

Focus on The Big Six Historical Thinking Concepts in WAR IN MY LIFE

This discussion should take place after students are familiar with all of the information in this gallery.

HISTORICAL SIGNIFICANCE depends on three criteria:

- How notable the event was at the time
 - How widespread and lasting the consequences of the event were
 - How symbolic or representative of historical issues or trends the event was
1. Consider Anne Frank and Sadako Sasaki.
 - In what ways do the lives of these individuals reveal enduring issues?
 - Examine how their historical significance is constructed. What is the large question that they answer? Are their stories ones of success and triumph? Failure and destruction? A mixture of both?
 - How do these girls represent the particular ideas and events of their larger stories? In other words, what do Anne's diary and Sakako's biography reveal to us about the Holocaust and nuclear war?
 2. Is the girl known as Tereska historically significant? Why or why not?
 3. Is Ishmael Beah historically significant? Why or why not?
 4. Which of the individuals or movements in this gallery created change? Justify your choice.
 5. Which of the individuals or movements in this gallery is the most historically significant? Justify your choice.
 6. Remember that what is historically significant to one group of people is not necessarily historically significant to others.
Identify the significance of the people and events in this gallery as:
 - Globally significant (Most everyone in the world should know about this.)
 - Nationally significant (Most everyone in the country in which the individuals lived or the events occurred should know about it.)
 - Regionally significant (Most everyone in the region or who belongs to a specific group should know about it.)
 - Individually significant. (Only the descendants and family of the people involved need to know about it.)
 - Not at all significant. (No one needs to remember it.)
 7. Compare the historical significance of two events: The internment of Ukrainians in WW I and the internment of Japanese in WW II.

If you are a member of The Critical Thinking Consortium through your school, follow this link: <https://tc2.ca/> and in the search box, type Ukrainian Internment. There you will be able to access a lesson in which students compare the significance of the WW I internment of Ukrainian Canadians with the WW II internment of Japanese Canadians. The lesson plans are designed for grades 6 to 8 and grades 9 to 12. The 7:14 minute video raises the question: What and who should be remembered in history?

If you cannot access this site:

- Use the information in Unit 2 of War and Children to inform students about the internment of the Japanese in WW II and then provide information about the internment of Ukrainian Canadians in WW I.
 - Ask students to use the criteria for historical significance to decide if both events, only one, or neither should be included in a textbook on Canadian history. Focus on justifications, and the application of the criteria for historical significance.
8. Compare the historical significance of two events: The Armenian genocide and the Cambodian genocide.
- a) Use the information in Unit 2 of War and Children to inform students about the genocides in Armenia and Cambodia.
 - b) Ask students to use the criteria for historical significance to decide if both events, only one, or neither should be included in a textbook on Canadian history. Focus on justifications, and the application of the criteria for historical significance.
9. Compare the historical significance of two individuals captured in photos: Kim Phuc and Canh Bui.
- a) Use the information in Unit 2 of War and Children to inform students about Kim Phuc and Canh Bui.
 - b) Ask students to use the criteria for historical significance to decide if both individuals, only one, or neither should be included in a textbook on Canadian history. Focus on justifications, and the application of the criteria for historical significance.

Source: *The Big Six Historical Thinking Concepts*, Dr. Peter Seixas, Tom Morton
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