Exploring Identity, Inclusion and Citizenship: The 1907 Vancouver Riots

A resource kit exploring cultural relations and identities during early twentieth century Canada as seen through the eyes of five pivotal groups

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About the Series

*Exploring Identity, Inclusion and Citizenship: The 1907 Vancouver Riots* is the inaugural resource in a new series of publications called *Pivotal Voices*. This series recognizes that there is no one story for most historical events, but rather differing accounts depending upon whose story is being told. Unfortunately, most teaching materials are written predominately from the perspective of the dominant culture, with other perspectives being added, if at all, as sidebars. This series offers an alternative to the single narrative approach by embedding multiple voices at the heart of studying history. Since it is impossible and unproductive to try to represent all conceivable perspectives on a given event, we focus on key groups whose stories are likely to differ from one another. The series title—*pivotal voices*—reflects this approach and our attempts to present the various group’s stories in their own words. In this initial publication the lead up, details and aftermath of riots in Vancouver at the turn of the twentieth century are explored from the perspectives of five key groups: Aboriginal, Chinese, European, Japanese, and South Asian people.

Unfortunately, the riots, their causes and impact are rarely addressed in secondary classrooms. This resource helps students understand the significance of this event as a landmark incident in what has become a four-century long journey towards an inclusive Canada. All the while, students probe the most central issues in Canadian social, political and economic history—addressing such matters as cultural and national identity, difference, privilege, inclusion and social justice—from the perspectives of diverse groups who experienced these struggles.

Significance of the 1907 Riots

In 1907 migrants from all over the world came to live and work in Canada; some hoping to stay forever and some hoping to make enough money to return to their homeland and live decently. They left to create a better life for themselves and their families. Most were poor and were looking for economic betterment. Some were politically or religiously oppressed and were looking for a better life whereby they could escape religious or political persecution. Of course, everyone wanted to have enough money to live. With the arrival of immigrants, the Aboriginal people of Canada, the First Nations, Inuit and Dene experienced erosion of their spiritual beliefs and practices and diminished political and economic well-being. They too often joined the ranks of migrant workers, moving to where they could find work to feed themselves and their families.

In 1907, common societal attitudes and formal laws assured that Aboriginals, Chinese, Japanese, South Asians and others who were not of British ancestry were denied full citizenship rights by law. As well, they were denied equal treatment to those of British ancestry under the law. Many people at that time believed that there was a hierarchy in humankind and people of European descent were at the top. This idea of social darwinism was utilized in part to justify colonialism and all sorts of race-based laws and social programs world-wide. Today we are beginning to understand race as a social construct, used to justify the categorization, marginalization and domination of one people by another. Humans have ‘bought into’ the idea of race collectively, even though there is much evidence that ‘races’ have many more similarities than differences.

In the land that becomes Canada, most non-European workers were not valued as potential citizens; instead, they were seen as sources of cheap labour. Some in Canadian federal and provincial governments did not want ‘non-white’ settlement and so actively discouraged immigrant labour from many ethnicities from bringing their families with them when they came to Canada. As a result, some of these labourers met, married and settled down with First Nations women. By early 1900, most First Nations were relegated to living in reserves throughout
Canada. Except in British Columbia, the reserve system was a direct result of the unequal treaty process between the government of Canada and the First Nations. Of course, everyone wanted to have enough money to live. With the arrival of immigrants, the Aboriginal people of Canada, the First Nations, Inuit and Dene experienced erosion of their spiritual beliefs and practices and diminished political and economic well-being. They too often joined the ranks of migrant workers, moving to where they could find work to feed themselves and their families.

So, why learn about the riots? The aftermath of the riots led to white supremacist legislation that affected Canada for half a century. These riots built on the long history of anti-Asian politics and aspirations for a ‘White Canada Forever’, reinforcing other processes such as the removal of First Nations and Aboriginal people from their land and natural resources, and their placement on reservations under the supervision of a federal department acting on the authority of an Indian Act.

In the twenty-first century, Canada still imports workers when needed, the Live-In Care program and Temporary Workers program being two examples. Workers who come to Canada under these programs still experience inequalities compared to mainstream Canadians. However, not all workers who experience inequality are migrants from outside of Canada. Some people living in Canada are trafficked into sex work where they are not only poor, but are considered law breakers as prostitution is connected to several parts of the criminal code. Others work in areas that are exempted from the provincial labour law, such as farm workers. However, despite these obvious inequalities, twenty-first century Canada is significantly different in its legal, political, social and cultural conditions compared to the Canada of a century ago.

The changing composition of Canada demands that we teach students about their world in new and different ways. First Nations and other Aboriginal people must be represented in a more respectful and inclusive manner. No one group should have automatic privilege granted because of their country of origin, their gender, the colour of their skin, or their position within society. In creating resource materials in this way, secondary school students will be afforded an opportunity to learn about the past, so that they may better understand their present and actively and constructively plan for a more socially just future.
Acknowledgements

This publication and the accompanying sets of documents were developed with a grant from the Law Foundation of British Columbia and support from the British Columbia Teachers’ Federation. The project was inspired and conceived by the Anniversaries of Change 2007 Steering Committee, representing a broad-based consortium of institutions and organizations that came together to mark 2007 as an anniversary year in the quest for a just and multicultural Canada. To learn more about this initiative, visit their site at: http://www.anniversaries07.ca/projects.php.

We thank the following community members and educators for their contributions to the commemoration of the 1907 Vancouver riots as a significant event for all Canadians.

Anniversaries of Change 2007 Steering Committee

- Hank Bull  Centre A
- George Chow  Vancouver City Councillor
- Stan Fukawa  National Nikkei Museum & Heritage Centre
- Charan Gill  Progressive Intercultural Community Services Society
- Harbhajan Gill  Komagata Maru Heritage Foundation
- Miko Hoffman  Powell Street Festival Society
- Tatsuo Kage  JCCA Human Rights Committee
- Karin Lee  Chinese Canadian Historical Society of BC
- John Price  University of Victoria
- Bill Saunders  Vancouver and District Labour Council
- Mabel Tung  Vancouver and District Labour Council
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Each critical challenge opens with a question or task which is the focal activity upon which the lesson is based. An overview describes the topic and the main activities that students undertake.

Broad understanding is the intended curricular understanding that will emerge as students work through the challenge.

Requisite tools provides an inventory of specific intellectual resources that students need to competently address the critical challenge:

- **Background knowledge**—the information about the topic required for thoughtful reflection;
- **Criteria for judgment**—the considerations or grounds for deciding which of the alternatives is the most sensible or appropriate;
- **Critical thinking vocabulary**—the concepts and distinctions that help students to think critically about the topic;
- **Thinking strategies**—procedures, organizers, models, or algorithms that help in thinking through the challenge;
- **Habits of mind**—the values and attitudes of a careful and conscientious thinker that are especially relevant to the critical challenge.

The body of the lesson is found under suggested activities that indicate how the critical challenge may be introduced and how the requisite tools may be taught.

Where relevant, sessions indicate where each anticipated new lesson would begin and list the blackline masters needed for that session.

Down the left-hand panel is a handy summary of main tasks or activities for each session.

Icons along the right-hand side point out where specific tools are addressed.

Also provided in evaluation are assessment criteria and procedures, and in extension are found suggestions for further exploration or broader application of key ideas.

References cited in the suggested activities or recommended for additional information are often listed.
**Blackline masters** are found immediately after individual lessons or, in the case of a sequenced unit, at the back of the volume. These are the reproducible learning resources referred to in the suggested activities. They serve a wide range of purposes:

- **Assessment rubrics** identify suggested criteria and standards for evaluating student work;
- **Briefing sheets** provide background information for students;
- **Data charts** contain various organizers for recording and analyzing information;
- **Documents** refer to primary source material, including paintings and other illustrations;
- **Student activities** provide questions and tasks for students to complete;
- **Transparencies** refer to material that can be converted to a transparency for use on an overhead projector.

**Electronic sourcebook** is a web-based supplement to our print publications. These materials include colour reproductions of pictures, primary documents, and updated links to other sites.

- If electronic resources had been developed at the time of publication, the available resources are referenced in the Suggested Activities.
- Periodically we update or supplement the print volumes with additional electronic information and resources.

To locate referenced materials or to see whether new material has been developed, access our website and look for the title of this publication under the Electronic Sourcebook heading.
Critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker.

A person is attempting to think critically when she thoughtfully seeks to assess what would be sensible or reasonable to believe or do in a given situation. The need to reach reasoned judgments may arise in countless kinds of problematic situations such as trying to understand a passage in a text, trying to improve an artistic performance, making effective use of a piece of equipment, or deciding how to act in a delicate social situation. What makes these situations problematic is that there is some doubt as to the most appropriate option.

Critical thinking is sometimes contrasted with problem solving, decision making, analysis and inquiry. We see these latter terms for rational deliberation as occasions for critical thinking. In all these situations, we need to think critically about the available options. There is limited value in reaching solutions or making choices that are not sensible or reasonable. Thus, the term critical thinking draws attention to the quality of thinking required to pose and solve problems competently, reach sound decisions, analyze issues, plan and conduct thoughtful inquiries and so on. In other words, thinking critically is a way of carrying out these thinking tasks just as being careful is a way of walking down the stairs. Thus, thinking critically is not a unique type of thinking that is different from other types of thinking; rather, it refers to the quality of thinking. The association of critical thinking with being negative or judgmental is misleading, since the reference to critical is to distinguish it from uncritical thinking—thinking that accepts conclusions at face value without any assessment of their merits or bases. It is more fruitful to interpret critical in the sense of critique—looking at the merits and shortcomings of alternatives in order to arrive at a reasoned judgment.

Our focus on the quality of thinking does not imply that students must arrive at a preconceived right answer; rather, we look to see that their varied responses exhibit the qualities that characterize good thinking in a given situation. For example, it wouldn’t matter whether students opposed or supported a position expressed in a newspaper or textbook. Regardless of their particular position, we would want students’ critically thoughtful responses to exhibit sensitivity to any bias, consider alternative points of view, attend to the clarity of key concepts, and assess supporting evidence. We believe that emphasis on qualities that student responses should exhibit focusses teachers’ attention on the crucial dimension in promoting and assessing students’ competence in thinking critically. The challenge for teachers is to adopt practices that will effectively promote these qualities in their students.

Promoting critical thinking

To help students improve as critical thinkers, we propose a four-pronged approach:

- build a community of thinkers within the school and classroom;
- infuse opportunities for critical thinking—what we call critical challenges—throughout the curriculum;
- develop the intellectual tools that will enable students to become competent critical thinkers;
- on a continuing basis, assess students’ competence in using the intellectual tools to think through critical challenges.
Building a community of thinkers

Developing supportive school and classroom communities where reflective inquiry is valued may be the most important factor in nurturing critical thinking. Many of the intellectual resources, the “tools” of critical thinking, will not be mastered by students unless their use is reinforced on an ongoing basis. As well, the image of the thinker as a solitary figure is misleading. No one person can perfectly embody all the desired attributes—we must learn to rely on others to complement our own thoughts. There are many routines and norms that teachers can adopt to create a community of thinkers:

• Regularly pose questions and assignments requiring students to think through, and not merely recall, what is being learned.

• Create ongoing opportunities to engage in critical and cooperative dialogue—confer, inquire, debate, and critique—is key to creating a community of thinkers.

• Employ self- and peer-evaluation as ways of involving students in thinking critically about their own work.

• Model good critical thinking practices. Students are more likely to learn to act in desired ways if they see teachers making every effort to be open-minded, to seek clarification where needed, to avoid reaching conclusions based on inadequate evidence, and so on.

Infusing critical challenges throughout the curriculum

If students are to improve their ability to think critically, they must have numerous opportunities to engage with and think through problematic situations—what we refer to as critical challenges.

• Does the question or task require judgment? A question or task is a critical challenge only if it invites students to assess the reasonableness of plausible options or alternative conclusions. In short, it must require more than retrieval of information, rote application of a strategy, uninformed guessing, or mere assertion of a preference.

• Will the challenge be meaningful to students? Trivial, decontextualized mental exercises often alienate or bore students. It is important to frame challenges that are likely to engage students in tackling questions and tasks that they will find meaningful.
• Does the challenge address key aspects of the subject matter? Critical thinking should not be divorced from the rest of the curriculum. Students are more likely to learn the content of the curriculum if they are invited to think critically about issues embedded in the subject matter.

• Do students have the tools or can they reasonably acquire the tools needed to competently address the challenge? Students need support in acquiring the essential tools required to competently meet the critical challenge.

**Developing intellectual tools for thinking critically**

The key to helping students develop as critical thinkers is to nurture competent use of five types of tools of thinking. These categories of tools are **background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies, and habits of mind.**

<table>
<thead>
<tr>
<th><strong>Background Knowledge</strong></th>
<th>Students cannot think deeply about a topic if they know little about it. Two questions to ask in developing this tool:</th>
</tr>
</thead>
<tbody>
<tr>
<td>—the information about a topic required for thoughtful reflection</td>
<td>• What background information do students need for them to make a well-informed judgment on the matter before them?</td>
</tr>
<tr>
<td></td>
<td>• How can students be assisted in acquiring this information in a meaningful manner?</td>
</tr>
<tr>
<td><strong>Criteria for Judgment</strong></td>
<td>Critical thinking is essentially a matter of judging which alternative is sensible or reasonable. Students need help in thinking carefully about the criteria to use when judging various alternatives:</td>
</tr>
<tr>
<td>—the considerations or grounds for deciding which of the alternatives is the most sensible or appropriate</td>
<td>• Is my estimate accurate?</td>
</tr>
<tr>
<td></td>
<td>• Is the interpretation plausible?</td>
</tr>
<tr>
<td></td>
<td>• Is the conclusion fair to all?</td>
</tr>
<tr>
<td></td>
<td>• Is my proposal feasible?</td>
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<tr>
<td><strong>Critical Thinking Vocabulary</strong></td>
<td>Students require the vocabulary or concepts that permit them to make important distinctions among the different issues and thinking tasks facing them. These include the following:</td>
</tr>
<tr>
<td>—the range of concepts and distinctions that are helpful when thinking critically</td>
<td>• inference and direct observation;</td>
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<tr>
<td></td>
<td>• generalization and over-generalization;</td>
</tr>
<tr>
<td></td>
<td>• premise and conclusion;</td>
</tr>
<tr>
<td></td>
<td>• bias and point of view.</td>
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<tr>
<td><strong>Thinking Strategies</strong></td>
<td>Although critical thinking is never simply a matter of following certain procedures or steps, numerous strategies are useful for guiding one’s performance when thinking critically:</td>
</tr>
<tr>
<td>—the repertoire of heuristics, organizing devices, models and algorithms that may be useful when thinking through a critical thinking problem</td>
<td>• <strong>Making decisions</strong>: Are there models or procedures to guide students through the factors they should consider (e.g., a framework for issue analysis or problem solving)?</td>
</tr>
<tr>
<td></td>
<td>• <strong>Organizing information</strong>: Would a graphic organizer (e.g., webbing diagrams, Venn diagrams, “pro and con” charts) be useful in representing what a student knows about an issue?</td>
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<tr>
<td></td>
<td>• <strong>Role taking</strong>: Before deciding on an action that affects others, should students put themselves in the others’ positions and imagine their feelings?</td>
</tr>
<tr>
<td><strong>Habits of Mind</strong></td>
<td>Being able to apply criteria and use strategies is of little value unless students also have the habits of mind of a thoughtful person. These include being:</td>
</tr>
<tr>
<td>—the values and attitudes of a careful and conscientious thinker</td>
<td>• <strong>Open-minded</strong>: Are students willing to consider evidence opposing their view and to revise their view if the evidence warrants it?</td>
</tr>
<tr>
<td></td>
<td>• <strong>Fair-minded</strong>: Are students willing to give impartial consideration to alternative points of view and not simply to impose their preference?</td>
</tr>
<tr>
<td></td>
<td>• <strong>Independent-minded</strong>: Are students willing to stand up for their firmly held beliefs?</td>
</tr>
<tr>
<td></td>
<td>• <strong>Inquiring or “critical” attitude</strong>: Are students inclined to question the clarity of and support for claims and to seek justified beliefs and values?</td>
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</table>
Assessing for the tools

Assessment is an important complement to teaching the tools of critical thinking. As suggested by the familiar adages “What is counted counts” and “Testing drives the curriculum,” evaluation has important implications for what students consider important and ultimately what students learn. Evaluations that focus exclusively on recall of information or never consider habits of mind fail to assess, and possibly discourage, student growth in critical reflection.

A key challenge in assessing critical thinking is deciding what to look for in a student’s answer. If there is no single correct response, we may well ask: “On what basis, then, can we reliably assess students?” In the case of critical thinking, we would want to see how well students exhibited the qualities of a competent thinker. Thus, the intellectual resources or tools for critical thinking become the criteria for assessing students’ work. The following example suggests specific assessment criteria for each of the five types of critical thinking tools that might be considered when evaluating critical thinking in an argumentative essay and an artistic work.

<table>
<thead>
<tr>
<th>Type of criteria for assessment</th>
<th>Evidence of critical thinking in a persuasive essay</th>
<th>Evidence of critical thinking in an artistic work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Knowledge</strong></td>
<td>• cited accurate information.</td>
<td>• revealed knowledge of the mechanics of the medium.</td>
</tr>
<tr>
<td>Has the student provided adequate and accurate information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria for Judgment</strong></td>
<td>• provided ample evidence; • arranged arguments in logical sequence.</td>
<td>• was imaginative; • was clear and forceful.</td>
</tr>
<tr>
<td>Has the student satisfied relevant criteria for judgment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking Vocabulary</strong></td>
<td>• correctly distinguished “arguments” from “counter-arguments.”</td>
<td>• represented “point of view.”</td>
</tr>
<tr>
<td>Has the student revealed understanding of important vocabulary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Strategies</strong></td>
<td>• used appropriate strategies for persuasive writing.</td>
<td>• employed suitable rehearsal/preparation strategies.</td>
</tr>
<tr>
<td>Has the student made effective use of appropriate thinking strategies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Habits of Mind</strong></td>
<td>• demonstrated an openness to alternative perspectives; • refrained from forming firm opinions where the evidence was inconclusive.</td>
<td>• was open to constructive criticism; • demonstrated a commitment to high quality; • demonstrated a willingness to take risks with the medium.</td>
</tr>
<tr>
<td>Has the student demonstrated the desired habits of mind?</td>
<td></td>
<td></td>
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</tbody>
</table>
This resource kit includes a teachers' guide and a double set of supplementary documents. These materials explore one of the most important questions in Canadian social, political and economic history—namely, the extent to which the story of Canada is one of inclusion and acceptance. While the focus is the 1907 Vancouver riots, the story starts centuries earlier and reverberates to the present day.

Two additional themes run throughout these materials: examining history through multiple perspectives and teaching students to think critically about history. Building on the work of Professor Peter Sexias at the University of British Columbia, each lesson provides tools to help students assess sources of evidence, adopt the perspectives of historical groups, or period, make thoughtful moral judgments about historical actions and players, or assess the extent of continuity and change over time. All the while, students are presented with the differing perspectives of five groups, each of whom represents a pivotal voice on the period. They are "pivotal voices" because the explanations and sense-making of the events "pivot" according to the experiences, values, and perceptions of the group under consideration. Learning to recognize a multiplicity of voices and negotiate among them is necessary for understanding the past and crucial for building an inclusive future.

The six challenges, described in detail below, can be taught as a complete unit in the order presented. Alternatively, teachers may select “stand alone” challenges to focus on particular events and themes:

- Challenge #1 deals with cultural and race relations in nineteenth century Canada.
- Challenge #2 explores the identity and historical experiences of five featured groups in Canada during the eighteenth and nineteenth centuries.
- Challenge #3 addresses the particulars of the 1907 Vancouver riots.
- Challenge #4 examines the government’s treatment of marginalized groups in the early twentieth century.
- Challenges #1 and #5 assess whether Canada has become a more inclusive society in the past 100 years.

### Snapshots of British Columbia in 1907

In this two-part challenge, students explore the extent to which British Columbia was socially, politically, and economically inclusive at the turn of the twentieth century. This is accomplished by examining conditions at the time through the lenses of five featured groups: Aboriginal, Chinese, European, Japanese, and South Asian. Students consider various scenarios as they unpack the concepts of inclusion and pivotal voices. Working in teams with a range of primary and secondary sources, students draw inferences about the ways in which their assigned group was included in and/or excluded from early twentieth-century mainstream society. Students share their findings within their team and with other teams before completing a report card on the level of inclusion that each featured group experienced. Throughout these lessons, students are encouraged to self- and peer-assess their contributions to their team and their completion of various assignments.

### One hundred years to rant and rave

In this three-part challenge, students determine the extent to which the five featured groups—Aboriginal, Chinese, European, Japanese, and South Asian—identified with being “Canadian” around the turn of the twentieth century. After exploring the concept of identity, students use briefing sheets and timelines on the period from the mid-1700s to 1907 to develop a profile of the most important aspects of their assigned group’s experiences in Canada. Based on this profile, students decide which experiences, if any, encouraged their assigned group to identify with aspects of Canada and which did not. In an impassioned speech, students present their assessments of their assigned group’s sense of “Canadian-ness.” The rest of the class notes the key features of each group’s identity and draws conclusions about patterns and significant differences among them.

### What really happened and why?

In this challenge, students learn about the key events surrounding the September 1907 riots in Vancouver as seen through the eyes of the five featured groups: Aboriginal, Chinese, Japanese, European, and South Asian. Using a map of the area and fictionalized accounts written from one of the five perspectives, students create a timeline of key events from their assigned group’s perspective. Students work in teams to come to a consensus on what happened when, where, and why. Finally, students write a newspaper account of the riots that is fair to all perspectives.
### Reactions and responses to the riots

In this two-part challenge, students consider the appropriateness of government responses to the 1907 Vancouver riots—at the time and during the ensuing seven years. Students analyze two sets of primary documents that detail responses to the riots, and assess the credibility of each source of information. After exploring criteria for determining an appropriate response, students rate how adequately government responses met each criterion. They then formulate an overall assessment of the appropriateness of government responses and defend their position in a U-shaped discussion.

<table>
<thead>
<tr>
<th>3 sessions</th>
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</table>

### Has anything changed?

In this challenge, students investigate the progress over the last one hundred years that Canadian society has made in becoming a more inclusive. Students consider what it means to look for continuity and change between historical periods and then examine an array of indicators of modern-day inclusion and non-inclusion of the five featured groups. Students match indicators of contemporary inclusion with parallel indicators of historical inclusion for their assigned group. They summarize the common and changing state of social, political and economic inclusion between early twentieth and early twenty-first century Canada for their assigned group. Students share their findings with the rest of the class, before offering an overall assessment for each group of the extent to which Canadian society is more inclusive than it was one hundred years earlier.

<table>
<thead>
<tr>
<th>3 sessions</th>
</tr>
</thead>
</table>

### Why bother?

In this two-part challenge, students explore the historical significance of the 1907 Vancouver riots. After discussing criteria for determining historical significance, students generate a list of aspects of the riots and their legacy that are potentially significant. They then select one or more of these aspects to commemorate in a graphic representation. In preparation, students explore the criteria met by an effective commemorative display. They prepare a draft design, which is critiqued by other students, prior to completing a final design.

<table>
<thead>
<tr>
<th>3 sessions</th>
</tr>
</thead>
</table>
An important goal of the critical challenge approach is to embed critical thinking into the teaching of the curriculum. The chart below identifies for each critical challenge the prescribed learning outcomes addressed from the British Columbia Integrated Resource Packages for Social Studies 10, Civics 11, and Social Justice 12, and First Nations 12. The extent to which each learning outcome is satisfied is indicated by the following symbols:

- **X** Fully met - Completing the critical challenge would fully satisfy the prescribed learning outcome.
- **/** Partially met - Completing the critical challenge would partially satisfy the prescribed learning outcome.

### British Columbia prescribed learning outcomes

<table>
<thead>
<tr>
<th>Code</th>
<th>Social Studies 10</th>
<th>Code</th>
<th>Civics 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Skills and Processes of Social Studies</strong></td>
<td></td>
<td><strong>Skills and Processes of Civic Studies</strong></td>
</tr>
<tr>
<td></td>
<td>Apply critical thinking skills, including questioning, comparing, summarizing,</td>
<td></td>
<td>Apply critical thinking skills, including questioning, comparing,</td>
</tr>
<tr>
<td></td>
<td>drawing conclusions, defending a position</td>
<td></td>
<td>summarizing, drawing conclusions, defending a position</td>
</tr>
<tr>
<td></td>
<td>/ Demonstrate effective research skills, including accessing information,</td>
<td></td>
<td>/ Demonstrate effective written, oral and graphic communication skills,</td>
</tr>
<tr>
<td></td>
<td>collecting data, evaluating data, organizing information, presenting information,</td>
<td></td>
<td>individually and collaboratively</td>
</tr>
<tr>
<td></td>
<td>citing sources</td>
<td></td>
<td>/ Demonstrate skills and attitudes of active citizenship, such as ethical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>behaviour, open-mindedness, respect for diversity, and collaboration</td>
</tr>
<tr>
<td></td>
<td>X Demonstrate effective written, oral and graphic communication individually and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>collectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identity, Society and Culture: Canada from 1815 to 1914**

- **X** Analyze Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts
- **/** Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914
- **X** Evaluate the influence of immigration on Canadian society from 1815 to 1914
- **X** Describe the factors that contributed to a changing national identity from 1815 to 1914

**Informed Citizenship**

- **/** Demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including the role of individuals in society, governance, rights and responsibilities, culture, language, heritage and community
- **/** Describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society

**Economy and Technology: Canada from 1815 to 1914**

- **/** Describe the development of British Columbia’s economy from 1815 to 1914

**Civic deliberation**

- **/** Assess the application of fundamental principles of democracy (including equality, freedom, selection of decision makers, rule of law, and balancing the common good with the rights of individuals) with respect to selected 20th and 21st century cases in Canada
<table>
<thead>
<tr>
<th>Code</th>
<th>Social Justice 12</th>
<th>Code</th>
<th>First Nations 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Defining Social Justice</strong></td>
<td></td>
<td><strong>Skills and Processes</strong></td>
</tr>
<tr>
<td>1</td>
<td>/ Apply critical thinking skills to a range of social justice issues, situations, and topics</td>
<td>1</td>
<td>X Apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions, defending a position</td>
</tr>
<tr>
<td>2</td>
<td>/ Analyse selected social justice issues from an ethical perspective</td>
<td>4</td>
<td>X Demonstrate effective written, oral and graphic communication skills, individually and collaboratively</td>
</tr>
<tr>
<td>3</td>
<td>/ Assess how belief systems can affect perspectives and decisions in relation to social justice issues</td>
<td>5</td>
<td>/ Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration</td>
</tr>
<tr>
<td>4</td>
<td>/ Demonstrate attributes and behaviours that promote social justice, including recognizing injustice, fair-mindedness, embracing diversity, empathy, advocacy, taking action</td>
<td>5</td>
<td>/ Recognize and analyze specific examples of injustice in Canada related to characteristics such as marital or family status, nationality or regionality, religion and faith, socioeconomic status</td>
</tr>
<tr>
<td>5</td>
<td><strong>Recognizing and Analyzing Injustice</strong></td>
<td>4</td>
<td>/ Analyze specific examples of injustice in Canada related to characteristics such as marital or family status, nationality or regionality, religion and faith, socioeconomic status</td>
</tr>
<tr>
<td>6</td>
<td>/ Describe social injustice based on characteristics including marital or family status, nationality or regionality, religion and faith, socioeconomic status</td>
<td>4</td>
<td>/ Assess the social justice implication of legislation, public policy, and other forms of government action in Canada, with specific reference to the <em>Charters of Rights and Freedoms</em>, the <em>Indian Act</em>, the courts</td>
</tr>
<tr>
<td>7</td>
<td>/ Analyze causes of social injustice</td>
<td>4</td>
<td>/ Assess the contributions of particular individuals and groups who are identified with struggles for social justice</td>
</tr>
<tr>
<td>8</td>
<td>/ Describe consequences of social injustice</td>
<td>4</td>
<td>/ Analyze the varied and evolving responses of First Nations peoples to contact and colonialism</td>
</tr>
<tr>
<td>9</td>
<td>/ Analyze post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations</td>
<td>4</td>
<td>/ Assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade</td>
</tr>
<tr>
<td>10</td>
<td>/ Assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the land-based fur trade up to Confederation</td>
<td>4</td>
<td>/ Assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade</td>
</tr>
<tr>
<td>11</td>
<td>/ Analyze the varied and evolving responses of First Nations peoples to contact and colonialism</td>
<td>4</td>
<td>/ Analyze the varied and evolving responses of First Nations peoples to contact and colonialism</td>
</tr>
<tr>
<td>12</td>
<td>X Analyze specific examples of injustice in Canada related to characteristics such as marital or family status, nationality or regionality, religion and faith, socioeconomic status</td>
<td>4</td>
<td>/ Analyze the varied and evolving responses of First Nations peoples to contact and colonialism</td>
</tr>
</tbody>
</table>
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