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HISTORICAL THINKING AND THE HISTORY TEXTBOOK

Kerry Elizabeth Wilson

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HISTORICAL THINKING AND THE HISTORY TEXTBOOK

(Spine title: Historical Thinking and the History Textbook)

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by

Kerry E. Wilson

Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree
Master of Education

The School of Graduate and Postdoctoral Studies
The University of Western Ontario
London, Ontario, Canada

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THE UNIVERSITY OF WESTERN ONTARIO
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Abstract

This study sought to answer the following question: In what ways do the textbooks currently being used in Ontario intermediate and senior history classes exemplify and invite historical thinking and in what ways do they not? To answer this, four textbooks were analyzed using the methodology of content analysis. The academic literature on historical thinking provided the theoretical framework for this study. The textbooks chosen for analysis are all found on the Ministry of Education's Trillium list of approved textbooks for use in Ontario schools.

The findings of this study revealed that discrepancy exists among the texts regarding their conduciveness to the development of historical thinking skills in students. Although some are more exemplifying and inviting than others, none of the texts examined should serve as an exclusive resource in the classroom. History educators must utilize additional resources to assist their students in the development of historical thinking.

Key Words: textbooks, history textbooks, historical thinking, Ontario curriculum

Dedication

To Peter, Bethanie and Zachary Wilson – My love, my gift and my miracle

To my mom, Dorothy Doggart – My biggest fan

To my dad, Bob Doggart – Absent from the body, and now eternally present with the Author and

Director of human history

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Chapter 1 – Introduction

Background and Research Question

For the past quarter of a century in both Canada and the United States, historians, educators, politicians and interested citizens have discussed and even debated the role of history in our nation's classrooms. Reports such as *A Nation at Risk* (National Commission on Excellence in Education, 1983) and Ravitch and Finn's *What Do Our Seventeen Year Olds Know?* (1987) drew public attention to the apparent lack of historical "knowledge" possessed by American high school students. Ravitch and Finn reported that the average student in their study correctly answered only 54.5 per cent of the history questions attempted. Only fifteen of the 141 history questions were answered correctly by at least 80% of the participants (p. 46). In Canada, historian Jack Granatstein's *Who Killed Canadian History?* (1998) also initiated widespread debate on the state of the Canadian history classroom. In 2007, a survey conducted by the Dominion Institute of Canada revealed that 25% of Canadian respondents aged 18-24 did not know the year of Confederation, and that 82% of them failed a simple exam on Canadian history. The main focus of these discussions was on what facts and information students should be learning during their school years as opposed to how they should be learning (Symcox, 2004, p.8). This emphasis on content sparked another wave of research and literature asserting that recall of historical facts does not necessarily reveal the presence of the ability to think historically (Peck, 2005). Educational researchers interested in this topic have concluded that historical thinking is an essential skill for

history students. Furthermore, research on the topic has shown the critical role textbooks have in the history classroom.

With this and similar research as a backdrop, history educators in Ontario need to assess the major textbooks currently being used in their courses, particularly as the provincial curriculum expects thinking skills to be addressed. This research study will be asking the question: In what ways do the textbooks currently being used in Ontario intermediate and senior history classes exemplify and invite historical thinking, and in what ways do they not? In this introductory chapter, I review existing research on historical thinking to provide the theoretical framework for this study. I then outline the research methodology to be used and identify the sources of data that will be collected.

Theoretical Framework: Historical Thinking

For the purpose of this thesis, historical thinking is defined as the practice of thinking critically about historical content and evidence. It entails approaching the events and evidence of history within the context of identifying significance as well as relationships and connections, while at the same time analyzing primary sources and developing historical empathy. Certain key concepts are associated with the term, historical thinking, and they are delineated in this chapter and form the theoretical framework of this study. These concepts include historical significance, continuity and change, progress and decline, historical empathy and evidence (Levesque, 2008; Seixas, 2006).

As the importance of historical thinking began to be emphasized in the academic literature, the actual practices occurring in the history classroom came under increased consideration. In the province of Ontario, the need for teachers to address the

development of thinking skills was actually formalized in the history curriculum developed in the late 1990's and revised in 2005. The fundamental concepts listed and described for the secondary school history program include items such as "change and continuity" and "interactions and interdependence" (Ministry of Education, 2005, p.5). The fact that such concepts are even emphasized indicates that the curriculum developers recognize the need for history to go beyond the mere memorization and recall of facts. Thought must be given, however, as to whether or not the curriculum emphasizes particular historical thinking skills, or more general critical thinking skills. In either case, the move away from a content based history program is promising.

At the same time that historical thinking skills and "second order concepts" (Lee and Ashby, 2000) have been receiving increased attention in academic discourse and amongst curriculum developers, the traditional textbook has remained a central resource in the history classroom. Studies have found that 70-95% of activities in American classrooms are based on textbooks, particularly in the social sciences (Tyson and Woodward, 1989). In Ontario, each new curriculum revision issued by the Ministry of Education results in updated editions of textbooks coming from the major publishing companies. It would appear that curriculum and textbooks are inextricably linked.

With such a reliance on a single resource in the classroom, one would expect that the textbook would serve as an effective tool in developing the thinking and compatible literacy associated with the teaching of history. As much research has shown, however, the traditional history textbook not only fails to develop and nurture historical thinking, but actually can act as a hindrance to student growth in this area. Textbooks at times

present history from a single perspective (Fleming, 1992) and are written in such an authoritative voice that students unquestioningly accept their content as irrefutably true (Apple, 1992; Paxton, 1997). The brief coverage given to major historical events in these books risks presenting history as disconnected and, therefore, incomprehensible (Brophy, McMahon and Prawat, 1991; Herlihy, 1992; Tyson and Woodward, 1989).

Pivotal to this research is a clear understanding of what the term “historical thinking” encompasses. Certainly historical thinking and critical thinking – another intellectual activity that is subject to a large amount of research and comment – are closely related. Whereas critical thinking pertains to the process of analysis and interpretation for the purpose of evaluation historical thinking, while critical in its nature, refers more specifically to the discipline specific concepts that historians work within when creating historical narratives. Within this general understanding of historical thinking, however, exists a variety of more specific definitions. Trygve R. Tholfsen (1967) describes historical thinking as “a complex entity comprising not only characteristics shared with other forms of thought but also traits that are uniquely its own” (p. vii). He goes on to point out that “the nature of historical thinking remains problematical, the subject of continuing discussion and debate” (p. viii). This discussion and debate has continued up to the present day, with Canadian Stephane Levesque’s (2008) *Thinking Historically: Educating Students for the Twenty-First Century* serving as one of the more recent works on the nature of historical thinking.

Before delving into a more detailed discussion of what historical thinking is, it would be beneficial to identify those activities that do not define historical thinking. It has already been asserted that historical thinking is not synonymous with critical thinking. Likewise, historical thinking is not a simple accumulation of facts. Spoehr and Spoehr (1994) claim that "history is about facts in much the same way that reading is about the alphabet" (p. 71). Although content is essential to providing meaning to historical thinking (Seixas, 2006, p. 2), the memorization of that content is not a defining activity of historical thinking. Such "memory history" must not dominate in the classroom, but be complemented by the promotion of historical thinking among students (Levesque, 2008, p. 27).

The student who is able to think historically recognizes and understands what Seixas (2006) describes as "a set of underlying concepts that guide and shape the practice of history" (p. 21) and can interpret historical content through the lens of these concepts. Tholfsen (1967) describes the uniqueness of historical thinking by stating "the historian approaches his subject from a particular angle of vision. He asks certain kinds of questions and goes about answering them in his own way" (p. vi).

The concepts that form the foundation of historical thinking are often referred to as "second order" or "procedural" concepts. Levesque (2008) bases his work on these concepts, and defines historical thinking as "the domain specific process through which students master and eventually appropriate the concepts and knowledge of history and critically apply such concepts and knowledge to resolve contemporary and historical issues" (p. 14). Historical thinking need not, however, be confined to the single aim of

resolving these issues.

If historical thinking is built upon a foundation of specific concepts, then it follows that these concepts must be delineated in order to clearly define what is meant by historical thinking. The following key concepts associated with historical thinking – historical significance, continuity and change, progress and decline, historical empathy and evidence – form the theoretical framework for this thesis and are reviewed here.

Historical significance can be considered as “the principles behind the selection of what and who should be remembered, researched, taught and learned (Seixas, 2006, p. 3). Levesque (2008) lists importance, profundity, quantity, durability and relevance as the descriptors to be used when determining significance. Historians – and students of history – need to “contextualize the past” (p. 46) to determine what was considered important and significant in specific eras, as well as in the present day. This requires an appreciation of the past “not only as filtered through contemporary eyes but also as signifying what these particular pasts now mean to contemporary actors” (p. 57).

Continuity and change refers to the “analysis of change over time” (Spoehr and Spoehr, 1994, p. 73). This analysis demands that the historian recognize the relationships that exist between and among historical events. Levesque (2008) calls this “colligation”, which involves “tracing the intrinsic relations of one event to others in a series” (p. 70). He explains that history is often presented as a “list of disconnected events” (p. 75), causing students to see change as “an episodic not continuous process” (p. 75). Interestingly, the Ontario curriculum documents for history, grades 9 and 10 and grades 11 and 12, list “continuity and change” as one of the strands of study.

Closely related to continuity and change is the concept of progress and decline. In fact, Levesque (2008) describes this concept as identifying or judging “the direction of change” (p. 102). Again, the historian must approach the change being studied from both a historical and present day perspective. Levesque (2008) uses the example of Canada’s adoption of a new flag in 1964 as a case study of value judgment in history. While the adoption of the Maple Leaf is presented today as a symbol of progress towards a distinct Canadian identity (p. 92), Levesque recalls that many Canadians, including John Diefenbaker, viewed the new flag as symbolic of Canada’s declining “traditions, values, heritage and institutions” (p. 83). Historical thinking demands that students of history be sensitive to the values of the past, while also interpreting historical events from a present day perspective as well.

To accomplish this, students require a level of historical empathy when approaching the study of history. Seixas (2006) describes historical empathy as “the cognitive act of understanding the different social, cultural, intellectual and even emotional contexts that shaped people’s lives and actions in the past” (p. 10). Such empathy further requires historical imagination, which is the “complex act of mental perception, an inference to what historical actors did, valued or believed” (Levesque, 2008, p.147). Historical events must be “contextualized” in time and space (Tholfen, 1967, p. 3), and the historian must avoid the temptation to indulge in “presentism”, which is the inclination to impose the values and norms of today on the people and events of the past (Levesque, 2008, p. 151). Certainly, a level of intellectual engagement with the history being studied is necessary for students to mentally recreate what life was like decades and centuries ago.

The final procedural concept discussed by Levesque (2008) and others is the use of primary sources in building one's knowledge of the past. This concept involves finding, selecting, interpreting and contextualizing primary sources (Seixas, 2006, p. 5).

Presenting students with primary documents not only helps them to sift through the evidence from the past, but also introduces them to the arguments that exist between competing historical narratives (Holt, 1990, p. 36). Levesque (2008) refers to the use of primary sources as being the highest level of understanding the past. He contends that it "requires students to understand how historical knowledge claims are based on some evidence" (p. 135). Furthermore, the use of primary sources can help students deconstruct and reconstruct the evidence in a "coherent and personally meaningful way" (p. 135). In this way, students embark on an engaging conversation with the past.

Methodology

My interest in this topic of historical thinking, and knowledge about teachers' reliance on the textbooks in the history classroom, led me to formulate my research question. To repeat, it is "In what ways do the textbooks currently being used in Ontario intermediate and senior history classes exemplify and invite historical thinking, and in what ways do they not?" To answer the question, four textbooks were analyzed. The courses in which these textbooks are used are the compulsory Ontario Grade 8 history and the compulsory Grade 10 history. The Grade 8 course was selected as it is the preparatory course for the secondary school history program, and the Grade 10 course was chosen as it is the history course that all Ontario high school students must take at either the

academic or applied level. The Grade 8 textbooks critiqued were *Flashback Canada, Fifth Edition* (Oxford University Press, 2008) and *Canada Revisited 8* (Nelson Publishing, 2000). *Flashback Canada, Third Edition* (Oxford University Press, 1994) was also discussed by way of comparison with the most recent edition of that textbook. From the Grade 10 academic course (CHC2D), *Spotlight Canada* (Oxford University Press, 2000) and *Canada: A Nation Unfolding* (McGraw Hill Ryerson, 2000) were used in this study. These textbooks were selected as they are all found on the Ministry of Education's Trillium list of approved textbooks for Ontario schools, and they represent a variety of publishing companies and authors.

Analyzing each textbook in its entirety is beyond the scope of this study. Rather, the textbooks' handling of a limited number of topics will be discussed. Two criteria were used to determine these topics. First, the topics under consideration warrant a reasonable amount of space in the textbooks. A personality or event that only garners a paragraph or two does not accommodate the level of analysis that is appropriate to this study. Secondly, at least one topic extends far enough back in Canada's history to challenge students to employ both empathy and imagination when interacting with the presented narrative. Based on these requirements, the following topics from CHC2D are being examined: Canada's role in World War I, and Canada in the Great Depression. From Grade 8, the textbook sections on Confederation are examined. Having read a variety of sections from each textbook, I consider the texts' treatment of these topics to be representative of their treatment of most topics.

These four textbooks were critiqued using the methodologies of content analysis and

grounded theory, using a combined qualitative and quantitative approach in the process of collecting data. Content analysis has been described as “a multipurpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as a basis of inference, from word counts to categorization” (Cohen, Manion and Morrison, 2007, p. 197). The researcher using this method sets out to summarize and report on the contents and messages of specific data, which in this thesis is the textbooks under review. Another key element of content analysis is that of making “judgments” (Cohen et al, 2007, p. 470) on what has been read. To a certain extent, the researcher decides upon categories and may even bring their own bias or perspective to the discussion and analysis of the data within these categories; however, the data under analysis exist in a “permanent form” and can be reanalyzed if necessary (Cohen et al, 2007, p. 475).

In some studies, computer assisted content analysis is appropriate to the nature of the research being conducted. For this thesis, however, categorization of text into “meaningful categories” (Cohen et al, 2007, p. 476) that can be compared and allow for the drawing of conclusions were the focus of the methodology. The categories used were derived from the literature on both historical thinking and history textbooks.

The content analysis of the textbooks is broken into four main categories: Developing Historical Inquiry, Engaging the Reader in Historical Dialogue, Making Connections and Identifying Relationships and the Presentation of History as a Process. In the category of Developing Historical Inquiry, I identified instances of posed questions within the narrative of the text, as well as of the presentation of multiple interpretations of events.

As well, a record was kept of the different types of questions posed in the "Review" and "Activities" sections of the textbooks. For example, the predominance of recall or comprehension questions over analytical questions was discussed.

The category of Engaging the Reader considers the voice and visibility of the author. Note has been taken of the way in which the author(s) does, or does not, insert him/herself into the narrative and initiate a mental dialogue with the reader. As well, I noted instances of references made in the text to the variety of people that make up Canadian society, such as women, native Canadians and other minority groups. The manner in which these groups are presented was also discussed, as consideration was given to "which students are engaged by the text".

For the third category, Making Connections and Identifying Relationships, I recorded the amount of text devoted to significant people and events, and noted instances of the authors' deliberate attempts to present explicit connections and relationships between the past and the present and among the various events of the past (i.e., the impact one event had upon the other, such as the "Great Dust Bowl" and "The Great Depression"). This has been partially accomplished by recording the frequency of the authors' referencing of connected events and/or people.

Finally, author references to the use of evidence in constructing historical narrative was used to indicate the authors' presentation of history as a process and the role of the student as historians. Note was taken of the various types of primary evidence presented to readers (e.g., photographs, first-hand accounts, quotations), as well as of the number of times the authors referred to this evidence in their narrative. The textbooks were also

examined to determine how often, and in what ways, students were provided with the opportunity to interact with the primary sources reproduced in the text.

Grounded theory was also utilized in the conducting of this study. The research question itself indicates that the effectiveness of the textbook in exemplifying and inviting historical thinking will only be determined as the data is collected and analyzed. Cohen et al (2007) describe grounded theory as a method in which "theory generation is a partner to...systematic data collection and analysis" (p. 491). As well, there exists interconnectedness within the data itself. In this way, the theory actually emerges from the data. In the case of this study, therefore, further concepts and even categories may emerge as the texts are inspected more closely. Although the main categories were determined before the data was collected, the manner in which the content of the textbooks relate to the categories emerged as the study progressed.

Outline of Thesis

This thesis is composed of five chapters, including the Introduction. Chapter Two is a review of the germane literature to the study of historical thinking and the effectiveness of the traditional textbook. Chapter Three is an analysis of the Grade 8 textbooks *Canada Revisted* and *Flashback Canada*, the 3rd and 5th editions. Chapter Four is an analysis of the Grade 10 textbooks *Spotlight Canada* and *Canada: A Nation Unfolding*. A discussion of the collected data is presented in Chapter Five. Chapter Six is the conclusion to the study.

What this study has found is that there exists a wide spectrum of approaches to facilitating historical thinking within and across these four textbooks. The implications of a study such as this are far reaching, as the importance of the textbook in the classroom affects not only the practical approach used in teaching the subject, but also the intellectual development of the students taking the course. However, the increased emphasis on how students learn history, as opposed to simply just what they learn, warrants a serious look at the resources being used in the classroom. Historical thinking, as many researchers have shown, is one of the most important intellectual abilities for historians, and students of history, to engage in. As the textbook is traditionally relied upon for classroom activities, it is prudent for educators to scrutinize its form and content to ensure that it is encouraging historical thinking. It is hoped that this study, set within the context of scholarly research, will contribute to the effort to determine the effectiveness of the province's textbooks in the history classroom with respect to the development of historical thinking.

Chapter Two – Literature Review

General Introduction

Discussions and debates concerning the history classroom, historical thinking and student performance referred to in the introduction led to a plethora of research and literature regarding not only the role of textbooks in the study of history but their efficacy in stimulating and nurturing historical thinking and understanding. This chapter will review the bodies of literature dealing with textbooks in general, and more specifically history texts, focusing particularly on the criticisms leveled against this resource. The key themes to be addressed in this chapter are the influence of textbooks on student learning, and the issues surrounding inclusion and exclusion of content. I will also review the main criticisms of history textbooks, including depth and breadth of coverage, coherence, voice and visibility and, according to the research literature, the “dumbing down” of textbooks.

The Prevalence of the Textbook in the Classroom

The emphasis teachers place on textbook centered learning activities was the subject of inquiry in a number of studies conducted in the 1980's and 1990's. Tyson and Woodward (1989) report that textbooks are “a pervasive feature” of the classroom, with 75 to 90 per cent of classroom instruction structured on their use (p. 14). Out of all the disciplines, social studies teachers reported the highest use of the textbook, with 94% of them requiring students to use textbooks in class at least once a week (Wakefield, 2006, pp. 3-4).

Harniss, Kinder, Dickson and Hollenbeck (2001) refer to the accepted fact that

American education is "textbook dominated", particularly in the social studies classrooms (p. 129). They contend that this dominance extends into the realm of student assessment, linking the mastery of textbook content with student success (p. 130). Such far reaching impact allows the textbook to "profoundly influence the learning environment" (Kachaturoff, 1982, p. 32) and the curriculum itself (Paxton, 1999, p. 317).

The frequent use of the textbook in the classroom enhances its impact on student learning significantly. A number of researchers who have studied the role of the textbook in student learning concur that it is a powerful influence. As Beck, McKeown and Worthy (1995) assert, "because textbooks are such a central part of the curriculum, learning in school is greatly influenced by the extent to which students understand their texts." (p. 220). Other researchers go a step further by declaring that textbooks are not just a large part of the curriculum, nor that they just "substantially influence" the curriculum (Paxton, 1999, 317), but that they actually become the curriculum in the classrooms of the nation's schools. For example, Biemer (1992) refers to "the power of the textbook...[that] more often than not becomes the curriculum" (p. 18).

For history students routinely using textbooks for a significant amount of their course work, the text assumes a powerful and authoritative place in their minds. Students will trust the accounts of historical events as they are related in the course textbook above those found in other historical documents, even when professional historians place the least amount of trust in the textbook account (Wineburg, 2001). This trust may develop out of the role textbooks play within the school disciplines in general. Their place as repositories of knowledge certainly is not limited to the history, or even social studies,

classroom:

Textbooks function to some extent as the voices of the disciplines – as such they have a key function as building blocks in the architecture of knowledge. They present both the discipline's internal workings, and its sense of self identity as a coherent domain of study. (Issitt, 2004, p. 688)

The significant weight given to textbooks both in the classroom and in the minds of readers, as well as the substantial influence they can have on the development of historical understanding, has led many researchers to study both the content and style of this teaching tool. Unfortunately, much of this work has revealed inadequacies in textbooks, and has raised concern about their use in the classroom: "Recent research has raised serious questions about the pedagogical influence of history textbooks on K-12 students, some even suggesting that these primers on which so much depends...may actually inhibit the learning of history" (Paxton, 1999, p. 316). Paxton (1999) elaborates on this claim by explaining that "history textbooks rarely model within their discourse practices the kinds of historical literacy demonstrated by accomplished historians" (p. 317). Instead, textbooks are criticized for "the use of omniscient and invisible narrators, their mundane expository style, and the disconnected nature of the events they portray, all leading to the charge of reader inconsiderateness" (VanSledright and Kelly, 1998, p. 240).

The Content of the Textbook

The content included in standardized textbooks has received considerable attention over the past few decades. Criticisms have focused on the question of what knowledge is included, or excluded, in the pages of the nation's history textbooks, and the lack of

breadth and depth of coverage. Both of these factors result from the need to create a resource that is reasonable in length and manageable in terms of time. It naturally follows, therefore, that textbooks “function to create, trace and maintain the boundaries of a discipline by inclusion or exclusion of subjects and by expressing a disciplinary discourse that lays claim to a particular terrain of ideas” (Issitt, 2004, p. 688).

The first question to be asked when considering the content of a textbook is “whose knowledge, or whose priorities, are presented?” Fleming (1992) states that “textbooks are important because they serve as a concrete representation of the priorities of the social studies curriculum” (p. 55). The textbook has also been credited with influencing the “look” of history and society, and serving as a point of reference for desirable truth and knowledge (Apple, 1992; Issitt, 2004).

Commeyras and Alvermann (1994) asserts textbook writers, editors and publishers “unconsciously and consciously” communicate to readers a selective vision of “how the world works” and what rates as legitimate and important knowledge. The author references Raymond Williams’ term “selective traditions”, which pertains to the “enfranchising of one group’s cultural capital”, thereby disenfranchising another’s (p. 269), through the process of inclusion and exclusion in the history textbook. For example, some researchers have focused on representations of women in history textbooks (Clark, 2005), and others, such as Commeyras and Alvermann (1994) the representation of people whose origins are in third world countries. Other researchers, such as Hahn (1994), examine the omission of controversial topics in history textbooks. In a study of social studies texts used in British Columbia schools from 1983-1995,

Clark (1999) examined the presentation of gender, race and ethnicity, the elderly and the disabled within the texts. She identified three areas of concern related to textbooks in this area as being “distorted images, gaps in terms of accurate representation of various groups and the unavoidability of a perspective inherent in any textbook” (p. 345).

Indeed, the role of the publishing industry cannot be overlooked in the discussion of textbook content. Although utilized by educators and students, textbooks are produced by business people who, ultimately, desire to make a profit. Furthermore, the textbook publishing industry itself is a very small, yet intensely competitive, arena. Publishers need to appeal to a wide audience and develop textbooks with school boards and instructors in mind (Apple, 1985). Unfortunately, employing such an approach risks neglecting the learning needs of students in favour of the market demands of the school boards, who desire texts that will be “accessible” to all students, regardless of academic capabilities (Sewall, 2005). Coupled with the demands of special interest groups, this “market directed” mindset leaves little room for publishers to consider the pedagogical needs of students (Sewall, 2005).

The Importance of Coherence in the Textbook

The need for “economy of size” has also resulted in what Herlihy (1992) calls the “mentioning phenomenon”, which refers to the practice of covering a broad span of history without going into great depth on any particular subject. Important topics are “covered” in one paragraph, compressing material “to the point of incomprehensibility” (Tyson and Woodward, 1989, p. 15). The impact of such fleeting coverage is far reaching. Retention of information is negatively affected as such writing

“does not allow the author to tell a story that would vivify the principle and fix it in the student’s memory” (p. 15). The development of critical thinking is impeded as deep, meaningful discussion is not fostered by such broad coverage (Paxton, 1999, p. 324). Perhaps most concerning is the impact the mentioning phenomenon can have on students’ attitudes towards history textbooks, as their perceptions may affect both the quantity and the quality of their learning (Epstein, 1994, pp. 41-44). Epstein’s study reported that “71% of students considered the textbook to be, at worst, a compendium of facts about the past and, at best, a chronicle of what happened in the past but not an explanation of the causes or consequences of historical change” (p. 42).

This study revealed the need for what is known in the literature as “coherence”. A cursory glance at a standardized text garners a sense of fact and memory based history. Students respond to this by perceiving history to be “a collection of facts to be archived in the process of reading and then cut and pasted together in the process of writing” (Paxton, 1999, p. 321). Such an approach to history centres more on a student’s ability to recall information rather than comprehend the issues and events under consideration. Reading is not a passive activity; rather, it is the active construction of meaning by the reader as he or she engages with the text. Comprehension, in turn, is enhanced by textual features:

A key feature is that in order to construct an adequate representation of a text, readers need to draw connections among ideas. Texts that facilitate a reader’s ability to draw connections by making the nature of events and ideas and their relationships more apparent have been characterized as coherent (Beck et al, 1995, p. 220).

Brophy, McMahon and Prawat (1991) identify the features of curriculum and instruction

that emphasize understanding and application. Among them is the need to balance breadth and depth by covering limited content, but developing it sufficiently to nurture conceptual understanding (p. 155). By organizing content around a limited number of important ideas, and emphasizing the relationships and connections between these ideas, teachers are developing coherence for their students. Armbruster (1984), as cited by Harniss et al (2001), sees the need for global coherence, across chapters and sections of chapters, as well as locally, across the sentence and paragraph levels (p. 131).

It is only logical that if teaching practices which emphasize the relationships and connections existing in history enhance student understanding and application, then textbooks that present history in a similar manner will have the same effect (Brophy, McMahon and Prawat, 1991). Coherence appears to be an important contributing factor for student success:

although arguments calling for greater emphasis on engaging storytelling have high face validity for most people, experimental data show that the value of textbooks as learning resources for students will be improved primarily by restructuring them into networks of connected information that coheres around important ideas (p. 160).

This belief about coherence was taken into another study by Crawford and Carnine (1991). Here, the authors compared a conceptually organized textbook and a more chronologically organized text. A conceptually organized text is described as one that will "...identify the most important basic principles or big ideas, identify examples of where these big ideas occur throughout history, and structure for student review and application" (p. 318). The study was based on the cognitive research that shows "better organized and structured knowledge is more accessible to the learner" (p. 389). Their

results suggest that students using the conceptually organized text acquired more content knowledge than their peers using the topically organized one. Although the written essays did not reveal significant differences between the two groups, the results of the post tests indicated that the conceptually organized text did promote a greater acquisition of knowledge than did the chronologically organized text, leading the authors to the conclusion that "materials which help to more clearly communicate the organizing principles in the 'big ideas' do in fact help students to acquire significantly more knowledge of history in general" (p. 410).

Citing the research that shows student comprehension is enhanced by coherence in the material and engagement with what is being read, Beck, McKeown and Worthy (1995) conducted their own study to address the question of how to "promote engagement toward comprehension of central content" (p. 225) by examining the effects of giving "voice" to the texts being read. The researchers assembled 164 fourth grade students in Pittsburg, Pennsylvania and divided them into four groups. Each group was given a different version of an American history text passage that dealt with the theme of "no taxation without representation" (p. 226). One version was from the original textbook, while the second was a revised, more coherent passage. The final two texts were enhanced "voiced" versions of the original and the revised passage. The researchers define a "voiced text" as one which contains a conversational tone, utilizes concrete action verbs, and highlights relationships found within the passage (p. 225). Student comprehension and recall of content was tested immediately after reading and one week later. Results show that the voiced coherent passage had "significant advantage" over all

the other texts, and that the coherent passage had significant advantage over both the textbook and the voiced textbook passages (p. 229). Although simple recall is not an element of historical thinking, it is a building block of comprehension, which is foundational to higher order thinking.

The Importance of "Voice" in the Textbook

The question of "voice" is significant in the literature on history textbooks. The term itself refers in part to the narrative perspective assumed by the author, whether first person or third person, and also to the extent to which the author injects his or her own thoughts into the text. Traditionally, textbook authors are anonymous or "invisible". Often, very little biographical information is provided about them, and at times texts are even written by a "panel" of writers. This anonymity, however, denies the pivotal role of authorship in the text, as historical writing exists as "an act of rhetorical interpretation. The characteristics of the finished solution are determined only by its components, but also by the hand that stirs it" (Paxton, 1999, p. 319).

The style of writing produced by the invisible author also lends itself to a distinctly expository stance, as "the particular voice of the textbook author is subsumed within a monotone of expository clarity" (Issitt, 2004, p. 688). Paxton (1999) and Issitt (2004) have shown that for students in the classroom, whose only exposure to historical writing may be the standardized text, such a style may skewer their perception of the work historians actually do.

Research on the impact of adding "voice" to history texts, and thereby "uncloaking"

the invisible author, reveals that student engagement with the text is heightened when the author assumes a first person narrative perspective. In part, this occurs in correlation with an increased student interest level in what is being read (Beck et al, 1995; Cunningham and Gall, 1990;). More significantly, however, is the voiced text's influence on student thinking processes as they interact with the content. Paxton (1997) begins his inquiry into the impact of voiced texts by asking how professional historians actually read a text. He determines that a number of key practices are employed, including the use of "sourcing heuristic", or the consideration of the source of a document, and the practice of "metadiscourse". He defines metadiscourse as the "elaborate mental conversations held between the reader and the imagined author" (p. 235).

In contrast to this approach to reading history, students are generally presented with textbooks employing multiple authors who come across as "omniscient" and utilize an "unelaborative, straightforward style" (p. 236). The author who employs elements of metadiscourse, however, indicates to his or her readers how they could interpret the ideas found within the text. According to Paxton, these authors employ four elements in their writing: emphatics ("without a doubt"), saliency ("still more critical"), evaluative ("unfortunately") and hedges ("may be unlikely, but") [p. 199]. A content analysis comparing historical texts and a textbook shows that the textbook used these elements much less frequently (Paxton, 1997, p. 236), causing Paxton to claim that "the rhetoric chosen for history textbooks could, by its very nature, serve to make them less amenable to the kind of subtextual readings commonly used by expert historians" (p. 237).

All of these practices can lead the reader to discover the subtexts found within the

larger texts. Historians attempt to reconstruct the author's purposes, intentions and goals, as well as determine his or her worldview or values. Historians, therefore, should not read a text simply to glean information, but to construct meaning, making subtextual reading an important element of historical thinking (Paxton, 1997; Wineburg, 1991).

History as a mere exercise in memorization, or a quest for the right two or three sentence answer, is a pursuit far different than that undertaken by professional historians. As

Wineburg (1991) writes,

knowing history is more complicated than answering short answer questions. That students so rarely saw subtexts in what they read; that their understanding of point of view was limited to which 'side' a document was on; that they rarely compared one account to another, searching instead for the right answer and becoming flustered in the face of contradictions – all hint at something far greater than knowing names and dates (p. 510).

The "Dumbing Down" of the Textbook

History textbook critics, when considering both the content and style of texts, point to the "dumbing down" of textbooks as another cause for educational concern. Gilbert Sewall, director of the American Textbook Council, states that publishers have replaced written content with "supercharged graphics" (Sewall, 2000, p. 2). Although the inclusion of visual aids may assist in a greater engagement with the text, Sewall decries the resulting elimination of written content. Without sufficient content, facts become less meaningful (Brophy et al, 1991, p. 155). There are many conjectures as to why texts have been "dumbed down", including the assertion that textbook publishers are seeking to conform to the standards of "minimal competencies and the new objectives of equity" (Stanley and Baines, 2002, p. 12). The result is a resource short on text yet replete with

full colour images, extensive use of graphics, and colour coded sidebars “to ensure that even the slowest learners can understand” (p. 12).

Concluding Comments

In summary, textbooks are considered to be a central learning resource in the social studies classroom (Harniss et al, 2001; Wakefield, 2006), therefore exerting a powerful influence over curriculum and learning (Beck et al, 1995; Biemer, 1992; Paxton, 1999; Wineburg, 2001). Recent research, however, challenges the text’s efficacy in exemplifying and inviting historical thinking in readers (Paxton, 1999; VanSledright and Kelly, 1998). Concerns centre on the inclusion, and subsequent exclusion, of knowledge (Apple, 1992), the lack of depth and breadth of coverage (Herlihy, 1992; Paxton, 1999; Tyson and Woodward, 1989) and the importance of coherence in history textbooks. (Armbruster, 1984; Beck, et al, 1995; Brophy, et al, 1991). Paxton (1999, 1997) writes extensively on the impact of adding “voice” to history textbooks, claiming that student engagement with the text increases when the author assumes a first person narrative perspective, while Sewall (2000) laments the decrease of any form of voice as textbook content is “dumbed down” and reduced. In short, concerns raised within the literature are substantial and warrant the attention of educators and educational researchers. For students in Ontario, the texts approved for use in the province’s schools purposefully connect with the prescribed curriculum generated by the Ministry of Education. A critique of several of these history texts is essential to establish how well they do, or do not, exemplify and invite historical thinking.

Chapter Three – Analysis of Grade 8 Textbooks

General Introduction

In this chapter, the textbooks *Canada Revisited* and *Flashback Canada* were analyzed using the methodology of content analysis. The section of the text reviewed is on Confederation, 1860-1867. This section was selected as it meets a number of the criterion delineated in the Introduction to this study. It deals with a topic that warrants a reasonable amount of space in the textbook and it extends far enough back into Canada's history that it will challenge students to employ both empathy and imagination when interacting with the presented narrative. This analysis took place within the context of four main categories: Engaging the Reader, Developing Historical Inquiry, Making Connections and Identifying Relationships, and History as a Process. In the category Engaging the Reader, note was taken of the narrative perspective adopted by the authors, and the overall tone (i.e., all knowing, authoritative) this gives to the narrative. As well, the authors' treatment of women and visible minorities was noted. For Developing Historical Inquiry, note was taken of the number of questions embedded in the narrative. Along with this, the nature of these questions (i.e., comprehension/recall versus analytical) was described. Questions that were found in the Review sections of the chapters were also analyzed in this way. As well, note was taken of whether or not the authors present more than one interpretation of historical events. For the category Making Connections and Identifying Relationships, I recorded instances of the authors making explicit connections and relationships between and among events and people. As

well, consideration of the amount of text devoted to important topics and concepts was made. Finally, History as a Process took into account the amount of primary evidence included in the section, and the manner in which the authors make use of this evidence. First, I present my analysis of *Canada Revisited*. This is followed by the content analysis of the second Grade 8 text, *Flashback Canada*.

Canada Revisited

Canada Revisited, published in 2000 by Arnold Publishing, an arm of Nelson Publishing, is listed on Ontario's Trillium List as an approved textbook for the province's Grade Eight history course. The text is organized into four sections, each dealing with a period of Canadian history between 1850 and 1920. A twenty page "Review" section before Chapter One briefly outlines the nation's history from the First Nations to British colonial rule. Each section contains a number of chapters for a total of thirteen chapters overall. Each sections begins with a narrative that follows the activities of a fictional class of young people who are also studying Canadian history. Each chapter begins with a visual and point form overview, a "Focus" paragraph, "Preview/Prediction" questions, and an ongoing section activity. The chapters are of varying length, with the shortest being fourteen pages and the largest thirty two.

Although topically structured, *Canada Revisited* does introduce students to historical concepts through the use of icons placed in appropriate sections throughout the text. These concepts are identified in the Ontario curriculum document that pertains to Grade Eight history (1998), and are *change, regionalism, power, identity, and*

co-operation/conflict. The icons are designed to focus the reader's attention on the main idea being discussed at that point in the text, providing a perspective through which to read the context being presented.

Engaging the Reader

The text of this section is written in the third person, omniscient narrative voice. The narrative consists of short, assertive sentences, with some connections and relationships highlighted by the authors. The narrator's all-knowing, authoritative voice is particularly noticeable when the thoughts, hopes and concerns of entire populations are expressed in an unquestionable, matter-of-fact fashion: "The Americans in the Red River Settlement wanted to join the United States" (p. 100). On at least twenty occasions in this unit, the authors assume to "speak" for the general populace, using words such as "felt" (p. 94), "hoped" (p. 94), and "concerned" (p. 112). Statements such as: "Nova Scotians feel they would be better protected if the colonies co-operated" (p. 110) lack qualifiers such as "some" or "many", making them generalizations that fail to reference any cases or situations that would present an opposing narrative. Likewise, assertions such as "Prince Edward Islanders feel pride in being part of the British Empire" (p. 112) and "The people of Canada West are particularly eager to join with the other colonies in British North America" (p. 105), present history as a neat, uncontroversial work of accepted knowledge that groups people together as units with a single voice, in total agreement, moving together in one direction.

The three authors of this textbook are not entirely anonymous, as limited information

is provided on them in the introductory pages, where they are identified as "teachers." Along with the authors, five "validators" are identified: an aboriginal content validator, an historical validator, two educational validators, and a bias reviewer. Their positions and places of employment are also listed. However, no indication is given as to what their specific roles were in the development of the textbook beyond their title of "validator". Once the narrative commences, however, the authors and validators seemingly disappear, as their own opinions and even biases are not explicitly found in the text. Furthermore, the elements of metadiscourse are not present in this particular unit, with history being presented as a series of irrefutable facts. At no point in this section is reference made to the roles or positions of native Canadians or women at the time of Confederation. Three out of twenty two fictional characters developed for a role playing simulation game are female.

Developing Historical Inquiry

The absence of the elements of metadiscourse in this textbook restricts the development of historical inquiry for readers. The narrative itself in this textbook does little to exemplify historical inquiry, nor does it invite students within the narrative to think historically about the content being presented. Considering questions associated with the historical concepts identified in this text is an important aspect of historical thinking. In *Canada Revisited*, however, questions are not embedded in the narrative, but instead are stand apart activities inserted sporadically in the text and in the Review section at the end of the unit. The narrative itself is composed entirely of assertions, with

the exception of two questions in a row that do not serve to compel readers to consider issues further, but instead are posed to reflect the anxiety felt by people in the era being studied:

Would Americans try to buy land in British North America as they had during the American Revolution, the War of 1812, and recently during the Fenian border raids? Would so many Americans migrate into the North-West that they would be a majority and then demand the United States annex the territory? (p. 99)

Not only are questions absent from the narrative, but references to multiple interpretations of events are virtually non-existent.

The authors do, however, provide opportunity for inquiry outside of the actual narrative. Students reading this textbook are presented with questions in the sections entitled "For Your Notebook", "Exploring Further" and "Questions For Class Discussion", which occurs once at the end of the unit. An examination of these questions, however, reveals a concerning trend. The majority of the questions are strictly comprehension and recall based, such as: "What were the advantages for the colonies of British North America of an intercolonial railway?" (p. 97). This particular question is interesting to note as it apparently requires comprehension on the reader's part, yet the answer is directly present in the text:

An intercolonial railway would overcome these obstacles. The distance between the colonies would seem much shorter. An intercolonial railway would increase trade among the colonies and speed up mail delivery. In case of war, especially attack by the United States, a railway would move troops quickly from one colony to another (p. 97).

On the other hand, very few questions require students to extend their learning and offer their own opinion. However, a number of learning activities from which students can

choose to encourage inquiry that reflects historical thinking. One option instructs students to check the media each day for two weeks to find examples of federal/provincial conflict and then present this information to the class (p. 143). The authors precede these instructions by referring to the strong anti-Confederation movement in Nova Scotia in the 1860's. By drawing attention to the fact that conflict remains between the federal and provincial branches of government, the authors are inviting the student to engage in historical thinking by comparing the past to the future.

As noted, questions for students are located at the end of the narrative to which they refer. This placement, coupled with the recall/comprehension nature of the majority of questions, serves to reinforce the impression that the content in the text cannot be challenged or refuted, as the questioning presupposes the accuracy of the content. Furthermore, questioning is not presented as an activity that initiates historical inquiry, or that shapes historical narrative, but as an activity that solidifies facts and information. It is necessary for students to acquire historical knowledge/content before they can engage in historical thinking. The questions and activities placed at the end of the chapters and sections reflect the content and information just read by the student. What is notable is the lack of questions embedded within the narrative that model the ongoing inquiry in which historians engage when constructing meaning out of the past.

Making Connections and Identifying Relationships

While the authors of *Canada Revisited* may not encourage historical inquiry within their narrative, they do attempt to make connections and identify relationships for their

readers, particularly through the development of a simulation game. The Ontario curriculum (1998) requires the students in Grade Eight history to "identify external and internal factors leading to Confederation" as well as "demonstrate an understanding of the roles of key individuals" (p. 49). One of the barriers to making connections and identifying relationships discussed in the literature on textbooks is the lack of coherence (Beck et al, 1995; Brophy et al, 1991), which is often brought about by the "mentioning phenomenon" (Herlihy, 1992).

An examination of the amount of text initially devoted to the reasons for Confederation in this textbook, apart from that pertaining to the simulation game, reveals evidence of this phenomenon. The role of political deadlock in Confederation is covered in half a page, or one column (p. 96). The desire for a transcolonial railway receives a quarter of a page of text (p. 97), while the cancellation of the Reciprocity Treaty only garners two paragraphs, or six sentences (p. 98). Fear over the threat of an American invasion is covered in just over half a page, and Britain's changing attitude towards her colonies is discussed in just under half a page. Finally, the desire for westward expansion receives one paragraph of narrative. In total, the reasons for Confederation, which is a significant topic in the Grade Eight history curriculum, are introduced in approximately two pages of text. This cursory overview of the causes of Confederation does not provide students with the content required to engage in historical thinking.

It must be noted, however, that ten pages are set aside to provide background information for a simulation game. In this activity, students assume the role of either an

historical or a fictional character from one of the colonies in attendance at the 1864 Charlottetown Conference. In groups, students read about the background of their colony and then determine whether or not they will support Confederation. Such an activity allows students to engage their historical imaginations and develop historical empathy. The actual narrative that students read in preparation for the game does help readers make connections and see relationships. The biographies and opinions of the fictional characters correspond to the preceding narratives that outline the factors influencing the colonists' support, or lack thereof, of Confederation. Although a good portion of text is devoted to developing fictional characters, the background provided on each of the colonies does bring the causes of Confederation together as they applied to each region of British North America.

Following the discussion on the reasons for Confederation, the authors move to describe the conferences in which the details of the union were determined. The authors appear to only "mention" these important historical events, with the Charlottetown conference being discussed in half a page, the Quebec conference being "covered" in six sentences, and the London conference only deserving of two paragraphs (p. 128). This is concerning, as the Ontario curriculum's expectations for this grade level do include an understanding of "the main events leading to Confederation (e.g., Charlottetown, Quebec and London Conferences; coalition government in the Canadas)" (p. 49).

Despite the brevity of coverage existent in this unit, the authors do, at times, make explicit connections and relationships between and among events and people. This was

noted six times throughout the unit, most obviously in the section detailing New Brunswick's reaction to Confederation and the re-election of Premier Tilley. The authors state: "This seems like a surprising turnaround, but circumstances had changed in the time between the two elections" (p. 123). They then identify and describe five factors that led to this change. Not only are readers seeing connections between events, but they are also being presented with content through the perspective of continuity and change.

Building on the discussion of New Brunswick, the authors turn to events in Nova Scotia:

Nova Scotia Premier Charles Tupper was pro-Confederation. He watched the pro-Confederation candidates in New Brunswick lose the 1865 election. He decided not to call an election to put the Seventy-Two Resolutions to a vote in Nova Scotia (p. 124).

The authors fall short in depth of coverage in writing about the tensions and conflict that have existed between French-speaking and English-speaking Canadians throughout our history. The section on political deadlock makes fleeting reference to the conflict: "The English-speaking majority of Canada West and the French-speaking majority of Canada East were often on opposing sides over issues" (p. 96). When discussing the colonies' reactions to the Seventy Two Resolutions, the authors point out that only a small majority of Canada East legislators approved of Confederation, as those opposing it "...were concerned that their French language and culture would not survive in a country with more English-speaking people than French" (p. 122). Thus, one of the core issues associated with Confederation is covered in this one statement.

The unit ends with two pages devoted to "Recent Developments in Confederation" (pp. 140-141), in which the authors briefly outline five constitutional events from the

latter part of the Twentieth Century (Constitution Act 1982, Meech Lake Accord 1987, Charlottetown Accord 1992, Quebec Referendum 1995, and the Supreme Court decision of 1998). The inclusion of this content highlights the ongoing strand of French-English conflict in Canada's history; however, the authors do not go into enough depth to allow the complicated and many faceted angles of this conflict to emerge in their narrative. The brief mention of these events also could prove misleading, in places, to readers. The 1995 Quebec Referendum is introduced as follows: "A few years after Canadian voters rejected the Charlottetown Accord, voters in Quebec elected the Parti Quebecois" (p. 141). Such a statement appears to link the birth of separatist sentiment in Quebec to the nation's rejection of the Charlottetown Accord. No mention is made of the fact that the Parti Quebecois was first elected in November of 1976, or that Quebecers voted in their first referendum in May of 1980. The conflict between Quebec and the rest of Canada goes well beyond the Charlottetown Accord. By not placing this major issue in the full context of French-English relations in Canada, the authors fail to exemplify the historical thinking necessary to fully understand this part of our nation's history and identity.

It would be inaccurate to claim that readers are not invited to make connections and see relationships in the section of the text being critiqued. Likewise, the authors cannot be accused of entirely neglecting the concepts of continuity and change or progress and decline, which the Ontario curriculum requires them to cover. A more thorough coverage of events, however, would serve to increase the coherence of the text, and therefore the

reader's opportunity to view the history being studied through this perspective.

History as a Process

The economy of text in *Canada Revisited* is due, in part, to the large amount of pictures and graphics included in its pages. A number of these graphics and images serve as examples of primary sources for students, as do quotations from politicians, excerpts from letters, photographs, political cartoons from the era being studied, and short excerpts from newspapers. The manner in which the sources are used in the text, however, does not necessarily invite or exemplify historical thinking.

Within the unit on Confederation, seven pictures of art work and seventeen photographs are included. The captions underneath these photographs briefly describe the image by referring to the content in the narrative. Similarly, the fifteen different quotations dispersed throughout the unit fall at the end of a section of narrative, seemingly to substantiate what has already been stated. In this respect, it appears that these primary sources are used to illustrate or enhance the content, not assist in building it. Furthermore, the authors do not make explicit the role primary sources play in the construction of historical narrative, or in assisting with our understanding of the past. For example, the sole question accompanying four reproductions of newspaper clippings from July of 1867 asks: "Why were newspapers so important in the 1860's as a source of information?" (p. 136). At no point do the authors explain how historical documents such as this are equally important to historians today.

In contrast to this format, professional historians often start with evidence, or primary

sources, and build narrative and meaning from there. At no point in *Canada Revisited* do the authors refer to primary sources or evidence within their narrative. As Seixas (2006) asserts, reading or viewing primary sources requires historians to employ specific strategies, such as contextualizing the evidence and making inferences (p. 5). This process is not made explicit in *Canada Revisited*, even though a number of primary sources are reproduced. No mention is made of the role such evidence has played in our understanding of the past, or in their interpretation of events. The deliberation that goes into determining the authenticity or importance of a source of evidence is not exemplified by the authors. The important "sourcing heuristic" employed by historians is also absent from the text. The primary sources displayed in the text, much like the facts in the narrative, are just to be received by the reader.

It is disappointing to note that the authors do not even take advantage of the Review sections of the unit to invite students to examine the primary sources presented. Questions asking for an interpretation of artwork or photos are absent, even from the accompanying captions. Conflicting pieces of evidence are also missing from the unit, disallowing the opportunity to intellectually wrestle with the facts of history as professional historians do. In short, the inclusion of primary evidence in this text may enhance the interest and "aesthetic" quotient of the book, but it fails to exemplify or invite historical thinking.

Conclusion

A content analysis of this fifty-five page unit on Confederation in *Canada Revisited* demonstrates that historical thinking is exemplified and invited in a limited fashion.

Attempts have been made in the narrative to highlight connections and relationships between and among people and events. Several questions and learning activities also serve to nurture historical inquiry. The simulation game, as a constructivist learning activity, is further positive aspect of this text. On the other hand, the apparent role of primary sources in simply authenticating what has already been stated diminishes the presentation of history as a process for the reader. The factual presentation of history as a series of events, reinforced by the authoritative third person narrator, and the absence of the modeling of a metadiscourse and sourcing heuristic in the narrative, definitely restrict the textbook's effectiveness in the development of historical thinking in students. I turn now to analyzing both the third and fifth editions of the other Grade 8 textbook, *Flashback Canada*.

Flashback Canada

Oxford University Press' *Flashback Canada*, a companion text to Ontario's Grade 8 history course, has seen five incarnations over its thirty-one year history. First published in 1978, the textbook has gone through a number of permutations as its developers have attempted to remain current and relevant in Ontario schools. The most recent edition, the fifth edition published in 2008, deliberately incorporates the emphasis on the benchmark concepts of historical thinking outlined by Seixas (2006). This analysis of *Flashback Canada* will take into consideration not only the current edition of the text, but the third edition as well, to determine whether or not the changes made to the text do enhance its capacity to exemplify and invite historical thinking.

Flashback Canada, 3rd Edition (1994) is a 360 page book that possesses a large amount of text interspersed in places with photos, graphics, maps, sidebars and information boxes. The Confederation unit, which is the unit being analyzed for this study, is broken into seven chapters, each one ending with an "Activities" section. The authors, J. Bradley Cruxton and W. Douglas Wilson, are listed on the cover, yet no further information is provided about either of them. A number of "reviewers" are acknowledged briefly, but again their background and qualifications are left unmentioned.

The fifth edition of *Flashback Canada* (2008) lists three new authors in addition to Cruxton and Wilson, yet it possesses substantially less text within its pages. Its 260 pages are a colourful array of maps, photos, graphics, charts and colour coded "feature boxes" that interrupt the text at regular intervals. A significant addition to this edition, however, is the inclusion of an introduction, addressed to students and written in a conversational tone, that invites readers into the text. In it, the authors present history as an ongoing story that is always changing as new information is discovered (p. vi). They refer to the importance of historical inquiry (p. vi), and highlight the concept of change and continuity (p. vii). The existence of multiple interpretations is also acknowledged (p. vii).

The introduction in the fifth edition is immediately followed by an outline of the benchmark concepts of historical thinking. Readers are invited to use the textbook as a "treasure chest of clues" to help them discover the past for themselves (p. viii). The descriptions of the concepts provide a sound understanding of how historians view the past, while at the same time introducing students to the terminology used within the

discourse community itself (i.e., "critical and media literacy", p. ix).

In contrast to the early edition of the text, the fifth edition does not divide the Confederation unit into chapters, nor does it end with a series of questions. "Think it Through" questions, which require students to analyze or extend their knowledge, occur periodically throughout the narrative. The unit does end with a section on "Formative Tasks" and "Summative Tasks", in which students are required to communicate what they have learned. By early indications, namely the first few pages of the text, the most recent version of *Flashback Canada* promises to be a unique resource that both exemplifies and invites historical thinking.

Engaging the Reader

As mentioned, the authors of both the third and fifth editions of *Flashback Canada* are virtually anonymous. In the third edition, however, this does not result in total author invisibility. In various places the authors quite deliberately insert their own opinions into the narrative, most saliently when discussing the role of George Brown in the Great Coalition: "But the future of his province meant more to George Brown than his personal feelings or his political party. The idea that he put forward revealed George Brown's true greatness" (p. 61). Descriptions such as "unselfish" (p. 62) are also used to commend Brown to readers. The authors also laud Thomas D'Arcy McGee, whom they describe as "the best speaker in the Canadian Assembly" (p. 107). Although the inclusion of such strong opinions does present a rather "one-sided" interpretation of these events and personalities, it can allow for a more visible author in the text.

The authority with which the authors of the third edition deem Brown to be great, and

McGee to be the best speaker in the Assembly, stems from the third person omniscient voice adopted in the narrative. At times the authors even assume to know the thoughts and intentions of historical figures: "He [Brown] was not looking for personal credit, but thinking of the good of his country" (p. 106). Co-existing with this chosen voice, however, is the periodic addressing of the reader, which engages him or her with the narrative. The introduction to the unit invites the reader to "suppose your family had to decide whether or not to move to a new home" (p. 52). By inviting readers to use their imagination in such a way, the authors are working towards the development of historical empathy and in doing so, engaging the reader in the past.

Within the discourse of this text, the elements of the metadiscourse used by historians appear on seven different occasions. Qualifiers such as "may" (p. 55), "of course" (p. 59), and "certainly" (p. 99), model the more subtextual readings used by historians, and serve to temper, at times, the more detached third person voice. When discussing Prince Edward Island's rejection of Confederation, the authors use the element of saliency: "A more important reason for turning down Confederation was the sheer size of the new country" (p. 109). Utilization of the elements of metadiscourse allow for the important "mental conversation" between the author and the reader (Paxton, 1997, p. 235).

In contrast to the narrative found in the third edition of *Flashback Canada*, the fifth edition is void of author visibility, conversational tone and descriptive passages. The text is very factual, with only "essential" information presented to the readers. At times, the authors resort to point form writing, which gives the sense of history as nothing more than

a list of facts.

In contrast to the third edition, which makes one reference to the role of women in Confederation, the fifth edition does provide information on women, aboriginals and visible minorities during this stage of Canadian history. An entire page is devoted to the aboriginal response to Confederation (p. 420), while half a page details the groups who did not have the vote in the 1860's, including women, aboriginals, and people of Chinese, Japanese and Indian descent (p. 37).

The third person, omniscient voice dominates the narrative, only broken periodically by a comment addressed to students in the introduction (p. 6). Although initially inviting to the development of historical thinking, the text's use of an authoritative voice and an invisible author diminishes its actual effectiveness in this endeavour.

Developing Historical Inquiry

The engaging, conversational tone of the third edition is greatly enhanced by the embedded examples of questioning that takes place in the process of historical inquiry. Questions are found embedded in the narrative of the Confederation unit nineteen times, a significantly greater number than in the fifth edition or in the other textbook being critiqued in this study, *Canada Revisited*. Not only is this number impressive, but the varied types of questions posed to readers are notable. A number of questions lead readers into the next segment of content, such as "How had this come about?" (p. 59). Other questions are more rhetorical in nature, emphasizing an historical issue or dilemma, while others invite readers to consider alternative interpretations of historical events: "Were they limiting the French language to Quebec? Or, did they foresee a Canada of the

future being fully bilingual...and bicultural?" (p. 119). This particular question is an excellent example of the type of inquiry in which historians engage when they are constructing a narrative of the past. This line of questioning also indicates that there does not exist a single, true interpretation of history, but that controversy can thrive, even within the discourse community. Indeed, the authors of the third edition acknowledge this by stating: "Canadian historians cannot agree, however, on what the Fathers of Confederation intended" (p.119).

Along with the questions posed in the narrative, specific sections of the unit are set aside as purely "Activities" segments. These segments, found at the end of each chapter, are divided into three sections: "Check Your Understanding", "Confirm Your Learning", and "Challenge Your Mind". "Check Your Understanding" questions are simple recall and comprehension activities, and comprise thirty of all of the "Activities" questions. For example, readers are asked "Which colonies approved the Seventy-Two Resolutions? Which rejected them?" (p. 111). "Confirm Your Learning", of which there are twenty questions, are more analytical in nature, while the fifteen "Challenge Your Mind" questions require students to extend their learning and engage in some historical thinking, particularly in the area of empathy. One activity asks readers to research a Father of Confederation and try to "get into the person's mind" when writing a speech they may have given in support of Confederation (p. 97). Other questions, unfortunately, are much more vague, asking students to simply "discuss" a statement made by an historical figure (p. 122). What is noticeable, however, is the emphasis placed on recall and comprehension, with just under half of all activities being of this nature.

In contrast to the third edition, the fifth edition's Confederation unit only contains

three embedded questions, with two of them referring to the material that had just been presented. The rest of the narrative is written as assertive statements with absolutely no reference to multiple interpretations. Where this textbook is unique, however, is in the format of more formal questioning. Whereas most textbooks, including the earlier editions of this text, conclude each chapter or unit with a series of questions and activities, this textbook utilizes "Think it Through" boxes spread throughout the narrative. Furthermore, a perusal of the unit reveals that there are no questions that are purely recall and/or comprehension in nature. Instead, the "Think it Through" questions draw on readers' critical thinking skills, asking them to infer, suppose, reflect, and imagine. Many of the questions do not have a single, "right" answer, demonstrating the sometimes ambiguous nature of historical study. The questions associated with the primary evidence reproduced in this unit also exemplify and invite historical thinking, a feature to be discussed further in the section on History as a Process.

It is clear that the fifth edition of *Flashback Canada* is not a text dependant resource, as greater emphasis is placed on the activities associated with the study of history than on the delineation of content and details covered in the text. For this edition, questions have been removed from the narrative, and the emphasis on basic comprehension has been omitted from the learning activities. In this respect, the fifth edition surpasses the third in inviting historical thinking, yet it falls short in the narrative itself of exemplifying the role inquiry takes in the construction of historical narrative. The activities have also been removed from the end of the chapters and units and are dispersed throughout the text in "Think it Through" boxes. Such positioning reflects inquiry as an ongoing activity as

opposed to a purely summative exercise conducted after content has been presented. The questions themselves, such as "What big challenges do you think the new Dominion of Canada will face?" (p. 39), encourage students to synthesize information and make predictions before proceeding with the next section of narrative. In this way, the authors make up for not including questions within the narrative itself.

Making Connections and Identifying Relationships

The fifth edition of *Flashback Canada* has already been noted for its textual brevity and omission of detail and description. When compared to the third edition, this economy of text is particularly apparent, negatively impacting the readers' ability to make connections and identify relationships. In turn, the reader's capacity to recognize elements of change and continuity, and progress and decline is compromised.

When discussing the causes of Confederation, the authors of the fifth edition present a reduced version of events. Whereas the third edition devotes nine paragraphs to the role of the American threat in Confederation, the most recent edition only dedicates three paragraphs to this important cause, leaving out any reference to the *Trent* incident, the *Alabama* incident and the attack on St. Albans. The purchase of Alaska and the gold rush in British Columbia receive one "box" each on a map entitled "American Threats to British North America 1866-1867" (p. 22). The threat of the Fenians is covered in three short paragraphs without any reference to the resentment colonists felt towards the Americans. Likewise, the authors of the fifth edition give three paragraphs to the cancellation of the Reciprocity Treaty, compared to a page and half of information provided in the third edition.

Despite this condensed text, the authors do manage to explicitly make connections and identify relationships nine times in this unit. Often this is done with one, deliberate sentence: "The Fenian raids were unsuccessful, but they united the colonies in their suspicion of the United States and in their concern about the safety of the border" (p. 22). If anything, such brief references indicate the actuality of cause and effect in history, but they do little to draw readers' attention to the concepts of change and continuity or progress and decline. For this to occur adequately, a more cohesive text must be developed with sufficient background information and explanations of these connections.

In the third edition of the textbook, more text is allotted to the topics under consideration. For example, the section on political deadlock takes readers back to the 1840's when the Assembly was first established. At this time, the population of Lower Canada surpassed that of Upper Canada, yet both colonies had an equal number of seats in the Assembly. The authors point out that by 1861 Canada West had a greater population than Canada East, and they identify immigration as a factor contributing to that change. Over the next two paragraphs, they outline the decline of the effectiveness of the Assembly. By providing this background information, the authors are able to emphasize the progress made by the Great Coalition. Not only do readers see the cause and consequences highlighted in these connections, but they can also trace the changes in society that led to periods of progress and decline.

The authors also identify relationships between people and events in such a way as to develop their significance. Whereas in the fifth edition Brown's role in the Great Coalition is briefly mentioned, the authors of the third edition take the time to describe his

antagonistic relationship with Macdonald. By doing this, the authors establish the significance behind George Brown's actions.

Although both editions make connections and identify relationships for readers, the earlier edition is more inviting of historical thinking due to its overall coherence and generosity of narrative. Whereas the fifth edition only "mentions" certain events and people, the third edition develops the narrative more fully, allowing connections and relationships to be clearly developed by the reader. This brevity of coverage in the fifth edition may also make it difficult for students to fully benefit from the "Think it Through" questions discussed earlier in this analysis, as they may lack enough background information to answer them fully.

History as a Process

Both editions of *Flashback Canada* include a good number of primary source reproductions in the Confederation unit. In the third edition, nineteen works of art, twelve photographs, four quotations from historical figures, three political cartoons and one newspaper excerpt accompany the narrative. Unfortunately, much like the primary sources in *Canada Revisited*, these pieces are used to merely enhance the content of the textbook. At no point in the narrative are readers given any indication of how the visuals on the page have assisted historians in constructing and, as importantly, reconstructing their narrative. The captions provided are simplistically descriptive, such as : "Curling on a lake near Halifax" (p. 90). Although aesthetically attractive, the visuals do little to invite historical thinking or even enhance understanding of the text.

The authors do a much better job of effectively incorporating historical quotations into

the text. These excerpts of speeches serve as examples of the evidence historians use to construct their narratives. For example, the section of text dealing with the division of powers in the new nation of Canada is preceded by a quotation from John A. Macdonald:

In framing the Constitution, care should be taken to avoid the mistakes and weaknesses of the United States system. Their primary error was reserving for the states all powers not given to the central government. We must reverse this. A strong central government is essential to the success of the experiment we are trying (p. 119).

This piece of historical evidence provides a contextual framework for the discussions that follow in the narrative, and assist readers in grasping how primary sources are used to develop our understanding of the past.

In contrast to the third edition, the fifth edition does demonstrate the role of primary evidence in the historian's work. Here, the captions accompanying the photos and the artwork identify the artist, state when the work was produced, and ask pertinent questions. For example, the reproduction of the charcoal sketch of the Fathers of Confederation is accompanied by the critical question "Why do you think all the leaders were men?" (p. 29). Likewise, a photo of King Street in Toronto in the mid 1800's provides readers with an opportunity to determine the main forms of transportation at that time by studying the image. In this regard, readers are invited to "be historians" (p. viii), think about the past, and see history as a process of discovery, construction and reconstruction. The authors also instruct their readers in the important "sourcing heuristic" activities in which historians engage. A sample photograph is accompanied by six questions historians ask when examining a primary source. Readers are encouraged to, among other things, consider the context of the source, the purpose of the source and the composer of the

source (p. ix). In this way, young historians can critically engage each piece of evidence presented in the text. Like other texts, the fifth edition does not refer to the use of primary sources in its narrative; nevertheless, it remains unique in its approach to the use of primary evidence on its pages by inviting students to interact with these sources as professional historians would.

Conclusion

Flashback Canada 5th Edition is described by the authors as “not just an ordinary textbook telling you about important and interesting people and events in Canada’s past” (p. viii). It is, indeed, more of an activity based resource that guides students in the development of their capacity to think historically and allows them to become historians. The text is particularly effective at this in the “Think it Through” questions and the questions associated with the primary sources reproduced in the unit. Unfortunately, the authoritative, all knowing narrator does not model for these novice historians the historical thinking that went into the construction of the text’s narrative. Whereas the third edition develops the story of our nation’s past with more depth and breadth, the most recent edition of the textbook has shed a substantial amount of this content, making it a victim of the “mentioning phenomenon” that plagues so many other classroom textbooks.

The fifth edition of *Flashback Canada* deliberately profiles the concepts associated with historical thinking, yet it is the third edition which does a superior job of exemplifying them in the narrative. A combination of the earlier narrative and the more recent learning activities may produce a more effective sixth edition.

Chapter Four – Analysis of Grade 10 Textbooks

General Introduction

In this chapter, the Grade 10 textbooks *Spotlight Canada* (4th edition) and *Canada: A Nation Unfolding* were analyzed using the methodology of content analysis. Two sections of the text were reviewed: the chapters dealing with Canada in World War I and those covering the Great Depression. These sections were selected as they meet a number of the criterion identified in the introduction to this study. Both sections cover topics that warrant a good amount of space in the textbook, and they extend far enough back in Canada's history that they will challenge students to employ empathy and imagination. In fact, as the sections were analyzed, a number of elements emerged that invited and exemplified historical empathy and imagination that had not been considered at the outset of the study.

This analysis was conducted within the context of four main categories: Engaging the Reader, Developing Historical Inquiry, Making Connections and Identifying Relationships, and History as a Process. In the category Engaging the Reader, note was taken of the narrative perspective adopted by the authors, and the overall tone this gives the narrative. As well, the authors' treatment of women and visible minorities in the text was critiqued. For Developing Historical Inquiry, a record was kept of the number of questions embedded in the narrative. Along with this, the nature of these questions (i.e., comprehension/recall versus analytical) was described. Questions that are found in the "Activities" sections at the end of each chapter were also analyzed in this way. As occurs in studies conducted within the framework of grounded theory, a further characteristic of

developing historical inquiry emerged during the reading of these sections. That characteristic is the nature of the questions the authors associated with the primary sources reproduced in the textbooks. For the category Making Connections and Identifying Relationships, a record was kept of the number of times the authors make explicit connections and relationships between and among events and people. As well, an examination of the amount of text devoted to important topics and concepts was made. Finally, the category History as a Process took into account the amount of primary evidence included in the section, and the manner in which the authors make use of this evidence. First, I present my analysis of *Spotlight Canada*. This is followed by the content analysis of the second Grade 10 textbook, *Canada: A Nation Unfolding*.

Spotlight Canada

Spotlight Canada (4th edition), published in 2000 by Oxford University Press, is listed on Ontario's Trillium List as an approved textbook for the province's Grade Ten history courses. The authors are listed as J. Bradley Cruxton and W. Douglas Wilson, with no mention made of an editorial or advisory board/panel. The text is organized into seven units, each consisting of approximately three chapters, for a total of twenty overall. The text's narrative begins with Canada in the early 1900's and concludes with a look ahead to the Twenty First Century. The text begins with a nine page introductory section entitled "Setting the Scene: The Road to the Twentieth Century". This serves as a brief review of material covered in the province's Grade 8 history curriculum, and consists of narrative and a two page timeline covering the years 1867-1900.

Each unit begins with a reproduction of Canadian artwork and accompanying narrative and questions. The two pages that follow contain a timeline pertaining to the period covered in the unit, a chart outlining the strands and topics from the Ontario curriculum documents as they are covered in the unit, and a list of expectations for students.

Throughout the text, a variety of photos, reproductions and graphic organizers are utilized to enhance the written text. Several types of "text boxes" help the reader to focus more specifically on certain elements of history. "Arts Talk" highlights developments in the arts in the era being studied, while "Spotlight On..." provides a short biography of a Canadian historical figure. "Impact on Society" attempts to draw connections between historical events and the people living at that time, and "Fast Forward" compares and/or contrasts the historical period with Canada today. Each chapter concludes with an "Activities" section with questions and assignments divided into four categories: Understand Facts and Concepts, Think and Communicate, Apply Your Knowledge, and Get to the Source.

Engaging the Reader

The two authors of this text are barely visible in the narrative, nor are they properly introduced to the readers. No mention is made of their qualifications, background or current positions. The lack of reference to any advisory group of editors leaves one to assume that these two men alone composed the text.

Within the narrative, the authors assume a third person omniscient voice that rarely interacts with the reader. The section on Canada in World War I is a fact filled outline of

Canadian activities overseas in land, air and naval combat. Evidence of the authors' omniscient stance can be found in statements such as "For a time, Germany held back and did not want to risk the Americans joining the war" (p. 97). Such insight into the intentions of the German decision makers in 1916 lends an authoritative tone to the chapter.

The text itself in this section consists mainly of short sentences:

Canada's first major battle in the war was fought near the ancient city of Ypres in Belgium in 1915. Canadian troops were sent to help hold 3.5 km of the front line in the face of heavy German attack. It was a harsh beginning. The troops were surprised by a deadly new weapon – poison gas! It was the first poison gas attack in history (p. 88).

The lone exclamatory statement in the preceding quotation is one of only two found in this section. The other, "It was a remarkable record!" (p. 95), refers to the success of Canadian air aces.

The section of text dealing with the Depression is slightly more engaging. In explaining the causes of the Depression, the authors take on a more familiar tone with the reader, inserting the pronouns "you" and "our" throughout the narrative: "To understand the Depression, it helps to understand a little about how our economy works and what was happening in the 1920's" (p. 180). A few pages on, the authors engage the readers while discussing the causes of the Depression, stating: "You could buy stocks on credit just as you could buy a phonograph or a washing machine" (p. 187). The pronoun "you" is used nine times in this section, helping to assist in the critical "mental conversation" between author and reader.

The authors also engage their readers in this section through the use of questioning,

creating a more conversational tone:

Buying stocks on margin did not require a large outlay of cash if stocks kept rising quickly in value. But what if your stocks didn't go up? Or, worse still, what if they went down? How would you pay back your loans? You would have to sell your stocks or risk financial ruin. (p. 187).

The authors have also developed a stock market simulation game (p. 183) which assists students in understanding the workings of an institution so critical to the economy of the 1930's and today. This activity engages the reader not only through role play, but by focusing on an organization that still operates in the current day. The authors do not, however, explicitly make the connection between the past and the present, leaving that task to the classroom teacher.

At only one point in this textbook do the authors refer to aboriginal Canadians, and that occurs in the section on the Depression when they quote elder Ike Hill as he recalls the "dirty thirties" (p. 193). Apart from this, the narrative focuses on the roles played by white males in World War I, and the impact of the Depression on white Canadians. The experiences of other groups during these times in history remain untold in this textbook. This characteristic could detrimentally impact certain readers' engagement with the text. Students who do not fit into the population group represented in the content may not be as engaged as those who actually do "see themselves" reflected in history.

The two sections of text covered in this critique present a certain disparity in their levels of reader engagement, a point to be discussed in the analysis chapter of this thesis.

Developing Historical Inquiry

The role of questioning in historical inquiry is of paramount importance in developing

historical thinking skills. One of the five strands of the Ontario Grade 10 history course is "Methods of Historical Inquiry and Communication". One of the expectations associated with this strand is that students should "develop a clear focus for their investigations by formulating appropriate questions on historical topics" (p. 44). If the textbook serves as the central, or even sole, resource in the classroom, then it should play a critical role in helping students develop this skill.

The section on Canada in World War I critiqued in this chapter is completely void of questions embedded in the narrative. At no point in this section of text do the authors exemplify historical inquiry within their own writing. On the other hand, the section on the Depression contains eight questions within the narrative. Questions such as "How could prosperity turn to poverty for so many so quickly?" (p. 180) and "Why was the West hit so hard?" (p. 193) model for readers the types of inquiries historians make, at a very basic level, when studying the past. The very structure of the two examples provided here, using the words "how" and "why", also presuppose the existence of connections and relationships, another important facet of historical thinking to be discussed in greater detail below.

A number of the questions associated with the visuals included in these two sections connect history as inquiry with history as a process. For example, the map depicting the front line in 1914 as well as 1917 (p. 89) serves as a form of historical evidence. Readers are asked to identify the location of the two front lines, and then explain what this map reveals about the amount of territory gained during the war. Not only are students

required to analyze, and perhaps even make a judgment call regarding the territory gained, but they also must use historical evidence to help formulate their thoughts. In the section on the Depression, five photographs from that era, along with several quotations, are provided with five questions readers are to use as guides while studying the pictures and quotations. Although these questions are more comprehension than analysis based, students are required to use primary evidence to answer them.

The questions and assignments found in the "Activities" section at the end of the chapters being critiqued require readers to demonstrate knowledge, understanding and critical thinking. The section that accompanies chapter four consists of fifteen questions or exercises. Of these, five required basic recall and comprehension, three require historical research of some nature, five require critical thinking or analysis, and two ask students to reflect on and analyze primary evidence. For example, a question in the section entitled "Apply Your Knowledge" asks the following:

Which media (newspapers, television, radio, etc.) were used to report on battles in World War I? Today television and the Internet are major sources of news. Have television and Internet improved media coverage of wars? Discuss your point of view and give examples (p. 105).

This question invites historical thinking as it requires students to reflect upon the concepts of change and continuity and progress and decline. To answer the question, however, students must determine the criteria by which "improvement" will be judged. Although the authors do require students to provide examples in defense of their opinion, the process of decision making is not exemplified by the text.

In the chapter on the Depression, the "Activities" section consists of eighteen

questions or activities. Of these, the six questions that are recall/comprehension in nature do possess an element of analysis. For example, a question asking students to recall the reason for the use of vouchers in the 1930's also asks if vouchers were a good idea. Students must defend their answer (p. 205). Three questions require students to perform research, and three exercises relate to a primary source of evidence. The remaining six exercises are analytical in nature and require students to communicate their learning in a variety of forms.

A second element of developing historical inquiry is the presentation of different interpretations of events. Neither chapter critiqued in this section of the study contains this element of historical inquiry. However, one example of author bias is present in the textbook. The authors focus on the apparent failures of R.B. Bennett in the 1930's, culminating in his loss of power in the "landslide" Liberal victory of 1935. No mention is made, however, of that segment of the electorate that did approve of Bennett – a segment which is reflected in the fact that the Conservatives did draw close to 30% of the popular vote in that election. Although not enough to retain power, this percentage does reveal that there were Canadians who did support Bennett. This aspect of history is not present in the narrative.

Making Connections and Identifying Relationships

As stated previously, one of the greatest barriers to making connections and identifying relationships in textbooks is the mentioning phenomenon. This is present in the two chapters being critiqued; however, the authors do attempt to point out some basic

connections and relationships for students. In the section on Canada and World War I, two pages of text are devoted to trench warfare, followed by half a page on Ypres, half a page on the Battle of the Somme, half a page on Vimy Ridge and just under half a page on Passchendaele. A page each is devoted to the war in the air and the war at sea.

Although such "economy of space" makes it difficult to fully develop the narrative, the authors do make explicit reference to connections and relationships six times in this chapter, most frequently when discussing the war at sea. The authors begin this section of the narrative by identifying Britain's connection to the sea as an island nation, and the subsequent importance of controlling the sea lanes. The authors also briefly delineate the interrelationship between Germany's actions and America's response prior to joining the war. The German attack on the *Lusitania*, and the resulting loss of American lives, is highlighted as a precursor to German-American tensions:

The American people were shocked at this attack on their citizens. The United States had to this point stayed out of this European war. But American public opinion was turning against Germany. For a time, Germany held back and did not want to risk the Americans joining the war (p. 97).

Later, the authors describe how U-boat attacks on American ships brought the Americans into war in 1917. This, in turn, is connected to a positive change in fortune for the Allies (p. 97).

The chapter on the Depression naturally covers connections and relationships as it devotes over two pages of text to the causes of the Depression. The authors identify six factors that can be connected to the onset of the Depression, yet they do not explicitly show the interrelatedness of these factors. For example, the practice of overproduction in

North America and the implementation of tariffs by foreign countries on Canadian products are both connected to the ensuing economic turmoil of the 1930's. What the authors do not explain, however, is the impact of tariffs on the ability to export and sell excess products. In short, although the linear connections between factors and the Depression are made, the cyclical and interrelated relationships among these factors are less clearly defined.

The authors do, however, show the relationships that existed among Canada's regions in the 1930's. After describing the connections between the Depression and the West's dependence on wheat, the surplus of wheat on the world market and the impact of the drought, the authors go on to describe the West's influence on the East:

As agricultural income dropped in the West, other regions of the country were affected as well. Factories in Central Canada that produced farm machinery, for example, had to cut back production and lay off workers (p. 196).

While the authors devote a fair amount of text to the causes of the Depression, there is scant information provided on the key leaders of that era and the government's attempts to deal with the failing economy. Only three paragraphs are utilized to relate Prime Minister Bennett's attempts to solve the crisis, with the New Deal being "covered" in four sentences. One of these sentences attempts to describe the deal by stating that it was "similar to one introduced in the United States by President Roosevelt" (p. 198). No accompanying explanation is given, however, about Roosevelt's New Deal, making the comparison meaningless to readers lacking knowledge about this period of American history.

The authors do, however, give slightly more attention to the new political parties that

emerged in the 1930's. The Social Credit, the CCF and the Union Nationale are all highlighted, with some attempt made to connect these early inceptions to present day organizations (i.e., the CCF/NDP). Connecting the past to the present is a critical activity associated with historical thinking. The Ontario curriculum's focus on "change and continuity" as a strand in the Grade 10 history course attests to its importance. Whereas the authors make some connections between the political parties of the past and those of today, they do not draw any other connections between the conditions and policies of the 1930's and more current events, an unfortunate fact considering the pervasiveness of the economy, and the opportunities such a topic affords to develop concepts such as change and continuity, progress and decline, and connections and relationships.

History as a Process

Throughout the two chapters being critiqued, the authors present readers with a number of pieces of primary evidence. This evidence takes the form of photos, reproductions of art work, and first hand accounts of historical eras or events. These pieces are not always used, however, in a manner that exemplifies or invites historical thinking.

The chapter on World War I contains nine photographs, seven reproductions of paintings and four quotations provided from that period of history. The photos and paintings interspersed throughout the text appear to serve simply as enhancements to the written word. The captions that accompany these graphics are descriptions of what is being viewed. At no point do the authors describe the role of this evidence in the process

of constructing the narrative, nor do they provide questions or activities that will allow the readers to interact with the graphics in a way that invites historical thinking. Only two exceptions to this pattern occur in the chapter. The painting of the tank in trench warfare (p. 91) is followed by three questions, one of which asks students to explain how the painting shows the effectiveness of the tank in this type of combat. Here, students must use the evidence to guide their thinking and the formulation of opinions. The textbox entitled "Arts Talk" contains three paintings and a column long explanation of the importance of artists, reporters and photographers on the front lines during the war. Students are asked to describe the impressions the paintings create of war, much as historians would examine these sources to help construct their narrative.

Quotations are used sparingly in this section, predominantly to describe conditions in the trenches. These quotations are embedded directly into the narrative, a structural choice that illustrates the connection between primary sources and the narrative. Even though the authors do not directly describe their use of the evidence, readers can see the content of the quotations mirrored in the written text. For example, the introduction of the concept of "shell shock" is accompanied by a descriptive quotation:

For the guns hardly ever stopped firing, day or night. High explosive shells fell upon the dugouts and buried men alive. Shrapnel shells burst in the air, spraying their deadly splinters above the open trenches – the tin helmet was invented to protect men's heads against shrapnel. Machine guns sputtered. Rifles cracked. There were many different noises at the front. Even more terrifying than the crash of the explosions was the noise the shells made as they flew through the air. The heavy shells rumbled like express trains. The smaller shells whined. The bullets whistled. The men learned to recognize the different noises and this often saved their lives (p. 85).

This account not only helps readers to see the connection between primary evidence and the construction of historical narrative, but also serves as an example of the personal aspect of history, further engaging the reader.

The chapter on the Depression contains thirteen photographs, two reproductions of art work, nine quotations or excerpts from people who lived in that period, and five reproduced letters sent to Prime Minister Bennett. As in the chapter on World War I, the photographs in this section are accompanied only by brief descriptive captions. The artwork also does little to exemplify or invite historical thinking. The ample use of quotations, however, does provide the readers with the opportunity to understand history as a process. For example, the authors refer to the 1930's as a "time of despair for many Canadians" (p. 179). This is followed by two first-hand accounts of the personal impact the Depression had on people. Students would be able to identify with one of these accounts in particular:

I was always sick two Fridays of every school year, that was when I was in grades 10 and 11. The first Friday was in early October and the second was late in June. These two days were when the school had its big dances, the two of the year. Sure, I got asked. But I always had the flu, which translated means I didn't have any clothes. At school we wore a sort of black uniform, all the girls, so that's how I got by there, but at a dance, no way. Kinda sad, isn't it?
I might have met my one true love at one of those affairs (p. 179).

In one section of the narrative, personal testimonies of life during the 1930's follow interview style questions, modeling the process of inquiry in which historians must engage (pp. 192-193). Questions such as "What was life like for you during the Depression?" (p. 192) and "How did your family make a living?" (p. 193) help historians

elicit some of the information necessary for them to reconstruct the conditions and personal impact of the Great Depression. Moreover, the textbox "Impact on Society" presents five letters written to R.B. Bennett (pp. 194-195) and is followed by seven questions. Many of these questions guide students to create a narrative based on their reading of the primary source: "Who are the authors of the letters? What does your answer suggest about the types of people who were most affected by the Depression?" (p. 195). Rather than demanding simple recall, this question requires students to read and analyze the letter as would a professional historian.

The authors also include two pages of "pictures and memories" for students to study (pp. 188-189). The questions accompanying this section, however, are more comprehension based than analytical, but the answers still must be derived from the primary sources themselves. Structurally, the written memories are paired alongside the relevant photographs, demonstrating that the process of history often relies upon multiple sources of different genres.

Conclusion

In total, 53 pages comprised the two sections of *Spotlight Canada* that were critiqued. Overall, the section on the Depression exemplifies and invites historical thinking much more so than the section on World War I. This latter section relies heavily on the communication of history as fact, with invisible authors who rarely inject their own voice into the narrative. Although a couple of visuals do invite historical inquiry, the narrative itself lacks any evidence of this form of historical thinking. Likewise, the opportunity for

readers to observe history as a process is noticeably absent from this section. The authors do manage, however, to make explicit several connections and relationships, particularly in the section dealing with America's entry into the war.

The chapter on the Depression does model historical thinking skills in a number of areas. The tone of the narrative is significantly more conversational and engaging. Students are required to engage in historical inquiry in some of the activities, and connections are made between economic factors and the arrival of the Depression. Most striking, however, is the exemplifying of history as a process found in this section. In short, the authors of *Spotlight Canada* do a fair, yet inconsistent, job of exemplifying and inviting historical thinking. I turn now to the content analysis of *Canada: A Nation Unfolding*.

Canada: A Nation Unfolding

In this chapter, the textbook *Canada: A Nation Unfolding* will be analyzed using the method of content analysis. The sections of the text to be reviewed deal with Canada in World War I and the Great Depression. Chapter Eight of the text, "Canadians on the Battlefields of Europe, 1915-1918", and Chapters Ten and Eleven – "Riding the Economic Roller Coaster" and "Tumultuous Times" respectively – will be read and analyzed. These topics have been selected as both warrant a reasonable amount of space in the text, and both extend far enough back in Canada's history to challenge students to employ empathy and imagination while interacting with the narrative. The discussion will be conducted in the same manner in which other texts have been analyzed in this thesis.

Canada: A Nation Unfolding, published in 2000 by McGraw-Hill Ryerson, is listed on Ontario's Trillium List as an approved textbook for the province's Grade Ten history course. The text is organized into six units, each containing four chapters. The narrative commences at the dawn of the Twentieth Century and concludes one hundred years later. A "Tour of the Textbook" (pp. vi-ix) precedes Unit One, in which the various elements of the text are explained to the reader.

Each unit begins with a small timeline, and some pre-reading questions pertaining to the content in the chapters to follow. The units end with a review section, a subsection of which is entitled "Making Connections". Each chapter begins with the same elements as the units, and also ends with a review section. Photographs, art reproductions and maps are interspersed throughout the narrative, yet not in as great an abundance as other texts critiqued in this study, allowing for more written text.

Engaging the Reader

Apart from their names, nothing is known about the authors of this text. The titles and professional positions of the reviewers and the content specialists, however, are listed. Six of the seven reviewers are teachers or history department heads, while one serves as the coordinator of the assessment and accountability program for the Grand Erie District School Board. The two content specialists are identified with the universities at which they work. One specialist, Peter Seixas, is the developer of the *Benchmarks of Historical Thinking: A Framework for Assessment in Canada* (2006).

The text of these sections are written in the third person, omniscient narrative voice. The authors do not insert themselves into the dialogue, nor do they initiate a mental

conversation with their readers. Unlike in other texts, however, the authors do not rely upon short, choppy sentences. Instead, their use of compound and complex sentences better model a dialogical tone than does the simple sentence alternative:

At the beginning of World War I, Britain still had the world's largest navy and continued to rule the waves. But Germany's new ships were big and efficient, and, unlike most British ships, had steel hulls. Despite their smaller fleet, the Germans felt ready to challenge the British at sea. They also had a revolutionary new weapon of war – a fleet of deadly submarines called U-boats...By the end of 1914, the U-boats had sent two hundred British supply ships to the ocean floor (p. 115).

Even within this quotation, however, the reader can glimpse evidence of the omniscient, authoritative tone in the statement "...the Germans felt ready to challenge the British at sea". Later, in the section detailing the Great Depression, the authors declare that "Many Canadians thought that there was simply no limit to Canada's economic potential" (p. 152). Such "insight" into the feelings and thoughts of past populations, without reference to the source of this information, creates the image of an all knowing author.

Similar to the other texts analyzed in this study, *Canada: A Nation Unfolding's* content is centred on the contributions and experiences of white, usually male, Canadians. One section of the chapter on the Depression deals with the experiences of the Jewish people in Toronto during the 1930's. This segment of text, written by a contemporary Jewish high school student, goes beyond simply "mentioning" the fact that minority groups were present in Canada's history and outlines the unique and personal experiences undergone by these Canadians. The writer engages her peers reading the textbook by describing the conditions teenagers faced:

Although anti-Semitism was a danger to all Jews in the city, teenagers in public schools and high schools were subjected to discrimination more often than their parents were. Young people often faced discrimination by their teachers and classmates on a daily basis. Many Jewish children were allowed and even encouraged to leave school before the age of sixteen. Jewish youths were forced to learn what territories were their own – places where they could enter and not fear the attacks that plagued most Jewish people at that time (p. 158).

This account could also further engage minority students. She concludes her article by addressing her readers and offering her own interpretation of historical events:

Fellow teens, remember that we are now living in a time of opportunity. But never forget the way it used to be – the life our grandparents lived, that time when many have said “It was both the best of times and the worst of times.” I have trouble seeing it as the best of times. Don’t you? (p. 158)

This approach to engaging the reader is unique among the textbooks analyzed in this study.

Developing Historical Inquiry

Although the authors do not include questions or opportunities for historical inquiry within the narrative, they have structured the text in such a way as to invite this element of historical thinking in other capacities.

Each chapter begins with a section entitled “Inquiring into the Past”, in which four questions pertaining to the content that follows are presented to the reader. The placement of these questions is significant, as often questions are only placed at the end of the chapter, and simply serve to review and reinforce that which has been learned. By prefacing the narrative with questions, the authors are exemplifying the type of thinking in which professional historians engage. The construction of historical narrative begins with inquiry. For example, the question “What was life like in the trenches for soldiers

serving at the front?" (p. 104) guides readers as they sort through the pictures, graphics and narrative found within the chapter. In many respects, the authors have turned the text itself into a form of evidence for students, as opposed to simply a compendium drawn from sources beyond the reader's reach.

The authors also strategically place questions alongside pictures and graphics. In both sections being analyzed, the authors invite readers to inquire further into the visuals for a combined total of fifteen times. In this way, the pictures and graphics serve to not only enhance the narrative, but to provide opportunities for readers to engage in historical thinking. For example, a map depicting the major Canadian battles of World War I has underneath it the following instructions: "Using an atlas, try to determine how the course of the war was influenced by geographic features. For example, why did the Germans swing through neutral Belgium rather than attack France directly?" (p. 110). Rather than simply providing an answer to this question within the narrative, the authors direct students to sources of information and allow them to engage in historical inquiry. Furthermore, by allowing students to come to their own evidenced-based conclusions, the authors are practically demonstrating that there is not always only one, irrefutable interpretation of historical events.

The chapter reviews found at the end of each chapter consist of four sections: "Chapter Summary", "Understanding Historical Facts", "Expressing Your Opinion", and "Working With The Evidence". The chapter summary is a point form review of the main themes covered in the chapter, while "Understanding Historical Facts" is comprised of questions that require students to apply what they have learned from the text to different

situations. For example, students are asked to explain how Prime Minister Bennett would respond to criticism over his government's perceived inaction during their time in power (p. 173). The questions found in the section entitled "Expressing Your Opinion" allow students to pull together the information gleaned from the chapter and draw their own conclusions. Some questions also allow students to employ historical imagination and empathy: "Reflect on what you know about the British officer Douglas Haig and his leadership at the Battle of the Somme. If you were in a position of authority, would you have promoted Haig to field marshal following the Battle of the Somme? Explain your answer" (p. 123).

Unfortunately, the questions found in the section "Working With the Evidence" do not consistently promote in depth inquiry into historical evidence. One of only two questions found in the section detailing the Depression is particularly disappointing: "P.L. Robertson invented a tool that was a vast improvement over its American counterpart. This tool is standard equipment in Canadian garages, but is virtually unknown to Americans. What is it?" (p. 173). Not only does this question not address the main themes found in the chapter, but it requires only a simple answer that will do little to exemplify or invite historical thinking. Nor does it require students to work with any evidence. On the other hand, the first question in this section does require students to extend their understanding of historical evidence. Students are asked to imagine what would have happened to the value of the Canadian dollar had William Aberhart's proposed social credit been given but the gold reserves not expanded (p. 173).

In addition to the questions at the beginning and end of each chapter, each unit

contains a section entitled "Methods of Historical Inquiry". Although this unit feature does not appear in the exact sections of text being critiqued in this study, it does warrant attention for its inclusion in the text. There are six "Methods" articles in the textbook, and they deal with the following topics: Preparing to Write a History Essay (pp. 4-5), Technology and the Historian (pp. 26-27), Recognizing and Responding to Bias in History (pp. 126-127), Working With Primary Documents (pp. 196-197), Making Sense of Political Cartoons (pp. 216-217), Oral History (pp. 322-323), and Understanding Historical Viewpoints (p. 364). The textbook's developers claim that this element of the text allows students "to do history" for themselves (p. viii). A number of these articles do contain opportunities for students to apply what they have read. For example, the article that discusses working with primary sources describes the influence of bias on primary evidence. Students then read a letter by Agnes Macphail on the subject of marriage, and analyze it for evidence of bias (p. 197). Other articles, such as that dealing with historical viewpoints, direct students to apply what they have read to their future reading and writing (p. 364).

Another feature found throughout the textbook is entitled "Canadian Voices". In the section of text dealing with the Depression, this feature is written by a Jewish high school student in Ontario who writes about her investigation into what life was like for Jews living in Toronto in the 1930's. This contributor models historical inquiry as she poses the questions that guide her research, and then shares her results (p. 158).

The visuals, preliminary and review questions, and special features of this textbook exemplify and invite historical thinking in the area of developing historical inquiry, but

the narrative itself, however, does not include devices that promote this skill. This does not negate the overall effectiveness of the text in nurturing historical inquiry in students.

Making Connections and Identifying Relationships

The authors of *Canada: A Nation Unfolding* and *Spotlight Canada* allot a similar amount of text to the important topics covered in both sections under review. For example, the Battle of the Somme garners two pages of narrative, while trench warfare is covered in just over one page. Vimy Ridge is discussed in three quarters of a page, and Passchendaele in just under half a page. Likewise, in the section detailing the Great Depression, important people and events are covered in an amount of narrative that exceeds the practice of the other texts critiqued in this study. Almost an entire page is devoted to Prime Minister Mackenzie King, and the political parties that were birthed in that era receive approximately half a page each.

A certain amount of background information is provided to readers to assist them in identifying connections and relationships. For example, the narrative of Canada in World War I is introduced by a reference to an earlier period in history:

The Industrial Revolution, which had transformed the economies and daily lives of Europeans and North Americans during the nineteenth century, was about to have an equally profound effect on the nature of warfare (p. 105).

The authors then proceed to briefly outline a variety of ways in which the Industrial Revolution impacted World War I, including its connection to the prolonged period of trench warfare:

the new technology of war quickly bogged down both sides as they dug in for a long and bitter battle. Realizing the need to construct continuous lines of defense to prevent being outflanked by the enemy, each side worked throughout the winter of 1915-1916 to create an unbroken line of trenches...(p. 106).

The authors also make explicit the connection between the geography of Britain and the importance of naval warfare. As an island nation, Britain's survival depended upon shipping lanes. Accordingly, as the authors point out, Germany sought to "starve England into submission" by cutting off her supplies (p. 115). This strategy, in turn, led to attacks on American citizens, and ultimately to America's entry into the war (pp. 115-116). The authors actually begin this section of narrative by making reference to the relationship between German strategy and the ultimate outcome of the war: "Ironically, the success of German U-boats helped bring about Germany's defeat" (p. 117).

The section on the Depression is not placed in a unit of its own; instead, it is topically paired with the 1920's. In fact, Chapter Ten covers the years from 1924-1929, the start of the Great Depression. The economic conditions of the 1930's cannot be understood apart from the conditions and events of the 1920's. Throughout this section, the authors make explicit the connections and relationships that are germane to this period in history. For example, they outline the "downward spiral" leading to the Depression itself, while also making explicit the interconnectedness of various factors:

Thousands of investors...were wiped out because they could not sell their shares for a fraction of what they had paid for them. Banks began to demand payment for the loans that many investors had made in order to buy the stocks, but many borrowers could not repay their loans. Even worse, many banks had used their customers' deposits to buy stocks. Now the value of the stocks had fallen so low that the banks were unable to recover their depositors' money. As well, many companies had borrowed money to finance the expansion of their production and were now unable to pay those loans. They were forced either to shut down or severely cut back their production. Workers who had not even invested in the stock market lost their savings because of the banks' investment of their deposits. Now they were looking for jobs as well...when people lost their jobs and their paycheques, the businesses from which they purchased food, clothes and other merchandise went bankrupt and put yet more people out of work (p. 153).

Throughout this segment of narrative, the authors highlight the relationships that existed between a number of parties, including the stock market, the banks and the average worker. Space is allotted to describe these relationships, so that readers can understand that historical events do not occur in isolation, but instead impact, and are impacted, by each other.

History as a Process

Throughout the sections that are analyzed in this text, the authors utilize both narrative and graphics to present history as a process. The authors include charts, art work, maps, photographs and diagrams in the text, the majority of which are accompanied by questions that allow the readers to use the evidence as a historian would. For example, a photograph of a soldier sitting in a war ravaged field is accompanied by the following: "After major battles such as the Somme, the landscape was left scarred. What challenges would farmers have to overcome after the war if they wished to make land like that depicted in this photograph productive again?" (p. 109). The authors do not provide a

descriptive caption of the picture; instead, they allow the image to “speak for itself”, and encourage readers to participate in the construction of the historical narrative. Students must employ both historical empathy and imagination to envision the challenges farmers faced after the war.

The authors have also included a number of letters written by soldiers serving at the front line during the war. Not only have the primary sources been presented, but so has an explanation of their value and use to history:

It is difficult to imagine the horror of the conditions faced by the soldiers who served on the Western Front during World War I. Although photographs and paintings give us visual images, they cannot convey the thoughts and feelings of the individuals who endured countless shellings in the muddy trenches. Fortunately, many of the letters sent home by soldiers during World War I have been preserved. These letters...provide invaluable insights into what it was like to serve on the front lines during the war (p. 120).

A segment in which Depression era personal memoirs are highlighted as a primary source is also introduced by an explanation of the value of such evidence: “One of the richest sources available to historians writing about Canadian history in the twentieth century is the memories of those who lived it” (p. 156). Likewise, the authors also point out the limitations of individual primary sources, such as when they refer to a chart outlining Canadian per capita income by saying: “Statistics can give us a general idea of the impact of the ‘Dirty Thirties’, but the real story can only be told by going beyond the numbers” (p. 154).

Reference to and use of primary evidence is also embedded within the narrative. When describing the Battle of the Somme, the authors augment the narrative with a first hand account from a German soldier, a French Canadian colonel and another “witness”

(pp. 110-111), making this evidence an integral part of the narrative itself. Furthermore, the authors also make explicit reference to the use of primary sources in the process of history within the narrative. For example, the discussion on Mackenzie King includes several details of his private diaries, along with an explanation of their importance in the construction of history: "What the diaries contained shocked many historians and forced a re-evaluation of Mackenzie King" (p. 161). In this example, the role of primary sources in the construction and re-construction of history is demonstrated.

Conclusion

In each category considered in this discussion, the textbook exemplifies and invites historical thinking in a number of ways. The narrative is written in a tone that invites a "mental conversation" between author and reader, and historical inquiry is modeled through the strategic placement of questions as well as specific activities throughout the chapter. The generosity of text, coupled with the authors' efforts to make explicit connections and relationships, create a cohesiveness to the text that encourages historical thinking. Finally, the opportunities present for readers to interact with primary sources, as well as observe the authors' use of evidence in constructing their narrative, model history as a process that is ongoing. In the next chapter, I discuss these findings drawing upon the key concepts that form the theoretical framework for this thesis.

Chapter Five – Discussion of Findings

The purpose of this study was to answer the question: In what ways do the textbooks currently being used in Ontario intermediate and senior history classes exemplify and invite historical thinking, and in what ways do they not? The question itself presupposes that the individual texts being discussed will contain elements that do encourage historical thinking as well as elements that perhaps discourage such intellectual activity. To answer this question, four textbooks currently being used in Ontario history classrooms were analyzed using the methodology of content analysis and grounded theory. The initial categories within which the discussion occurred were Engaging the Reader, Developing Historical Inquiry, Making Connections and Identifying Relationships and History as a Process. The various characteristics of the texts, as examined within the context of these four categories, were analyzed in terms of their ability to exemplify and invite historical thinking. This chapter will be based on the analysis conducted within each of these four categories, which constitute the theoretical framework of this thesis. I will discuss the findings from my data analysis as presented in chapters three and four.

Discussion of Findings in “Engaging the Reader”

As expressed in the literature dealing with both historical thinking and the use of textbooks in the history classroom, engaging the reader with the written narrative is critical to comprehension and, subsequently, historical thinking (Beck, McKeown and Worthy, 1995; Paxton, 1997). History that is written from a single perspective, and in an authoritative voice, can lead students to accept content about the past as being irrefutably

true (Apple, 1992; Fleming, 1992; Paxton, 1997), thereby stifling any inclination towards questioning and inquiry. Furthermore, when presented simply as chronological, isolated episodes, history is not recognized as a continuous strand of connections and relationships (Levesque, 2008).

Another important aspect of reader engagement is the presence of a “mental conversation” between the reader and the author. Such an interaction benefits both the development of comprehension and historical empathy (Seixas, 2006), and is stimulated by a variety of textual characteristics, including the use of “voice” and the elements of metadiscourse, particularly the use of qualifiers in the narrative.

The textbooks discussed in this study were examined to investigate the extent to which they had features that are expected to promote reader engagement. My findings demonstrate that *Canada Revisited 8* and *Flashback Canada (5th edition)* are limited in the characteristics that are expected to invite reader engagement. Both of these textbooks are written in a third person, omniscient voice. The authority with which the authors write is particularly apparent in *Canada Revisited* when the thoughts and feelings of historical persons, and even entire populations, are shared with the reader. Furthermore, the textbook does not contain documentary evidence to support the authors when they “speak” for these people from the past. This particular issue does not emerge in *Flashback Canada (5th edition)*, but that may be due to a noticeable reduction in written text, a point to be discussed later in this chapter. The third edition of this text, however, contains a denser narrative in which the authors do adopt an authoritative stance similar to

that found in *Canada Revisited*. Here, the thoughts and motivations of George Brown are assumed, again without supporting documentation.

The prolific use of such strong, authoritative tone in the Grade 8 textbooks is concerning due to the impression that can be left in the minds of young students. History is presented as accepted facts that do not need to be supported or questioned. Not only does this fail to invite or exemplify historical thinking, but it risks communicating to adolescent readers that such thinking is unnecessary or irrelevant to the study of history.

Another element that emerged for consideration in this category was the presentation of minority groups within the narrative. The issue of whose knowledge gets included in the textbook has elicited much discussion within the literature (Apple, 1992; Fleming, 1992). For example, the inclusion and subsequent exclusion, of a particular group's story can also impact which readers are engaged by the text. In attempting to include the cultural capital of minorities in textbooks, a danger exists that a simple form of tokenism will suffice. Pictures and sidebars may be employed to acknowledge people other than the "dominant group," while the narrative itself remains largely unchanged. In this study, both *Canada Revisited* and *Spotlight Canada* make fleeting references to minority groups. The approaches taken by *Flashback Canada* (5th edition) and *Canada: A Nation Unfolding* deserve comment. When discussing the ratification of Confederation by the colonies, the authors of *Flashback Canada* (5th edition) deliberately address the fact that certain adults within the colonies were not permitted to vote. Rather than attempting to make a case for the role of women in this era, for example, the authors acknowledge and confront the fact that women – and others – were limited in the 1860's. In other words,

the authors recognize that the exclusion of certain groups from history is in itself worthy of inclusion in the text.

In telling the story of Canadian Jewish people in the 1930's, the authors of *Canada: A Nation Unfolding* invite a contemporary Jewish Canadian to join in the construction of the narrative. The details of this account are found in the analysis of this text; however, it is significant to mention that this is the only text in which the story of the minority group is told by one of its own members, as opposed to being related by a more removed, invisible author. In this way, Jewish readers can both "see" and "hear" themselves in the narrative, which could further their engagement with the text. As well, members of other minority groups may potentially be inspired to inquire into their own histories.

The actual writing style found in the Grade 8 texts is also problematic for encouraging reader engagement. *Canada Revisited* is composed mainly of short, assertive sentences, with no elements of metadiscourse present in the narrative. *Flashback Canada* (5th edition) also possesses a style that presents history as a series of facts, particularly when the authors move from paragraphs to point form style in the narrative. It became apparent during the collection of data that this style not only impacted the category Engaging the Reader, but also Making Connections and Identifying Relationships, as such a style limits the depth of coverage available to the reader.

It could be argued that this style of narrative, and subsequent depth of coverage, is age appropriate to students in Grade 8. However, *The Ontario Curriculum, Grades 1-8: Language* (2005), the document that governs the province's elementary Language program, contains expectations that require more challenging texts. Throughout the

expectations for the Reading strand, the term “increasingly complex and difficult texts” is repeated frequently. As well, students are expected to “demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea” (p. 141). Although this is a Language expectation, the same document explicitly states that “the acquisition of literacy skills are not restricted to the language program” but should be integrated with other subject areas (p. 5). As the textbook is the primary text read in the history class, it is important that it be complex enough to facilitate the development of important literacy and thinking skills.

In contrast to the fifth edition of *Flashback Canada*, the third edition is a text-rich resource written in a style more conducive to reader engagement. At times, author opinion is included in the narrative, and elements of meta-discourse are used to emphasize certain points. Furthermore, the authors, at times, address the reader, deliberately “pulling them into” the conversation. This particular text, of course, is no longer used in Ontario classrooms; however, it is interesting to note through the disparity of the two editions the embodiment of Sewall’s (2005) concerns regarding the diminishing text of textbooks. The desire of textbook publishers to appeal to all students, regardless of academic ability, appears to have resulted in this simplified version of the third edition. As Apple (1985) indicates, the demands of the marketplace push publishers to adapt their textbooks in such a way to make them “accessible” to all reading levels. At the same time, an argument could be made that shorter textbooks are cheaper to produce. Although such texts are not as inviting or exemplifying of historical thinking, they allow publishers to remain viable in the competitive textbook market.

The Grade 10 textbooks critiqued for this study also each contain elements that encourage reader engagement with the narrative. For these texts, two separate sections were analyzed. Interestingly, a noticeable difference in voice and tone exists between the two sections in *Spotlight Canada*. The section on World War I is written in short sentences that present Canada's role in the war in an authoritative, factual manner. Readers are not invited to engage with the narrative at all. On the other hand, the section on the Depression employs a number of devices to engage the reader. The liberal use of the pronoun "you", in which the author directly addresses the reader, represents a deliberate attempt to initiate a mental conversation. In addition to this, the authors also pose questions to the reader within their narrative, inviting them to participate in the sort of thinking and inquiry conducted by professional historians.

Discussion of Findings in "Developing Historical Inquiry"

The importance of author voice and style in nurturing reader engagement with the text co-exists with the need to develop historical inquiry skills in students. As Tholfson (1967) asserts, historians ask "certain kinds of questions", and proceed to answer them in their "own way" (p. vi). These questions would be based in second order concepts (Lee and Ashby, 2000), and play an essential role in the construction of historical narrative. The importance of historical inquiry is also acknowledged within the Ontario curriculum documents, which lists "methods of historical inquiry and communication" as one of the five strands of the Grade 10 history course (p. 44).

Along with the content of the questions found in the four textbooks analyzed for this study, the placement of these questions in the chapters critiqued was also examined. For

example, *Canada Revisited* contains the majority of its inquiry activities at the end of each section. A small number of questions are situated throughout the chapters being analyzed, although none are embedded within the narrative. This structure attempts to invite students to engage in historical thinking as they are reading the narrative, yet much like the activities in the "Review" pages that conclude each section, questions are placed at the end of segments of text and refer back to the content just covered. This positioning of questions gives the impression that inquiry is mainly a summative activity that refers to accepted knowledge as opposed to a constructive activity that builds, or adds to, knowledge and understanding.

This impression is further solidified by the style of questions posed in *Canada Revisited*. The majority of questions are basic comprehension ones and even those found outside of the "Understanding Concepts" category fail to invite or exemplify historical inquiry. For example, one activity asks students to "select any character (fictional and/or real) in this chapter, and compose five questions and answers to demonstrate his or her special contributions to Canada" (p. 115). In this activity, the reader is simply expected to rework and communicate information already provided. More inviting exercises would be to ask students to identify some things they still do not know about the people and events just studied, and compose questions that will guide them in their quest for more information, or to question existing interpretations of historical events.

The fifth edition of *Flashback Canada* is similar in structure to *Canada Revisited* in that questions and activities are dispersed throughout the unit; however, these questions are not simply recall/comprehension activities. Instead, they encourage students to think

beyond the information provided in the text and construct their own narrative based on their understanding of the content read. For example, following the section outlining the division of powers in the new Dominion of Canada, students are asked: "Can you think of an issue or problem where it might be unclear as to which government should be responsible for dealing with it?" (p. 47). This question not only exemplifies the type of inquiry in which historians engage, but invites readers to participate in that inquiry by developing their own answers.

The two Grade 10 texts analyzed in this study reveal two different approaches to the development of historical inquiry. The authors of *Spotlight Canada* place questions and activities at the end of the chapters, again providing a "summative perspective" of historical inquiry. This is balanced, however, with questions embedded in the narrative as well as alongside the primary evidence reproduced in the text. Furthermore, the questions found within the chapter ending "Activities" section are not predominantly of a recall/comprehension style.

Canada: A Nation Unfolding, however, assumes a unique structure in its attempt to exemplify and invite historical thinking. Unlike the other texts analyzed in this thesis, this textbook deliberately and explicitly invites students to engage in historical inquiry. In the introductory notes to the text itself, the authors state that their text "provides the tools needed to allow students to 'do history'" (p. iv). By beginning each chapter with four questions underneath the heading "Inquiring in the Past", the authors demonstrate in a very practical way the type of inquiry that guides historical research. Here, questions come before answers, a much more natural sequence of events. The content of these

preliminary questions is also notable. For example, the chapter dealing with the economic turmoil of the 1930's is introduced with the following: "What could cause a terrible economic depression to begin suddenly in the midst of prosperous times?" (p. 146). This is a question that directs the readers' attention to the concepts of change and continuity and also progress and decline. It invites students to commence their study of the Depression with a mindset of searching for connections and relationships within the narrative consistently.

Although a number of the questions referred to here are inviting of historical thinking, the brevity of written text within the textbooks themselves, as outlined in the above discussion, could prove to be a barrier to actually answering the questions fully. This issue will be discussed in the concluding chapter.

Another element critical to the development of historical inquiry is the presentation of multiple interpretations of events. For students to understand history as a narrative that is constantly being constructed, they must be able to identify controversy and, ultimately, participate in the "conversation" of real historians. In a resource that is written in a third person, omniscient voice, the opportunity for various interpretations to be heard is remote.

The analysis of *Canada Revisited* revealed a lack of reference to any interpretation of the events studied apart from that of the authors'. Precursors such as "historians disagree" or "one possible reason" would alert readers to the fact that a single reading of past events does not exist, and that inquiry is an ongoing activity in the study of history. The authors of the fifth edition of *Flashback Canada* also neglect to acknowledge the

existence of other interpretations of historical events, a definite departure from the content of the third edition, in which the authors do reference other interpretations of historical events. This could be due, in part, to the greater amount of written text found in this edition. The Grade 10 textbooks that were analyzed also neglect referencing multiple interpretations of events.

The authors of *Canada: A Nation Unfolding* explicitly address historical inquiry within their textbook, particularly in the sections entitled “Methods of Historical Inquiry”. Here, they go beyond just questioning style to consider other topics such as technology, oral history and historical viewpoints. By including these tutorial-like sections, the authors provide support for the students as they learn to “do” history for the first time. The authors also present an example of a student engaging in historical inquiry through a section entitled “Canadian Voices”. Here, a student communicates some of her experiences while investigating her ethnic history. In short, *Canada: A Nation Unfolding* both invites and exemplifies historical inquiry in very deliberate and practical ways. The authors provide instruction, present an example, and give opportunity for students to practice this important aspect of historical thinking.

Discussion of Findings in “Making Connections and Identifying Relationships”

As discussed earlier, one of the goals of historical inquiry is to identify concepts such as change and continuity and progress and decline. Levesque (2008) contends that these concepts require historians to trace the connections and relationships existing between different people and events. History must be seen as a continuous, not episodic, process. The ability to make connections and identify relationships, however, can be hindered by a

number of elements in a textbook, most importantly the lack of depth and breadth of coverage (Brophy, McMahon and Prawat, 1991). This “shallow” reporting of events can result in the “mentioning phenomenon” (Herlihy, 1992), in which important aspects of history are “covered” in mere sentences. These textual characteristics make identifying connections and relationships difficult at best, if not totally impossible.

The comparison undertaken of the third and fifth editions of *Flashback Canada* illustrates the impact of the lack of depth and breadth of coverage on the ability to make connections and identify relationships. In the third edition, greater coverage is given to the background to Confederation. By devoting text to the Great Coalition, as well as the American threat to the colonies, the authors guide readers through the interconnected changes that led to the events of the 1860’s.

The fifth edition, on the other hand, presents significantly less text to readers. Although the authors do not neglect mentioning important connections, the lack of content reduces these connections to basic cause and effect relationships, as opposed to the more critical concepts of change and continuity, and progress and decline found in the third edition. In the fifth edition, connections are mentioned in a single sentence; in the third, they are developed within the context of a greater breadth and depth of coverage.

Similar to *Flashback Canada* (5th ed.), *Canada Revisited*, also a Grade 8 textbook, attempts to “cover” the factors leading to Confederation, and the conferences devoted to Confederation, with a small amount of text. At the same time, however, the authors do consciously draw readers’ attention to the connections and relationships present in the narrative. Again, this practice risks reducing this aspect of historical thinking to merely

identifying cause and effect relationships; however, the frequency with which the authors make explicit connections and relationships within the reduced narrative can emphasize their importance to the study of history.

One area in which the authors do provide greater coverage is in the background material provided for the 1864 Charlottetown Conference simulation game. Here, information is provided on each attending colony, followed by biographical material on real and fictional characters. Students adopt one of the personas outlined in the text and determine whether or not they will support Confederation. This exercise stimulates student engagement and invites students to make connections between their particular colony's situation and the perceived benefits and drawbacks of a union with the other colonies. Through the game, students will also uncover relationships between colonies and characters, allowing them to "do history", if only in simulation.

The other Grade 10 text, *Canada Revisited*, also attempts to exemplify historical thinking by making explicit the connections between the past and the present, particularly in the discussion of constitutional reform. Here, reference is made to the events of the latter part of the twentieth century, particularly in the area of Quebec's place in Canada. Unfortunately, the brevity of text in this section hinders the development of the pertinent historical concepts, making less apparent the true complexity of historical and contemporary French-English relations.

The two Grade 10 textbooks critiqued in this study both make explicit connections and relationships for readers, yet *Canada: A Nation Unfolding* provides enough depth and

breadth of coverage to allow students to move beyond simple cause and effect relationships. A generous amount of text is dedicated to laying a foundation from which students will recognize continuity within history. Unlike its counterpart, *Spotlight Canada, Canada: A Nation Unfolding* makes clear the impact of the Industrial Revolution on the nature of warfare in World War I.

This text's coverage also attempts to build understanding of the Great Depression within a broader context by including this topic within the unit dedicated to the 1920's and the 1930's. The structure and content of this text exemplify the fact that historical events do not "just happen", but occur in relation to prior and ongoing events. This attention to the interrelatedness of history is particularly noticeable in the discussion of the causes of the Depression. The individual causes are not dealt with independent of each other in various subsections, but are described as an interconnected cluster of events that impacted each other and the nation. *Spotlight Canada*, on the other hand, separates the causes into subsections and describes each as a separate entity. Readers may see linear connections between the causes and the Depression, but may not see the cyclical and related nature of these events.

The authors of *Spotlight Canada* do seek to make explicit connections and relationships, especially in the section covering Canada in World War I. The events connected to America's entry into the war are outlined for readers in a way that does reveal the interconnectedness of events. The section on the Depression, as mentioned above, is not as inviting in this respect. Although the authors do make connections

and identify relationships for readers, they fail to invite students to uncover the connections themselves within an ample amount of content.

Discussion of Findings in "History as a Process"

Throughout this study, the concept of history as a process has emerged as an underlying theme of historical thinking. History is a process of construction and deconstruction, of meaning making and inquiry, and of tracing the continuity of the past. Pivotal to this process is the role played by primary sources and evidence. Levesque (2008) claims that the use of primary sources constitutes the highest level of understanding the past. Exposing students to primary sources, and allowing them to interact with that evidence, promotes a variety of historical thinking skills discussed in this study. Dhand (1999) clearly outlines the benefits of using primary sources in the history classroom:

Through the use of sources students develop historian's skills such as detecting bias, establishing authenticity, validity, reliability, and frame of reference of the sources. The utility of the source method helps develop critical thinking skills and analytical ability among students. Because events of the past become more meaningful to students, sources arouse students' curiosity. Students are able to envision the era and this encourages questions about it (p. 207).

Thus, according to Dhand (1999), the use of primary sources in the classroom exemplifies and invites historical inquiry, student engagement, and even historical empathy and imagination. All of the textbooks critiqued in this study include primary evidence within their pages; unfortunately, they do not all use this evidence consistently to exemplify and invite historical thinking, especially with respect to thinking about history as a process.

Canada Revisited is the most disappointing text in regards to the use of primary evidence. Although rife with reproductions of primary sources, the text does not

exemplify their use in the process of constructing historical narrative. Photographs are accompanied by brief descriptive captions, quotations are placed at the end of the narrative – seemingly to substantiate what has been written – and the narrative itself is void of any reference to primary evidence. At no point are readers invited to interact with the evidence, nor do they see the important sourcing heuristic modeled by the authors.

In contrast to *Canada Revisited*, *Canada: A Nation Unfolding* consistently exemplifies and invites historical thinking through the presentation of primary evidence. The authors not only provide a variety of examples of primary sources, but they also delineate the importance of these sources to the construction of the narrative. Furthermore, the authors do not cluster the evidence together at the end of a section, but embed it within the narrative to demonstrate the integral role this evidence, particularly first hand accounts, plays in the work of historians.

At the same time that the authors exemplify the use of primary sources in the understanding of history, they also invite readers to engage with the evidence provided. For example, photographs are accompanied by questions that allow students to use the evidence to construct their own historical narrative. In this text, visuals are not only used to make the book more aesthetically appealing, but to engage the reader in historical thinking.

Both the third and fifth editions of *Flashback Canada* exemplify and invite historical thinking through the use of primary evidence, though not as thoroughly and consistently as does *Canada: A Nation Unfolding*. The more text-dependent third edition incorporates quotations into the narrative in a way that models the use of primary

evidence in shaping our understanding of the past. The fifth edition, on the other hand, makes better use of historical images to invite historical thinking. The authors provide instruction on how to examine a piece of evidence, and give their readers opportunities to practice this skill throughout the text. Unfortunately, the authors do not include discussion on their use of primary evidence – a discussion that could further solidify the readers' understanding of history as a process.

Also disappointing in this study was the use, or lack thereof, of primary evidence in *Spotlight Canada*. With only two exceptions, the authors do not present visual primary sources in a manner that exemplifies or invites historical thinking. More encouraging is the authors' use of first hand accounts within the narrative, in both the World War I and Great Depression sections. The positioning of these questions exemplifies their role in the narrative; however, students are not instructed on how to determine the bias or authenticity of the source, an essential element of historical thinking. Overall, the text presents the importance of primary sources, but does not provide ample opportunity for the reader to engage in the historical thinking skills associated with the use of primary evidence.

Throughout the process of data collection, it emerged that the use of primary evidence impacts all of the four categories. Not only can the authors use primary sources to exemplify history as a process, but such evidence also invites historical inquiry and the making of connections. As well, primary sources can contain elements that contribute to reader engagement.

Conclusion

In summary, the four textbooks analyzed in this study each contain elements that exemplify and invite historical thinking, and elements that do not. All of the texts are written in the third person perspective, with the authors positioned as the “authorities” on historical knowledge. At the same time, however, elements are found within the texts to engage the reader in a variety of different ways. As well, most of the textbooks analyzed provide broad coverage of the historical periods studied at the applicable grade levels, yet lack the depth of coverage conducive to making connections, identifying relationships and developing historical inquiry skills. Textbooks that do construct activities that invite historical inquiry may find the effectiveness of these activities limited by this brevity of text. The effectiveness of using primary sources to engage students in the process of history may also be impacted by the characteristics of the narrative, as well as by the inquiry activities associated with the primary evidence. In short, the findings of this study indicate that the textbook alone is inadequate to exemplify and invite the full range of historical thinking skills necessary to the study of history.

In the chapter to follow, I will outline the implications of this study on History education in the province of Ontario, and on further research in this area.

Chapter Six – Conclusion

General Introduction

My interest in this topic stems from my experiences both as a history student and a history teacher. As a graduate of a high school history program in the 1980's that was heavily dependent on memorization and comprehension, I was surprised as an undergraduate student to discover that university level history required a different intellectual approach than did my previous history courses – an approach with which I was unfamiliar and ill prepared. Years later, as a history teacher, I struggled with guiding my students in the development of historical thinking with the textbook as one of my only resources. The findings of this thesis indicate that the textbook alone is insufficient in fully inviting and exemplifying historical thinking

In this concluding chapter, I provide some general comments about the methodological and theoretical framework of this study. This is followed by a brief discussion on the implications of the study for both the teaching of history and further research.

Reflections on Methodology and Theoretical Framework

This study set out to answer the question: In what ways do the textbooks currently being used in Ontario intermediate and senior history classes exemplify and invite historical thinking and in what ways do they not? The theoretical framework of this study was comprised of the key concepts associated with historical thinking. Within this framework, content analysis and grounded theory were employed as the methods of data collection and theory generation, allowing for a mixed quantitative and qualitative

approach to data collection. Within the framework of grounded theory, the relationship between these categories were continuously shaped during the study as theories emerged from the data being collected. Shortly into the study, it became clear that the lines of demarcation between the four categories were not as firmly established as first assumed. For example, the use of questioning techniques impacted the discussion in categories beyond just Developing Historical Inquiry. It was found that questions addressed to the reader within the narrative invited reader engagement with the content. As well, when discussing history as a process, the use of questions associated with the primary evidence served to enhance the text's ability to invite historical thinking in this category.

Likewise, the writing style adopted by the authors of these four textbooks was found to invite engagement with the content and exemplify making connections and identifying relationships. Short, choppy sentences create an authoritative tone and often present history as a list of facts. This, in turn, can diminish the reader's ability to identify the interconnectedness of events. On the other hand, authors who utilize a more dialogical writing style, or who directly address their readers, can enhance reader engagement with the text and even directly invite students to engage in historical thinking by questioning, making connections and identifying relationships, and interacting with primary sources. In short, although initially the writing style used in the text was thought to mainly impact reader engagement, it clearly emerged throughout the study that the writing styles of the texts contained elements that invited and exemplified historical thinking in all four categories.

As well, as data was being collected, the ability of the text to exemplify and invite

historical imagination and empathy emerged as an additional characteristic germane to this study. This became particularly apparent as “Review” section questions were being discussed in the category Developing Historical Inquiry. Questions or activities that require students to adopt an historical persona and write from that perspective, or simply “imagine” themselves living in the past and providing opinion on historical events, might be expected to allow students to develop these historical thinking skills. The development of historical imagination and empathy is also supported by accounts in the texts written by peers to the readers regarding topics to which they can relate. A further characteristic of texts that emerged in relation to historical empathy and imagination was the use of simulation games. Here, the text provides an opportunity for the reader to actively participate in role playing and decision making activities that relate to the content being studied.

The methodology employed does contain limitations, most notably the absence of the “human element” in the discussion. While the study focused on the invitation and exemplification of historical thinking skills, it did not take into consideration the role both teachers and students play when interacting with the written text. This point will be discussed later in this chapter.

Implications for the Teaching of History

The ultimate purpose of a study such as this is to improve history education in the classroom. As the textbook has been shown to play an important role in classroom learning activities, an analysis of the ways in which it does, and does not, exemplify and

invite historical thinking will assist in determining how the textbook should be used. The findings of this study have a number of implications for history educators.

First, the literature has shown that students require not only breadth, but depth, of coverage in order to understand history not as a sequence of unrelated events, but as a collection of connections and relationships (Brophy, McMahon and Prawat, 1991). Realistically, the school textbook cannot go into great depth on each topic covered and remain manageable in terms of size and cost. Furthermore, the restriction of time also does not allow for deep and extensive study of each topic included in the history curriculum. At the same time, it may be erroneous to assume that students must delve deeply into every topic in order to identify connections and relationships in history. Perhaps they simply need to be given opportunity within the classroom to explore certain topics contained in the curriculum in greater depth. For teachers, this will mean utilizing resources beyond the textbook that will exemplify and invite this aspect of historical thinking.

Secondly, elements of the textbook that diminish student engagement may need to be counteracted by teachers through the use of multiple sources. Research already conducted into the influence of multiple sources on students indicates that "some [students] were beginning to read critically and engage in historical thinking as a result of their exposure to multiple sources, even without being taught to do so directly" (VanSledright and Kelly, 1998, p. 253). The utilization of a variety of sources in the classroom may also expose students to a wider variety of interpretations of historical events than is presented in the textbook.

Another implication for the teaching of history that comes out of this study is the onus placed on educators to utilize the textbooks to their full potential. As discussed above, this study is limited as it did not investigate the "human element" of the use of textbooks in the classroom. Questions which invite historical inquiry, for example, are only effective if the students are deliberately engaged with the questions and provided with the necessary supports (i.e., background information, essential content, access to other resources) to fully answer them. As well, teachers themselves can encourage historical inquiry through the questions they pose to students, and by their openness to entertaining student questions in class. At the same time, teachers may need to provide alternative activities for their students if the textbook does not sufficiently exemplify and invite historical thinking.

Finally, the absence of features thought to involve students in the text may require teachers to directly instruct their students in concepts related to the use of primary sources. For example, lessons and activities that teach students to employ the sourcing heuristic when engaged with primary evidence may need to be developed apart from the textbook. All of the textbooks analyzed in this study contained a variety of examples of primary evidence, even those that did not present this evidence in a manner that exemplified and invited historical thinking. Teachers can draw on the texts, therefore, as a source of examples for students, yet may need to enhance the activities associated with these primary sources.

This study not only indicated the ways in which the textbook did not exemplify and invite historical thinking, but also the ways in which it did. Each textbook analyzed

contained elements that were conducive to the development of historical thinking. In general, textbooks do provide a breadth of coverage that is necessary for students to acquire the content and knowledge from which key historical concepts are derived. Furthermore, the inclusion of visuals and graphics found in contemporary textbooks serve to not only engage readers, but also provide opportunities for students to access examples of primary sources, as discussed above.

Although this study identified the need for history educators to supplement the textbook with resources and activities developed apart from its pages, it does not negate the role of the textbook in the history classroom. Penney Clark (1999) describes the textbook as “a basis from which to begin instruction”, and asserts that this resource “provides material presented by an author who has a degree of content mastery which most teachers would not have” (p. 339). Furthermore, the written content is presented in such a way as to be accessible to as many students as possible. In light of this, the effective use of the textbook, as well as other resources utilized by the teacher, is a legitimate topic for further research.

Implications for Further Research

The findings of this study indicate at least two areas for further research. One area concerns the selection and use of alternative resources and activities in the history classroom. Teachers of the twenty-first century have access to information and resources to an extent unequalled in past eras. Such a plethora of options allows for the use of a wide variety of resources with which students can interact. At the same time, however, teachers must sift through these options and discern which ones will exemplify and invite

historical thinking in a way that complements the textbook. As many of these resources will be found on the Internet, teachers must ensure that websites are not utilized simply on the merits of their visual appeal. Likewise, activities that engage students with technology should also be scrutinized to ensure that they will invite historical thinking.

The second area for further research derives from the first and concerns the pre-service education and training of the province's teachers. Questions regarding how to best prepare history teacher candidates to view and select resources and activities for their classroom from the perspective of inviting historical thinking will guide this research. Teachers must also learn to use textbooks in such a way that students realize they have limitations and can also look beyond their inherent biases (Clark, 1999, p. 339).

In conclusion, this study has identified a number of ways in which the textbooks currently being used in Ontario's intermediate and senior history classes do and do not exemplify and invite historical thinking. The findings indicate that some of the textbooks analyzed are definitely more exemplifying and inviting than others. Based on the study's findings, it is clear that the textbook should play a part in the history classroom, but that other resources are necessary to complete the whole that will optimize the development of historical thinking in students.

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