



The Consortium
Alberta Professional Learning Consortium

The Important Art of Critical Thinking in Social Studies

Presented by
[Ted Zarowny](#) &
[Cheryl Babin](#),
Designers of Professional
Learning



Am I doing *enough* to understand the truth about our shared history and contribute positively to reconciliation?

Supporting **every** educator
in **every** classroom



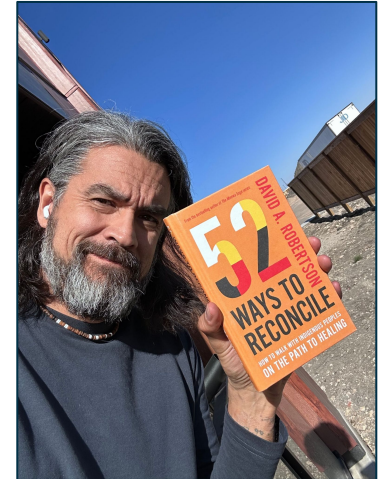
Stoney Nakoda Dictionary

truth

1 wījakabi 🔊 🔊

alienable noun

honest truth



SESSION GOAL

This session provides an overview of how the social studies curriculum can be enhanced by powerful critical thinking strategies and engaging classroom experiences to help the learning come to life.

- What is Critical Thinking?
- Building a Culture for Critical Thinking
- Critical Thinking Competency - Skills & Dispositions
- Critical Challenges
- Future Sessions



Feel free to use these resources!



Type this link into your browser:

<https://bit.ly/SS4criticalthinking>

Or grab the link from the chat.



Photo by [Gennady Zakharen](#) on [Unsplash](#)

CB

Critical Thinking

Why Bother?



By the numbers ...

52%

The percentage of 1,500 Canadian youth ages 18-24 surveyed indicating they were unsure they could distinguish fact from fiction on social media.



[Youth Science Survey, Canada Foundation for Innovation, 2021](#)

The **Canada Foundation for Innovation (CFI)** is an independent, not-for-profit corporation created by the Government of Canada in 1997. Its role is to **fund research infrastructure** at Canadian universities, colleges, research hospitals, and non-profit research institutions.

By the numbers ...

82%

The percent of 203 of middle school students who could not tell the difference between an online news story and a “native” advertisement .

Native advertising is a paid promotion designed to **match the style and function of the content around it**, so it feels less intrusive than traditional ads. They appear as articles, posts, images, or videos that look like regular content but are labelled as “sponsored” or “promoted.”

[Youth Science Survey, Canada Foundation for Innovation, 2021](#)

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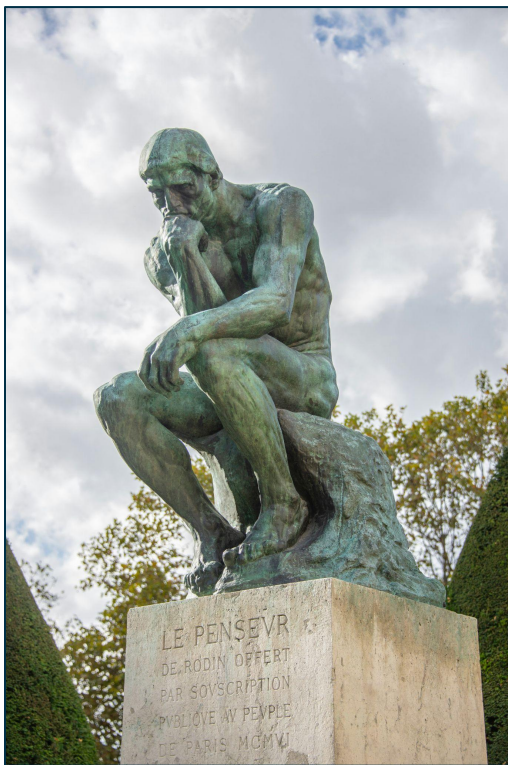


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Bringing Critical Thinking to the Main Stage

"The idea of critical thinking is not new. For decades – no, for centuries – it has been recognized as an important educational goal by practitioners and theorists alike. Curriculum documents and learning resources in all subjects at every level of school recommend that students be taught to think critically. Despite this long-standing (and, at least, formal) commitment, the extent and manner of teaching for critical thinking is disheartening. Many studies document the enormous preoccupation with transmission of information and rote application of —skills, and how little of class time is devoted to thinking. It is a rather depressing irony: critical thinking is much valued and yet inadequately addressed."

Case, Roland. *Bringing Critical Thinking to the Main Stage Education Canada* Vol. 45 (2), (www.cca-ace.ca) 2010.



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Photo by [Gennady Zasharny](#) on [Unsplash](#)

TZ

What Is Critical Thinking?





What is Critical Thinking?

Government of Alberta Definition of Critical Thinking

“Critical thinking is a competency that involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.”

Critical Thinking in the K-6 Social Studies Curriculum

What is Critical Thinking?

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in every classroom



- **Garfield Gini-Newman:** “Critical thinking is “to make thoughtful decisions using criteria to guide you in your decision-making.” (2015)
<https://www.youtube.com/watch?v=hIA-x5yMX48>
- **The Delphi Report (1990):** Critical thinking is a purposeful, self-regulatory judgment – the cognitive process that uses analysis, interpretation, explanation, inference, evaluation, and reflective self-correction, by which people – individually or thinking and working together – decide what to believe or what to do.
<https://insightassessment.com/iaresource/the-delphi-report-a-statement-of-expert-consensus-on-the-definition-of-critical-thinking/>
- **The Foundation for Critical Thinking :** Critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.
<https://www.criticalthinking.org/>

Critical Thinking is CRITERIAL Thinking

It is NOT...

Criticizing others, or being
disparaging or judgmental



It IS...

“Critical Thinking”

(focused thinking while keeping in mind specific criteria).
Critical thinking **involves making a reasoned judgment**
while **considering relevant criteria**, such as what would
be reasonable or sensible to believe or do.

Cynicism, doubting or discounting
everything we read or hear



Critical thinking is focused on making thoughtful decisions
and reasoned judgments based on criteria. Learners are
encouraged to be respectful, informed thinkers with
ongoing attitudes of self-reflection.

Source: [Common Misconceptions and Partial Understandings](#), Manitoba Education
based on the work of Garfield Gini-Newman of TC2

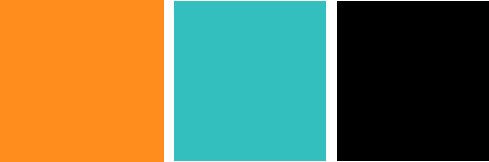


Photo by [Gennady Zasharn](#) on [Unsplash](#)

Building a Culture For Critical Thinking

Building a Culture For Critical Thinking



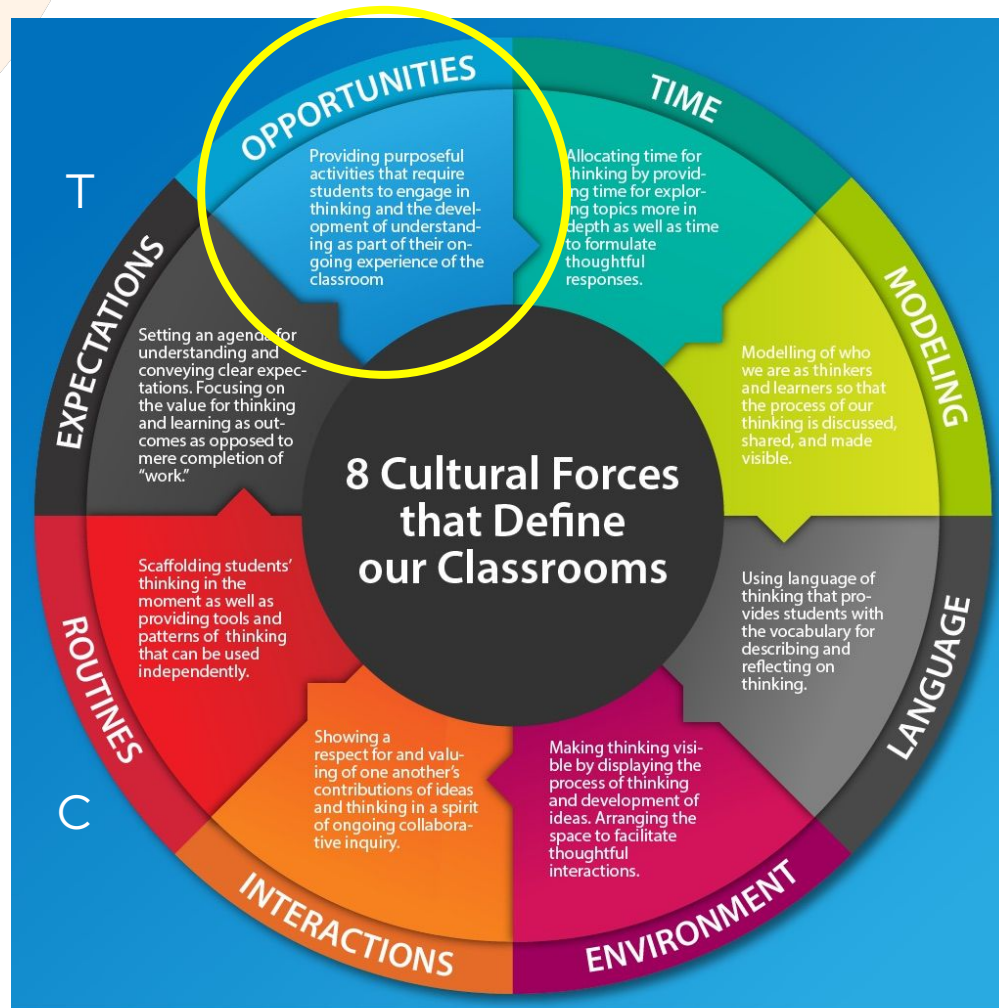
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Ron Ritchhart:
Creating Cultures of Thinking (2015)

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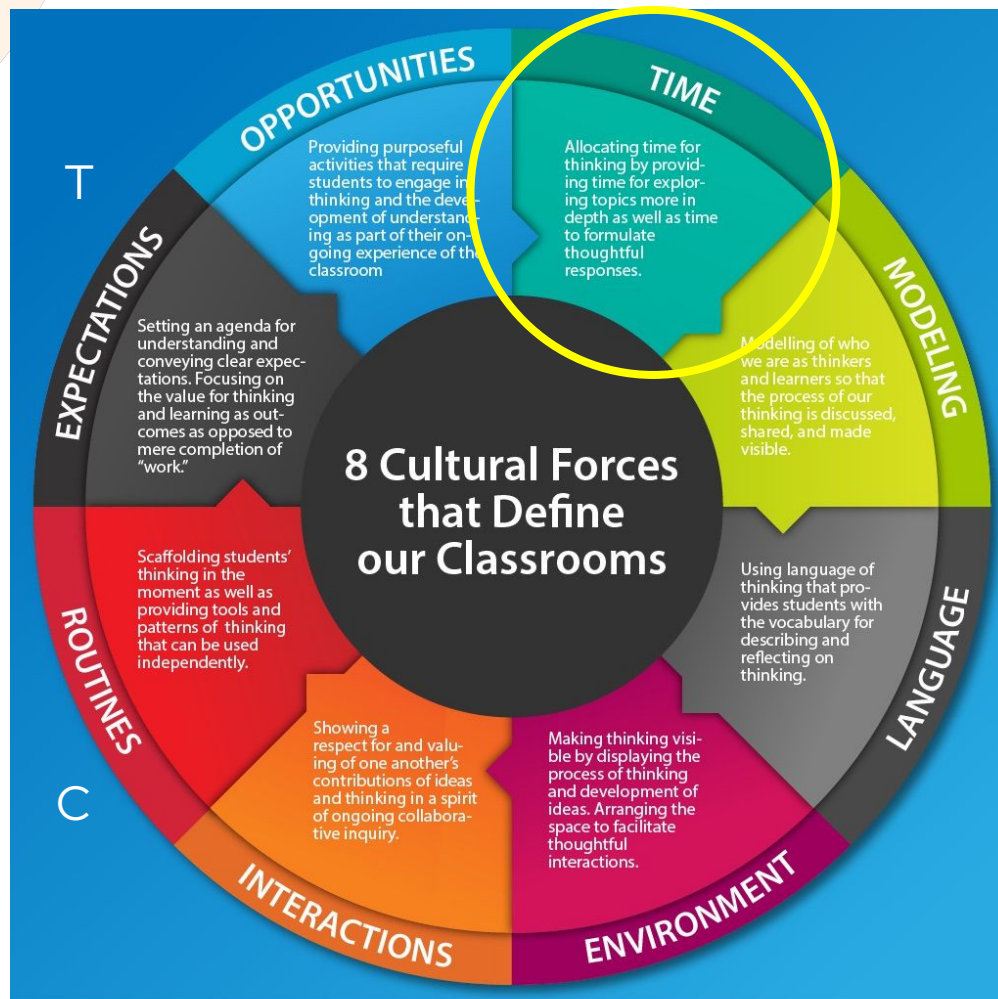
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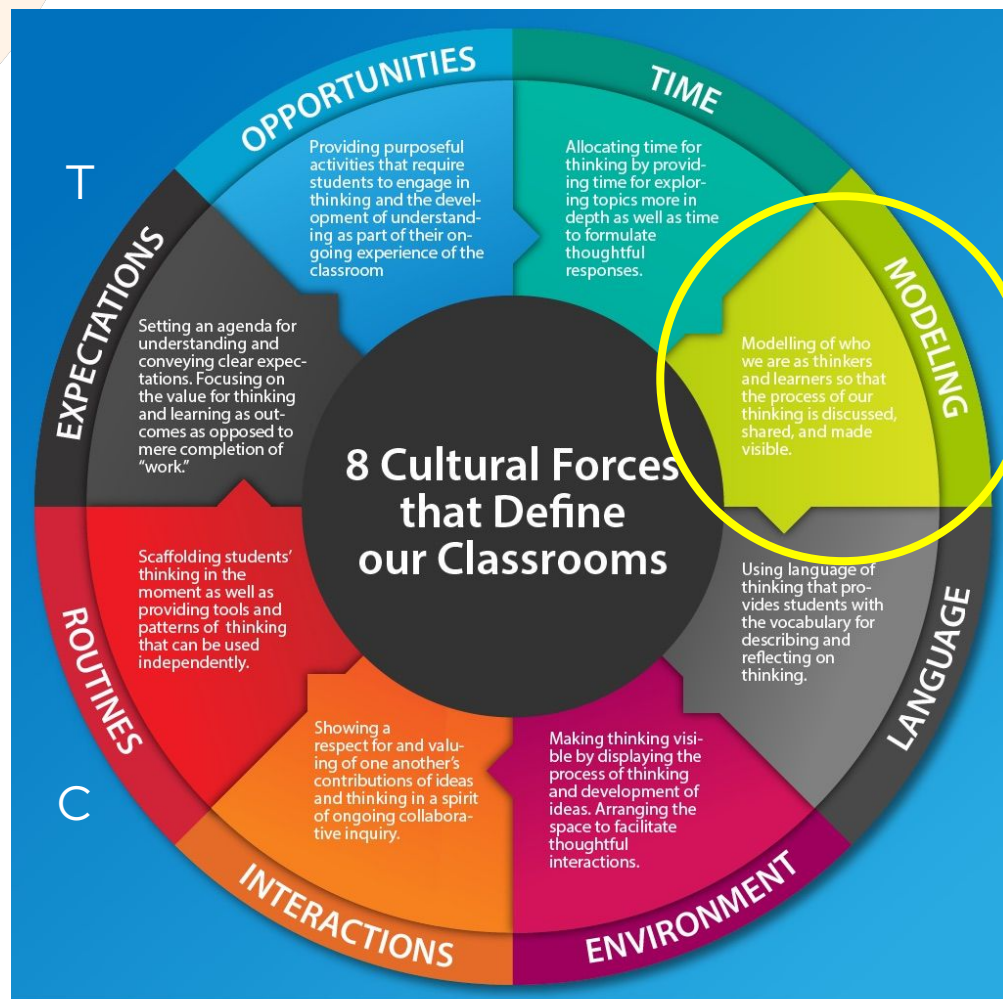


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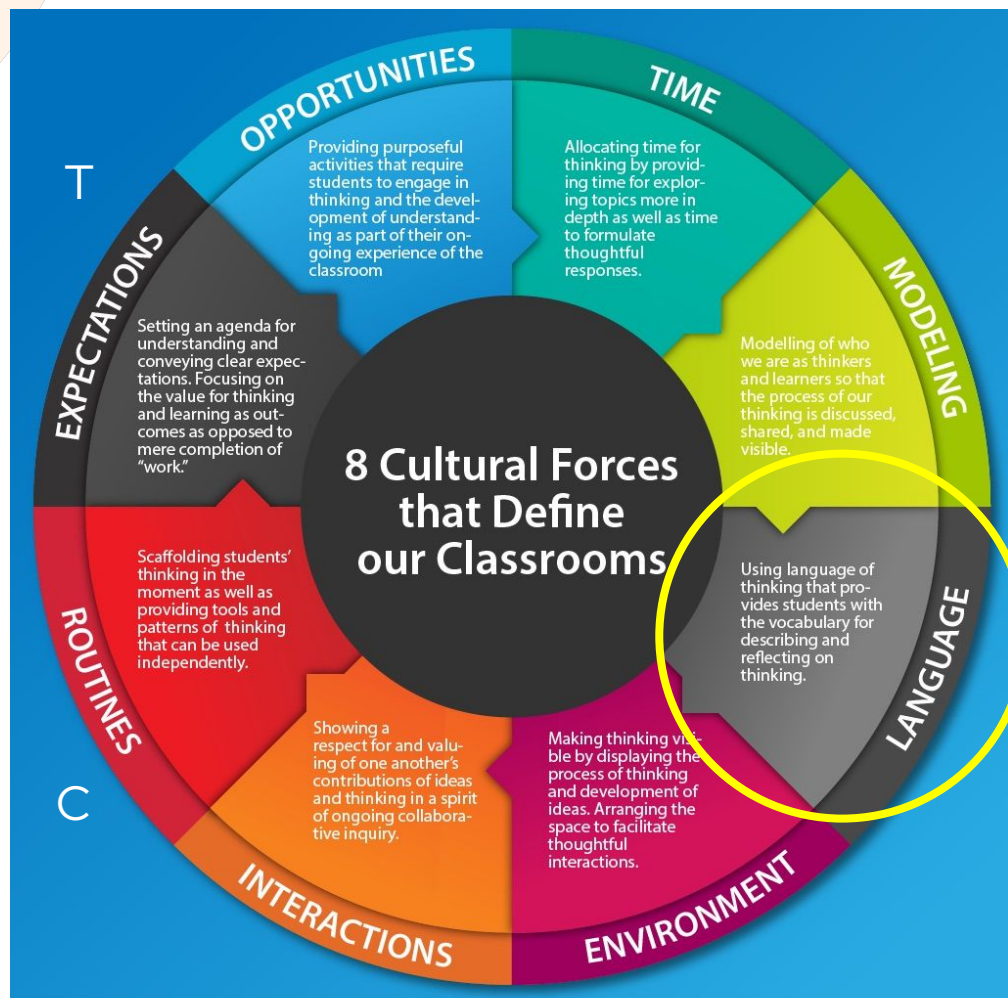
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Creating Cultures of Thinking (2015)



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Design Principles of the Physical Environment

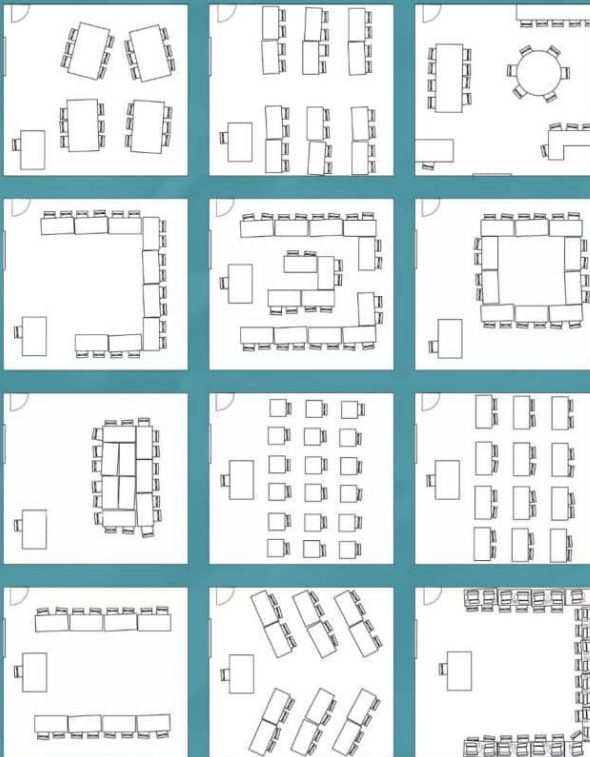
Consider the Room Layout

The furniture should allow
the physical space to change
as the intellectual work
changes.

[\(image source\)](#)

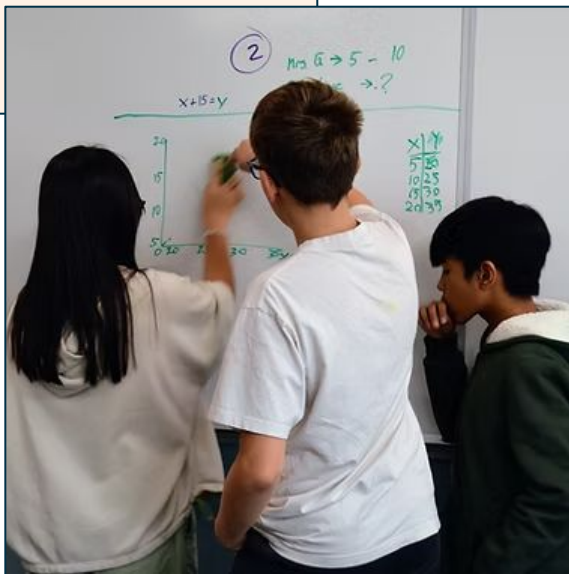
12 CLASSROOM LAYOUT IDEAS

(STEAL THESE!)





Make Thinking *Visible*
during the learning... a
Working space, rather
than decoration



[Image source](#)



Building a Culture For Critical Thinking

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Ron Ritchhart:
Creating Cultures of Thinking (2015)

Building a Culture For Critical Thinking

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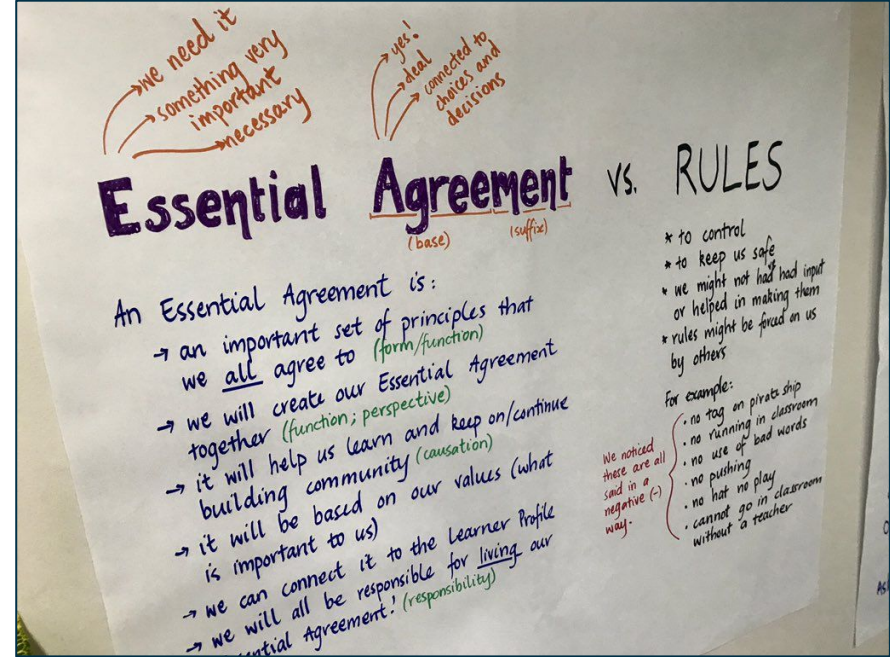


Interactions

Examples

We agree to...

- consider perspectives of other,
- see thinking and learning as a work in progress,
- disagree and challenge in a respectful way.



Co-created “essential agreements” are different from classroom rules. ([source](#))

Building a Culture For Critical Thinking

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Ron Ritchhart:
Creating Cultures of Thinking (2015)

Thinking Routines contribute to a Culture

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Claim + Evidence + Reasoning (CER) = Explanation

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CER Graphic Organizer

Using a non-scientific example is a great way to engage students and explain the process in a relatable way. This sample uses the Audi commercial "[My Dad is a Space Alien](#)." Answers may vary!

Question:

Who is my dad?

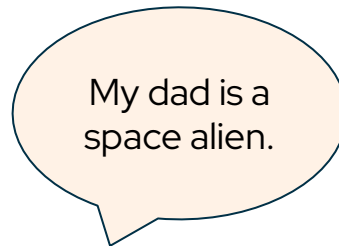
Claim:

My dad is a space alien.

Evidence #1

Evidence #2

Evidence #1



Claim + Evidence + Reasoning (CER) = Explanation



CER Graphic Organizer

Using a non-scientific example is a great way to engage students and explain the process in a relatable way. This sample uses the Audi commercial "My Dad is a Space Alien." Answers may vary!

Question:

Who is my dad?

Claim:

My dad is a space alien.

Evidence #1

He speaks a weird language.



Reasoning #1

Evidence #2

He dresses weird.



Reasoning 2

Evidence #3

He drinks green liquids.



Reasoning #3



Claim + Evidence + Reasoning (CER) = Explanation

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CER Graphic Organizer

Using a non-scientific example is a great way to engage students and explain the process in a relatable way. This sample uses the Audi commercial "My Dad is a Space Alien." Answers may vary!

Question:

Who is my dad?

Claim:

My dad is a space alien.

Evidence #1

He speaks a weird language.



Reasoning #1

This is important because aliens are not from Earth so they do not speak English.

Evidence #2

He dresses weird.



Reasoning #2

The evidence suggests that aliens wear space suits since they are from outer space and need protection to travel.

Evidence #3

He drinks green liquids.



Reasoning #3

Some pictures show aliens with green skin. This could be from drinking green liquids.

source:

[Beakers & Ink](#)

CER Graphic Organizer

Question:

Claim:

Evidence #1

Evidence #2

Evidence #3



Reasoning #1



Reasoning #2



Reasoning #3



Claim, Support, Question

See, Think, Wonder

I Used to Think... Now I Think...



PZ Thinking Routines



A free library of tools designed to deepen students' thinking and help make that thinking "visible."

<https://pz.harvard.edu/thinking-routines>

Building a Culture For Critical Thinking



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Ron Ritchhart:
Creating Cultures of Thinking (2015)



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The critical thinking competency includes important skills and dispositions that support students in developing and demonstrating critical thinking.

Together, they provide many of the cognitive tools students need to think critically.

Photo by [Gennady Zashchyn](#) on [Unsplash](#)

The Competencies



Kindergarten	Division I	Division II	Thinking Tools
I wonder about the world around me.	I ask relevant questions to help me learn.	I pose questions to analyze information or evidence.	Questioning 
I think about and share experiences or feelings.	I reflect on contexts or experiences that influence my thinking.	I evaluate the effectiveness of my own thinking or that of others.	- Metacognition "Being aware of one's own thinking."
I recognize how my thoughts, words, or actions affect others and myself.	I consider how my thoughts may be similar to or different from those of others.	I consider perspectives that do not fit with my understandings.	- Perspective-Taking "Seeing through someone else's eyes."
I make <u>predictions</u> based on prior knowledge.	I <u>synthesize</u> new understandings by <u>comparing and contrasting</u> information	I make <u>inferences</u> , <u>predictions</u> , or <u>decisions</u> based on information.	- Making Conclusions - Predicting - Decision-Making - Comparing & Contrasting
I make choices based on what I like or know.	I use simple criteria to form opinions or make decisions.	I begin to analyze complex issues and ideas based on criteria I help to develop.	Use of Criteria 

Temporary Div 3 Competencies

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Competency	Division 3 (ages 12–14)
Critical Thinking	• I pose questions to better understand other points of view • I critically evaluate evidence and identify strengths, limitations, or bias in information. • I develop and refine criteria to analyze complex issues and justify my conclusions. • I synthesize ideas from multiple perspectives to generate new understandings. • I monitor and adjust my thinking when presented with new evidence or compelling arguments. • I explain and defend decisions using logical reasoning while remaining open to revising my views.

[Link to Temporary Competencies](#) created by APLC
(will be deleted once Ab Ed version is published)

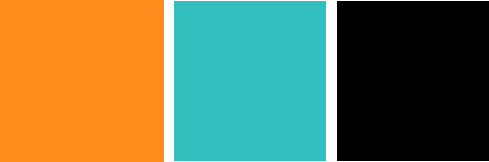


Photo by [Gennady Zakharen](#) on [Unsplash](#)

Questioning

How do we help students to ask good questions?



Practice Questioning

- Notice and Wonder (introduction)
 - Grade 5 Example
- Thinking Routines
 - See, Think, Wonder
 - Peel the Fruit



Photo by [Jon Tyson](#) on [Unsplash](#)

How do we help students to ask good questions?

Question Formulation Technique (The Right Question Institute)

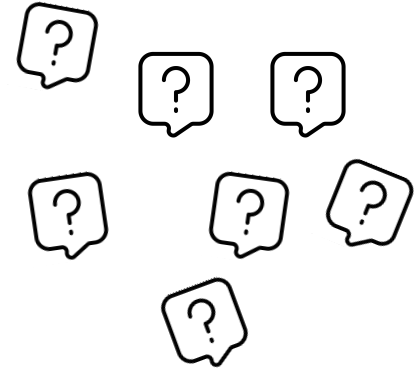
Questioning

How do we help students to ask good questions?



Question Formulation Technique (The Right Question Institute)

1. Generate Questions



How do we help students to ask good questions?

Question Formulation Technique (The Right Question Institute)

1. Generate Questions

2. Improve the Questions

- a. *Change closed to open and open to closed.*

Closed	Open-Ended
One correct answer	Allow for multiple responses.
Can often be answered by "yes" or "no," or short factual answers.	Require explanation.

How do we help students to ask good questions?

Question Formulation Technique (The Right Question Institute)

1. Generate Questions

2. Improve the Questions

- Change closed to open and open to closed.*
- Change thin questions to thick questions.*

Thin Question	Thick Question
Quick to answer.	Require an explanation & reasoning.
Usually factual, literal, or closed.	Cannot be answered with a single fact.
Can be answered by "looking it up."	Invites multiple perspectives.

Thin Question

- What is a responsibility of a citizen?

Thick Question

- Which citizen responsibility do you think is most important for a community to function well? Explain your reasoning.

How do we help students to ask good questions?



Question Formulation Technique (The Right Question Institute)

1. Generate Questions

2. Improve the Questions

- Change closed to open and open to closed.*
- Change thin questions to thick questions.*
- Change questions to "Why it Matters" questions.*

"Why it Matters" Questions

Push students to think about significance, relevance, and meaning

Invites evaluation and judgment.

Examples (Topic: Treaties in Alberta):

- Why does it matter that we still recognize treaties today?*

How do we help students to ask good questions?



Question Formulation Technique (The Right Question Institute)

1. Generate Questions

2. Improve the Questions

- Change closed to open and open to closed.*
- Change thin questions to thick questions.*
- Change questions to "Why it Matters" questions.*

3. Prioritize the most powerful questions.

Reflect on which questions are most meaningful or useful for an inquiry.

This step asks students to reflect on which questions are most meaningful or useful for inquiry. *It teaches them to evaluate questions, not just ask them.*

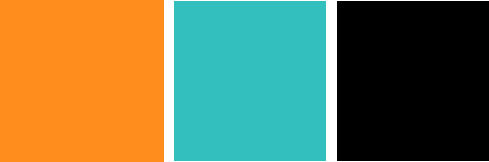


Photo by [Gennady Zasharn](#) on [Unsplash](#)

The Role of Criteria



What Are Criteria?





Criteria provide a **focus** and a **structure** for students while they analyze the information.

*Example: How **significant** is the Riel Resistance?*

First, students need to understand the **concepts** in the challenge or question they are given.

What is significance?



Criteria provide a **focus** and a **structure** for students while they analyze the information.

*Example: How **significant** is the Riel Resistance?*

Criteria: Significance	
Criteria	Notes
matters to people	
affects their lives	
has an impact	

Students would need practice examples to determine each of the criteria.

Why Use Criteria?



Criteria provide a **focus** and a **structure** for students while they analyze the information.



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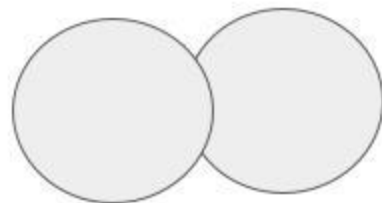
Students would need practice examples to determine each of the criteria.

How similar? How different?

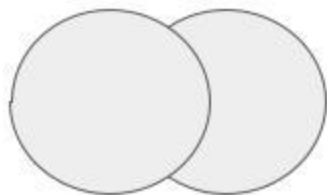
Which set of circles best represents your thinking?



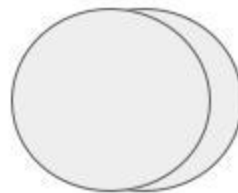
Completely Different



**Few similarities/
Many differences**



**Some similarities/
Some differences**



**Few differences/
Many similarities**

Criteria

*Task: Compare and contrast an apple and an orange. How similar or different are they?
What is your conclusion?*

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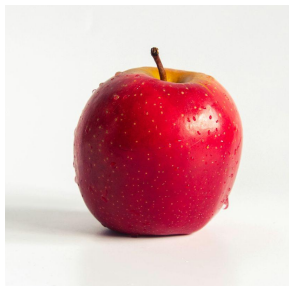


Photo by [Suri Huang](#) on [Unsplash](#)

Criteria Set 1	Apple	Orange
size		
shape		
location of seed		
Conclusion		

Criteria

*Task: Compare and contrast an apple and an orange. How similar or different are they?
What is your conclusion?*

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Photo by [Tobi](#) on [Unsplash](#)

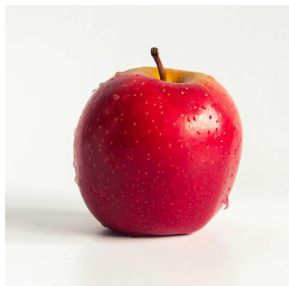


Photo by [Suri Huang](#) on [Unsplash](#)

Criteria Set 2	Apple	Orange
colour		
environmental needs		
vitamin c content		
Conclusion		

Assessment criteria should be established by the teacher or co-created with students and approved by the teacher to ensure alignment with curriculum outcomes and valid assessment.

Students should be actively involved in interpreting, refining, and understanding those criteria throughout the learning process.



Grade 5 Time and Place

How has geography contributed to the development of civilizations and empires?

Learning Outcome: Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.

Knowledge

Geographical features, such as

- abundant water,
- fertile soil, and
- moderate climate in river valleys,

supported agriculture in ancient civilizations.

Many ancient civilizations were located along **river valleys or coastlines**.

Increased **agriculture** led to a greater number of settled societies.

Geographical features, such as oceans and bays along coastlines, **supported trade and travel** in ancient civilizations.

Understanding

Environment and settlement of people are interrelated.

Skills and Procedures

Compare the locations of multiple ancient civilizations.

Justify the settlement of ancient civilizations along river valleys and coastlines.



Who chose the BEST place to build a civilization?



Part 1: Who chose the BEST place to build a civilization?

Co-create criteria for BEST place to build a civilization. **What makes a place the “best” one?**

Teachers and students co-create criteria for what makes a place the “best”. Likely answers may include:

- ☐ The place has an abundance of water
- ☐ The place has fertile soil to grow crops/food
- ☐ The place has a moderate climate
- ☐ The place is good for traveling to trade goods with others

Engage in the Learning

Pose the question to students early in the learning process so they know what they are working towards. The challenge to decide which civilization has chosen the BEST place to live should guide their thinking as they learn about different examples of ancient civilizations and the geographic features of these landscapes.

Click [HERE for a template of the Tracking Chart](#) (shown below).

As you examine the land and geography of ancient civilizations, use this chart to **record evidence you find along the way**. You will need this evidence to decide on who had the BEST place to live. (Choose 3 or more to compare)

Ancient Civilizations →	Egypt	Greece	India	China
Best Places Need ↓				
Was there an Abundance of water?	[write your answer + evidence here]	*Use more space if you need it!		
Was there fertile soil?				
Was the climate moderate?				
Was the place close to travel and trade routes?				

Click to visit
[APLC](#)
[Toolkit →](#)
[Assessment](#)
[examples](#) to
see samples
using criteria



Beyond Skills & Procedures

Teachers decide the direction of the learning or assessment experiences. They may ask students to argue, brainstorm, construct, convince, create, design, editorialize, express, facilitate, imagine, improve, integrate, justify, negotiate, order, plan, portray, rank, rate, recommend, respond, role-play, simulate, speculate, verify, or write.

Alberta Education and Childcare: [Critical Thinking in the K-6 Social Studies Curriculum](#)



Promoting thinking in social studies

- What do you currently believe about the issue?
- Given the following choices, which would be most effective? How would you rank order the choices?
- Has the author swayed your opinion on the issue or affirmed your beliefs?
- What impact does new evidence have on your beliefs and/or how would you respond to the issue?
- Did you encounter different perspectives that caused you to rethink your position? How can your response integrate the various perspectives on the issue?



Types of Questions TEACHERS May Include

Adapted from Dr.
Gini-Newman's
presentation, TC2

A	B	C	D
What are the ingredients in Nerds Clusters?	What is your favourite flavour of Nerds?	Should Nerds be sold in school cafeterias?	What is the relationship between nutrition and learning?
What are three activities one could do for fun in Tokyo?	Would you like to move to Tokyo?	Would your family's needs be better met in Tokyo or Calgary?	How are home and location connected?
Identify several natural disasters that impact on the environment?	Which natural disaster creates the most fear for you?	Which natural disaster poses the greatest threat to Alberta's economy?	How does geography influence natural disasters?
What are three types of exercise?	What is your favourite way to exercise?	What is the best form of exercise for someone with asthma?	How does asthma impact wellness?



Photo by [Gennady Zashchennikov](#) on [Unsplash](#)

Critical Challenges

- Problematising
- Extending Skills and Procedures



What is a Critical Challenge



A **critical challenge** is a task that

- requires a decision (**conclusion**)
- is contestable
- requires the use of **criteria**
- requires **evidence**
- requires a **justification**

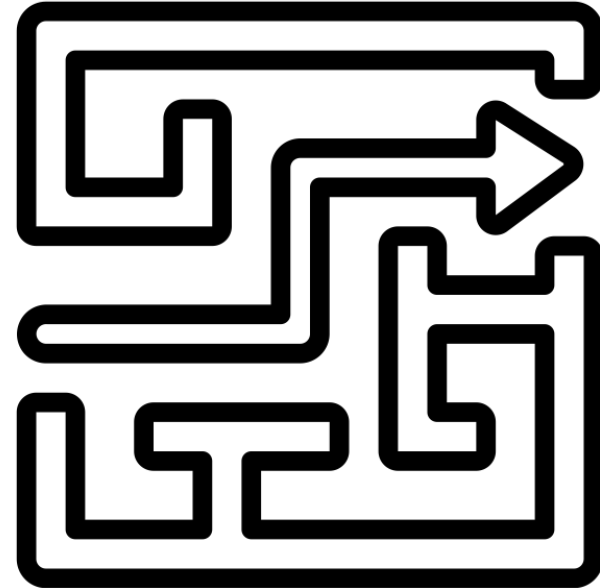


Image: challenge by LUTFI GANI ALACHMAD from Noun Project (CC BY 3.0)

(source: [Framing Critical Inquiry Questions and Tasks](#), TC2)

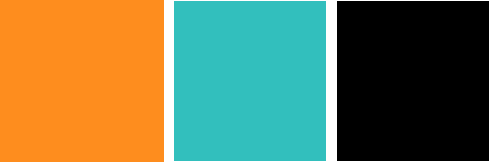


Photo by [Gennady Zashchennikov](#) on [Unsplash](#)

Critical Challenge

- Problematizing
- Extending Existing Skills and Procedures
- Conceptual Anchors

Problematizing

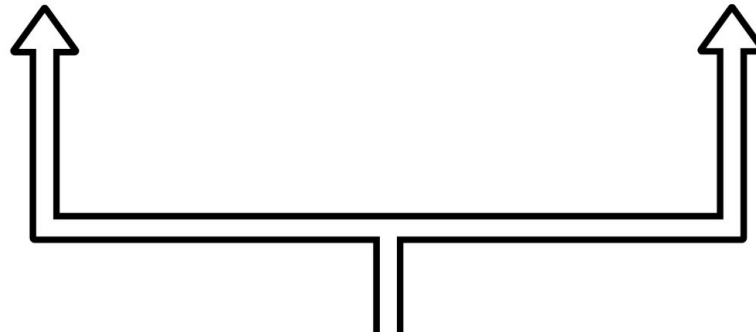
What might be the outcome of varying approaches?

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Students are asked to select a European explorer and prepare a biographical summary of explorations, major discoveries and lasting impact.

Is Balboa deserving of having a currency named after him?



Source: **Learning to Inquire in History, Geography and Social Studies: An Anthology for Secondary Teachers, 4th Edition.** (2020) Roland Case and Penny Clark. Pg. 167

Excerpt...



Vasco Núñez de Balboa was an explorer and conquistador who first sailed from Spain to Central America in 1501. He is believed to be the first European to cross the Isthmus of Panama to look out onto the Pacific Ocean. Balboa founded and became the governor of the town of Darién. He is famous to this day as the discoverer of the South Sea and the Pearl Islands. The main port in Panama City is named after him, as is a district located in Panamá Province. Many monuments, streets, and parks in Panama and other countries are named after him. The currency in Panama is called the Balboa, and his image appears on many of their coins.

But...

Source: **Learning to Inquire in History, Geography and Social Studies: An Anthology for Secondary Teachers, 4th Edition.** (2020) Roland Case and Penny Clark. Pg. 167



What if the task asked for further scrutiny of the characters? What if students needed to make a judgment about it?

TC2 calls this
"Problematizing" the questions to create the conditions for critical thinking.

Keys to Problematizing your Questions

- It's not in the verb, but in the addition of an **“evaluative”** adverb or adjective
- Consider **“significance” and it's criteria**
- Take the question or problem and turn it into a **critical challenge**

source: [Framing Critical Inquiry Questions and Tasks](#), TC2

Learning Outcomes (change to KUSPs)	Draft question(s) or task	“Problematized” options for question.
Examine the evolution of Canada’s military forces after Confederation.	<i>In the past 50 years, how has Canada’s military engaged in conflicts?</i> <i>Create a timeline of Canada’s military events in chronological order.</i> <i>How might previous military events inform or influence future military actions?</i>	● What is the “most” beneficial way for Canadians to get involved in military conflict? ● Does the Canadian military live up to its image as international peacekeeper?

**The Critical Challenge is NOT THE
DESSERT that happens after the
learning has occurred.**



The Critical Challenge is the invitation to the journey!

You share out the invitation at the BEGINNING of the learning cycle, so students USE WHAT THEY LEARN to engage ALONG THE WAY.



The dessert at the end model.

Lesson

Lesson

Lesson

Lesson

Lesson



The engaging Critical Challenge THROUGH the learning model.



Inquiry



Inquiry



...

Use what you learn as you go to add, change, adjust, build, refine, revise...

Choice Board: Six ways to frame a critical thinking prompt



Decode the Puzzle

Students suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation.



Judge the better or best

Students judge from among two or more options (teacher provided or student generated) which meets the identified criteria.



Perform to Specs

Students perform or undertake a course of action that meets a given set of criteria/conditions.



Critique the piece

Students assess the merits/shortcomings of a person, product or performance (which may be teacher-generated or student produced).



Rework the Piece

Students transform a product or performance in light of additional information or an assigned focus, perspective genre etc.



Design to Specs

Students develop a product that meets a given set of criteria/conditions.



Decode the Puzzle

Students suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation.

Supporting every educator
in every classroom



Look at the curriculum on [LearnAlberta](#).
What puzzles can be created to help students tackle outcomes?

- ★ **G5 - How did a simple innovation change everything?**
- ★ **G8 - How did an idea become dangerous?**
- ★ **G9 - What caused the sudden and speedy growth of cities?**



Judge the better or best

Students judge from among two or more options (teacher provided or student generated) which meets the identified criteria.

Look at the curriculum on [LearnAlberta](#).
What judgments can be created to help students tackle outcomes?

- ★ **G4 - Which explorer made the biggest difference?**
- ★ **G8 - Which is better: being governed by the best possible person, or by the best possible laws?**
- ★ **G8 - What is the best way to influence an issue?**

Design to Specs



Students develop a product that meets a given set of criteria/conditions.

Supporting every educator
in every classroom



Look at the curriculum on [LearnAlberta](https://www.learnalberta.ca/).
What products can be created to help students tackle outcomes?

- ★ **G7 - Design a Nation-Building Plan that meets the needs of citizens**
- ★ **G8 - Design an Economic System that addresses scarcity, balances individual choice and govt involvement, and explains who makes decisions**
- ★ **G5 - Design an Ancient Settlement that provides food, water, trade opps and protection from environmental challenges.**



Perform to Specs

Students perform or undertake a course of action that meets a given set of criteria/conditions.

Look at the curriculum on [LearnAlberta](#).
What performance can be created to help students tackle outcomes?

- ★ **G6 - Run a Democratic Assembly**
- ★ **G5 - Respond to Environmental Change**
- ★ **G7 - Participate in an evidence-based Red River Negotiation**



Critique the piece



Students assess the merits/shortcomings of a person, product or performance (which may be teacher-generated or student produced).

Look at the curriculum on [LearnAlberta](#).
What critique can be created to help students tackle outcomes?

- ★ **G8 - Critique an Ideology - what are the strengths and shortcomings of an argument?**
- ★ **G9 - Critique the distribution of power in Canada**
- ★ **G4 - Critique a Treaty to examine the principles represented and consider the relationship between First Nations and Europeans**



Rework the Piece



Students transform a product or performance in light of additional information or an assigned focus, perspective genre etc.

Look at the curriculum on [LearnAlberta](#).
What transformation of a product can be created to help students tackle outcomes?

- ★ **G4 - Rework the Explorer's Story**
- ★ **G5 - Rework the History Book**
- ★ **G9 - Rework the City Plan considering new data about environmental impacts, suburbanization, resource development or population change.**



Extending an Existing Skills and Procedures Activity



Revise an Existing Activity

Critical Challenge Example

Grade 5

Systems

Existing Skills & Procedures

Identify trade routes that connected ancient civilizations.

Critical Challenge:

Which trade route that connected ancient civilizations was the most efficient? Most hazardous? Justify your choice.

Criteria: Speed of Travel, Distance and Ease of Travel, Safety from Natural Dangers, Risk from Human Threats.



Possible Criteria

Criteria	Guidance	
Speed of Travel	How quickly goods and traders could move along the route. Faster routes are generally more efficient.	Evidence/Examples
Distance and Ease of Travel	The length of the journey and how easy the terrain or sea conditions were to travel. Difficult terrain or long distances reduce efficiency.	Evidence/Examples
Safety from Natural Dangers	Risks from deserts, storms, mountains, disease, or extreme temperatures. Higher danger makes a route more hazardous.	Evidence/Examples
Risk from Human Threats.	Danger from bandits, pirates, or conflict between groups along the route.	Evidence/Examples

Critical Challenges

Concepts to Anchor Critical Challenges

Some Key Concepts To Assist With Creating Critical Challenges

Concept	What Is It?
Turning Point	A turning point is a moment when things changed direction in an important way. (e.g. Was this event just important, or was it a turning point?)
Continuity	What stays the same over time? (e.g. Was this event truly a turning point, or did more continuity than change occur?)
Change	Change means something is different from how it used to be. Change is descriptive at its base – but it becomes critical when judged.
Legacy	A legacy is what is handed down from the past that still affects us today. Legacy requires evidence of ongoing influence.
Ethical Dimension	Ethical dimension asks whether past actions were right or wrong. (e.g. Were the actions justified at the time?)



Some Key Concepts To Assist With Creating Critical Challenges

Concept	What Is It?
Causation	Causation is the study of why something happened. Eg. what factors led to ...? Which causes were most important?
Consequence	What resulted from this event, decision, or action? (e.g. short-term vs long-term outcomes; intended vs unintended results; positive vs negative effects; visible vs hidden consequences; immediate vs intergenerational consequences)
Interdependence	Interdependence means that different parts depend on each other. (e.g. How does change in one area affect another? What relationships exist between groups, regions, or systems? How impactful are those relationships?
Significance	Significance asks: Why does this matter? To what extent was the Royal Proclamation significant in the preservation of aboriginal rights?





Photo by [Gennady Zashchyn](#) on [Unsplash](#)

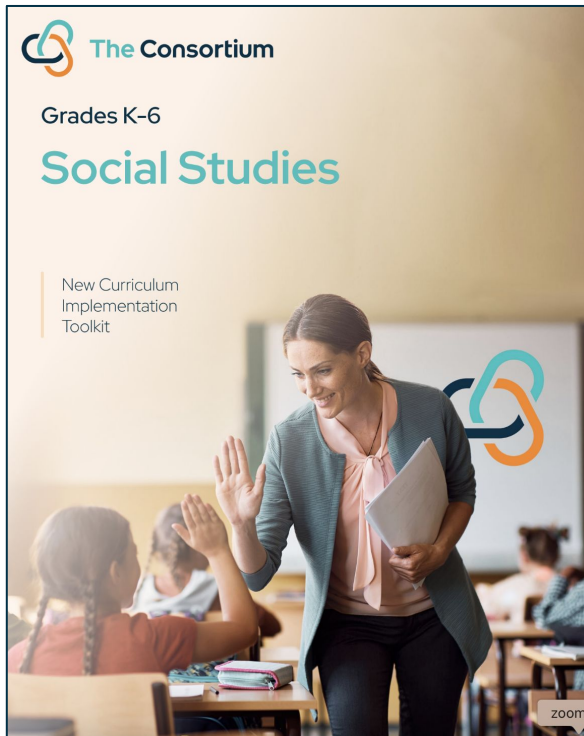
Upcoming Sessions

Possible Topics

- Building a Culture For Critical Thinking
- Problematizing
- Extending Existing Skills and Procedures
- A Closer look at the Critical Thinking Competencies

What topics or inquiries would you suggest?

Link to the
[APLC Grades K - 6
Social Studies New
Curriculum
Implementation
Toolkit](#)



Watch for the
Grades 7 - 9
SS Curriculum
Implementation
Toolkit
COMING SOON!



The Consortium

Alberta Professional Learning Consortium

APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you please complete this short survey.

Your feedback is important and appreciated!

Note: Your survey will be submitted anonymously.

Click here to complete a short survey:

<https://aplc.ca/survey/?id=15805><https://aplc.ca/survey/?id=15805>



Thank you

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