

MSSTA MTS PD Day - October 23, 2026

(Un)Settling History: Teaching and Thinking Historically in the Age of “Neutrality”

History can no longer be treated as a passive survey of the past; it is an active and often uncomfortable practice for questioning the present.

MSSTA's Fall 2026 PD Day invites educators to examine how histories are constructed, whose perspectives are centred, and how claims of neutrality shape what becomes knowable, teachable, and contestable in the history classroom. Participants will be challenged to critically examine dominant settler-colonial narratives and instead centre Indigenous perspectives while considering how historical accounts are shaped, challenged, and revised rather than simply received. The conference foregrounds historical thinking as an approach to history education that is rigorous, inquiry-driven, and that compels students to grapple with complexity, disagreement, and uncertainty.

How can we support student learning that moves beyond receiving history as a passive survey—equipping learners to interrogate power, center Indigenous perspectives, and build the critical inquiry skills needed for an uncertain future with care, responsibility, and purpose? Together, we will share critical inquiries and classroom practices that empower learners to think historically, make sense of present complexities, and approach the future with agency and purpose.

MSSTA is excited to welcome Dr. Carla Peck as our keynote speaker for this year's PD Day. Dr. Peck is a Professor of Education at the University of Alberta and the director of the Thinking Historically for Canada's Future project. Her latest book, with Dr. Alan Sears, *Rescuing Reason: How History Education Can Help Save Democracy* (University of Toronto Press), argues "for the vital role of history education in nurturing civic competencies."

Fees

	Before October 1st	Starting October 1st
Full Day Conference & Membership	\$85	\$110
Half Day Conference & Membership	\$70	\$95
Full Day Conference (Non-Member)	\$100	\$125
Half Day Conference (Non-Member)	\$85	\$110
Education Students, MSSTA Executive Members, Presenters and Volunteers (Approval Required)	\$20	\$20

Schedule

8:00 - 9:00	Registration, Check-In, Displayers	Main Foyer
9:00 - 9:15	Welcome/Introductions	Theatre
9:15 - 10:00	Keynote	Theatre
10:00 - 10:15	Keynote Q&A	Theatre
10:15 - 10:45	Displayers/Coffee	Common Area
10:45 - 11:40	Concurrent Session #1	Various Classrooms
11:40 - 12:40	Lunch	Gym
12:40 - 1:35	Concurrent Session #2	Various Classrooms
1:35 - 1:55	Displayers/Coffee	Common Area
1:55 - 2:50	Concurrent Session #3	Various Classrooms
3:00 - 3:30	AGM & Prizes	Theatre

Keynote Address

Dr. Carla Peck is Professor of Social Studies Education in the Faculty of Education, and Adjunct Professor in the Department of History, Classics & Religion, at the University of Alberta. She is the director of *Thinking Historically for Canada's Future*, a national SSHRC-funded Partnership Grant focused on K-12 history education in Canada (www.thinking-historically.ca).



Dr. Peck researches teachers' and students' understandings of democratic concepts, teachers' and students' historical understandings, and is particularly interested in the relationship between students' ethnic identities and their understandings of history. She has authored and co-authored numerous journal articles and book chapters and has co-edited several books including *Teaching and Learning Difficult Histories in International Contexts: A Critical Sociocultural Approach*, *The Palgrave Handbook of Global Citizenship and Education*, and *Contemplating Historical Consciousness: Notes from the Field*. Her latest book, with Dr. Alan Sears, is *Rescuing Reason: How History Education Can Help Save Democracy* (University of Toronto Press).

Dr. Peck has provided professional development workshops for K-12 teachers in Alberta, across Canada, and internationally and serves as a consultant on numerous boards and advisory groups for provincial, national, and international history and civics organizations. She has been involved in various aspects of curriculum development in Alberta, Canada, and internationally and is actively engaged in political advocacy for quality social studies and history education in Alberta. Dr. Peck received the Alberta Teachers' Association Public Education Award (2022) and the Province of Alberta's Queen Elizabeth II Platinum Jubilee Medal (2023) in recognition of this work.

Concurrent Sessions

Please Note: MSSTA makes every effort to ensure that sessions are consistent with our values; however, decisions on session offerings are made based on brief descriptions supplied by presenters. If you have any questions or concerns, please contact us directly.

Concurrent Session #1 (10:45-11:40 am)

Session	Title	Description & Takeaways	Presenter(s) <i>Position / Affiliation</i>
1-01	What a Disaster! Teaching Cause and Consequence Using Historical Calamity	Historical disasters can offer engaging case studies for building students' understanding of Cause and Consequence. This session will introduce this Historical Thinking Concept and provide attendees with classroom-ready notes and resources to build students' competency with the various categories built into this HTC. We'll begin with a middle years-friendly fictional case study and then apply the concepts to the sinking of the SS Atlantic as an exemplar of how a disaster can become a guided historical inquiry. From there, we'll consider framing and application: what makes a strong one-day lesson or sub plan, versus what could expand into larger, student-led projects. Attendees are encouraged to bring examples of their own 'favourite' historical disasters to share and collaborate on a collection of suitably disastrous lesson ideas to bring home to their students.	Jolene Fiarchuk <i>Teacher - Pembina Trails</i>
1-02	Investigating the Holocaust Through Historical Thinking	In this session, educators will learn about the historical thinking concepts as a framework that can be used to approach the study of the Holocaust. We will be using our digital platform Re:Collection and investigating specific themes. For example, when investigating historical perspectives, teachers can use the theme of family, and consider: Were all reactions of the survivors the same? If not, why? Did these reactions result in change? Teachers will leave the session with a renewed understanding of how incorporating multiple survivor voices can prompt connection to the historical thinking concepts, along with learning how to use Re:Collection and resources from our program. They will also be prompted to consider neutrality when thinking historically, as ultimately the goal is not for students to consider what they would have done and felt in the past, but to understand what someone in the past did and felt in relation to their own circumstances.	Emily Dychtenberg <i>Azrieli Foundation Holocaust Survivor Memoirs Program</i>

1-03	Helping Students Sort Through Digital Disinformation	False and dangerous scientific claims circulate rapidly across digital platforms, creating urgent challenges for teachers. This practical, discussion-based session introduces classroom-ready ways to help students identify, analyze, and respond to misinformation, disinformation, and conspiracy theories across subjects and grade levels without shame or polarization. Participants will begin with a “True, False, or Tricky?” activity, examining first impressions, comparing interpretations, and practising careful verification. They will then use the FLICC framework (Fake Experts, Logical Fallacies, Impossible Expectations, Cherry Picking, and Conspiracy Theories) to recognize recurring rhetorical techniques in online claims. Through a sorting-circle activity, educators will consider how to separate evidence from inference, evaluate sources, notice misleading framing, and revise claims responsibly. The session also models an “inoculation, not humiliation” approach: name the technique, explain its effect, and ask a better question. Participants will leave with adaptable activities, discussion prompts, a reusable verification routine, and strategies for cultivating curious, compassionate, evidence-informed classroom cultures.	Michael Link <i>Assoc. Professor - U of W Faculty of Education</i>
1-04	Teaching Inquiry-Based Approaches in History Education Through Historical Thinking Concepts: The Holodomor & Human Rights Education	This interactive professional learning session equips high school educators with practical, inquiry-based strategies for teaching the Holodomor through the Historical Thinking Concepts (HTCs) and human rights education. Using the Holodomor Exhibit and classroom-ready resources, participants will examine primary and secondary sources, analyze historical narratives, and explore multiple perspectives—including Indigenous ways of knowing—to support inclusive, evidence-based history education. Focusing on the HTCs of Cause and Consequence and Continuity and Change, educators will explore strategies that foster critical thinking, meaningful classroom dialogue, and connections between historical injustices and contemporary human rights issues. Educators will also be introduced to The Historian's Craft: Human Rights & the Holodomor, a curriculum-aligned classroom resource by Valentina Kuryliw, Director of Education for the Holodomor Research and Education Consortium (HREC), featuring lessons and teaching strategies that support inquiry, and HTC & human rights education across secondary grade levels.	Orysya Petryshyn (Teacher - WSD) Valentyna Noseworthy (WSD)
1-05	Bringing the Nakba Into the Classroom	How do we bring marginalized histories into our classrooms and help students understand how the past shapes the present? This interactive session explores how the Manitoba curriculum can guide inquiry into the Nakba especially using the Six Historical Thinking Concepts to structure student investigation and critical analysis. Together, we will consider how to bring Manitoba's national and global commitment to equal rights, diversity, and	IJV-Winnipeg

		pluralism into our classrooms and communities. We will model courageous conversations, share primary and secondary sources, and feature classroom engagement with Independent Jewish Voices (IJV)–Winnipeg. IJV-Winnipeg is a grassroots organization of diverse Jewish voices grounded in Jewish tradition that opposes all forms of racism and advocates for justice and peace for all. This partnership models how social studies education can include community partnerships to encourage critical reflection. Participants will leave with concrete tools to help students think historically, engage with multiple perspectives, and develop ethical reasoning for active democratic citizenship.	
1-06	Communication Across the Curriculum: Activating Critical Thinking and Communication as Global Competencies	The main focus of this session is communication across the curriculum. The facilitators will provide an introduction to a conceptual framework that allows any Social Studies teacher to engage the global competencies of communication and critical thinking through the “big six” historical thinking concepts. A thorough review of the historical thinking concepts will be conducted in tandem with the updated thematic strands in Social Studies. Teachers will also learn how to reflect on their practice through a journaling exercise designed to activate elements of critical reflection through twelve specific items of praxis. Participants will leave this session with a new perspective on the global competencies in general, as well as a conceptual framework for engaging communication and critical thinking across the curriculum. On completion, they will know how to apply this powerful journaling method directly to their practice in critically embracing the global competencies in the 21st century classroom.	Jarrett Cole (Teacher - Mystery Lake) Jen Reid (Professor - Uni. College of the North)
1-07	Promoting Rocky Cree Understandings to Inform Cross-curricular Learning in Manitoba Schools: Six Seasons Project	This interactive workshop equips Middle and Senior Years educators with a model of collaborative research strategies, and a framework within which to explore how historical narratives are constructed, whose voices are centred, and how to critically analyze diverse primary source accounts. Members of the Six Season’s project’s curriculum writing team will provide details of 18 years of collaborative research following a historical find in Northern Manitoba and introduce participants to a series of three historical fiction picture books that feature young adult Rocky Cree characters seeking to discover their miskanaw. They will provide information on how to access the accompanying teachers’ guides and digital apps. Teachers will engage in sample lesson activities that unsettle established histories by “reading” and responding to the Star Chart, a graphic representation of a vast collection of knowledge about Rocky Cree stories, traditions, teachings and culture. While all participants will leave with lesson plan packages, two participants will also leave with the door	Audrey Barkman Hill (Curriculum Team Leader for Six Season Project - U of W) Latika Raisinghani (Six Seasons Curriculum Team - U of W)

		prize of a Six Seasons historical picture book and its accompanying Teachers Guide.	
1-08	Historical Thinking for a Complex World	History education is asked to do many things: develop historical knowledge, foster informed citizenship, help students understand the present, and prepare them to navigate an increasingly complex world. But what does this look like in practice? This session explores how historical thinking can help students move beyond simply learning about the past to actively engaging in the disciplinary work of history. Through a focus on evidence, interpretation, and perspective, participants will consider how historians construct and contest understandings of the past—and how these processes can become meaningful classroom experiences. Participants will leave with practical questions and strategies for deepening students' engagement with historical evidence, interpretation, and perspective; ideas for moving beyond content coverage toward inquiry and disciplinary thinking; and opportunities to connect historical thinking with the Manitoba Global Competencies. The session will also invite reflection on the purposes of history education and how those purposes shape what and how we teach.	Kevin Lopuck <i>Curriculum Consultant - MEECL</i>
1-09	The White Poppy Campaign	After WWI the message "Lest We Forget" came to be a warning to not forget the sacrifices and horrors of war. Many feel this message has become lost over time. This session introduces teachers to the history and purpose of the White Poppy Campaign and explores how it can complement traditional Remembrance Day activities. Participants will examine the campaign's historical roots, its focus on remembering the human costs of war, and its call to work toward peace and the prevention of future conflicts. A sample Remembrance Day ceremony previously presented in schools will provide a practical model that teachers can adapt for their own communities. In light of today's geopolitical climate, a renewed global arms race, and the goal of increasing defence spending to 5% of GDP, the session will invite educators to consider how Remembrance Day can encourage students to critically examine war, militarism, peace, and Canada's role in the world. Time will be provided for questions and discussion.	Rachel Reesor-Taylor & Candice Bodnaruk <i>Peace Alliance Winnipeg</i>
1-10	Indigenous Voices: The National Film Board of Canada	Join us in showcasing Indigenous Voices, a dynamic new media-based learning resource from the NFB. Designed by Indigenous educators, this innovative platform offers students across Canada an authentic and meaningful opportunity to engage with themes of history, community, justice, and Reconciliation as they relate to the Indigenous peoples of Turtle Island. Grounded in the powerful lived experiences of young Indigenous mentors, Indigenous Voices is an interactive learning journey in which activities are anchored by the NFB's rich catalogue of Indigenous-made cinema—bringing storytelling, perspective, and critical	Bobbie-Jo LeClair <i>LRSD</i>

		reflection into the classroom in a compelling and accessible way. More than a resource, Indigenous Voices is a framework for transformative learning. It has been developed in the spirit of “nothing about us, without us,” through meaningful collaboration with Indigenous leaders and communities, guided by the five R’s of ethical engagement—Respect, Relevance, Reciprocity, Responsibility, and Relationship.	
1-11	Holocaust Memorial Sites Study Tours for Educators: Teaching History, Memory, and the Dangers of Hatred	The Holocaust Memorial Sites Study Tours for Educators (HMSSTE) offers educators an opportunity to engage deeply with Holocaust history through evidence-based learning and firsthand encounters with memorial and historical sites. This session will explore how immersive engagement can deepen understanding of the lives and communities destroyed during the Holocaust, as well as the roles of antisemitism, propaganda, collaboration, silence, persecution, and genocide. Participants will consider how Holocaust education can develop students’ critical thinking and media literacy skills, including evaluating evidence, recognizing propaganda and disinformation, and understanding Holocaust denial and historical distortion. The session will also examine how educators can connect Holocaust history to contemporary efforts to confront antisemitism, bigotry, and hatred. Participants will learn how to engage with HMSSTE and its broader educator community to continue this work beyond the session.	Kelly Hiebert (Teacher - SJASD) Naama Samphir (Teacher - Gray Academy Jewish School)

Concurrent Session #2 (12:40-1:35 pm)

Please note, session A2-01 is a full afternoon off-site session, taking place at The St. Vital Museum. If you select this session, do not select a 3rd session.

Session	Title	Description	Presenter(s) Position / Affiliation
2-01	Second Chances	Participants will learn how polio epidemics affected society—primarily children—and how deliberate misinformation caused panic and nearly derailed the hunt for an effective vaccine. Teachers can access an on-line guide to explore the topics of science vs belief and the concept of social responsibility vs the assertion of individual rights. Participants will also learn about the injustice done to the Métis residents of Rooster Town in Winnipeg whose homes were expropriated to make way for a shopping centre, part of the era of urban clearances that targeted poor, non-white communities. Teachers can use this local example to help students address historical wrongs in Canadian society that explain our present and allow us to reframe our thinking and actions to make society better in the future.	Harriet Zaidman Author

2-02	I Have in My Possession a Secret Map: A Winnipegger, a Forgery, and Why Historical Thinking is a Survival Skill in 2026	In 1939, isolationist America, neither pro-British nor pro-German, was averse to entering the European war. With support from British PM Winston Churchill, Winnipegger William Stephenson established the British Security Coordination (BSC) in 1940 in New York. The BSC spent 1940-41 persuading the American government and population to enter the war in support of Britain and the allies. Under Stephenson's leadership, the BSC used disinformation, covert tactics, and pro-British propaganda to change public opinion to support the British. The initial American response included sending planes, ships, and materiel to the British under a lend-lease program in exchange for bases. The ultimate support was America's involvement in the European war. Stephenson's personal history was almost as vague as the BSC propaganda, perhaps intentionally. This presentation discusses historical and contemporary media disinformation, misinformation, context, techniques, myths and mitigation. Takeaways include an AI-generated evidence tier activity and a source packet.	Dale Watts <i>The Intrepid Society & Retired Post-Secondary Educator</i>
2-03	The Power of Questions: Exploring History Through Inquiry-Based Learning	Meaningful learning begins with curiosity, student voice, and authentic engagement. Inquiry-based learning brings these elements together in powerful ways. This session offers practical strategies to engage students in developing questions to guide exploration and deepen their understanding of the past. While geared toward elementary educators, the ideas shared are easily adaptable across grade levels.	Angie Waite <i>Teacher - LRSD & MSSTA - President</i>
2-04	Holocaust Education and Contemporary Antisemitism	"Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." – Elie Wiesel These words, spoken in Wiesel's 1986 Nobel Peace Prize acceptance speech, remain deeply relevant today. Antisemitism continues to rise in Canada, accounting for over 70% of religiously motivated hate crimes nationwide (Statistics Canada). Gaps in education and Holocaust denial further fuel contemporary Jew-hatred. With Holocaust Education now mandated in Grades 6, 9, and 11, educators have an important opportunity to connect history with the world students experience today. Cari Satran, a Jewish educator with more than 20 years of experience teaching Holocaust Education at the middle and secondary levels, will share a meaningful, engaging study that explores the connections between antisemitism past and present—and how ancient hatred reappears in new forms. Participants will gain a deeper understanding of the Holocaust, its relevance to Canadian society, and practical, curriculum-linked resources to foster critical thinking, empathy, active citizenship, as well as the understanding that history does not end on a timeline.	Cari Satran <i>Teacher - SOSD</i>

2-05	Behind the Screen: The 764 Network and Nihilistic Violent Extremism	This session examines the evolution of extremism in Canada, from organized neo-Nazi, white supremacist, and hate-based movements to decentralized online networks, mixed-ideology extremism, and emerging Nihilistic Violent Extremism such as the 764 network. Drawing on Seixas and Morton's historical thinking framework, participants will use continuity and change, cause and consequence, evidence, historical perspectives, and ethical dimensions to examine what has changed in extremist movements and what patterns persist. The session also engages debates around neutrality in history and social studies education, asking whether neutrality is possible or appropriate when teaching hate, dehumanization, and political violence. Through critical digital literacy and historical inquiry, teachers will explore practical ways to analyze extremist narratives, symbols, sources, and online content. Participants will receive a classroom-ready inquiry activity, discussion prompts, source-evaluation strategies, the updated ERIM Toolkit, and an introduction to the Resilience Manitoba app.	Kawser Ahmed <i>Adjunct Professor</i> - U of W
2-06	Whose Story? Challenging Dominant Narratives in Canadian History	Whose stories shape how we understand Canada's past? This interactive session invites educators to examine how dominant historical narratives can centre some experiences while marginalizing or excluding others—and what happens when those narratives are unsettled. Drawing on an inquiry developed and implemented with students, participants will engage in the process of questioning familiar accounts of Canadian history and considering how lived experiences and alternative perspectives can complicate what we think we know. Participants will experience a ready-to-use inquiry activity and leave with practical strategies for helping students critically examine historical narratives, consider whose voices are present or absent, and develop more complex understandings of Canada's past. The session will also explore how these approaches can support meaningful classroom discussion and connect historical inquiry to democratic citizenship. Together, we will consider how history classrooms can move beyond simply adding new stories to the curriculum to questioning how historical narratives themselves are constructed.	Kevin Lopuck <i>PhD Candidate</i> - U of M
2-07	Whose History Gets Remembered? Challenging the Myth of Historical Neutrality Through 2SLGBTQIA+ History	Whose stories become part of Canadian history, and whose are overlooked? Using the history of Canada's Pride movement as a case study, this interactive session explores how historical narratives are constructed, challenged, and revised as new evidence and perspectives emerge. Participants will examine how newspapers, photographs, oral histories, government records, and archival materials can reveal different, and sometimes conflicting, accounts of the past. Participants will then put historical thinking into practice by playing the	Jonathan Niemczak <i>Canadian Pride Historical Society</i> - President

		Canadian Pride Historical Society's Pride Milestones Game, working together to place events from 2SLGBTQIA+ history in chronological order and discuss their historical significance. Teachers will leave with practical ideas for exploring evidence, perspective, historical significance, and missing voices with students, as well as access to CPHS educational resources that can support further classroom inquiry. No prior knowledge of 2SLGBTQIA+ history is required.	
2-08	Trappers and Traders: The Fur Trade Card Game – How a Simple Idea Became a Catalyst for a Curriculum-Based History Teaching Tool	This interactive session introduces Trappers and Traders: The Fur Trade Card Game as an inquiry-based teaching resource for middle-years and secondary social studies. Participants will play the game, examine the accompanying Teacher's Guide, and explore classroom strategies that use gameplay to encourage discussion, historical inquiry, and critical reflection. The session will demonstrate the development of the game, and how the game can serve as both an introductory activity and a catalyst for deeper investigations into the Canadian fur trade using primary and secondary sources. This resource can support historical thinking by moving students beyond memorizing facts and toward analyzing evidence, considering multiple perspectives, and questioning historical narratives. Participants will gain practical ideas for integrating gameplay into inquiry-based history instruction and adapting the resource for a variety of grade levels and learning needs.	Belinda Riehl-Fitzsimmons <i>Saskatchewan Archaeological Society</i>
2-09	Indigenous Voices: The National Film Board of Canada	Join us in showcasing Indigenous Voices, a dynamic new media-based learning resource from the NFB. Designed by Indigenous educators, this innovative platform offers students across Canada an authentic and meaningful opportunity to engage with themes of history, community, justice, and Reconciliation as they relate to the Indigenous peoples of Turtle Island. Grounded in the powerful lived experiences of young Indigenous mentors, Indigenous Voices is an interactive learning journey in which activities are anchored by the NFB's rich catalogue of Indigenous-made cinema—bringing storytelling, perspective, and critical reflection into the classroom in a compelling and accessible way. More than a resource, Indigenous Voices is a framework for transformative learning. It has been developed in the spirit of “nothing about us, without us,” through meaningful collaboration with Indigenous leaders and communities, guided by the five R's of ethical engagement—Respect, Relevance, Reciprocity, Responsibility, and Relationship.	Bobbie-Jo LeClair <i>LRSD</i>

2-10	What a Disaster! Teaching Cause and Consequence Using Historical Calamity	Historical disasters can offer engaging case studies for building students' understanding of Cause and Consequence. This session will introduce this Historical Thinking Concept and provide attendees with classroom-ready notes and resources to build students' competency with the various categories built into this HTC. We'll begin with a middle years-friendly fictional case study and then apply the concepts to the sinking of the SS Atlantic as an exemplar of how a disaster can become a guided historical inquiry. From there, we'll consider framing and application: what makes a strong one-day lesson or sub plan, versus what could expand into larger, student-led projects. Attendees are encouraged to bring examples of their own 'favourite' historical disasters to share and collaborate on a collection of suitably disastrous lesson ideas to bring home to their students.	Jolene Fiarchuk <i>Teacher - Pembina Trails</i>
2-11	Investigating the Holocaust Through Historical Thinking	In this session, educators will learn about the historical thinking concepts as a framework that can be used to approach the study of the Holocaust. We will be using our digital platform Re:Collection and investigating specific themes. For example, when investigating historical perspectives, teachers can use the theme of family, and consider: Were all reactions of the survivors the same? If not, why? Did these reactions result in change? Teachers will leave the session with a renewed understanding of how incorporating multiple survivor voices can prompt connection to the historical thinking concepts, along with learning how to use Re:Collection and resources from our program. They will also be prompted to consider neutrality when thinking historically, as ultimately the goal is not for students to consider what they would have done and felt in the past, but to understand what someone in the past did and felt in relation to their own circumstances.	Emily Dychtenberg <i>Azrieli Foundation Holocaust Survivor Memoirs Program</i>
2-12	Teaching Indigenous History for Non-Indigenous Teachers	This session will encourage and assist any teachers wanting to incorporate more Indigenous perspectives into their practice. Many colleagues have expressed concern, uncertainty, and trepidation about including Indigenous perspectives in their teaching for fear of getting it "wrong" or being unsure about where the line between appreciation and appropriation lies. Through heartfelt and safe discussion, we will explore strategies to navigate incorporating Indigenous content in a way that feels authentic for the benefit of teachers and their students. The session will look critically at our history as a country. This includes analyzing how Indigenous perspectives and worldviews have been marginalized in the past and reflecting on the present relations between Indigenous and non-Indigenous people in Canada where it is clear that there are many misunderstandings and misconceptions as to how this has come to be.	Jac-Lynn Wasyliv <i>Teacher - LRSD</i>

2-13	Exploring Historic Codes and Traditions: The Universality of International Humanitarian Law	Armed conflicts around the world are increasing in complexity and severity, and students are often exposed to misinformation, polarized viewpoints, and dehumanizing narratives about affected populations. This interactive session introduces educators to a Canadian Red Cross inquiry-based lesson and the broader range of tools and classroom resources available to support teaching about armed conflict and related humanitarian issues. Using International Humanitarian Law (IHL), including examples from historical codes, customs, and traditions from diverse cultures and time periods, participants will explore how societies have sought to limit the devastation caused by war. Through practical activities and historical inquiry, educators will experience approaches that help students examine evidence, challenge assumptions, identify continuity and change, and consider multiple perspectives. Participants will leave with practical ideas, instructional strategies, and access to ready-to-use Canadian Red Cross lessons and resources they can immediately apply in their classrooms to support respectful and critical engagement with challenging topics.	Karyn Stone <i>Canadian Red Cross - Senior Specialist, IHL Policy</i>
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A2-01	TBD		Kelly & Armand Jerome (and St. Vital Museum Staff)
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Concurrent Session #3 (1:55-2:50 pm)

Session	Title	Description	Presenter(s) <i>Position / Affiliation</i>
3-01	What Friends are For: Women's Rights Under Attack in the 21st Century	Participants will learn how women's rights to control their own bodies were restricted by criminal law in Canada, including how illegal abortions damaged and killed young women until the laws were challenged by the women's movement and Dr. Henry Morgentaler and were replaced by medical guidelines through a Supreme Court of Canada decision in 1988. The repeal of Roe v Wade in the US is taking women's rights back a century, with misinformation and political and religious ideologies replacing science and social justice. Restricting women's rights is an indication that rights for others will be undermined, and is part of a broader political agenda. This example can be part of conversations in the Grade 9 curriculum, specifically the changes in the status of women in Canada, as well as analyzing rights, suffrage, cultural diversity, and how society respects the rights of others.	Harriet Zaidman <i>Author</i>

3-02	I Have in My Possession a Secret Map: A Winnipegger, a Forgery, and Why Historical Thinking is a Survival Skill in 2026	In 1939, isolationist America, neither pro-British nor pro-German, was averse to entering the European war. With support from British PM Winston Churchill, Winnipegger William Stephenson established the British Security Coordination (BSC) in 1940 in New York. The BSC spent 1940-41 persuading the American government and population to enter the war in support of Britain and the allies. Under Stephenson's leadership, the BSC used disinformation, covert tactics, and pro-British propaganda to change public opinion to support the British. The initial American response included sending planes, ships, and materiel to the British under a lend-lease program in exchange for bases. The ultimate support was America's involvement in the European war. Stephenson's personal history was almost as vague as the BSC propaganda, perhaps intentionally. This presentation discusses historical and contemporary media disinformation, misinformation, context, techniques, myths and mitigation. Takeaways include an AI-generated evidence tier activity and a source packet.	Dale Watts <i>The Intrepid Society & Retired Post-Secondary Educator</i>
3-03	Engaging Global Citizens in an Age of Social Uncertainty	This interactive professional development session introduces educators to the Manitoba Council for International Cooperation (MCIC) and its free educational resources, workshops, and youth engagement opportunities. Through hands-on activities, discussion, and experiential learning, participants will explore practical strategies for fostering historical thinking, critical inquiry, respectful dialogue, and global citizenship. Teachers will leave with classroom-ready bilingual resources and ideas to help students connect historical perspectives with contemporary global issues and active civic engagement.	Bea Basaran <i>MCIC - Education Specialist</i>
3-04	Behind the Screen: The 764 Network and Nihilistic Violent Extremism	This session examines the evolution of extremism in Canada, from organized neo-Nazi, white supremacist, and hate-based movements to decentralized online networks, mixed-ideology extremism, and emerging Nihilistic Violent Extremism such as the 764 network. Drawing on Seixas and Morton's historical thinking framework, participants will use continuity and change, cause and consequence, evidence, historical perspectives, and ethical dimensions to examine what has changed in extremist movements and what patterns persist. The session also engages debates around neutrality in history and social studies education, asking whether neutrality is possible or appropriate when teaching hate, dehumanization, and political violence. Through critical digital literacy and historical inquiry, teachers will explore practical ways to analyze extremist narratives, symbols, sources, and online content. Participants will receive a classroom-ready inquiry activity, discussion prompts, source-evaluation strategies, the updated ERIM Toolkit, and an introduction to the Resilience Manitoba app.	Kawser Ahmed <i>Adjunct Professor - U of W</i>

3-05	Beyond Crafts: Creative Expression as Historical Inquiry	In this session, we'll explore how creative expression and the visual arts can be used as meaningful tools for historical inquiry, rather than being viewed solely as specialty subjects. Participants will examine how artwork can serve as a historical source by considering perspective, identifying bias, questioning whose voices are represented or missing, and critically examining the stories being told. Through hands-on analysis and discussion, participants will explore ways to bring creative expression into social studies classrooms and use art to deepen students' understanding of the past. This session will encourage educators to consider who created the source, why it was created, what it can tell us about the past, and whose stories may be left out.	Stephanie Reid <i>Teacher - LRSD (Creative Arts Specialist K-8)</i>
3-06	Teaching Indigenous History for Non-Indigenous Teachers	This session will encourage and assist any teachers wanting to incorporate more Indigenous perspectives into their practice. Many colleagues have expressed concern, uncertainty, and trepidation about including Indigenous perspectives in their teaching for fear of getting it "wrong" or being unsure about where the line between appreciation and appropriation lies. Through heartfelt and safe discussion, we will explore strategies to navigate incorporating Indigenous content in a way that feels authentic for the benefit of teachers and their students. The session will look critically at our history as a country. This includes analyzing how Indigenous perspectives and worldviews have been marginalized in the past and reflecting on the present relations between Indigenous and non-Indigenous people in Canada where it is clear that there are many misunderstandings and misconceptions as to how this has come to be.	Jac-Lynn Wasyliw <i>Teacher - LRSD</i>
3-07	Exploring Historic Codes and Traditions: The Universality of International Humanitarian Law	Armed conflicts around the world are increasing in complexity and severity, and students are often exposed to misinformation, polarized viewpoints, and dehumanizing narratives about affected populations. This interactive session introduces educators to a Canadian Red Cross inquiry-based lesson and the broader range of tools and classroom resources available to support teaching about armed conflict and related humanitarian issues. Using International Humanitarian Law (IHL), including examples from historical codes, customs, and traditions from diverse cultures and time periods, participants will explore how societies have sought to limit the devastation caused by war. Through practical activities and historical inquiry, educators will experience approaches that help students examine evidence, challenge assumptions, identify continuity and change, and consider multiple perspectives. Participants will leave with practical ideas, instructional strategies, and access to ready-to-use Canadian Red Cross lessons and resources they can immediately apply in their classrooms to support respectful and critical engagement with challenging topics.	Karyn Stone <i>Canadian Red Cross - Senior Specialist, IHL Policy</i>

3-08	Trappers and Traders: The Fur Trade Card Game – How a Simple Idea Became a Catalyst for a Curriculum-Based History Teaching Tool	This interactive session introduces Trappers and Traders: The Fur Trade Card Game as an inquiry-based teaching resource for middle-years and secondary social studies. Participants will play the game, examine the accompanying Teacher's Guide, and explore classroom strategies that use gameplay to encourage discussion, historical inquiry, and critical reflection. The session will demonstrate the development of the game, and how the game can serve as both an introductory activity and a catalyst for deeper investigations into the Canadian fur trade using primary and secondary sources. This resource can support historical thinking by moving students beyond memorizing facts and toward analyzing evidence, considering multiple perspectives, and questioning historical narratives. Participants will gain practical ideas for integrating gameplay into inquiry-based history instruction and adapting the resource for a variety of grade levels and learning needs.	Belinda Riehl-Fitzsimmons <i>Saskatchewan Archaeological Society</i>
3-09	Holocaust Memorial Sites Study Tours for Educators: Teaching History, Memory, and the Dangers of Hatred	The Holocaust Memorial Sites Study Tours for Educators (HMSSTE) offers educators an opportunity to engage deeply with Holocaust history through evidence-based learning and firsthand encounters with memorial and historical sites. This session will explore how immersive engagement can deepen understanding of the lives and communities destroyed during the Holocaust, as well as the roles of antisemitism, propaganda, collaboration, silence, persecution, and genocide. Participants will consider how Holocaust education can develop students' critical thinking and media literacy skills, including evaluating evidence, recognizing propaganda and disinformation, and understanding Holocaust denial and historical distortion. The session will also examine how educators can connect Holocaust history to contemporary efforts to confront antisemitism, bigotry, and hatred. Participants will learn how to engage with HMSSTE and its broader educator community to continue this work beyond the session.	Kelly Hiebert (Teacher - SJASD) Naama Samphir (Teacher - Gray Academy Jewish School)
3-10	Bringing the Nakba Into the Classroom	How do we bring marginalized histories into our classrooms and help students understand how the past shapes the present? This interactive session explores how the Manitoba curriculum can guide inquiry into the Nakba especially using the Six Historical Thinking Concepts to structure student investigation and critical analysis. Together, we will consider how to bring Manitoba's national and global commitment to equal rights, diversity, and pluralism into our classrooms and communities. We will model courageous conversations, share primary and secondary sources, and feature classroom engagement with Independent Jewish Voices (IJV)–Winnipeg. IJV-Winnipeg is a grassroots organization of diverse Jewish voices grounded in Jewish tradition that opposes all forms of racism and advocates for justice and peace for all. This partnership models how social studies	IJV-Winnipeg

		education can include community partnerships to encourage critical reflection. Participants will leave with concrete tools to help students think historically, engage with multiple perspectives, and develop ethical reasoning for active democratic citizenship.	
3-11	Holocaust Education and Contemporary Antisemitism	"Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." – Elie Wiesel These words, spoken in Wiesel's 1986 Nobel Peace Prize acceptance speech, remain deeply relevant today. Antisemitism continues to rise in Canada, accounting for over 70% of religiously motivated hate crimes nationwide (Statistics Canada). Gaps in education and Holocaust denial further fuel contemporary Jew-hatred. With Holocaust Education now mandated in Grades 6, 9, and 11, educators have an important opportunity to connect history with the world students experience today. Cari Satran, a Jewish educator with more than 20 years of experience teaching Holocaust Education at the middle and secondary levels, will share a meaningful, engaging study that explores the connections between antisemitism past and present—and how ancient hatred reappears in new forms. Participants will gain a deeper understanding of the Holocaust, its relevance to Canadian society, and practical, curriculum-linked resources to foster critical thinking, empathy, active citizenship, as well as the understanding that history does not end on a timeline.	Cari Satran <i>Teacher - SOSD</i>
3-12	Whose History Gets Remembered? Challenging the Myth of Historical Neutrality Through 2SLGBTQIA+ History	Whose stories become part of Canadian history, and whose are overlooked? Using the history of Canada's Pride movement as a case study, this interactive session explores how historical narratives are constructed, challenged, and revised as new evidence and perspectives emerge. Participants will examine how newspapers, photographs, oral histories, government records, and archival materials can reveal different, and sometimes conflicting, accounts of the past. Participants will then put historical thinking into practice by playing the Canadian Pride Historical Society's Pride Milestones Game, working together to place events from 2SLGBTQIA+ history in chronological order and discuss their historical significance. Teachers will leave with practical ideas for exploring evidence, perspective, historical significance, and missing voices with students, as well as access to CPHS educational resources that can support further classroom inquiry. No prior knowledge of 2SLGBTQIA+ history is required.	Jonathan Niemczak <i>Canadian Pride Historical Society - President</i>