Learning to Inquire in History, Geography, and Social Studies: An Anthology for Secondary Teachers

Comparing editions

5th edition (2025): 55 shorter chapters clustered around 11 topics averaging under 9 pages each

4th edition (2020): 31 chapters averaging 14 pages each

New 5th edition (2025)	Former 4th edition (2020)	Summary of changes
1. Embarking on Professional Inquiry	1. Learning to Teach, Learning to Inquire	Minor editorial changes
Creating a Legacy		
2.0 Teaching So It Matters 2.1 Imagining the Curriculum 2.1 Formulating a Vision	No comparable chapter 3. Imagining the Curriculum 4. Developing a Vision for Social Studies	New chapter on increasing the likelihood of making a lasting impact Updates and streamlining of two existing chapters on the flexibility to interpret the curriculum and the importance of a vision for teaching
Unpacking the Goals		
3.0 Taking Our Goals Seriously 3.1 Deep Understanding 3.2 Real Competency 3.3 Internalized Values	No comparable chapter 8. Teaching for Understanding (partial) 9. Teaching for Competency (partial) 20. Navigating Values in the Secondary Classroom (partial)	New chapter on the importance of committing to a handful of goals that are clearly defined in terms of performance indicators Substantial revision and sharpened focus of chapters dealing with the three types of goals
Rising to the Challenges of Our Time		
4.0 Opening Your Classroom to the World 4.1 The Climate Crisis 4.2 Reconciliation	2. Issues Facing the Field (partial) Re-visioning the Earth's Story (2. Issues Facing the Field) 19. Teaching for Reconciliation	Consolidation and updating of eight issues drawn from the previous edition Addition of three new issues: commemoration of contested histories, genocide, and fake news

4.3 Historical Injustices	Righting Historical Wrongs (2. Issues Facing the Field)	
4.4 Respectful Commemoration	No comparable chapter	
4.5 Genocide	No comparable chapter	
4.6 The Illusion of Democracy	Teaching About and for Democracy (2. Issues Facing the Field)	
4.7 Fake News, Conspiracies, and Twisted Histories	No comparable chapter	
4.8 2S/LGBTQIA+ Affirming Pedagogy	Enacting LGBT2Q+ Affirmative Pedagogy (2. Issues Facing the Field)	
4.9 Intersecting Identities	18. Teaching About and For Ethnocultural Diversity	
4.10 Student Agency	16. The Place of Social Action in Social Studies	
4.11 Hopefulness	21. Teaching for Hope	
Charting the Learning Journey		
5.0 The Habits of Effective Planners 5.1 Course Previews 5.2 Unit Overviews 5.3 Detailed Lessons	29. Course, Unit and Lesson Planning	Division of the extensive previous chapter into four segments, rewritten with an enhanced approach to planning for sustained inquiry and enhanced assessment practices
Adopting an Inquiry Approach		
6.0 The Case for Genuine Inquiry 6.1 Problematizing What Is to Be Learned	11. Inquiry Doesn't Just Happen 8. Teaching for Understanding (partial)	Consolidation of various pre-existing chapters into a focused cluster on embedding and supporting an inquiry approach to teaching New chapters on sustaining inquiry and

6.2 Framing Sustained Inquiries 6.3 Thoughtful Questioning and Discussion 6.4 Supporting Independent Inquiry 6.5 Promoting Reading Comprehension	No comparable chapter No comparable chapter 14. Supporting Independent Inquiry 28. Reading Comprehension Strategies in Social Studies	classroom questioning
Tailoring Inquiry to the Disciplines		
7.0 Disciplined Inquiry 7.1 Embedding Historical Thinking 7.2 Embedding Geographical Thinking	No comparable chapter 5. Embedding Historical Thinking in the Classroom 7. Learning to Think Geographically	New chapter introduces the role of six thinking concepts that are at the core of every social studies discipline Revisions to two associated chapters on the treatment of these six concepts in history and geography
Engaging With Alternative Narratives		
8.0 Accommodating a Diversity of World Views 8.1 A Critical Approach to Teaching History 8.2 History From an Indigenous Perspective	No comparable chapter 6. A Critical Approach to Teaching History Indigenous Meanings of History (2. Issues Facing the Field)	New chapter on the challenges and strategies for navigating classrooms that may reflect a deeply divided world Replacement of the chapter on Indigenous perspectives with a highly recommended chapter by the same author
9. Facilitating Scaffolded Inquiry	No comparable chapter	New chapter on clarifying the role of facilitator and how it differs from the role of instructor
Creating the Conditions for Learning		
10.0 Shaping the Character of the Class 10.1 Creating a Co-operative Classroom	13. Shaping the Learning Environment 15. Learning Co-operatively	Moderate changes to pre-existing chapters to shorten them and emphasize key features
Building Student Capacity		

11.0 Teaching the Tools 11.1 Relevant Information 11.2 Key Concepts and Distinctions 11.3 Criteria for Judgment 11.4 Self-regulated Strategies 11.5 Productive Habits of Mind	9. Teaching for Competency (partial) No comparable chapter 10. Teaching Concepts No comparable chapter No comparable chapter 20. Navigating Values in the Secondary Classroom (partial)	New cluster that greatly expands the treatment of the nature and role of teaching five types of intellectual tools to build student capacity
Providing Feedback and Guidance		
12.0 Assessment as Teaching 12.1 Assessing Student Work 12.2 Reporting on Overall Achievement	No comparable chapter 31. Student Ownership of Assessment 30. Principles and Methods of Authentic Assessment	New cluster of chapters on rethinking the purposes of assessment and on when and how to comment on student work and to report on overall achievement
Mobilizing Diverse Resources		
13.0 Activating Resource Opportunities 13.1 Text-based Resources 13.2 Visual Resources 13.3 Primary Historical Documents 13.4 Historical Fiction 13.5 Maps 13.6 People and Places	No comparable chapter No comparable chapter 23. Exploring Visual Resources 24. Using Primary Documents 25. Using Fiction to Teach History 26. Resource-based Learning in Geography 27. Using the Community as a Resource	Two new chapters on the effective use of learning resources and on text-based resources A refocused chapter on maps that enhances the pre-existing chapter on geography resources Four chapters (visuals, primary sources, fiction, people and places) updated and reduced from the previous edition

	Not carried forward from 4th edition
No comparable chapters in 5th edition	Public History Goes to School (2. Issues Facing the Field) Cyberbullying in Canadian Classrooms (2. Issues Facing the Field) 12. A Framework for Critical Inquiry 17. Creating Inclusive Classrooms 22. Digitally-enhanced Learning