

THINK HISTORY

CANADIAN HISTORY SINCE 1914



Canadian History Textbook Grade 10

**James H. Williams, Wendy D. Bokhorst-
Heng**



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The Burden of History Elizabeth Furniss, 2011-11-01 This book is an ethnography of the cultural politics of Native non Native relations in a small interior BC city Williams Lake at the height of land claims conflicts and tensions Furniss analyses contemporary colonial relations in settler societies arguing that ordinary rural Euro Canadians exercise power in maintaining the subordination of aboriginal people through common sense assumptions and assertions about history society and identity and that these cultural activities are forces in an ongoing contemporary system of colonial domination She traces the main features of the regional Euro Canadian culture and shows how this cultural complex is thematically integrated through the idea of the frontier Key facets of this frontier complex are expressed in diverse settings casual conversations among Euro Canadians popular histories museum displays political discourse public debates about aboriginal land claims and ritual celebrations of the city s heritage In each setting Furniss shows how these cultural practices contribute to the marginalization of area Shuswap Sepwecemc Tsilhqot in Chilcotin and Carrier peoples and how area Native people are continually engaging in diverse and innovative modes of resistance to the dominant regional culture T. L. C. Barbara Douglass, 2014-06-16 Trying to teach then hopefully learn to change are the stages that are developmentally essential if one is to grow and become effective in any situation where actual learning can take place Knowing when and how to change approaches methods and expectations is essential Would you strap a boy of fifteen years who is bigger than you Would you teach in a locked jail unit alongside a convicted murderer I did both Recorded here are the big changes I went through during my career I went from having an atmosphere of fear in the classroom to having a loving atmosphere Yet I still had control Read about the sad the funny and the unusual experiences I had Read about some of the suggestions I now have for the improvement of the present sorry state of the public educational system in North American schools What are we to do for our many unemployed graduates Filipinos in Canada Roland Sintos Coloma, Bonnie McElhinny, Ethel Tungohan, John Paul Catungal, Lisa M. Davidson, 2012-09-11 The Philippines became Canada s largest source of short and long term migrants in 2010 surpassing China and India both of which are more than ten times larger The fourth largest racialized minority group in the country the Filipino community is frequently understood by such figures as the victimized nanny the selfless nurse and the gangster youth On one hand these narratives concentrate attention in narrow and stereotypical ways on critical issues On the other they render other problems facing Filipino communities invisible This landmark book the first wide ranging edited collection on Filipinos in Canada explores gender migration and labour youth spaces and subjectivities representation and community resistance to certain representations Looking at these from the vantage points of anthropology cultural studies education geography history information science literature political science sociology and women and gender studies Filipinos in Canada provides a strong foundation for future work in this area **Creating Canada's Peacekeeping Past** Colin McCullough, 2016-07-28 Peacekeeping Despite efforts to relegate it to the past what was once a central pillar in Canada

s national identity has been making a comeback in recent years *Creating Canada's Peacekeeping Past* illuminates how participation in the United Nations peacekeeping efforts from 1956 to 1997 became central to national self identification in both English and French Canada Delving into four decades worth of political rhetoric newspaper coverage textbooks and more Colin McCullough outlines continuity and change in the production and reception of messages about peacekeeping He demonstrates that those who produced messages about peacekeeping often overlooked the particularities of individual missions preferring to link their cultural products to political discourses about national identity Engaging in debates about Canada's international standing as well as its broader national character this book is a welcome addition to the history of Canada's changing national identity (Re)Constructing Memory: Textbooks, Identity, Nation, and State James H.

Williams, Wendy D. Bokhorst-Heng, 2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation Authors voices come from a variety of contexts some historical some contemporary some providing analyses over time But they all consider the changing portrayal of diversity belonging and exclusion in multiethnic and diverse societies where silenced invisible marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative The authors discuss portrayals of past exclusions around religion ethnicity sexual orientation as they look at the shifting boundaries of insider and outsider This book is thus about who we are not only demographically but also in terms of the past especially how and whether we teach discredited pasts through textbooks The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive critical and positively bonding in increasingly larger and more inclusive contexts **Transforming the Canadian History Classroom** Samantha

Cutrara, 2020-10-01 We are all our history Yet despite curricular revisions the mainstream historical narrative that shapes the way we teach students about the Canadian nation can be divisive separating us from them Responding to the evolving demographics of an ethnically and culturally heterogeneous population *Transforming the Canadian History Classroom* calls for an innovative approach that instead places students the stories they carry and the histories they want to be part of at the centre of history education Samantha Cutrara explores how teaching practices and institutional contexts can support ideas of connection complexity and care in order to engender meaningful learning and foster a student centric history education Applying insights gained from student and teacher interviews and case studies in schools *Transforming the Canadian History Classroom* delineates a learning environment in which students can investigate the historical narratives that infuse their lives and imagine a future that makes room for their diverse identities **Canadian History Textbooks** Marcel

Trudel, Geneviève Laloux-Jain, 1970 **Catalog of the Gerald K. Stone Collection of Judaica** Gerald K. Stone, 2021-01-05 Gerald K Stone has collected books about Canadian Jewry since the early 1980s This volume is a descriptive catalog of his Judaica collection comprising nearly 6 000 paper or electronic documentary resources in English French Yiddish and Hebrew

Logically organized indexed and selectively annotated the catalog is broad in scope covering Jewish Canadian history biography religion literature the Holocaust antisemitism Israel and the Middle East and more An introduction by Richard Menkis discusses the significance of the Catalog and collecting for the study of the Jewish experience in Canada An informative bibliographical resource this book will be of interest to scholars and students of Canadian and North American Jewish studies

The Treatment of the Holocaust in Canadian History and Social Science Textbooks Yaacov Glickman, Alan Bardikoff, League for Human Rights of B'nai B'rith, 1982 The degree to which Canadian history and social science textbooks inform and sensitize Canadian students to the events of the Holocaust is examined Evaluated by a panel of independent judges and presented in comparative perspectives 72 history and social science textbooks authorized for use in Canada's secondary schools were found to have offered inadequate treatment of the subject matter The findings remained consistent on all measures of which the evaluation scale was comprised and ways in which data were manipulated The poor performance shown by the textbooks analyzed held on both quantitative and qualitative measures employed in the evaluation process In addition 208 high school students of the Toronto area polled for the purposes of this report confirmed the rather meagre contribution of current textbooks to the understanding and knowledge of the Holocaust The causes for the textbook profile unfolded in this report are attributed in part to the structure of domination and power relations in Canada of which the school curriculum is an expression The applicability of the findings to the general character of Canadian educational processes and the way they respond to the plight of other minority groups are also discussed Author LH

Whatever Happened to High School History? Bob Davis, 1995-01-01 Bob Davis examines official high school history teaching and related government policies from the 1940s to the mid 1990s providing essential background for those concerned with how history will be taught in the 21st century Davis traces the demise of the old historiographical narrative of progress the rise of an essentially content free skills based approach to education and the emergence of the new orthodoxy of post modern theory identifying the weaknesses of each and suggesting fruitful directions for future development of history teaching Whatever Happened to High School History is a passionate and insightful account of crisis and decline in a subject that used to be the pillar of the secondary curriculum An Our Schools Our Selves book

Discourses of Globalisation, and the Politics of History School Textbooks Joseph Zajda, 2022-08-19 This book focuses on discourses of the politics of history education and history textbooks It offers a new insight into understanding of the nexus between ideology the state and nation building as depicted in history education and school textbooks It especially focuses on the interpretation of social and political change significant events looking for possible biases and omissions leadership and the contribution of key individuals and continuities The book discusses various aspects of historical narratives and some selected key events in defining identity and nation building It considers the role of historiography in dominant historical narratives It analyses history education in both local and global settings and its significance in promoting values education and intercultural and global understanding It is

argued that historical narratives add pedagogies grounded in constructivist metacognitive and transformational paradigms have the power to engage the learner in significant and meaningful learning experiences informed by multiple discourses of our historical narratives and those of other nations *Globalisation, Nation-Building and History Education* Joseph Zajda, John Whitehouse, 2024-03-19 This book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies the state and nation building as depicted in history school textbooks It focuses on the interpretation of social and political change significant events and examining possible new biases and omissions in school textbooks The Europeanization of history textbooks in the EU is an example of western dominated Grand Narrative of pluralist democracy multiculturalism and human rights according to the canon of a particularly European dimension Various public debates in the USA China the Russian Federation RF Japan and elsewhere dealing with understandings of a nation building national identity and history education point out to parallels between the political significance of school history and the history education debates globally The book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals dominant ideologies and content of history textbooks and historical narratives It concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge ideologies and the direction of values education in history textbooks This book provides an easily accessible practical yet scholarly insights into local and global trends in the field of history education and should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners **History Lessons** Dana Lindaman, Kyle Ward, 2006-07-04 A fascinating look at what students in Russia France Iran and other nations are taught about America The New York Times Book Review This timely and important book History News Network gives us a glimpse into classrooms across the globe where opinions about the United States are first formed History Lessons includes selections from textbooks and teaching materials used in Russia France Iran Saudi Arabia Cuba Canada and others covering such events as the American Revolution the Cuban Missile Crisis the Iran hostage crisis and the Korean War providing some alternative viewpoints on the history of the United States from the time of the Viking explorers to the post Cold War era By juxtaposing starkly contrasting versions of the historical events we take for granted History Lessons affords us a sometimes hilarious often sobering look at what the world thinks about America s past A brilliant idea Foreign Affairs **Canadian Materials** ,1973 An awareness list for school resource centres of print and nonprint materials **Cultural Diversity and Canadian Education** John R. Mallea, 1984 This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada Education policy and practice regarding language and culture are highlighted as is the crucially important question of cultural transmission *Socialization and Values in Canadian Society* Elia Zureik, 1985-01-15 *Research in Education* ,1974 **Resources in Education** ,1999-10 *Education Canada* ,1967 **Representations of Nature of Science in**

School Science Textbooks Christine V. McDonald, Fouad Abd-El-Khalick, 2017-04-21 Bringing together international research on nature of science NOS representations in science textbooks the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical implications in various regions across the globe Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks This comprehensive analysis is a definitive reference work for the field of science education

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