45 MINUTES

A1) PANEL: ATTENDING THE TEACHERS INSTITUTE IN OTTAWA

This workshop will explain how to apply and why you need to apply to this meticulously planned PD for teachers, by teachers with the partnership of the Library of Parliament. A career changing opportunity.

- Butch Rickeard, Secondary Teacher, Ontario
- Grant Hoe, Secondary Teacher, Alberta
- Lorelea Wark, Secondary Teacher and Program Leader at TI Northwest Territories
- Karen Ellefson, Elementary Teacher, Alberta

A2) TREATY ONE - UNDERSTANDING THE SHARING RELATIONSHIP AFTER 150 YEARS

2021 marks the 150th anniversary of the signing of Treaty #1. In this session, Dr. Aimée Craft looks at the historical significance of the treaty and the treaty relationships that exist today.

- Dr. Aimée Craft, Associate Professor at the Faculty of Common law, University of Ottawa and an Indigenous (Anishinaabe-Métis, Lawyer)

A3) MODELLING IMPERFECTION AND REFLECTION: CENTERING EQUITY AND JUSTICE IN YOUTH CIVIC EDUCATION

Integral to the work of engaging students in civic education and community service is supporting them to understand rights, power, and privilege and how these intersect with all forms of systemic oppression. This session will offer concepts, practical take-aways, and resources for educators to reflect on their roles in centering equity and justice in youth civic education and community engagement.

- Noor El-Husseini, National Director, Youth Philanthropy Initiative
- Holly McLellan, Executive Director, Youth Philanthropy Initiative

A4) USING PRIMARY SOURCES AND INQUIRY-BASED ACTIVITIES IN THE CLASSROOM

This workshop, hosted by the Canadian Museum of History, will show you how to get the most out of a new digital educational product – the Teachers' Zone.

The Teachers' Zone is an online educational resource for teachers. It features Canadian-history themed “packages” that house high-quality primary sources, interviews with people who have lived experience, three levels of historical context for a variety of learning levels, inquiry-based activity suggestions and more!

- Meaghan Dalby, Canadian Museum of History

A5) SÉANCE DE PARTAGE ANIMÉE

Cette session a pour but de réunir des éducateurs pour partager les meilleures pratiques pédagogiques. Apportez votre leçon, votre plan d'unité ou votre activité préférés et partagez-les avec des collègues de tout le pays! Une fois rassemblés, les participants seront placés dans des salles de discussion sur des thèmes/cours communs.

- Jean-François Bertrand, président de l'Association des enseignant.es des sciences humaines de l'Ontario (AESHO)

A6) PANEL: SURVEY OF TEACHERS IN CANADA ON THE IMPACT OF COVID-19 AND TEACHING

What kind of challenges are social science teachers facing during this health crisis? How are they ensuring that students are meeting objectives from the curriculum? What are the effects on their students' learning experiences? To answer these and other questions regarding COVID-19's impact on social science teachers, results from two teachers surveys from different parts of Canada will be presented

– Stefan Stefanovic, Association for Canadian Studies / Metropolis Canada



10:15 -10:45 am
Mountain time zone

11:15 - 11:45 am
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12:15 - 12:45 am
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EXHIBIT HALL AND PRE-RECORDED SESSIONS

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10:45 -11:30 am
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11:45 - 12:30 pm
Central time zone

12:45 - 1:30 am
EST time zone

KEYNOTE SPEAKER

– Niigaan Sinclair , Associate Professor at the University of Manitoba

Niigaanwewidam James Sinclair is Anishinaabe (St. Peter's/Little Peguis) and an Associate Professor at the University of Manitoba. He is an award-winning writer, editor and activist who was named one of *Monocle Magazine's* "Canada's Top 20 Most Influential People" and he won the 2018 Canadian columnist of the year at the National Newspaper Awards for his bi-weekly columns in The Winnipeg Free Press. In 2019 he won Peace Educator of the Year from the Peace and Justice Studies Association based at Georgetown University in Washington, DC. He is an international media commentator as a part of the "Power Panel" on CBC's Power & Politics and National Affairs panel on CBC's *The Current*. He is also a former secondary school teacher who has trained educators and students across Canada.



– SESSION MODERATOR Kevin Lopuck, President, Manitoba Social Sciences Teachers' Association



11:30 -12:00 pm
Mountain time zone

12:30 - 1:00 pm
Central time zone

1:00 - 2:00 pm
EST time zone

BREAK - VISIT THE EXHIBIT HALL AND PRE-RECORDED SESSIONS



12:00 - 12:45 pm
Mountain time zone

1:00 - 1:45 pm
Central time zone

2:00 - 2:45 pm
EST time zone

Concurrent Sessions B - 45 MINUTES

B1) NIIGAAN SINCLAIR BREAKOUT SESSION

See above.

- SESSION MODERATOR Kevin Lopuck, President, Manitoba Social Sciences Teachers' Association

B2) PANEL: BUILDING ECONOMIC AND FINANCIAL LITERACY

Join three government agencies to explore their resources and data to support your students' financial literacy and economic education. The Financial Consumer Agency of Canada, Statistics Canada, and the Bank of Canada Museum will showcase their school resources, practical tools, and approaches for using data, understanding the Canadian economy, and being financially-savvy. These tools can be useful to all students, whether in a career education, social studies, or economics course.

- CHAIR Jan Haskings-Winner, OHASSTA
- Heather Montgomery, Bank of Canada
- Julie Hauser, Senior Financial Literacy program officer, Financial Consumer Agency of Canada
- Chris Li, Statistics Canada

B3) LET'S DO SOCIAL STUDIES

Participants will have the opportunity to learn about in-class experiential learning activities that help to create connections for students between the content that is learned in class and the real world. Examples will be done by participants and resources will be shared.

- Jason Hatch, Secondary Teacher, Ontario

B4) REVIVING INDIGENOUS LANGUAGES IN EDUCATION

Hear from the Executive Director of Indigenous Languages of Manitoba (ILMB) and learn about how you can utilize our resources, programs and partnerships to create a more inclusive and authentic learning environment for Indigenous students.

- Alundra Elder, Executive Director of Indigenous Languages of Manitoba (ILMB)
- Melanie Kennedy, Executive Director of Indigenous Languages of Manitoba (ILMB)

B5) FACILITATED SHARING SESSION

This session is dedicated to bringing together educators to share best pedagogical practices. Bring a favourite lesson or unit plan or activity and share with colleagues across the country! Once assembled, participants will be placed in breakout rooms of common themes/courses.

- Kara Wickstrom-Street, Secondary Teacher, Manitoba Social Sciences Teachers' Association (MSSTA)

B6) UNDERSTANDING NATIONAL IDENTITY - HOW DO WE EXPLAIN THE NATION?

Based on an original survey conducted in seven countries, the aim of this presentation is to unpack the meaning of nation. The workshop will help educators when talking about national identities with colleagues and students. The survey findings will aim at supporting classroom conversations about community and identity formation and the construction of national narratives. This will be done via an analysis of the keywords that come to mind when thinking about nations. The study will reveal how variations arise in historic narratives arising from the multiple and varying meanings that we assign to our personal and group identities.

– Jocelyn Létourneau, History Professor, Université Laval



12:45 - 1:15 pm
Mountain time zone

1:45 - 2:15 pm
Central time zone

2:45 - 3:15 pm
EST time zone

EXHIBIT HALL AND PRE-RECORDED SESSIONS

- Canada’s History
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1:15 - 1:45 pm
Mountain time zone

2:15 - 2:45 pm
Central time zone

3:15 - 3:45 pm
EST time zone

PLENARY SESSION: THINKING HISTORICALLY

Members of the Thinking Historically for Canada’s Future Research Partnership will provide an update on partnership activities, including a brief look at the research that is currently underway in the partnership’s three research streams: Curriculum & Resources, Teaching & Learning, and Teacher Education.

- Dr. Carla Peck & Members of the Thinking Historically for Canada’s Future Research Partnership
- SESSION MODERATOR John Tidswell, Edmonton Catholic Schools



1:45 - 2:00 pm
Mountain time zone

2:45 - 3:00 pm
Central time zone

3:45 - 4:00 pm
EST time zone

EXHIBIT HALL AND PRE-RECORDED SESSIONS

- Canada’s History
- Elections Canada
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- The Bank of Canada Museum



2:00 -2:45 pm
Mountain time zone

3:00 - 3:45 pm
Central time zone

4:00 - 4:45 pm
EST time zone

Concurrent Sessions C - 45 MINUTES

C1) PANEL: NEOLIBERALISM COSTS, TALK IS CHEAP: A CASE FOR MORE DIALOGUE & DELIBERATION IN THE SOCIAL STUDIES CLASSROOM (ROUNDTABLE)

In this panel, we will explore dialogue and deliberation in the social studies classroom. Specifically, we will consider the social and political perceptions that impede meaningful discussions. Further, we will make a plea for granting more time and space to dialogic encounters. Finally, we will consider whether everything is “up for discussion” in social studies classrooms, and how educators can foster dialogic spaces.

- CHAIR Dr. Lloyd Kornelsen, University of Winnipeg
- Dr. Shannon D.M. Moore, University of Manitoba
- Kevin Lopuck, Manitoba Social Sciences Teachers’ Association
- Kathleen Elgar, Lord Selkirk School Division

C2) WE CAN DO THIS: DECOLONIZING OUR PEDAGOGY AND PRIORITIZING HUMANITY

This workshop highlights the Black Canadian experience to determine that filling in important gaps in our historical national narrative can explain present realities, and inform the way that we approach the future as we endeavor to create positive outcomes and heighten engagement for all students through equitable and inclusive education. Cross-curricular classroom ready resources for grades 5-12 will be provided.

- Gregory Birkett, Secondary Teacher, Ontario
- Coleen Birkett, Secondary Teacher, Ontario

C3) PANEL: EXPERIENCING ELECTIONS AND DEMOCRACY (BILINGUAL)

Classroom resources, professional learning programs and experiential education. Find out how Elections Canada, the Library of Parliament and Élections Québec can support your social studies classroom no matter where you are. From hands-on simulations to engaging inquiry, student programs and professional learning experiences, find out how the resources from these non-partisan agencies can help engage your students in Canada’s history, geography, elections and democracy.

- Rachel Collishaw, Elections Canada
- Judy Tweddell, Élections Québec
- Mathieu Craig, Library of Parliament

C4) LANDSCAPE EQUITY

Using nature as our guide, we will offer activity recommendations that prioritize equity and inclusivity in landscape education. By sharing an inquiry-based learning approach through the lens of landscape architecture, we provide educators with the tools and knowledge to grow a system of Landscape Equity, and make outdoor landscapes available to all.

- Jane Hilder, Little Bluestem Landscape Architecture

C5) FACILITATED SHARING SESSION

This session is dedicated to bringing together educators to share best pedagogical practices. Bring a favourite lesson or unit plan or activity and share with colleagues across the country! Once assembled, participants will be placed in breakout rooms of common themes/courses.

- Jennifer Williams, Alberta Teachers' Association Social Studies Council president, Alberta

C6) PANEL: INDIGENOUS PEOPLES & THE CANADIAN HISTORICAL NARRATIVE

- PANELIST & SESSION CHAIR Randy Boswell, Associate Professor, Department of Journalism and communications, Carleton University
- Dr. Adele Perry, Distinguished Professor, Director, Centre for Human Rights Research, University of Manitoba
- Dr. Kahente Horn-Miller, Assistant Vice President, Indigenous Initiatives, Associate professor, School of Indigenous and Canadian Studies, Carleton University
- Professor Emeritus Denys Delâge, Université Laval



2:45 - 3:00 pm
Mountain time zone

3:45 - 4:00 pm
Central time zone

4:45 - 5:00 pm
EST time zone

CLOSING - 15 MINUTES

- Rachel Collishaw, President, Ontario History and Social Science Teachers' Association (OHASSTA) / President, Social Studies Educators Network of Canada (SSENC)
- Kevin Lopuck, President, Manitoba Social Sciences Teachers' Association
- Jennifer Williams, President, Alberta Teachers' Association Social Studies Council



8:30 - 9:30 am
Mountain time zone

9:30 - 10:30 am
Central time zone

10:30 - 11:30 am
EST time zone

EXHIBITOR HALL OPEN



9:30 - 10:30 am
Mountain time zone

10:30 - 11:30 am
Central time zone

11:30 - 12:30 am
EST time zone

WELCOME

– Rachel Collishaw, President, Social Studies Educators Network of Canada (SSENC)

Concurrent Sessions D - 45 MINUTES

D1) ASSESSING THINKING

Properly used, assessment can be one of the most powerful tools in a teacher's toolkit. Using authentic inquiry engages learners, while providing timely and purposeful feedback helps to scaffold student learning ensuring success for all. Used in tandem, assessment for learning and assessment of learning creates a successful learning environment and motivates all learners. During this workshop, participants will examine the principles of effective assessment in the context of critical thinking. Several practical and innovative strategies for designing and implementing curriculum with critical inquiry at the core will be shared.

– Garfield Gini-Newman

D2) HISTORICAL THINKING (INCLUDING SNAPSHOTS IN TIME)

Participants will be introduced to the purposes, essential understandings, key concepts, and effective learning resources for teaching and assessing historical thinking in their social studies classes.

– Lindsay Gibson

D3) Teaching for Anti-Racism and Anti-Oppression

RE-IMAGINING EDUCATIONAL LEGACIES: DISRUPTING WHITE SUPREMACY IN CRITICALLY THOUGHTFUL WAYS

Equity leaders and scholars have challenged us all to hold educational systems to account for perpetuating racial injustice. This session invites participants to bring a critically thoughtful lens to the task of de-centering whiteness in education to create just futures. Together, we will explore the question: What are the most impactful actions I can take to dismantle racist legacies in education?

– Maria Vamvalis



10:30 -11:00 am
Mountain time zone

11:30 - 12:00 pm
Central time zone

12:30 - 1:00 pm
EST time zone

EXHIBIT HALL AND PRE-RECORDED SESSIONS

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11:00 -12:00 pm
Mountain time zone

12:00 - 1:00 pm
Central time zone

1:00 - 2:00 pm
EST time zone

Concurrent Sessions D - 1 HOUR

E1) ASSESSING THINKING - REPEAT OF SESSION 1

Properly used, assessment can be one of the most powerful tools in a teacher’s toolkit. Using authentic inquiry engages learners, while providing timely and purposeful feedback helps to scaffold student learning ensuring success for all. Used in tandem, assessment for learning and assessment of learning creates a successful learning environment and motivates all learners. During this workshop, participants will examine the principles of effective assessment in the context of critical thinking. Several practical and innovative strategies for designing and implementing curriculum with critical inquiry at the core will be shared.

- Garfield Gini-Newman

E2) HISTORICAL THINKING (INCLUDING SNAPSHOTS IN TIME) - REPEAT OF SESSION 1

Participants will be introduced to the purposes, essential understandings, key concepts, and effective learning resources for teaching and assessing historical thinking in their social studies classes.

- Lindsay Gibson

E3) EXPLORER LES RESSOURCES PÉDAGOGIQUES QUI ENCOURAGENT LA PENSÉE CRITIQUE

Dans cet atelier, nous explorerons des plans de leçons testés par des enseignants et enseignantes en salle de classe qui enseignent une variété d’outils intellectuels pour aider les élèves à être meilleurs penseurs critiques tout en apprenant le contenu du curriculum.

- Giovanna Longhi



12:00 -12:15 pm
Mountain time zone

1:00 - 1:15 pm
Central time zone

2:00 - 2:15 pm
EST time zone

CLOSING REMARKS

- Rachel Collishaw, President, Ontario History and Social Science Teachers’ Association (OHASSTA) / President, Social Studies Educators Network of Canada (SENC)
- Kevin Lopuck, President, Manitoba Social Sciences Teachers’ Association
- Jennifer Williams, President, Alberta Teachers’ Association Social Studies Council



12:30 -1:30 pm
Mountain time zone

ATATSSC AGM

PRE-RECORDED SESSIONS



Note that you may view these session at any time

DECOLONIZATION SKATEBOARDS: EXPLORING COLONIALISM, CREATIVITY AND RECONCILIATION WITH SKATEBOARDS

– Presented by Kristian Basaraba

This session outlines how students combined skateboard art with a history lesson on Indigenous culture and colonialism in an effort to raise awareness about reconciliation. Students worked with a number of Indigenous creatives and leaders to explore Indigenous history and strengthen their understanding of the effects of government policies, legislation and practices on Indigenous cultures and peoples. Participants will learn about the inspiration behind this project, how it was implemented and what it would take to do it in their own classroom. They will also hear about how skateboarding can be a form of activism to inspire social change and used as a call to action to forge the path to decolonization.

BUILDING A COMMUNITY OF LEARNERS: STUDENTS FOSTER FRIENDSHIPS IN A CULTURAL EXCHANGE

– Presented by Maxine Hildebrandt & Lisl Gunderman

A cultural exchange is a powerful way of building trust and creating bonds of friendship with people from differing cultural backgrounds. It affords a unique opportunity for learning transformations to take place in the hearts and minds of children and adults, as individuals embrace the ability to appreciate differing cultural perspectives, and to be open to learning about themselves and others. In this session participants will learn how to plan and organize a cultural exchange program to enrich their students' learning. Participants will come away from the session exploring the first steps necessary to create an action plan for a cultural exchange project.

THE STONEY NAKODA HEROES PROJECT:CONNECTING COMMUNITY, CULTURE, AND CURRICULUM

– Presented by Kayla Dallyn

In the 2018/2019 school year Kayla Dallyn engaged her grade 4 class in an inquiry project that guided students through a deep exploration of their culture and history. Curious to learn more about their Stoney Nakoda ancestors, the class worked alongside Elders to trace their family lineages back several generations. They then collaborated with a local artist to share their learning with the larger Bow Valley community. Kayla and her teaching partner were honoured to receive a Governor General's Award for their work on this project. The Stoney Nakoda Heros Project garnered national media attention and sparked conversations about what Truth and Reconciliation work can look like in schools. In this session Kayla will speak about the project, how it came to be, and the lessons she and her students learned from this amazing experience.

LET'S PLAY: HOW GAMELIKE LEARNING CAN ENGAGE STUDENTS IN SOCIAL STUDIES

– Presented by Erin Quin and Tara Vandertoorn

We all learn best when we are having fun and challenging ourselves and gamelike learning creates this environment! Utilizing game theory in the classroom is the perfect accompaniment to teaching historical thinking and other Social Studies skills, while engaging students in creative and critical learning. This is not about awarding points and badges. In gamelike learning, teachers borrow concepts from games to design engaging, relevant, and rigorous projects for their students, while still upholding the essence of the disciplines of the social sciences. Grade 8 Humanities teachers Erin and Tara have used concepts of game theory and design thinking to develop engaging projects in Social Studies that provide students with a way to relate to the content that creates connection and builds meaning. They will share the games they created to teach the concept of worldview through case studies about Edo Japan, the European Renaissance and the Spanish/Mexica (Aztec) conflict and explore the game concepts they used as they made decisions. They will also offer ideas for how game theory can support learning in any topic. Tara and Erin's students have shown incredible growth in their historical and critical thinking skills through these games, and rave about how much fun they had learning this way.

EN – UNDERSTANDING THE HOLOCAUST THROUGH PERSONAL EXPERIENCES: TEACHING TOOLS FROM THE MONTREAL HOLOCAUST MUSEUM

– Presented by Monique MacLeod, Head of Education, Montreal Holocaust Museum

Drawing on historical thinking concepts, we'll showcase how to use excerpts of video testimonies and artefacts from the Montreal Holocaust Museum's unique collection. Coupled with our interactive timelines and maps, you'll leave this workshop with a lesson plan that plots out how these resonant primary sources can be integrated into your study of rights and freedoms, Canada's role in WWII and the refugee experience, amongst other themes.

FR – COMPRENDRE L'HISTOIRE DE L'HOLocauste À TRAVERS LES EXPÉRIENCES PERSONNELLES: LES OUTILS PÉDAGOGIQUES DU MUSÉE DE L'HOLocauste MONTRÉAL

– Présenté par Anne Marguet

En nous appuyant sur les concepts de la pensée historique, nous vous proposons un atelier qui vous montre comment utiliser en classe des artefacts et des extraits de témoignages issus de la riche collection du Musée de l'holocauste Montréal, ainsi que les frises chronologiques et cartes interactives disponibles sur le site. Au cours de cet atelier, nous vous présenterons aussi une activité pédagogique clé en main qui vous montre combien ces sources primaires sont pertinentes pour enseigner la suppression des droits et libertés, le rôle du Canada dans la Seconde Guerre mondiale ou l'expérience des réfugiés.

ONLINE LEARNING AND TEACHING ABOUT DIVERSITY AND INCLUSION; ACS-UMETROPOLIS

– Presented by Chris Surtees, Director of E-Learning and Web, Association for Canadian Studies / Metropolis Canada

In this pre-recorded session, Chris Surtees will introduce an ACS-UMetropolis, a new results oriented online learning project developed to meet present and future challenges with respect to giving all Canadians an opportunity to access additional learning materials to enhance knowledge about diversity, inclusion and identity. There will be a demonstration of course materials and discussion of how e-learning can assist history and social studies teachers in their work.

A NEW APPROACH TO REMEMBRANCE DAY: TELLING DIVERSE STORIES; CANADIAN WAR MUSEUM

– Presented by Britt Braaten and Jessica Shaw

Whether you're leading a school ceremony, a virtual lesson, or something in between, the Remembrance Day online learning module brings together all the resources you need to deliver an engaging and inclusive experience. The resources include a variety of time periods and perspectives. These resources allow you to go beyond traditional stories to teach lessons that make Remembrance Day relevant to students today.

THE KOREA MODULES: READY TO USE LESSONS ON KOREAN HISTORY AND ECONOMICS

– Shannon McLeod Simpson, Jim Pedrech and Erin Ledlow

As we know from the overwhelming popularity of BTS and Squid Game, there is no doubt that Korean culture is interesting and important to young people in Canadian classrooms, but very little about Korea is explicitly taught. A team of teachers from the Ontario History and Social Sciences Association, in partnership with the Korean Cultural Centre of Canada, has sought to change this. In this pre-recorded session you will be introduced to two ready to use modules: The History of Democratization in Korea and the Korean Economy. Each module contains four lesson plans that can be used alone or as a series in any History, Civics, Politics, or Economics class. Each lesson offers a variety of rich primary source material, engaging interactive activities, and teacher background information so educators have everything they need to start teaching this material immediately.