Social Studies 10-2

Unit S: Social studies skills and processes

Critical and historical thinking

Two voices on one sash

- Museum label, 1970: “Métis sash. Voyageur costume from the fur trade.”
- Métis educator, 2024: “People wear this sash at gatherings. It is a living symbol of Métis peoplehood.”
- Each text has its own creator, year, audience, and purpose, so you read those before you decide what the sash means.



Source evaluation

- Critical thinking puts sources side by side. You name the main idea, the evidence, the bias, what the source does well, and where it stops.
- Before you trust a source, name who made it, when, who it was for, why, what evidence it uses, and whose view it shows.
- Historical thinking separates a checkable fact from a meaning someone gives it, compares two stories of the same event, and traces cause and effect.

Key terms

bias

Bias is a leaning in a source that appears in its purpose, its audience, and the evidence the creator chooses to include.

historical fact

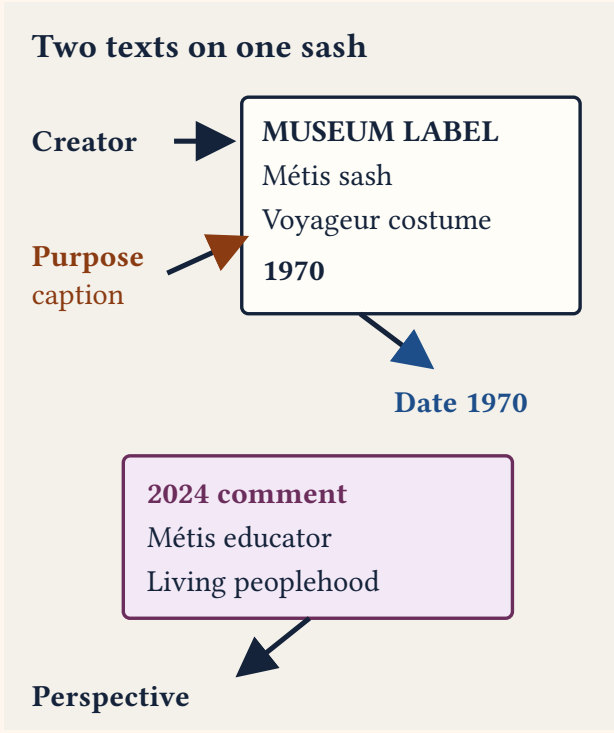
A historical fact is a claim a reader can check against a dated record, such as the passage of a statute in a named year.

interpretation

An interpretation is an account of what facts mean, including cause and effect, and it can differ across narratives.

Six questions for two texts

- Creator and date: museum staff wrote one text in 1970, and a Métis educator wrote the other in 2024.
- Audience and purpose: gallery visitors get a short object caption, and students get a lesson on living Métis identity.
- Evidence and perspective: voyageur use is real evidence. A caption that stops there shows that museum's standpoint.



Strengths and limits of two texts

- The main idea of the label: the sash belongs to the fur trade past as a voyageur costume.
- The main idea of the comment: the sash is a Métis symbol people wear at gatherings now.
- A strength is evidence that matches the main idea. A weakness is the place a source stops early.

Two narratives of one statute

- One checkable fact: the Parliament of Canada enacted the Indian Act in 1876.
- One narrative stresses administrative order after Confederation, and a First Nations narrative stresses imposed control over status and governance.
- The two narratives name different causes and effects, and both keep the same year, 1876.

Review

- From memory, list who made the source, when, who it was for, why, what evidence it uses, and whose view it shows.
- Give one strength of the 1970 sash label and one place where that label stops early.
- State the 1876 fact about the Indian Act and one interpretation that still needs a test.

Reuse the frame and the fact line

- Name who made a source, when, who it was for, why, what evidence it uses, and whose view it shows before you decide to trust it.
- Strength matches evidence to the main idea, and weakness is where the source stops.
- A fact is a checkable dated event, and an interpretation adds meaning, cause, and effect.

Image credits

Themightyquill, Ceinture-fléchée-ftl, CC BY 3.0