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.)

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.

Instructional Design of Resource
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.

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.

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.

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.

Web Link—pg. 31, 67, 131, 152, 223

Web link suggestions are provided to support student inquiries.
Describe how the war changed women's roles and outline the causes of the Second World War.

Continue the annotated timeline showing steps to complete the following organizer to show the impact of the Second World War on Canada.

1. What were the major changes in Canada's political system? (pages 90–91) and the following sources which have been ignored by this government.

2. What are the most significant events in the development of Canada's identity? (pages 49, 79, 99, 200)

3. What were the three most important case studies in Canada in the Post-War Years? (pages 49, 79, 99, 200)

4. What were the three most significant social changes made by Diefenbaker? (pages 49, 79, 99, 200)

5. What were the three most significant social changes made by Pearson? (pages 49, 79, 99, 200)

6. What were the three most significant social changes made by Trudeau? (pages 49, 79, 99, 200)

7. How was Canadian identity changed during the Second World War? (pages 49, 79, 99, 200)


42. How did Canadian identity change during the Second World War? (pages 49, 79, 99, 200)


44. How did Canadian identity change during the Second World War? (pages 49, 79, 99, 200)


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.