

T-L shoulders. Recently I was lucky enough to hear an online webinar sponsored by the Ontario Historical Society. I understand from this webinar that the new curriculum is inquiry based and not content driven. Students are introduced to the strand and the “big idea”. After the class investigates the topic through video, readings, and/or activities, students select one aspect of the topic that interests them and, following the inquiry model, they research and then share their findings with their classmates. In this student driven learning experience, “incidental” teaching will help with gaps in knowledge so students acquire the “big ideas”.

The Historical Thinking Project [www.historicalthinking.ca](http://www.historicalthinking.ca) provides online resources including lessons for use with the new curriculum. I especially like the posters reflecting the lessons for these six historical thinking concepts:

- Establish Historical Significance (includes an activity using events from our grade 7 curriculum);
- Use Primary Source Evidence;
- Identify Continuity and Change;
- Analyze Cause and Consequence;
- Take Historical Perspectives; and
- Understand Ethical Dimensions of History.

Contact your Board of Education Social Studies department or resource teachers for additional assistance as this year of implementation progresses. ■

## ***The Teaching Librarian is currently looking for new members to join the editorial board.***

**What does the commitment involve?** Members of the editorial board meet twice a year at the OLA office (if you are from out of town, OLA pays for your travel expenses and accommodations). At these meetings, and/or after consultation via e-mail, the editorial board plans the upcoming issues. Board members contact potential writers for the issue and help to develop content, ideas, articles, and short features that match the chosen theme. Board members also help edit some of the submissions.

Editorial board members of *The Teaching Librarian* usually sit for a three-year period of time, decided by the individual member and/or the editor-in-chief, but this is negotiable. Members are expected to come to the majority of meetings, make an active contribution to the magazine and meet the deadlines we have on time. A more detailed list of expectations and duties is available upon request.

**Interested?** Send an email to [TingLeditor@gmail.com](mailto:TingLeditor@gmail.com) expressing interest, which states:

- your name, school board, and phone/email contact information
- a few sentences suggesting why you would be a good addition to the team (this is not a resume, so please be brief and informal)

If you have any questions, please contact current members of the editorial board.

We look forward to hearing from you!