Analyze

Definition

Consider the nature or structure of something by deconstructing it into its component parts to understand or explain it.

Why It's Important

Teaching students to analyze helps them break down complex ideas or issues into manageable parts, fostering a deeper understanding. This skill equips students to approach topics critically, identify patterns, and develop well-supported explanations or interpretations, which are essential for informed decision-making and problem-solving.

Strategies

Model Deconstruction

- Use a think-aloud approach to demonstrate how to break down a concept or text into its components (e.g., analyzing a primary source by looking at its purpose, audience, and message).
- Highlight keywords, phrases, or structural elements that indicate critical parts.

Graphic Organizers

- Use tools like concept maps, T-charts, or flowcharts to help students visually organize the elements they are analysing (e.g., comparing the causes and effects of historical events).

Guided Practice with Scaffolding

- Provide students with a checklist or guiding questions to focus their analysis.

Collaborative Discussions

- Assign group tasks where each student analyzes a specific component of a larger issue (e.g., one student examines historical context, another assesses consequences, and another evaluates stakeholder perspectives). Then, the group synthesizes their findings.

Comparative Analysis Activities

- Provide students with two or more items to analyze related to the same topic. (e.g., different political speeches, policies, or cultural artifacts). Encourage them to identify similarities, differences, and the implications of those differences.

Reflection on Process

- After completing an analysis task, ask students to reflect on how deconstructing the parts helped them better understand the whole and what challenges they faced during the process.

Putting Strategies into Practice: Think-Aloud

Below is an example of how to model analysis by thinking aloud using the effects of Canada's decisions regarding international agreements on international relations, focusing on climate accords like the Paris Agreement.

Why it Works: Thinking aloud is effective because it models analytical thinking in real-time, helping students see how to break down a topic into its key parts and consider their relationships. It supports diverse learners by making the teacher's thought process visible, offering a clear structure they can replicate in their own work.

Teaching Tips: Preparing a Think-Aloud to Model Analytical Thinking

- Select an example that is relevant and accessible for students. For instance, use a topic they have prior knowledge of or one that aligns with current learning goals.
- Review the topic or issue you'll be analysing and ensure you fully understand its key components, context, and implications.
- Identify the steps involved in analysing the topic (e.g., deconstructing parts, examining relationships, identifying consequences).
- Create guiding questions for each step to structure your thought process (e.g., "What are the key parts? How do they interact? What evidence supports this?").
- Plan the specific points or examples you will use in the think-aloud.
- During the think-aloud, pause occasionally to ask questions, check for understanding, or invite students to contribute to your analysis.

Example: Thinking Aloud to Model Deconstructing a Topic

Teacher: *"Today, we're going to analyze how Canada's decision to join the Paris Agreement affects its international relations. Let's start by breaking this down into manageable parts, step by step, just like we would with any complex topic. First, we need to understand the Paris Agreement itself. It's an international commitment where countries pledge to reduce emissions and limit global warming. Why would Canada want to join? Let's think. Canada likely wanted to show leadership on climate change and work with other nations to solve this global issue. Next, let's explore the effects. Joining the agreement probably strengthened Canada's relationships with countries that prioritize climate action, like those in the European Union. At the same time, it might have created tension with nations heavily dependent on fossil fuels, such as the United States under certain administrations. Now, let's consider the potential consequences of not meeting the agreement's targets. If Canada fails to fulfill its commitments, it could lose credibility, which would weaken trust with its allies. So, while this decision helps Canada position itself as a cooperative global partner, there's also a risk involved. Finally, think about the bigger picture. What does this decision tell us about Canada's role in international relations and its values as a country? When we analyze, we're not just looking at the parts—we're thinking about how they connect and what they mean overall. What do you think? Are there other effects we could explore?"*

Student Handout: Source Analysis

When we analyze, we break something down into smaller parts to understand how it works or what it means. We have to look at each part carefully to figure out how it connects with others and why it is important. As part of the research process, historians analyze primary and secondary sources to better understand the past.

Step 1: Identify the Source (author, date of publication, type of source):

Author: Date of publication: Type of source:

Step 2: Use the questions below to analyze the source. Record your answers in the space provided.

Purpose: Why was this source created?	
Audience: Who was the intended audience for this source?	
Message: What is the main idea or message of this source?	
Context: What is the historical, social, or cultural context of this source?	
Implications or Impact: What are the potential advantages or considerations of this source?	

Step 3: Respond to the following questions:

1. How does the purpose of the source shape its message?
2. How does the context influence the audience's understanding of this source?
3. How does this source help me to better understand the topic? What questions still need to be answered?

Compare

Definition

Identify similarities and differences between two or more items, concepts, or perspectives to gain a deeper understanding or make informed decisions.

Why It's Important

Teaching students to compare helps them develop critical thinking skills by examining relationships between ideas, identifying patterns, and evaluating multiple perspectives. This skill is foundational for synthesizing information, making connections across disciplines, and understanding nuanced issues.

Strategies

Model Comparison

- Provide an example where you explicitly compare two items, highlighting similarities and differences (e.g., comparing two historical speeches).

Graphic Organizers

- Use tools like Venn diagrams, T-charts, or double-entry journals to help students visually organize similarities and differences.

Guided Questions

- Give students targeted questions to direct their comparisons (e.g., "What do these items have in common? How are they different? Why do these differences matter?").

Collaborative Discussions

- Assign small groups to compare and discuss assigned items, with each student contributing observations or insights. Groups can then present their findings to the class for synthesis and further discussion.

Comparative Writing Activities

- Have students write a short response or essay comparing two items, emphasizing not only the similarities and differences but also their significance.

Reflection on Process

- Encourage students to reflect on what they learned through comparison and how it deepened their understanding of the topic.

Putting Strategies into Practice: Collaborative Discussions

*Below is an example of how to teach comparison using a **Collaborative Discussion**. In this activity, students compare Canada's role in two major international crises: the Vietnamese Boat People crisis (1975-1980) and the Syrian refugee crisis (2015–present).*

Why It Works: Collaborative discussions foster active engagement, allowing students to share diverse perspectives and deepen their understanding of a topic. Through discussion, students practice communicating their ideas, considering others' viewpoints, and refining their thinking.

Teaching Tips: Preparing a Collaborative Discussion

- Choose Appropriate Topics for Comparison: Select items that share enough commonalities to invite comparisons but have significant differences to discuss.
- Provide Structure: Develop a set of guiding questions for students to discuss (e.g., "What goals do both agreements share? How do their strategies for achieving those goals differ? What were the international reactions to each?").
- Provide time to prepare: Give guidance to provide students with time to identify relevant information, make comparisons, and discuss their findings as a group.
- Facilitate Synthesis: After group discussions, guide the class in synthesizing their comparisons by summarizing key points or creating a class-wide Venn diagram.

Example: Collaborative Discussion on Comparing Canada's Responses to Refugee Crises

Teacher: *"Today, we're going to compare Canada's responses to two major refugee crises: the Vietnamese Boat People crisis and the Syrian refugee crisis. Each group will focus on a specific aspect of comparison, such as government policies, public involvement, or the long-term impacts of Canada's actions.*
In your groups, I want you to compare Canada's responses to these two crises using the following guiding questions:

- How were Canada's government policies similar or different in responding to these crises?
- What role did private sponsorship and public involvement play in each case?
- How did the international context (e.g., relationships with other countries, global priorities) influence Canada's actions?
- What were the challenges and successes in resettling refugees in each crisis?
- How have Canada's responses shaped its reputation as a humanitarian leader on the global stage?

Once your group discussion is complete, we'll come together to create a class-wide Venn diagram to visualize the similarities and differences. Be prepared to explain how Canada's responses to these two crises reflect changes or continuities in its approach to humanitarian efforts."

Student Handout: Comparative Discussion Preparation Guide

When we compare, we look at two or more things to find similarities and differences. We can use these comparisons to understand a topic more deeply or to make informed decisions. Historians will often compare things like historical perspectives on an issue, or the effects of an event on different groups.

Use the steps below to help you prepare for the discussion.

Step 1: What are you comparing?

Step 2: Use the chart below to organize your ideas.

Items to compare	Item 1:	Item 2:
Similarities *What do they have in common?*		
Differences *How are they different?*		

Step 3: Think about the discussion topic. Discuss with your group:

- Why are the similarities important?
- Why are the differences important?

Step 4: Organize your thoughts:

- What is the most important similarity? Why?
- What is the most important difference? Why?
- What conclusions can we draw based on our comparison?

Step 5: Get Ready to Discuss

- Prepare to help your group contribute to the discussion by:
- Connect your comparisons to the discussion question or topic.
- Highlight one similarity or difference you think is most important.
- Be ready to explain why that similarity or difference matters.

Evaluate

Definition

Make judgments about the value, significance, or impact of something based on evidence and criteria.

Why It's Important

Teaching students to evaluate helps them develop critical thinking skills by assessing the quality of evidence, understanding multiple perspectives, and forming reasoned judgments. This skill is essential for informed decision-making and engaging in complex discussions about significant issues.

Strategies

Provide Context and Develop Content Knowledge

- To evaluate effectively, students need knowledge of the topic or concept. Scaffold lessons so that students have the necessary historical context and content knowledge to make effective evaluations.

Model Evaluation

- Demonstrate how to use evidence and criteria to assess the impact or significance of an event, policy, or concept.

Impact Evaluation Activities

- Ask students to compare and evaluate the effects of different events or decisions, encouraging them to use evidence and criteria to support their judgments.

Use of Rubrics or Criteria

- Provide students with a set of criteria to guide their evaluation (e.g., significance, fairness, long-term impact).

Guided Group Work

- Assign small groups to evaluate a specific aspect of a topic, with each group applying criteria to reach a judgment.

Reflection and Self-Assessment

- Have students reflect on their evaluation process and how evidence and criteria informed their judgments.

Putting Strategies into Practice: Impact Evaluation Activities

Below is an example of how to teach evaluation using Impact Evaluation Activities. In this activity, students evaluate the effects of the Constitution Act, 1982 on Canadians by examining its impact on specific groups, such as Indigenous peoples, linguistic minorities, and the general population, and forming evidence-based judgments.

Why It Works: Impact evaluation activities help students focus on the broader effects and implications of significant events or policies. By examining the consequences for different groups and using evidence to form judgments, students engage in higher-order thinking and develop a nuanced understanding of historical and social issues.

Teaching Tips: Preparing an Impact Evaluation Activity

- Provide Context: Begin with a short review of the Constitution Act, 1982, and its key components, such as the Charter of Rights and Freedoms and Section 35 on Indigenous and treaty rights.
- Set Evaluation Criteria: Give students clear criteria for evaluating the Act's effects, such as fairness, inclusivity, long-term impact, and societal change.
- Focus on Group-Specific Impact: Assign groups to evaluate the Act's impact on specific communities (e.g., Indigenous peoples, linguistic minorities, or the broader Canadian public).
- Encourage Evidence-Based Judgments: Ask students to back their evaluations with examples from primary or secondary sources.

Example: Modeling Evaluating the Effects of the Constitution Act, 1982

Teacher: "Let's evaluate the effects of the Constitution Act, 1982, on linguistic minorities, using three criteria: inclusivity, effectiveness, and long-term impact.

- *Inclusivity*
  The Act strengthened language rights through the Charter of Rights and Freedoms, specifically in Sections 16-23, which guarantee official bilingualism and protect minority language education rights. These provisions were inclusive because they formally recognized and protected the rights of linguistic minorities, such as Francophones outside Quebec and Anglophones in Quebec. However, implementing these rights has faced challenges, particularly in ensuring access to minority language education in smaller communities.
- *Effectiveness*
  In terms of effectiveness, the Act has led to greater protections for linguistic minorities, such as expanding access to French-language schools in provinces like New Brunswick and Manitoba. However, in some regions, barriers remain, such as insufficient funding or infrastructure for minority language education. While it has advanced linguistic rights, its impact has been uneven across the country.
- *Long-term impact*
  Over time, the Act has reinforced Canada's commitment to bilingualism and has been instrumental in court cases that upheld minority language rights, such as Mahe v. Alberta. This has helped preserve cultural and linguistic diversity. However, some linguistic minorities feel that progress has been slow, and significant disparities persist in rural areas.

Summary: *For linguistic minorities, the Constitution Act made important strides in protecting language rights and promoting inclusivity, but challenges in implementation have limited its effectiveness. While it has had a positive long-term impact, achieving equity for linguistic minorities remains a work in progress. What do you think? How might this evaluation differ if we looked at a different group?*

Student Handout: Impact Evaluation

When we evaluate, we make a judgment about how significant or impactful something is, based on evidence and clear criteria. Historians use evaluation to construct their arguments.

Step 1: Identify what you are evaluating (e.g., the event, decision, or concept).

What criteria will you use to evaluate it? (e.g., fairness, effectiveness, long-term impact)

1. 2. 3.

Step 2: Impact Evaluation Chart

Use the chart below to organize your evaluation:

Criterion	Evidence(What evidence are you using in relation to the criteria?)	Evaluation(Use the criteria to consider your evidence and draw a conclusion.)
Criterion 1:		
Criterion 2:		
Criterion 3:		

Step 3: Use your completed chart to write a summary of your evaluation. Consider the significance of each criterion as part of your summary.

Formulate

Definition

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Why It's Important

Teaching students to formulate enables them to develop focused, meaningful, and well-structured ideas in response to a topic or problem. This skill encourages creativity, critical thinking, and decision-making, as students learn to refine their ideas based on evaluation and evidence. It lays the foundation for inquiry, problem-solving, and effective communication.

Strategies

Model the Process

- Demonstrate how to identify a topic, brainstorm ideas, and refine those ideas into a focused question or response.

Brainstorming Sessions

- Encourage students to brainstorm multiple ideas, then evaluate them collaboratively or individually to determine which are most relevant or effective.

Idea Prioritization

- Provide tools like criteria checklists or ranking systems to help students prioritize and refine their ideas based on relevance, clarity, and feasibility.

Graphic Organizers

- Use tools like mind maps, T-charts, or decision-making matrices to help students visually organize and refine their ideas.

Peer Feedback

- Allow students to share their initial ideas with peers and gather feedback to refine and strengthen their focus.

Putting Strategies into Practice: Modeling the Formulation Process

Below is an example of how to model the process of formulating an inquiry question related to the topic, How has the Charter of Rights and Freedoms influenced Canadian society?

Why It Works

Modeling the formulation process helps students see how ideas evolve from general topics to specific, focused questions. It demonstrates the value of brainstorming, prioritizing, and refining ideas based on evidence and purpose.

Teaching Tips: Preparing to Teach Formulation

- Provide Examples: Show students a few well-crafted questions and explain what makes them effective.
- Encourage Iteration: Reinforce that formulating ideas is a process and may take several attempts to refine.
- Scaffold Early Stages: Use prompts or sentence starters to help students brainstorm ideas.
- Promote Feedback: Incorporate peer or teacher feedback at each stage to help students improve their formulation skills.

Example: Formulating an Inquiry Question

Teacher: *"Let's formulate a question about how the Charter of Rights and Freedoms has influenced Canadian society. We'll follow four steps: identify a topic, brainstorm ideas, choose and refine, and evaluate our choices.*

- Identify a Topic
  The broad topic we're working with is the Charter of Rights and Freedoms. It's a significant part of Canadian law that protects rights and freedoms.
- *Brainstorm Ideas*
  Let's brainstorm possible directions:
  - *How the Charter protects individual rights.*
  - *How Supreme Court cases have used the Charter to make decisions.*
  - *How the Charter impacts equity for different groups, like women, minorities, or people with disabilities.*
  - *Limitations of the Charter, what doesn't it cover?*
- *Choose and Refine*
  Out of these ideas, let's focus on equity. A more refined question might be: How has the Charter of Rights and Freedoms contributed to equity for people with disabilities in Canada?
- *Evaluate Choices*
  Does this question meet our needs? It's specific, focuses on one group, and can be supported with evidence from Charter cases like the Eldridge v. British Columbia. It's also broad enough to explore but narrow enough to stay focused.

Now, I want you to try formulating your own inquiry question on a topic of interest. Follow the same steps: identify, brainstorm, choose, refine, and evaluate. Let's start by identifying what topics interest you."

Student Handout: Formulating an Inquiry Question

To formulate a focused and meaningful question, you can identify a broad topic, brainstorm ideas, choose and refine your ideas, and then evaluate your options.

Step 1: Identify Your Topic

Write down a broad topic or idea you are interested in exploring (e.g., the impact of World War II on Canada, voting rights for women)

Step 2: Brainstorm Ideas

What are some possible directions or angles to explore within this topic? Write as many ideas as you can:

Step 3: Choose and Refine

From your brainstormed ideas, choose one that seems most interesting or meaningful to you. Discussing your ideas with a partner might help you choose. Write your idea below:

Next, refine it into a more specific focus. Use these prompts to help:

- What specific group, time period or event do you want to focus on?
- What perspective or angle could you take?

Record your refined idea:

Step 4: Draft Your Inquiry Question

Use your refined idea to draft a question. Use these criteria to help you:

- The question is clear and focused (not too broad or too narrow).
- The question is open-ended (starts with words like "How," "Why," or "What Impact"?).
- The question is connected to a topic that can be researched.

Step 5: Evaluate Your Question

Use the checklist below to evaluate your question:

Criteria	Yes/No
Is the question specific and focused? (Who, When, Where, What?)	
Is the question-ended and not answerable with "yes" or "no"?	
Is it researchable with available evidence?	
Does it connect to a broader concept or idea?	

If you answered "no" to any of the questions, revise your draft question here:

Step 6: Final Inquiry Question

Write your final draft of the inquiry question here:

Implement

Definition:

Carry out a process, strategy, or plan.

Why It's Important

Teaching students to implement equips them with the skills to take a process, strategy or plan and apply it in a structured, practical way. When applied to the research and writing processes, implementation enables students to move from planning to action, ensuring their inquiries are thorough and evidence based.

Strategies

Model the Process

Demonstrate each step of a process in real-time, showing how to approach tasks systematically, using effective strategies. This involves modelling the process over several mini lessons as students learn to choose a topic, develop a question, gather relevant information, analyze their sources, and synthesize evidence.

Provide a Research Framework

Break the research process into clear, manageable stages (e.g., identifying sources, analysing information, organizing findings).

Checklist or Step-by-Step Guide

Provide students with a checklist or written plan to guide their implementation of a process.

Use Technology and Tools

Encourage the use of research tools such as databases and digital archives to streamline the process.

Reflection During Implementation

Ask students to pause at key points to reflect on their progress and adjust their strategy as needed. (e.g., Have I found enough relevant information to support my response? Have I cited the information correctly?)

Putting Strategies into Practice: Modeling the Research Process

*Below is an example of how to model the implementation of the research process for the question, **How have Canadian veterans influenced disability rights in Canada?***

Why It Works

Modeling the research process gives students a clear example of how to move from planning to action, showing how to gather and organize information systematically while staying focused on the goal.

Teaching Tips: Supporting the Implementation of Research

- Scaffold the Process: Provide templates for research logs or outlines to help students stay organized.
- Promote Reflection: Build in moments where students assess their progress and adjust their approach.
- Encourage Collaboration: Pair students to work through steps together, such as brainstorming sources or analysing findings.
- Introduce Tools: Teach students to use online search techniques or digital tools (e.g., Google Scholar) to streamline their work.

Example: Modeling the Research Process

Teacher: *"Let's talk about how we would implement the research process for the question, How have Canadian veterans influenced disability rights in Canada?*

First, we need to outline what we want to find:

- *Background on Canadian veterans' advocacy.*
- *Key milestones in the development of disability rights.*
- *Evidence of how veterans contributed to these changes (e.g., advocacy, legal cases, or public campaigns).*

Next, we gather sources. I'll start by searching for historical documents, such as records from Veterans Affairs Canada and disability rights organizations. I'll also look for academic articles or books that discuss the Pension Act amendments (1971) or the role of veterans after World War II in advocating for accessible housing and workplace accommodations.

As I gather sources, I'll track them in a research log. For example:

- *Source: Veterans Affairs Canada report on the Pension Act amendments.*
- *Key Information: This outlines how returning veterans with disabilities advocated for improved pensions and healthcare, influencing the development of broader disability rights in Canada.*

Now, I'll summarize the key findings. For example:

- *Veterans' advocacy led to improved pensions, accessibility initiatives, and increased recognition of disabilities caused by war.*

Before moving forward, I'll reflect, Do I have enough evidence to fully address the question? Not yet, so next I might look for personal stories of veterans' advocacy or explore government archives for additional policies influenced by veterans' efforts.

We repeat this process with different sources until we can fully answer the question with supporting evidence. "

Student Handout: Implementing the Research Process

Having a plan helps to structure and organize your research. You can implement the research process by breaking it down into smaller, more manageable steps.

Step 1: Plan Your Research

a) Record your research topic/question:

b) What do you need to find out? List 3 key areas to help you focus your research.

c) What sources will you use? (e.g., books, articles, websites, interviews, primary sources)

d) Where will you track your research? (e.g., research notebook, Google doc, etc.)

Step 2: Gather Information

- Search for information using accurate, reliable sources.
- Record key details (quotes, statistics, or other evidence).
- Write down where you found the information (for citations).

Step 3: Organize your Findings

- Review your notes and group similar ideas or evidence together.
- Identify any gaps - is there anything else you need to research? Do you need to find information from more sources?
- Create an outline or plan to organize your information (e.g., by theme or chronological order).

Step 4: Reflect on Your Progress

- Have you found enough evidence to support your research question?
  * If not, go back and gather more information.
- Are your sources reliable and varied?
- Have you cited all your sources correctly?

Step 5: Prepare Your Final Product

- Use your outline or plan to draft your final product (e.g., essay, presentation, project).
- Double-check your work:
  - Does your response answer the question?
  - Is your work clearly organized, accurate, and well-supported by evidence?

Make any necessary revisions and edits.

Interpret

Definition:

Use knowledge and understanding to draw conclusions from given information.

Why It's Important

Teaching students to interpret enables them to connect prior knowledge with new information, drawing meaningful and evidence-based conclusions. This skill fosters critical thinking, helping students make sense of information and apply it effectively to respond to inquiry questions.

Strategies

Model Interpretation

- Show students how to analyze a source by identifying its main ideas, considering its context (author, timeframe, purpose, intended audience) and connecting it to prior knowledge to draw conclusions.

Use Graphic Organizers

- Provide students with organizers such as a structured evidence chart to record and interpret key details from sources. For example:
  - Who created this source? When? Why?
  - What does the source say?
  - What evidence does it provide?
  - What does it leave out?
  - What conclusions can you draw?

Guiding Questions

- Provide prompts to help students focus their interpretation, such as:
  - What is the main idea of this source?
  - How does the context influence the message of the source?
  - What conclusions can I draw from the evidence provided?
  - How does this relate to what I already know?

Evidence-Based Conclusions

Teach students to base their conclusions on specific evidence from the source, avoiding unsupported assumptions.

Comparative Interpretation

Have students interpret multiple sources on the same topic to identify patterns, inconsistencies, or new perspectives.

Reflection on Interpretation

Encourage students to reflect on how their understanding of a source influenced their conclusions and whether they need additional information to refine their interpretation.

Putting Strategies into Practice: Structured Evidence Chart

Below is an example of how to teach Interpret using a Structured Evidence Chart to answer the inquiry question, How has Canada responded to refugee crises?

Why It Works

A Structured Evidence Chart helps students systematically interpret information by breaking it into manageable parts. It emphasizes drawing evidence-based conclusions and connects sources to broader inquiry questions.

Teaching Tips: Preparing to Teach Interpretation

- Scaffold Early Attempts: Start with short, accessible sources before moving to more complex texts.
- Model and Guide Annotation: Explain the purpose of annotating texts, model strategies and encourage students to highlight key phrases and write margin notes as they interpret.
- Focus on Evidence: Emphasize the importance of drawing conclusions directly supported by the information in the source.
- Use Compare-and-Contrast Exercises: Have students interpret multiple sources on the same topic to identify differing conclusions.

Example: Interpreting Sources using a Structured Evidence Chart

Teacher: "Let's interpret sources to answer the question, How has Canada responded to refugee crises? We'll use a Structured Evidence Chart to organize our thinking.

Here's how the chart works:

Source	*What Does It Say?*	*Evidence Provided*	*Conclusions*

- What Does It Say? Summarize the source's main idea.
- Evidence Provided: Pull out specific details, statistics, or examples.
- Conclusions: Use the information to draw conclusions about the inquiry question.

Let's work through two sources together and then you can try one on your own."

Student Handout: Interpreting Sources

Interpreting primary and secondary sources allows you to use the knowledge and understanding you gain to draw conclusions in response to a question.

Step 1: Identify the question you are responding to here:

Step 2: Gather and review your sources. What sources are you interpreting?

Source 1:
Source 2:
Additional Source(s):

Step 3: Use the prompts below to analyze your sources:

Source	What does the source say?	What evidence does it provide to support its claims?	How does it support the question?
Source 1			
Source 2			
Additional Sources			

Step 4: Draw conclusions by combining what you've learned from the sources.

- What patterns or connections did you notice across the sources (e.g., what is similar?)
- What conclusions can you draw based on the evidence?
- How do these conclusions help you to answer the question?

Write a paragraph summarizing your response to the question, including the main conclusions you drew and evidence from the sources to support your findings.

Investigate

Definition:

Carry out an inquiry to examine and better understand a concept.

Why It's Important

Teaching students to investigate fosters curiosity and critical thinking by encouraging them to actively seek out information. By identifying relevant information and examining various perspectives, students learn to synthesize information to deepen their understanding of a concept or topic.

Strategies

Guided Inquiry

- Provide students with a clear question, process, and set of steps to guide their investigation, such as identifying relevant sources and organizing findings.

Source Exploration

- Encourage students to analyze a variety of sources (e.g., primary documents, academic articles, and multimedia) to gain multiple perspectives on the concept.

Collaborative Research

- Have students work in small groups to investigate different aspects of the inquiry question and share their findings to build a broader understanding.

Investigation Log

- Provide students with a tool to track their progress, including sources consulted, key evidence, and emerging conclusions.

Reflection and Synthesis

- Encourage students to reflect on what they've learned, identifying patterns, connections, and areas for further inquiry.

Putting Strategies into Practice: Investigation Log

Below is an example of how to introduce an investigation log using the question, **How has Canadian participation in international organizations shaped Canada's responses to international crises?**

Why It Works

Introducing the investigation log provides students with a clear, structured tool to organize their research, helping them focus on extracting relevant information and connecting it directly to the inquiry question.

Teaching Tips: Supporting Investigations

- Provide Scaffolds: Offer students an investigation log or template to track sources, evidence, and conclusions.
- Encourage Diverse Sources: Guide students to explore a mix of primary and secondary sources, such as government reports, news articles, and organizational documents.
- Facilitate Reflection: After the investigation, ask students to reflect on how international organizations shape Canada's crisis responses and what this reveals about Canada's global role.
- Build Connections: Encourage students to compare Canada's roles across different organizations or crises to identify patterns and changes over time.

Example: Investigating Canada's Role in International Organizations

Teacher: "Today, we're investigating the question, How has Canadian participation in international organizations shaped Canada's responses to international crises? To help guide our inquiry, we'll use an investigation log.
Here's how it works:

Source	Key Information	How it Connects to the Question	Conclusions

- **Source:** Record where your information comes from. For example, a UN report or a news article on NATO's role in Afghanistan.
- **Key Information:** Summarize the most important points from the source.
- **How It Connects to the Question:** Explain how the information helps answer our inquiry question.
- **Conclusions:** Use what you've learned to draw conclusions about Canada's role in international organizations.

I'll walk through one example using the UN Report, and then we'll try the news article together."

Student Handout: Investigative Chart

Investigating helps us to better understand a new topic or concept by identifying what we already know, and what we still need to learn. That helps us to determine what information we need to gather to deepen our understanding.

Step 1: What is the question or topic you are investigating? Record it below.

Step 2: Use the table below to track the information you find. You can add more rows if you need to.

Source	How it connects to the question	Key information	Conclusions
Source 1			
Source 2			
Source 3			

Step 3: Once your table is complete, answer the following questions:

- Based on the evidence you gathered, what conclusions can you draw about the topic or question?
- How does the information from different sources work together to help you better understand the topic?
- What patterns, themes, or insights emerged from your investigation?

Justify

Definition

Support a conclusion based on valid evidence.

Why It's Important

Teaching students to justify their conclusions equips them with the ability to build strong, evidence-based arguments. This skill helps students think critically, synthesize information, and communicate their ideas effectively. It is especially important when responding to research questions, as it requires them to analyze evidence and clearly communicate their reasoning.

Strategies

Claim-Evidence-Reasoning (CER) Framework

- Teach students to structure their responses by stating a claim, supporting it with evidence, and explaining how the evidence supports the claim.

Graphic Organizers

- Use tools like argument maps or T-charts to help students visually organize evidence and connect it to their conclusions.

Peer Feedback and Revision

- Encourage students to share their justifications with peers for feedback on the clarity and strength of their evidence.

Model Justification

- Demonstrate how to build a response by presenting a sample research question and walking through how to justify the conclusion using valid evidence.

Reflection on Evidence

- Guide students to reflect on why the evidence they selected is valid and how it strengthens their conclusion.

Putting Strategies into Practice: Claim-Evidence-Reasoning (CER) Framework

Below is an example of how to teach Justify using the CER framework to answer the research question, How did WWI shape Canadian identity?

Why It Works

The CER framework helps students structure their responses clearly and ensures their conclusions are supported by valid evidence. It emphasizes the importance of explaining the connection between evidence and conclusion, fostering critical thinking and communication skills.

Teaching Tips: Supporting Justification

- Scaffold Responses: Provide sentence starters for each part of the CER framework, such as:
  - *Claim:* "WWI shaped Canadian identity by…"
  - *Evidence:* "For example…"
  - *Reasoning:* "This shows that…"
- Encourage Multiple Perspectives: Ask students to explore different aspects of WWI's impact on Canadian identity, such as economic, cultural, or political changes.
- Focus on Strong Evidence: Guide students in evaluating sources to ensure their evidence is credible, relevant, and valid.
- Provide Exemplars: Share examples of well-justified responses to illustrate the standard students should aim for.

Example: Justifying a Response with the CER Framework

Teacher*: "Let's justify a response to the question, How did WWI shape Canadian identity? We'll use the Claim-Evidence-Reasoning framework to structure our response:*

- *Claim: State your conclusion.*
- *Evidence: Provide specific, valid evidence that supports your claim.*
- *Reasoning: Explain how the evidence supports your claim.*

Here's an example:

- *Claim: WWI played a key role in shaping Canadian identity by fostering a sense of independence and pride on the world stage.*
- *Evidence: At the Battle of Vimy Ridge in 1917, Canadian soldiers succeeded where other Allied forces had failed, capturing a strategically important position. This victory was achieved under Canadian leadership, without direct British command, and is often cited as a moment when Canada's military achievements began to define its nationhood.*
- *Reasoning: Vimy Ridge became a symbol of Canadian strength and unity. The battle demonstrated Canada's capability to lead and succeed independently, contributing to a growing national identity distinct from Britain.*

This structure makes it clear how the evidence supports the conclusion. Now let's try one together. We'll use Canada's signing of the Treaty of Versailles as our example."

Student Handout: Justify Using Claim-Evidence-Reasoning (CER)

When we put forward an argument or opinion, it is important to support that conclusion with valid evidence. Historians use evidence from primary and secondary sources to justify their arguments.

You can use a Claim-Evidence-Reasoning Framework to consider how to use evidence from your research to support a claim you are making. Use the guide below to help you.

Step 1: Identify your Claim

What is your argument or thesis?

Step 2: Organize your Evidence

What evidence do you have to support your claim? You can use the table below to help you. Include specific facts, examples, or quotations.

Evidence	Source

Step 3: Explain your Reasoning

Answer the following questions to connect your evidence to your claim:

- How does each piece of evidence support your claim?
- Why is the evidence important and relevant to your argument?

Step 4: Write your Justification

Combine your claim, evidence, and reasoning into a clear paragraph. Use this structure to guide your writing:

- Start with your Claim:
  Example: World War I helped shape Canadian identity by fostering a sense of independence and national pride.
- Present your Evidence:
  Example: For instance, during the Battle of Vimy Ridge, Canadian forces succeeded where others had failed, under Canadian leadership.
- Explain your Reasoning:
  Example: This victory demonstrated Canada's military capability and unity, helping to distinguish it as a strong, independent nation on the global stage.

Write your justification below:

Depending on the length of your response, you may need to repeat this process several times to ensure you have fully addressed all aspects of your claim/thesis.

Question

Definition

Consider an argument, perspective, or issue in a way that uncovers assumptions, biases, or underlying relationships.

Why It's Important

Teaching students to question helps them critically analyze complex issues by challenging assumptions, identifying biases, and uncovering the deeper relationships between causes and effects.

Strategies

Model Questioning

- Demonstrate how to question an issue by thinking aloud. For example, analyze a case study and verbalize the process of uncovering assumptions, biases, and relationships between factors.

Guided Questioning Framework

- Provide students with a set of questions to guide their analysis, such as:
  - What assumptions are being made?
  - Whose perspective is missing or marginalized?
  - What biases might influence how this issue is understood or presented?

Case Study Analysis

- Present real-world examples of complex issues, encouraging students to explore their effects on individuals and communities by questioning the root causes and broader implications.

Perspective-Taking

- Have students examine an issue from multiple perspectives to uncover biases and underlying relationships.

Socratic Discussion

- Facilitate a class discussion where students question ideas and explore the assumptions behind them.

Visual Mapping

- Use concept maps to help students trace relationships between issues/events and their effects.

Putting Strategies into Practice: Modelling Questions Using Case Studies

Below is an example of how to teach Question by guiding students through a case study analysis of gender-based violence and systemic barriers.

Why It Works

Modeling questioning helps students see the critical thinking process in action. It demonstrates how to identify assumptions, biases, and relationships while encouraging them to apply similar strategies in their own analysis.

Teaching Tips: Preparing to Teach Questioning

- Provide Context: Share background information and evidence such as statistics or reports to ground discussions in real-world evidence.
- Encourage Open Dialogue: Create a safe space for students to explore difficult topics and challenge assumptions through respectful dialogue.
- Scaffold Questioning: Start with providing or co-constructing questions and gradually encourage students to develop their own critical questions.
- Connect to Action: Encourage students to think about how questioning and critical thinking can lead to advocacy or solutions.

Example: Model Questioning Systemic Barriers and Gender-Based Violence

Teacher: "*Today, we're going to explore how systemic barriers contribute to gender-based violence. To start, I'll model how to question the deeper issues behind a case study.*
Here's the case: In many rural communities in Canada, survivors of gender-based violence face limited access to shelters or support services. Let's question this situation step by step:

- *What assumptions are being made?*
  - *Are policymakers assuming that survivors in rural areas can easily travel to urban centers for support?*
  - *Is there an assumption that existing shelters meet the needs of all survivors, regardless of culture, ability, or geography?*
- *Whose perspectives are missing or marginalized?*
  - *Indigenous women experience violence at much higher rates but often don't have access to culturally safe services.*
  - *Survivors in rural or remote communities may lack transportation, making it nearly impossible to reach available resources.*
- *What biases might influence this issue?*
  - *Historical racism and colonialism have led to underfunding of services for Indigenous communities.*
  - *Gender and geographic biases may result in urban areas receiving more resources, while rural areas are overlooked.*
- *What are the underlying relationships?*
  - *Gender-based violence intersects poverty, lack of transportation, and systemic discrimination. These relationships make it harder for survivors to escape violence or access support.*

By thinking about an issue by asking questions, we can start to think about underlying issues and how they might be affecting individuals or groups. It also helps us to target areas where improvements can be made in a policy or program."

Student Handout: Questioning Assumptions, Perspectives, Biases, and Relationships

Asking questions helps us to critically examine an issue or argument. Historians ask critical questions to consider assumptions, historical perspectives, and biases in source material to better understand historical events or eras.

Step 1: Topic:

Step 2: Asking Questions

Asking questions helps us to explore assumptions, perspectives, biases, and underlying relationships. Think about the questions below in relation to your topic. You may wish to discuss the questions with a partner or in small groups.

Assumptions	Perspectives	Biases	Relationships
What is assumed to be true about this issue?	Whose perspective is being highlighted?	What biases might be present in the argument, perspective, or issue?	What are the relationships between different aspects of this issue?
Are these assumptions supported by evidence? Explain.	Whose perspective is missing or minimized?	How do these biases affect the way the issue is presented or understood?	How does this issue connect to broader historical, social, or cultural contexts?
Are there assumptions about this issue that should be challenged? Why?	How might additional perspectives change how the issue is understood?	How can examining biases help us to better understand an issue? How do they limit our understanding?	How can thinking about relationships deepen our understanding of the issue?

Step 3: Your Turn:

What additional questions would you like to explore about this topic? List them below:

Reflect

Definition

- Ask questions about experiences and/or concepts
- Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts
- Evaluate perceptions and perspectives in relation to experiences and/or concepts
- Synthesize perceptions and perspectives in relation to experiences and/or concepts
- Communicate the impact of the process

Why It's Important

Reflection encourages students to deepen their understanding by asking thoughtful questions, considering multiple perspectives, and connecting their learning to real-world experiences. When reflecting on complex issues, students develop empathy, critical thinking, and the ability to synthesize diverse ideas, fostering meaningful personal and societal growth.

Strategies

Guided Reflection Questions

- Provide students with a structured set of questions to prompt their reflection, such as:
  - What did I learn?
  - How has this changed my perspective?
  - What can I do moving forward?

Journaling

- Encourage students to record their reflections in a journal, focusing on their evolving thoughts and feelings about the topic or issue.

Group Discussions

- Facilitate reflective discussions where students share their perspectives, listen to others, and refine their thinking.

Socratic Circle

- Use a Socratic circle to help students evaluate and synthesize ideas, asking questions about their perceptions and how they align or conflict with others' viewpoints.

Creative Expression

- Allow students to synthesize their reflections through creative mediums like art, poetry, or storytelling to communicate their understanding.

Putting Strategies into Practice: Guided Reflection

Below is an example of how to teach Reflect using guided questions to explore the topic of reconciliation with Indigenous peoples.

Why It Works

Guided reflection provides structure while allowing students to think critically and personally connect with the concept of reconciliation. It helps them synthesize their learning and communicate their understanding in meaningful ways.

Teaching Tips: Preparing to Teach Reflection

- Provide Safe Spaces: Create classroom norms for discussion to encourage students to share their reflections in a safe learning environment.
- Scaffold Reflections: Start with concrete questions and build toward more abstract or personal responses over time.
- Encourage Connections: Prompt students to connect their reflections to prior knowledge, background knowledge, or personal experiences.
- Use Multimedia: Incorporate videos, stories, or interviews on a topic to deepen students' understanding before they reflect.
- Focus on Action: Help students move from reflection to action by asking how they can apply what they've learned in their own lives.

Example: Guided Reflection on Reconciliation

Teacher: *"Today, we're going to reflect on reconciliation with Indigenous peoples. This reflection is about asking questions, examining our own ideas, and considering the perspectives of others to understand what reconciliation means and why it's important. In your journal, you can respond to some reflection questions to help you consider your thoughts and feelings about what you have learned. For example, we might consider:*

- *What does reconciliation mean to me?*
- *How has my understanding of reconciliation changed through what we've learned (e.g., about residential schools or treaty rights)?*
- *What perspectives have we explored? For example, what did I learn from Indigenous voices, such as residential school survivors or Elders?*
- *Are there perspectives I haven't considered?*
- *What assumptions did I have about reconciliation before this discussion?*
- *How have those assumptions changed based on what we learned?*
- *How do the perspectives I've considered shape my understanding of reconciliation?*
- *What steps can I take personally to support reconciliation in my community?*

Before you start, let's look at this example of a reflection a student wrote about reconciliation by connecting it to the concept of land acknowledgments:

"At first, I thought land acknowledgments were just symbolic gestures. After hearing from Indigenous leaders and looking at the wording of our land acknowledgement in Nova Scotia, I understand they're a step toward recognizing historical injustices and respecting Indigenous sovereignty. This changed my perspective because I realized they're not just words—they're tied to actions, like honoring treaties and acknowledging the Mi'kmaq as the first people. Moving forward, I can support reconciliation by learning more about the land I live on and suggesting that students could write some of the land acknowledgements read on the morning announcements."

Now it's your turn. Take some time to reflect on your own understanding of reconciliation. Use the questions we discussed to guide your thoughts. Be prepared to share how your understanding has changed and what actions you think you can take to support reconciliation."

Student Handout: Reflecting on Learning

Reflection is the process of considering how our thinking on a topic or issue changes over time based on new information, perspectives, or experiences.

Step 1: Ask questions to guide reflection

Choose one or more of the following questions to begin your reflection:

- What did you learn?
  - *(What are the most important ideas or takeaways from this topic or experience?)*
- How has your perspective changed?
  - *(Did this experience challenge or confirm any of your previous beliefs? How?)*
- What new questions do you have?
  - *(What are you still curious about, or would like to explore further?)*
- What connections can you make?
  - *(How does this relate to other topics, experiences, or concepts you've learned about?)*

Step 2: Deepen your reflection

- Answer the following questions to deepen your reflection:
- What perspectives have you considered, and how do they relate to your own?
- What assumptions did you have at the start, and how have they changed?
- How do the ideas, perceptions, and perspectives you've explored fit together to create a bigger picture?

Step 3: Communicate the impact

Write a reflective journal entry summarizing your thoughts. Use these prompts to guide you:

- Start with what you learned or found meaningful.
  Example: "One thing I learned about the topic is …"
- Explain how your perspective changed or stayed the same.
  Example: "Before I thought …, but now I realize …"
- Describe how your learning has impacted you.
  Example: "This experience has shown me that …"

Synthesize

Definition

Combine evidence or information to form a holistic understanding.

Why It's Important

Synthesizing teaches students to connect and integrate information from multiple sources. By combining evidence, students develop nuanced arguments that consider various perspectives and contexts. This skill is essential for crafting well-rounded, evidence-based arguments and responding to inquiry questions effectively.

Strategies

Source Integration Chart

- Provide students with a chart to organize and integrate information from primary and secondary sources, connecting evidence to their argument.

Model the Process

- Demonstrate how to synthesize information by integrating multiple sources to support a specific argument. Highlight how different types of evidence work together to create a stronger case.

Comparison and Contrast

- Encourage students to identify similarities and differences between primary and secondary sources to uncover relationships and key insights.

Thematic Grouping

- Guide students to group information from sources into themes or categories, helping them see patterns and connections.

Collaborative Synthesis

- Have students work in pairs or small groups to combine evidence from different sources, discuss connections, and build a collective argument.

Putting Strategies into Practice: Source Integration Chart

Below is an example of how to teach Synthesize by using a Source Integration Chart to combine information from primary and secondary sources.

Why It Works

A Source Integration Chart helps students organize and synthesize evidence from multiple sources, ensuring they develop a holistic understanding of the topic. It encourages them to think critically about how different pieces of evidence support their argument.

Teaching Tips: Preparing to Teach Synthesis

- Scaffold Connections: Start with fewer sources and gradually increase complexity as students develop synthesis skills.
- Focus on Complementary Evidence: Help students identify how primary and secondary sources complement each other (e.g., firsthand accounts support broader historical analyzes).
- Use Sentence Starters: Provide prompts like:
  - "This source shows…"
  - "When combined with…"
  - "Together, these sources suggest…"
- Encourage Reflection: Ask students to reflect on how synthesizing multiple sources strengthened their argument.
- Highlight Patterns: Help students group evidence into themes, such as military contributions, economic efforts, and global collaboration.

Example: Synthesizing Information to Support an Argument

Teacher: *"Let's synthesize evidence from multiple sources to support an argument about Canada's role in WWII. We'll use a Source Integration Chart to organize our thinking:*

Source	*Key Information*	*How It Supports the Argument*
Primary Source: WWII government propaganda poster	*Promoted Canada as a key Allied power encouraging citizens to enlist and support the war effort.*	*Demonstrates that Canada positioned itself as an active, independent contributor to the war.*
Primary Source: Veterans' memoirs from D-Day	*Describe the bravery and sacrifices of Canadian soldiers at Juno Beach.*	*Highlights Canada's significant contributions to pivotal battles, earning respect internationally.*
Secondary Source: Article on Canada's economic support during WWII	*Explains how Canada became known as the 'Arsenal of Democracy,' supplying military equipment to Allies.*	*Shows Canada's industrial efforts and collaboration with global powers, enhancing its international reputation.*

"Now that we've collected evidence from our sources, let's synthesize this information to build our argument: Canada's contributions to WWII, such as its role in key battles like Juno Beach, its industrial production of wartime materials, and its national propaganda efforts, solidified its reputation as a reliable and capable Allied power. The bravery of Canadian soldiers, as highlighted in veterans' accounts, demonstrated Canada's military strength. At the same time, economic efforts like supplying equipment and resources emphasized Canada's collaborative and strategic role in the global war effort. Together, these contributions established Canada as an independent and respected nation on the world stage."

Student Handout: Synthesizing Information

To gain a better understanding of the past, we often have to synthesize information from a variety of sources. Synthesizing involves taking information or evidence and combining it to develop an understanding.

Step 1: Define your argument or claim in a clear and concise statement:

Step 2: Organize your information using the chart below.

Source	Key Information	How it Supports the Argument
1.		
2.		
3.		

Step 3: Consider your evidence using the following prompts. This will help you to synthesize your information.

- What patterns or common themes do you see across the sources?
- How do the sources complement each other? Are the places where they conflict?
- Are there any gaps or areas where you need more information?

Step 4: Write a synthesized paragraph using the structure below.

- Start with your argument:
  Example: Canada's contributions during World War II shaped its global reputation as a strong and independent nation.
- Combine evidence from your sources:
  Example: For instance, propaganda posters from the time highlight Canada as a key Allied power, encouraging citizens to support the war effort. Similarly, veterans' accounts from D-Day emphasize the bravery and success of Canadian soldiers at Juno Beach, further demonstrating Canada's leadership role.
  (*Note: try to use evidence from each source to support your argument.)
- Explain how the evidence works together to support your argument.
  Example: Together, these examples show how Canada's military achievements and efforts on the home front helped other countries recognize its independence on the world stage.