

*The responsible, active citizen participates in their community for the common good. Citizenship education provides “ways in which young people are prepared and consequently ready and able to undertake their roles as citizens.”*

Julian Fraillon and Wolfram Schulz, “Concept and Design of the International Civic and Citizenship Study” (2008)

*Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this requires “knowing the facts”, but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.*

Peter Seixas, “Scaling Up the Benchmarks of Historical Thinking” (2008)

*Our daily lives are interwoven with geography. Each of us lives in a unique place and in constant interaction with our surroundings. Geographic knowledge and skills are essential for us to understand the activities and patterns of our lives and the lives of others.*

Gilbert M. Grosvenor Center for Geographic Education, Why Geography Is Important (2007)

*Good citizens of the community and decision makers for the planet need to act according to an integrated understanding of the relationships between diverse forces. It is not enough simply to understand why things are the way they are, and not even enough just to comprehend the impact. Decision makers engaged in geographic inquiry are equipped to make better choices for themselves and others based on the data and their study.*

ESRI Schools and Libraries Program, Geographic Inquiry: Thinking Geographically

*When students are engaged in their learning and social environment, they are better able to develop the skills and knowledge and grasp the opportunities that can help them reach their full potential, pursue lifelong learning, and contribute to a prosperous, cohesive society. As we move forward with our education agenda, we will bring new energy to our efforts to foster student engagement, both academic and social.*

Ontario Ministry of Education,

*Reach Every Student: Energizing Ontario Education (2008), p. 12*

*... social studies instruction does not merely have students repeat information that they have heard or read; rather, it engages them in thinking about ideas, concepts, people, places, events and, yes, even facts.*

Mike Yell, "Thinking and Social Studies" (2009)