

Focus on the Big Six Historical Thinking Concepts in MILITARISM AND CHILDREN

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

Guiding Questions/Themes:

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

Question:

1. What was the most significant event explored in Unit 3 that affected the increasing role of militarism in children's lives?

CONTINUITY AND CHANGE: How are lives and conditions alike over time and how have they changed?

Questions:

1. What continuity and change are evidenced in Militarism Marches into Children's Lives?
2. Why is War and Children of interest now?

HISTORICAL PERSPECTIVE: What does the past look like when viewed through the lenses of the time?

Questions:

1. Why do we have different attitudes to "Duck and Cover" and the ad for Big Dick today?
2. How is your view of war similar to or different than the view of war held by youth, particularly young men who enlisted in WW I or WW II?

Source: *The Big Six Historical Thinking Concepts*, Dr. Peter Seixas, Tom Morton Nelson Education, 2013 Toronto