

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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PIVOTAL VOICES

Series published by

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Series co-distributed by

McGraw-Hill Ryerson, School Division
300 Water Street
Whitby, ON L1N 9B6
Tel: 905.430.5247
Fax: 905.430.5023
www.mcgrawhill.ca

Cover Design: Five Seventeen, PicaPica.ca

Interior Design: M. Kathie Wraight

Production: M. Kathie Wraight

Copyediting: Catherine Edwards

Cover Photographs: **Top:** Vancouver Public Library, Special Collections, VPL 13291 (1907).

Second row (L to R): University of British Columbia Library, Rare Books & Special Collections, Japanese Canadian Photograph Collection, neg. #36.017 (1907); Saskatchewan Archives Board, R-A8223-2; Philip Timms Photo, Vancouver Public Library VPL 7688 (1907); Source: University of British Columbia Library, Rare Books & Special Collections, The Chung Collection, CC-PH-00230. **Third row (L to R)** William Notman photo, Vancouver Public Library VPL 1869 (1903); University of British Columbia Library, Rare Books & Special Collections, Japanese Canadian Photograph Collection, neg. #36.017. **Bottom:** JCNM 94.88.33.1 (Homma collection)

This resource was published with the generous support of the Law Foundation of British Columbia.

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Library and Archives Canada Cataloguing in Publication

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 / authors: Rick Beardsley ... [et al.] ; editors: Elizabeth Byrne-Lo, Lindsay Gibson, Jane Turner.

(Pivotal voices)

Co-published by the British Columbia Teachers' Federation and 2007 Anniversaries of Change.

Includes bibliographical references.

ISBN 978-0-86491-312-8

1. Vancouver (B.C.)--History--Riot, 1907. 2. British Columbia--Race relations--History. 3. British Columbia--Social conditions--1871-1918. 4. Canada--Race relations--History. 5. Canada--Social conditions--1867-1918. I. Beardsley, Rick, 1946- II. Byrne-Lo, Elizabeth III. Gibson, Lindsay, 1975- IV. Turner, Jane V. British Columbia Teachers' Federation VI. Critical Thinking Consortium VII. 2007 Anniversaries of Change VIII. Series: Pivotal voices

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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.

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.

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One hundred years to rant and rave

Critical Challenge

Critical questions/tasks

- What aspects or features of your assigned group's experiences in Canada from 1700 to 1907 were of the greatest importance to it?
- To what extent did members of your assigned group have a sense of "Canadian-ness" as part of their identity?
- Prepare and deliver an impassioned speech asserting the extent (or not) of "Canadian-ness" of your assigned group's identity.

Overview

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.

Objectives

Broad understanding

Various groups had their own unique struggles and successes in adapting to changing life in Canada during the 1700 and 1800s, and had different perspectives on what it meant to contribute to and identify with the society in which they lived.

Requisite tools

Background knowledge

- knowledge of the historical experiences and values of various groups in Canada during the 1700s and 1800s
- knowledge of the factors that contribute to national identity

Criteria for judgment

- criteria met by an important collective experience (e.g., deeply influences world view or well-being, has an enduring effect)
- criteria for assigning identity (e.g., deep attachment, willingness to integrate or adopt, sense of belonging)
- criteria met by impassioned oratory (e.g., well-structured, enthusiastically presented, important ideas, convincing arguments)

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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.

Suggested Activities

Review earlier pre-planning comments

Pre-teach core concepts

View rant video

Prepare their own rant

Introduce the notion of identity

Pre-planning

- If you did not complete the previous lesson, you may want to review the comments in the pre-planning section of Critical Challenge #1 regarding assigning students to teams, involving students in peer- and self-assessment, and making use of the glossary.
- Ensure that students are familiar with the following terms: race, ethnicity (ethnic background), immigration, push/pull factors, identity, nationality, racism, Eurocentrism, stereotype, and colonialism. Many of these terms are defined in the *Glossary* (Blackline Master #1).

Session One: Introduce Identity

- Show students the "I am Canadian" rant found at the following site: http://www.coccanuckaward.ca/joe_canadian.htm. After viewing, discuss as a class what makes a good rant (e.g., well-structured, enthusiastically presented, important ideas, convincing arguments).
- Divide students into teams of three or four and ask them to create their own "I am Canadian" rants that are similar in style and content to the one they just viewed. After each team presents its rant, discuss the notion of stereotype and ask students to identify any common "being Canadian" stereotypes in their rants. Ask students to eliminate those parts that involve stereotypes and discuss what is left in their rants.
- Introduce the concept of national identity by reading and explaining the following discussion of national identity:

National identity, as outlined by Benedict Anderson in *Imagined Communities*, is the idea that we collectively buy into an idea of a larger community. We will never know most of the people in our

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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.

16 Assessing student assessments

Names: _____
Student assessor: _____

	Outstanding	Well developed	Competent	Underdeveloped
Offers careful and fair assessment	Student appears to have been very careful and fair in carrying out the assessment.	Student appears to have made some effort to carefully and fairly carry out the assessment.	Student appears to have been inconsistent or somewhat unfair in carrying out the assessment.	Student appears to have been careless or very unfair in carrying out the assessment.
Comments/explanation for rating				
Offers reasonable ratings	All ratings appear very reasonable and are highly consistent with reliable assessments made by other students and the teacher's own observations.	All ratings appear reasonable and are generally consistent with reliable assessments made by other students and the teacher's own observations.	Most ratings are somewhat reasonable, but some are not consistent with assessments made by other students or the teacher's own observations.	Most ratings are highly questionable and differ significantly from reliable assessments made by other students and the teacher's own observations.

29 Historical perspective taking

Historical perspective taking involves viewing the past through the social, intellectual, emotional, and moral lenses of the time. Adopting a historical perspective requires that we remain mindful of the potentially profound differences between our own world view and that of past world views.

Because the past is a "foreign country," it is difficult to understand what was meant by and what we can legitimately conclude from the clues that remain from those bygone users. One strategy in historical perspective taking is to avoid clouded by our current concerns, beliefs, and values because our natural tendency when looking at past events is to apply a contemporary perspective. The central elements of students' understanding of historical perspective taking are succinctly summarized by the following principles:

- **Presentism is the opposite of historical perspective.** Presentism is the imposition of a current perspective or viewpoint when interpreting events that occurred in the past. Asking students to imagine how they would feel if they were a particular historical person is more likely to undermine historical perspective taking than it is to advance it. Students often presume that people were always like us and, as a result, students often apply modern lenses that distort the past and what it meant for the people living at the time. Coming to grips with the idea that "reality" was different for other people in other times is both one of the most fascinating and challenging tasks in history. At the most basic level, this means students should not presume that the words used in historical documents mean the same to the people who wrote them as they do to us who read them now. And it certainly requires that students, when drawing conclusions about the past, become informed about and remain conscious of the values, beliefs, and customs of the time. Rather than asking students to project how they would feel if they were a historical person, we want to ask students to imagine how the person must think and feel as a product of her or his time.
- **Historical perspective is concerned with understanding the prevailing norms of the time more than it is adopting a particular person's point of view.** Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of emotionally feeling for

or identifying with another person. In fact, historical perspective taking is less a matter of getting inside an individual person's head or heart (unless, of course, one is writing a personal biography) than it is getting inside the collective mindset of the time.

- **There are diverse historical perspectives on any given event in the past.** As the adage goes, "there are two sides to every coin," and the same can be said of historical perspectives. There is no universal perspective operating at any given time in history.
- **Adopting a historical perspective requires suspending moral judgment.** When we pass judgment on a person or event, to some extent we stand outside that event or person. However, the point of assuming a historical perspective is to enter into that person's or event's frame of reference. To this extent, historical perspective taking requires suspending moral judgment. This does not imply that students endorse the meanings, values, and ideas of the past, but rather that they understand why people and societies from other times might have held them and how these views informed their perspective on the events and people of the time.

Source: Adapted from M. Desso and R. Case, *Thinking About Historical Thinking*, Vancouver: The Critical Thinking Consortium, 2006, pp. 46-47.

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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.

The Critical Thinking Consortium

The Critical Thinking Consortium is a non-profit association of institutional partners, school districts, faculties of education, teaching professionals, associations and other educational organizations. Our aim is to promote critical thinking from primary to post-secondary education through professional development, publications and research.

The idea of critical thinking is not new. For decades - no, for centuries - it has been recognized as an important educational goal by practitioners and theorists alike. Curriculum documents and learning resources in all subjects at every level of school recommend that students be taught to think critically. Despite this long-standing (and, at least, formal) commitment, the extent and manner of teaching for critical thinking is disheartening. Many studies document the enormous preoccupation with transmission of information and rote application of "skills", and how little of class time is devoted to thinking. It is a rather depressing irony: critical thinking is much valued and yet inadequately addressed.

- Roland Case (2001)

For more information about our model of critical thinking consult our website — www.tc2.ca.

Understanding critical thinking

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.

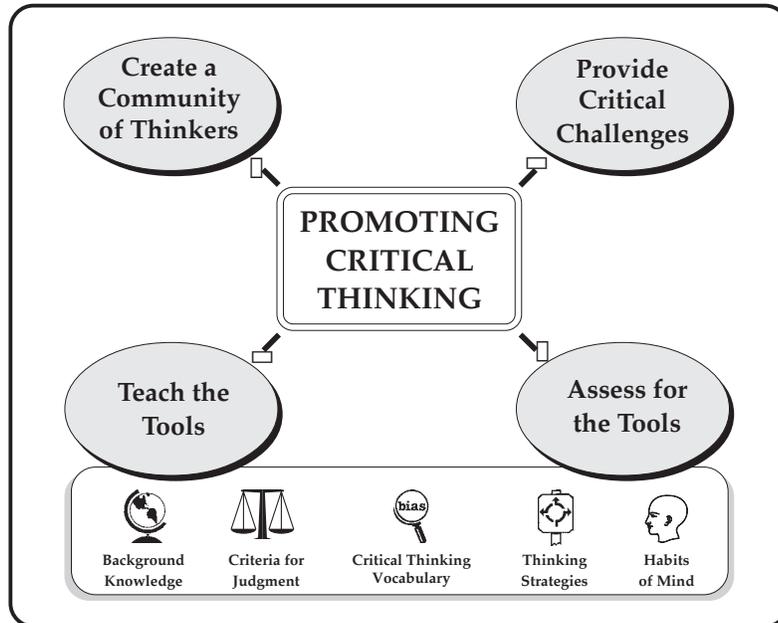
Critical thinking is sometimes contrasted with problem solving, decision making, analysis and inquiry. We see these latter terms for rational deliberation as occasions for critical thinking. In all these situations, we need to think critically about the available options. There is limited value in reaching 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*.

	<p>Background Knowledge —the information about a topic required for thoughtful reflection</p>	<p>Students cannot think deeply about a topic if they know little about it. Two questions to ask in developing this tool:</p> <ul style="list-style-type: none"> • What background information do students need for them to make a well-informed judgment on the matter before them? • How can students be assisted in acquiring this information in a meaningful manner?
	<p>Criteria for Judgment —the considerations or grounds for deciding which of the alternatives is the most sensible or appropriate</p>	<p>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:</p> <ul style="list-style-type: none"> • Is my estimate <i>accurate</i>? • Is the interpretation <i>plausible</i>? • Is the conclusion <i>fair</i> to all? • Is my proposal <i>feasible</i>?
	<p>Critical Thinking Vocabulary —the range of concepts and distinctions that are helpful when thinking critically</p>	<p>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:</p> <ul style="list-style-type: none"> • inference and direct observation; • generalization and over-generalization; • premise and conclusion; • bias and point of view.
	<p>Thinking Strategies —the repertoire of heuristics, organizing devices, models and algorithms that may be useful when thinking through a critical thinking problem</p>	<p>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:</p> <ul style="list-style-type: none"> • <i>Making decisions:</i> Are there models or procedures to guide students through the factors they should consider (e.g., a framework for issue analysis or problem solving)? • <i>Organizing information:</i> 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? • <i>Role taking:</i> Before deciding on an action that affects others, should students put themselves in the others' positions and imagine their feelings?
	<p>Habits of Mind —the values and attitudes of a careful and conscientious thinker</p>	<p>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:</p> <ul style="list-style-type: none"> • <i>Open-minded:</i> Are students willing to consider evidence opposing their view and to revise their view if the evidence warrants it? • <i>Fair-minded:</i> Are students willing to give impartial consideration to alternative points of view and not simply to impose their preference? • <i>Independent-minded:</i> Are students willing to stand up for their firmly held beliefs? • <i>Inquiring or “critical” attitude:</i> Are students inclined to question the clarity of and support for claims and to seek justified beliefs and values?

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.

Type of criteria for assessment	Evidence of critical thinking in a persuasive essay	Evidence of critical thinking in an artistic work
Background Knowledge <i>Has the student provided adequate and accurate information?</i>	<ul style="list-style-type: none"> cited accurate information. 	<ul style="list-style-type: none"> revealed knowledge of the mechanics of the medium.
Criteria for Judgment <i>Has the student satisfied relevant criteria for judgment?</i>	<ul style="list-style-type: none"> provided ample evidence; arranged arguments in logical sequence. 	<ul style="list-style-type: none"> was imaginative; was clear and forceful.
Critical Thinking Vocabulary <i>Has the student revealed understanding of important vocabulary?</i>	<ul style="list-style-type: none"> correctly distinguished “arguments” from “counter-arguments.” 	<ul style="list-style-type: none"> represented “point of view.”
Thinking Strategies <i>Has the student made effective use of appropriate thinking strategies?</i>	<ul style="list-style-type: none"> used appropriate strategies for persuasive writing. 	<ul style="list-style-type: none"> employed suitable rehearsal/preparation strategies.
Habits of Mind <i>Has the student demonstrated the desired habits of mind?</i>	<ul style="list-style-type: none"> demonstrated an openness to alternative perspectives; refrained from forming firm opinions where the evidence was inconclusive. 	<ul style="list-style-type: none"> was open to constructive criticism; demonstrated a commitment to high quality; demonstrated a willingness to take risks with the medium.

Overviews of Critical Challenges

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.

1 Snapshots of British Columbia in 1907

4 sessions

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.

2 One hundred years to rant and rave

4 sessions

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.

3 What really happened and why?

2 sessions

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.

4 Reactions and responses to the riots

3 sessions

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.

5 Has anything changed?

3 sessions

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.

6 Why bother?

3 sessions

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.

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

Code	Social Studies 10	Code	Civics 11
Skills and Processes of Social Studies		Skills and Processes of Civic Studies	
1 2 3 4 5 6	X Apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions, defending a position	1 2 3 4 5 6	X Apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions, defending a position
4	/ Demonstrate effective research skills, including accessing information, collecting data, evaluating evaluating data, organizing information, presenting information, citing sources	1 2 3 4 5 6	X Demonstrate effective written, oral and graphic communication skills, individually and collaboratively
1 2 3 4 5 6	X Demonstrate effective written, oral and graphic communication individually and collectively	1 2 3 4 5 6	/ Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration
Identity, Society and Culture: Canada from 1815 to 1914		Informed Citizenship	
1 2 4	X Analyze Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts	2	/ 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
1 2	/ Evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada fro 1815 to 1914	4 5	/ Describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian society
1 2 3 4	X Evaluate the influence of immigration on Canadian society from 1815 to 1914		
2	X Describe the factors that contributed to a changing national identity from 1815 to 1914		
Economy and Technology: Canada from 1815 to 1914		Civic deliberation	
2	/ Describe the development of British Columbia's economy from 1815 to 1914	4 5	/ 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

Code	Social Justice 12	Code	First Nations 12
Defining Social Justice		Skills and Processes	
1 2 3 4 5	/ Apply critical thinking skills to a range of social justice issues, situations, and topics	1 2 3 4 5 6	X Apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions, defending a position
1 2 3 4 5	/ Analyse selected social justice issues from an ethical perspective	1 2 3 4 5 6	X Demonstrate effective written, oral and graphic communication skills, individually and collaboratively
1 2 3 4 5	/ Assess how belief systems can affect perspectives and decisions in relation to social justice issues	1 2 3 4 5 6	/ Demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration
1 2 3 4 5	/ Demonstrate attributes and behaviours that promote social justice, including recognizing injustice, fair-mindedness, embracing diversity, empathy, advocacy, taking action		
Recognizing and Analyzing Injustice		Contact, Colonialism, and Resistance	
1 2 3 4 5	/ Describe social injustice based on characteristics including marital or family status, nationality or regionality, religion and faith, socioeconomic status	1 2 3	/ Assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade
1 2 3 4 5	/ Analyze causes of social injustice	1 2 3	/ 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
1 2 3 4 5	/ Describe consequences of social injustice	1 2 3 4 5	/ Analyze post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations
1 2 3 4 5	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	1 2 3 4 5	/ Analyze the varied and evolving responses of First Nations peoples to contact and colonialism
1 2 3 4 5	/ Analyze the social justice implication of legislation, public policy, and other forms of government action in Canada, with specific reference to the <i>Charters of Rights and Freedoms</i> , the <i>Indian Act</i> , the courts		
4 5	/ Assess the contributions of particular individuals and groups who are identified with struggles for social justice		

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