

generally accepted narrative, students could explore a range of understandings. Could there be other interpretations of this event? Might there be more than one perspective on this concept? Do all people view citizenship in the same way? Might there be different understandings of globalization? Quality of life? Liberalism? Canada?

As citizens, students should have opportunity to hear the authentic voices of other citizens; these opportunities, however, should be extended to include exploration of ideas and perspectives that challenge the 'meta-narrative' or conventional ways of viewing the world.

More than content:

One of the challenges that the developers of the new program of studies encountered was determining how

curriculum and learning resources could include all perspectives. Realizing that it would be impossible to do so, development of a multiple perspectives approach became increasingly important.

Since it would not be reasonable to expect learners (or teachers!) to 'know' all of the perspectives in an increasingly diverse and complex world, learners must be encouraged to develop the cognitive abilities and habits of mind required to recognize and appreciate multiple perspectives.

Engaging students in multiple perspectives with the intent of developing citizens who can demonstrate empathy requires an approach that is founded upon skill development rather than a focus limited to content.

As elements vital to inquiry- and issues- based instruction and learning, the models of critical, historical, and

geographic thinking each present strategies and tools for helping students understand and appreciate perspectives. Drawing upon multiple historic or geographic sources will encourage understanding of diverse perspectives. Designing learning activities that encourage students to understand the prevailing norms of the time will contribute to understanding contexts and perspectives (Denos and Case, p.47).

Perhaps most important is the recognition and appreciation of the relationship between a multiple perspectives approach and the other foundations of the new program. Thoughtfully infusing multiple perspectives into instructional methodology will ultimately support inquiry- and issues-based approaches, contribute to skill development and promote the habits of mind required for active and responsible citizenship.

Annotated Resources, Web Sites, Books, etc.

Annotated References, Articles, Books...

To the Past: History Education, Public Memory, & Citizenship in Canada (Ruth Sandwell, editor. University of Toronto Press, 2006). A thought provoking collection of articles that includes works by Peter Sexias ("What is Historical Consciousness?") and Timothy J. Stanley ("Whose Public? Whose Memory? Racisms, Grand Narratives and Canadian History"). The book provides multiple views on what history should be taught and how it should be taught in Canadian classrooms.

"Themes of Global Education", Walt Werner and Roland Case. In *Trends and Issues in the Canadian Social Studies* (Ian Wright and Robert Sears, editors, Vancouver: Pacific Educational Press, 1997). A collection of articles that present practical ideas on contemporary topics and issues in the social studies classroom.

"Indigenous Knowledge: Foundations for First Nations" (Dr. Marie Battiste). An essay that describes the tensions between Indigenous and Eurocentric

ways of knowing. Dr. Battiste also provides numerous examples of ways of knowing that would enrich explorations of Indigenous perspectives.

Teaching About Historical Thinking (Mike Denos and Roland Case, The Critical Thinking Consortium, 2006). This book provides practical ways to encourage the development of historical thinking and a multiple perspectives approach.

Biography

Warren Woytuck is a consultant with The Critical Thinking Consortium. An experienced 15-year teacher, writer and facilitator in Alberta and British Columbia, Warren was co-lead of the development of the new High School Social Studies curriculum. In addition to extensive collaboration with publishers of the new high school social studies resources, Warren has created and edited materials for the "Great Unsolved Mysteries in Canadian history" project and developed training materials for the Alberta Bus Drivers' Training Program.