

Using Visual and Written Primary Sources to Teach Critical Thinking



"I simply can't stand people who read a political newspaper."

Daily Tribune, Toronto, 9 June 1947

Teaching resources in the late 60s

CANADA
in the WORLD
TODAY



ROGERS
ADAMS
BROWN
LECKIE
SIMONSON
ROBERTSON



Public Archives of Canada

LOUIS RIEL

His execution of Scott was a tragic error and his rebellion of 1885 was treason, but in 1870 there was much justice in the cause he led.





I. Matching Questions Place the number of the correct answer in the space provided.

- | | | |
|-----------------|------------------|---------------|
| 1. Champlain | 8. La Verendrye | 15. Ericson |
| 2. La Salle | 9. Cabot | 16. Mackenzie |
| 3. Groseilliers | 10. Cartier | 17. Montcalm |
| 4. Brebeuf | 11. D'Iberville | 18. Wolfe |
| 5. Frontenac | 12. Dollard | 19. Vaudreuil |
| 6. Talon | 13. Maissonneuve | 20. Vancouver |
| 7. Laval | 14. Columbus | 21. Cook |

- | | |
|--|-----------|
| 1. First Frenchman to explore the Gulf of St. Lawrence. | 1. _____ |
| 2. Leader of a small group which defended Montreal against the Iroquois. | 2. _____ |
| 3. Last of the French Governors | 3. _____ |
| 4. Arranged for immigration to New France | 4. _____ |
| 5. French explorer on the prairies | 5. _____ |
| 6. Leader of group which established Montreal | 6. _____ |
| 7. The first European to explore America | 7. _____ |
| 8. First Bishop of Quebec | 8. _____ |
| 9. Tortured and killed by the Indians | 9. _____ |
| 10. Sailed to Hudson Bay to get furs for England | 10. _____ |



What is history?

“History is all the remains that have come down to us from the past, studied with all the critical and interpretive power that the present can bring to the task.”

Frederick Jackson Turner

Teaching history

The structure of history is more important than the memorization of facts.

Jerome Bruner

THE HISTORICAL METHOD

Charles Hou

III. THE PAST – THE EVIDENCE

Every creator has a point of view or bias (multiple perspectives)

PHYSICAL
REMAINS

ORAL
REPORTS

VISUAL
DOCUMENTS

WRITTEN
DOCUMENTS

I. THE HISTORIAN
SELECTS A
SUBJECT FOR
INVESTIGATION

II. APPLIES THE
HISTORICAL
METHOD

1. COLLECTS EVIDENCE
2. ANALYSES EVIDENCE
3. SELECTS EVIDENCE
4. ORGANIZES EVIDENCE
5. INTERPRETS EVIDENCE

V. WRITES A
HISTORY

BACKGROUND
KNOWLEDGE

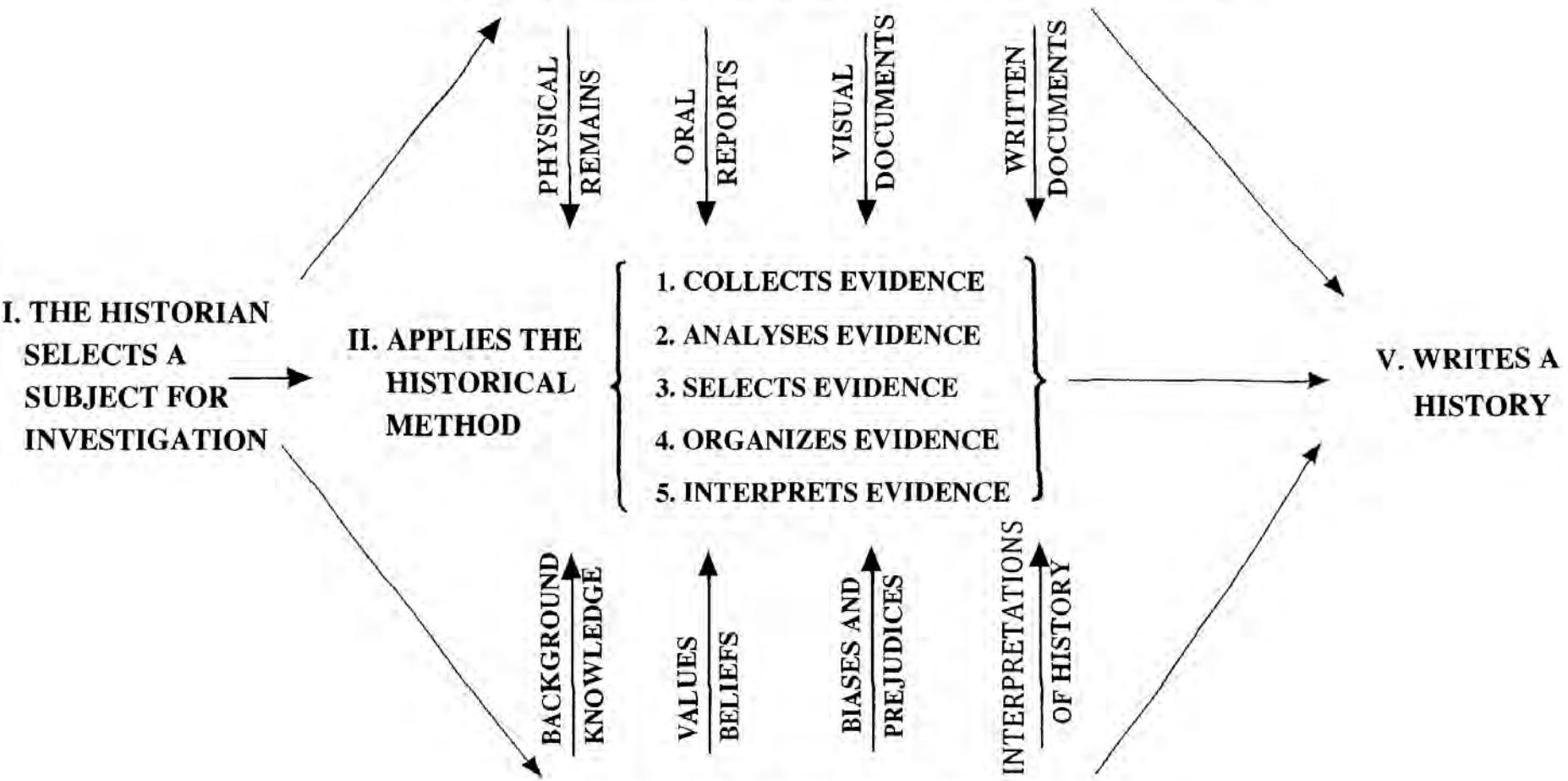
VALUES
BELIEFS

BIASES AND
PREJUDICES

INTERPRETATIONS
OF HISTORY

IV. THE PRESENT – THE HISTORIAN

Every historian has a point of view or bias (multiple perspectives)



Why use the historical method?

History courses stressed content.

- knowledge transmission (processed)
- do the thinking for you
- absorb, remember, repeat (rote, passive)
- superficial
- "easy" - bland/boring
- history closed – one right answer – textbook certitude
- students were desk-bound listeners
- history dead

History was the least popular subject for many students.

Why students like primary sources

The historical method stresses both content and process.

- construct knowledge (unprocessed)
- do your own thinking about meaningful historical problems
- critical thinking (active analysis)
- in-depth
- disagreement – variety of interpretations
- difficult – challenging, engaging
- history open – multiple answers
- primary sources spark interest in a topic
- history alive

Could history become the most popular subject?

J. H. Stewart Reid
Kenneth McNaught
Harry S. Crowe

*A source-book
of Canadian history*

REVISED EDITION



sticks to his individual State. Mr. Stephens, the present Vice-President, was a strong Union man, yet when the time came, he went with his State. Similarly we should stick to our Province and not be British Americans. It would be introducing a source of radical weakness. It would ruin us in the eyes of the civilized world. All writers point out the errors of the United States. All the failings prognosticated by De Tocqueville are shown to be fulfilled.

Mr. Johnson (New Brunswick): Enumerate for local Governments their powers, and give all the rest to General Government, but do not enumerate both.

Mr. Palmer: Easier to define what are general than what are local subjects, but we cannot define both. We cannot meet every possible case or emergency.

Mr. Henry (Nova Scotia): We should not define powers of General Legislature. I would ask Lower Canada not to fight for a shadow. Give a clause to give general powers (except such as given to Local Legislatures) to Federal Legislature. Anything beyond that is hampering the case with difficulties. If we have to have Confederation let us have one on the principles suggested by Attorney-General Macdonald. . . .

(i) THE CANADIAN DEBATE

(All the excerpts in this section are taken from Parliamentary Debates on the subject of the Confederation of the British North American Provinces, Quebec, 1865.) The only provincial legislature to approve the Quebec Resolutions before they were submitted for drafting into an Imperial Act, was that of United Canada; but the debate there in the spring of 1865 served as a public examination of most of the pros and cons of the Quebec Resolutions. The Canadian debate began on February 3 and lasted until March 11. It closed with the approval of the Quebec scheme by a vote of ninety-one to thirty-three. Among the French-Canadian members, twenty-seven approved while twenty-two voted 'no'. The discussion in the Legislative Council was opened by the Premier, Sir E. P. Taché, who moved:

That an humble Address be presented to Her Majesty, praying that She may be graciously pleased to cause a measure to be submitted to the Imperial Parliament for the purpose of uniting the Colonies of Canada, Nova Scotia, New Brunswick, Newfoundland and Prince Edward Island, in one Government, with provisions based on the following Resolutions, which were adopted at a Conference of Delegates

from the said Colonies at the city of Quebec, on the 10th of October, 1864. . . .

Taché then gave his reasons, particularly for the benefit of French-Canadian members, why the Address should be adopted:

If the opportunity which now presented itself were allowed to pass by unimproved, whether we would or would not, we would be forced into the American Union by violence, and if not by violence, would be placed on an inclined plane which would carry us there insensibly. In either case the result would be the same. . . . [No one section could dictate to another in this scheme, for] in a Federal Union, all questions of a general nature would be reserved for the General Government, and those of a local character to the local governments, who would have the power to manage their domestic affairs as they deemed best. If a Federal Union were obtained it would be tantamount to a separation of the provinces, and Lower Canada would thereby preserve its autonomy together with all the institutions it held so dear, and one which they could exercise the watchfulness and surveillance necessary to preserve them unimpaired. (The honourable gentleman repeated this portion of his speech in French, for the express purpose of conveying his meaning in the clearest and most forcible manner to his fellow-members for Lower Canada who might not have apprehended so well the English.) But there might be a portion of the inhabitant of Lower Canada who might at a first glance have greater reason to complain than the French Roman Catholics, and these were the English Protestants. Any why? Because they were in a minority; but he thought that if they took the trouble fully to consider the subject, they would be reassured and satisfied with the scheme. First, a great event had taken place; the law of Lower Canada had been consolidated, and the English-speaking people residing in that section had got reconciled to it; in fact they were well satisfied therewith. In this respect, then, they were secure. But they might say that the majority in the Local Legislature might hereafter be unjust to them, but he thought that, on looking at the past, their fears might be allayed. Before the union of the provinces, when the large majority of the members in the Legislature were French, the English inhabitants had never found cause of complaint against them. In no instance had injustice been attempted. The difficulty was that the minority wanted to rule and wanted to possess the whole power of the state in their hands. That the people of Lower Canada always acted towards the

What was wrong with the available books of primary sources ?

- written sources (100%)
- too long, complex
- government sources
- for academic students
- subtle biases
- reinforce textbook
- always reliable/credible
- carefully selected (sanitized)
- single perspective
- often deadly

How to improve books of primary sources

- written AND visual
- shorter, less complex
- everyday sources
- age-appropriate
- more obvious biases
- multiple perspectives – range of views
- not always reliable/credible – challenge the textbook
- include marginalized groups – women, First Nations etc.
- lively

Historical perspectives

A perspective (point of view or bias) can influence how we view an event or person. It applies to the producers of source materials and the historian.

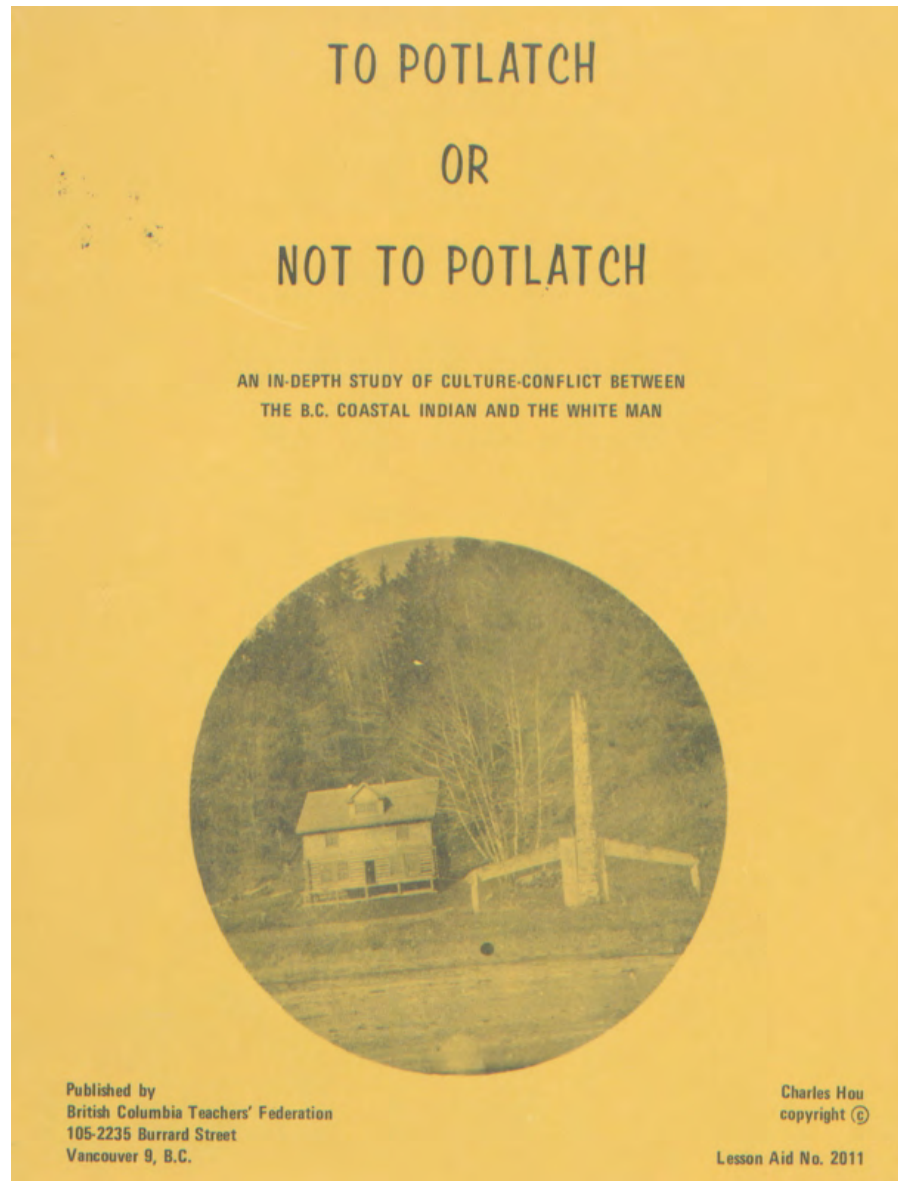
- political
- economic or class
- national
- gender
- vocational
- religious
- racial or ethnic
- historical influences
- marital status
- personal values

The **bias rule** says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps wants us to think happened. As a result, historians follow these guidelines when they review evidence from the past:

- view every piece of evidence critically
- consider the creator's point of view
- cross check the date of each piece of evidence

Experimenting with primary sources

Class debates



A variety of sources

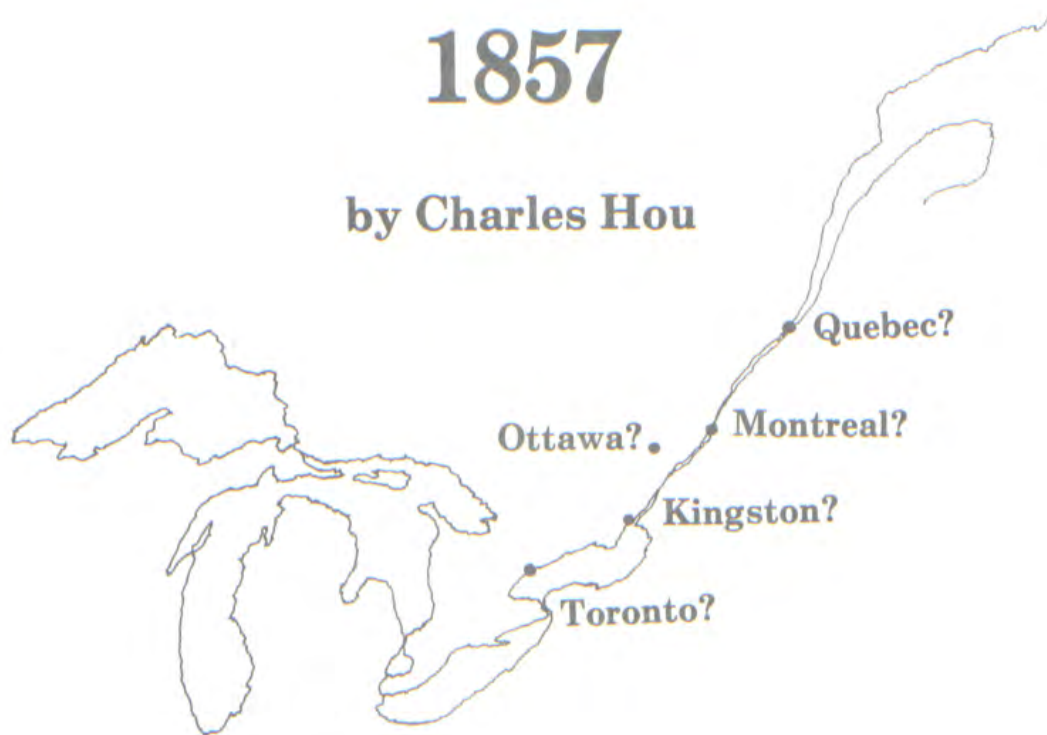


Submissions to the Queen

SELECTING A CAPITAL FOR CANADA

1857

by Charles Hou

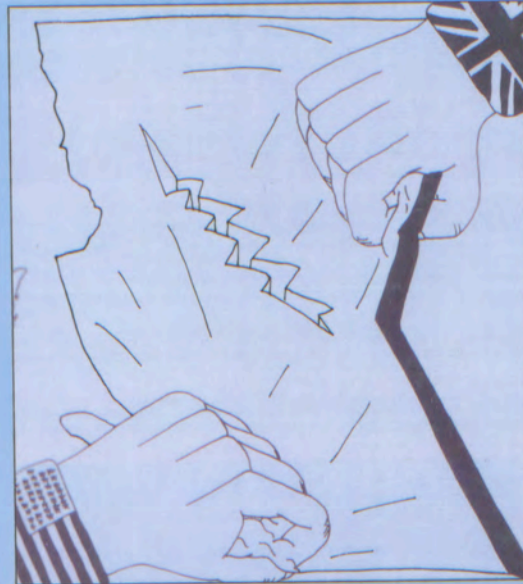


Parliamentary style debates

The Destiny of British Columbia

**Confederation or Annexation ?
1866-1871**

Charles Hou and Marlena Morgan







Making historic films



—Rob Straight Photo

RIDING THE COW-CATCHER . . . students portray Sir John A. and Lady Macdonald

Students capture 'Sir John' on film



Making historic videos



Robert Burnaby



Wednesday night was an emotional one for Burnaby North student Treena Blomquist (far left). The school's video on Robert Burnaby, directed by Blomquist and almost entirely done by students, premiered Wednesday at the school.

News photo by Mario Bartel

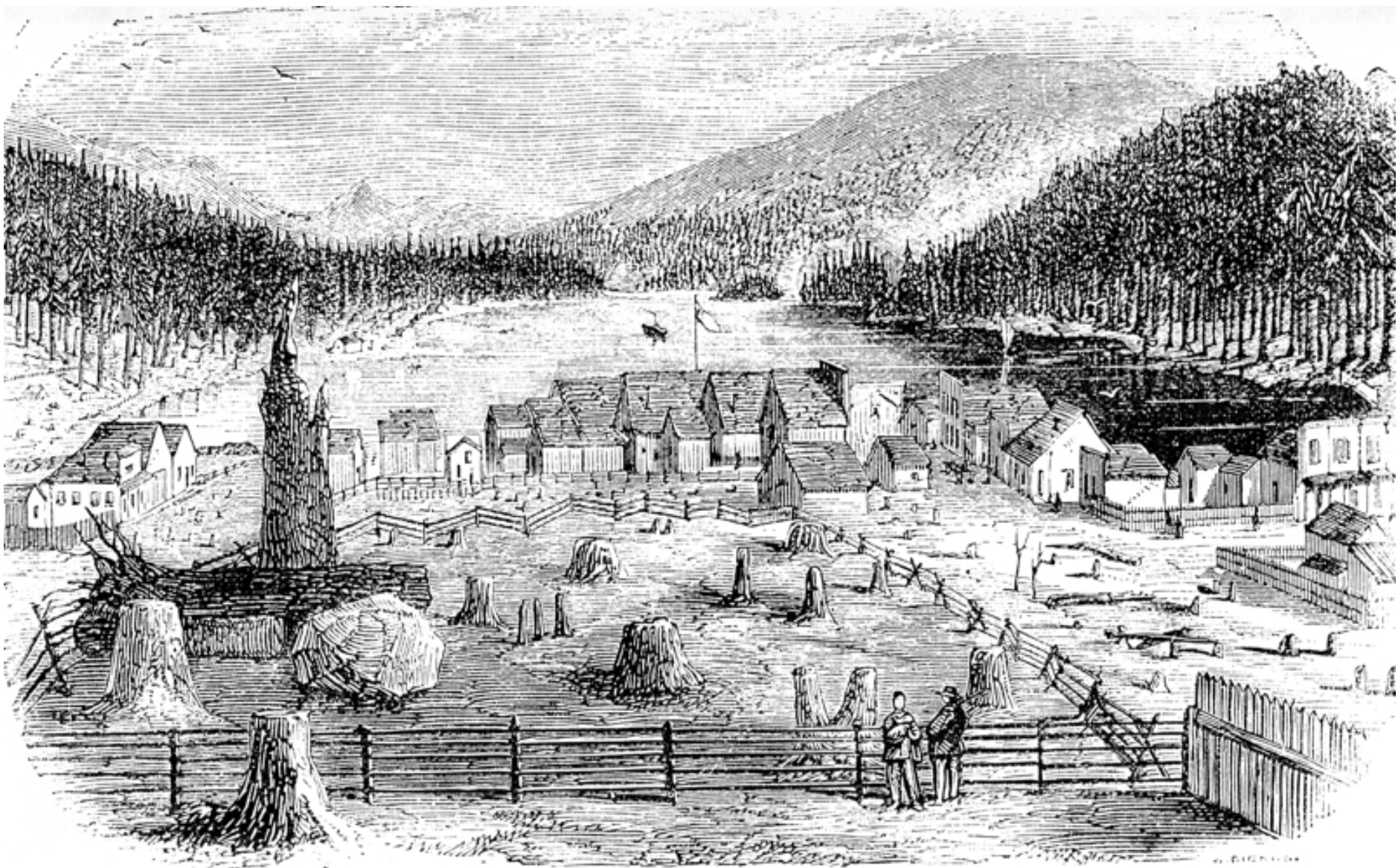
Hiking historic trails

THE HARRISON-LILLOOET GOLD RUSH TRAIL



1858

1978



DOUGLAS, BRITISH COLUMBIA.







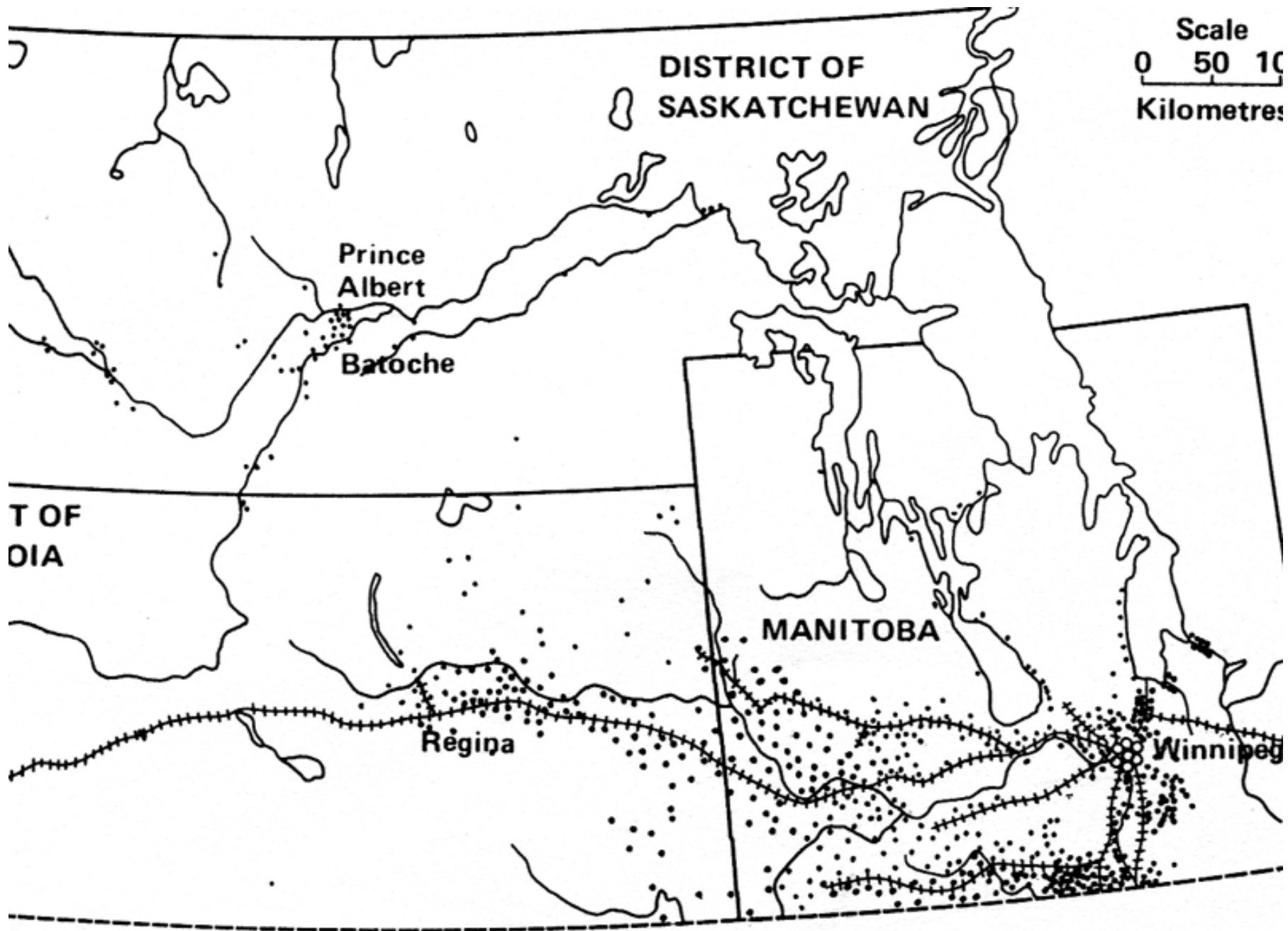
Visiting archives



Two students travelled to Ottawa to research the trial of Louis Riel in the National Archives.



Two students look at the original documents used during the trial of Louis Riel.



THE QUEEN vs. LOUIS RIEL.

The following is a list of the persons summoned by the undersigned, a stipendiary magistrate, in and for the said Territories, pursuant to the provisions of "The North-West Territories Act, 1880," and from whom the jury required in the trial of the charges against you, a copy of which is hereto annexed, are to be called:

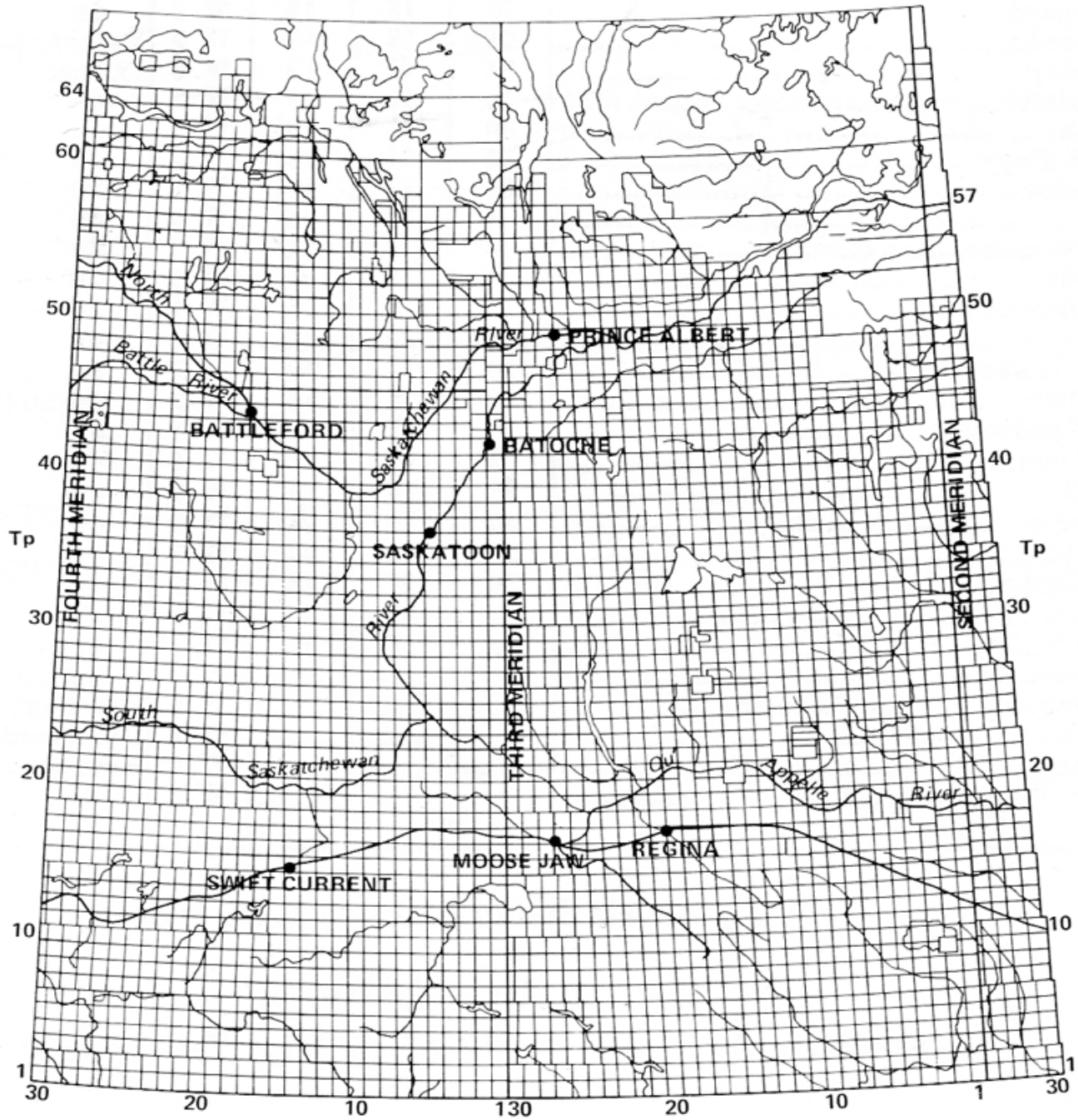
Name.	All in the North-West Territories, Canada.				Profession or Addition.
	Place of Abode.				
	Section.	Township.	Range.	Meridian.	
Francis Cosgrave	18	16	1	W 2	Farmer.
Benjamin Limoges.....	24	16	3	W 2	do
Thomas Howard.....	14	14	3	W 2	do
Peel Deane.....	32	16	5	W 2	do
Walter Merryfield.....	16	15	6	W 2	do
John Fotheringham.....	32	15	8	W 2	do
Wm. D. Perley.....	34	16	10	W 2	do
Thomas Gordon.....	10	13	11	W 2	do
Robert O. Rigby.....	26	18	12	W 2	do
Joseph Sheppard.....	16	18	12	W 2	do
Edwin J. Brooks.....	26	19	13	W 2	Merchant.
William Broley.....	34	19	13	W 2	Farmer.
Owen Strickland.....	20	20	12	W 2	do
Donald Gunn.....	30	21	13	W 2	do
Wilton R. O. Papy.....	16	21	14	W 2	do
Arthur Webster.....	34	17	14	W 2	do
Adam Auld.....	4	19	14	W 2	do
Malcolm A. McLane.....	18	17	15	W 2	do
John B. Davis.....	18	18	15	W 2	do
William U. Brooko.....	16	18	15	W 2	do
Thomas Wright.....	28	19	15	W 2	do
Henry T. Whittaker.....	30	16	19	W 2	do
John McCallum.....	22	18	19	W 2	do
Demetrius Woodward.....	36	17	20	W 2	do
Peter McCallum.....	2	18	24	W 2	do
Michael Sullivan.....	28	16	25	W 2	do
Thomas Rogers.....	16	17	25	W 2	do
Edward Eratt.....	32	18	25	W 2	do
James W. Wrong.....	30	16	28	W 2	do
James Watson.....	30	16	26	W 2	do
John McIntyre.....	8	17	19	W 2	do
Oliver T. Stone, Sussex.....	.....	.....	.....	W 2	do
Albert E. Fregent, Fort Qu'Appelle.....	.....	.....	.....	W 2	Merchant.
George Anderson, Greenfield.....	.....	.....	.....	W 2	Contractor.
Hy. J. Painter, Brandon.....	.....	.....	.....	W 2	Merchant.
Thomas Bull, Penso.....	.....	.....	.....	W 2	do

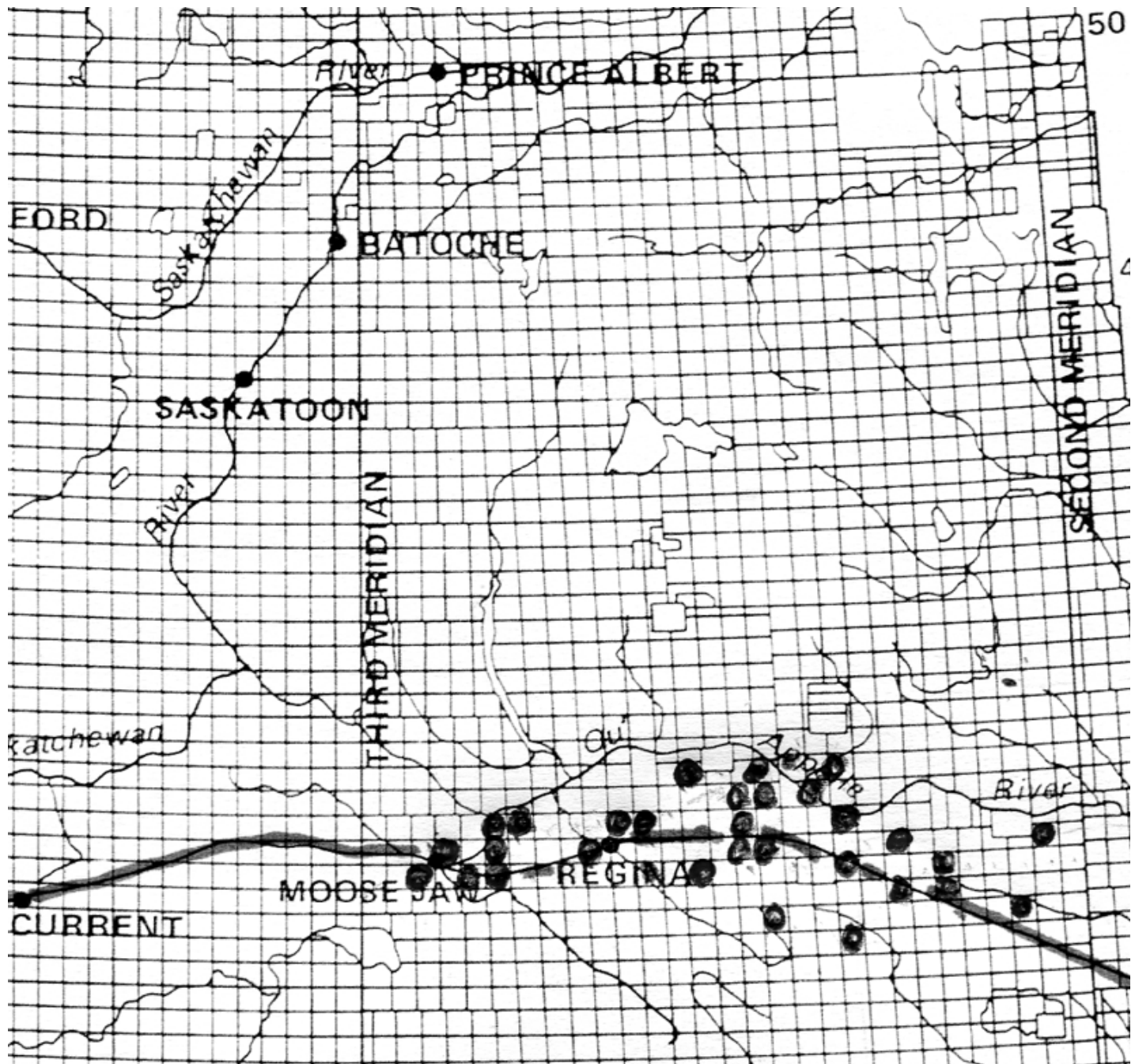
Dated at Regina, N.-W.T., this sixth day of July, A.D., 1885.

HUGH RICHARDSON,

A Stipendiary Magistrate for the North-West Territories of Canada.

	Section.	Township.	Range.	Meridian.	
Francis Cosgrave	18	16	1	W 2	Farmer.
Benjamin Limoges.....	24	16	3	W 2	do
Thomas Howard.....	14	14	3	W 2	do
Peel Deane.....	32	16	5	W 2	do
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Hy. J. Painter, Brandon.....	W 2	Merchant.
Thomas Bull, Pense.....	W 2	do







Louis Riel's jury.

Mock trials



Prepare five questions the prosecution lawyers should ask about the document.
Prepare five questions the defence lawyers should ask about the document.

Justice commands to take up arms.

✓ Pierre Paranteau	Chairman	✓ Pte Paranteau
✓ Lhs. Holm		✓ Pierre Henry
✓ Capt. Dumont		✓ Robert Belome
✓ Pte Bayer		✓ Damare Leaniere
✓ Boise Ouellette		✓ Maxime Pifine
✓ Donald Ross		✓ Pte Boucher
✓ Capt. Monkman		✓ David Youond
✓ Amb. Juhin		

P. Juhin
Secretary

Louis "David" Riel. Exceed.

St. Anthony, Abch 21 24 1885.



The Riel Rebellion:

A Biographical Approach

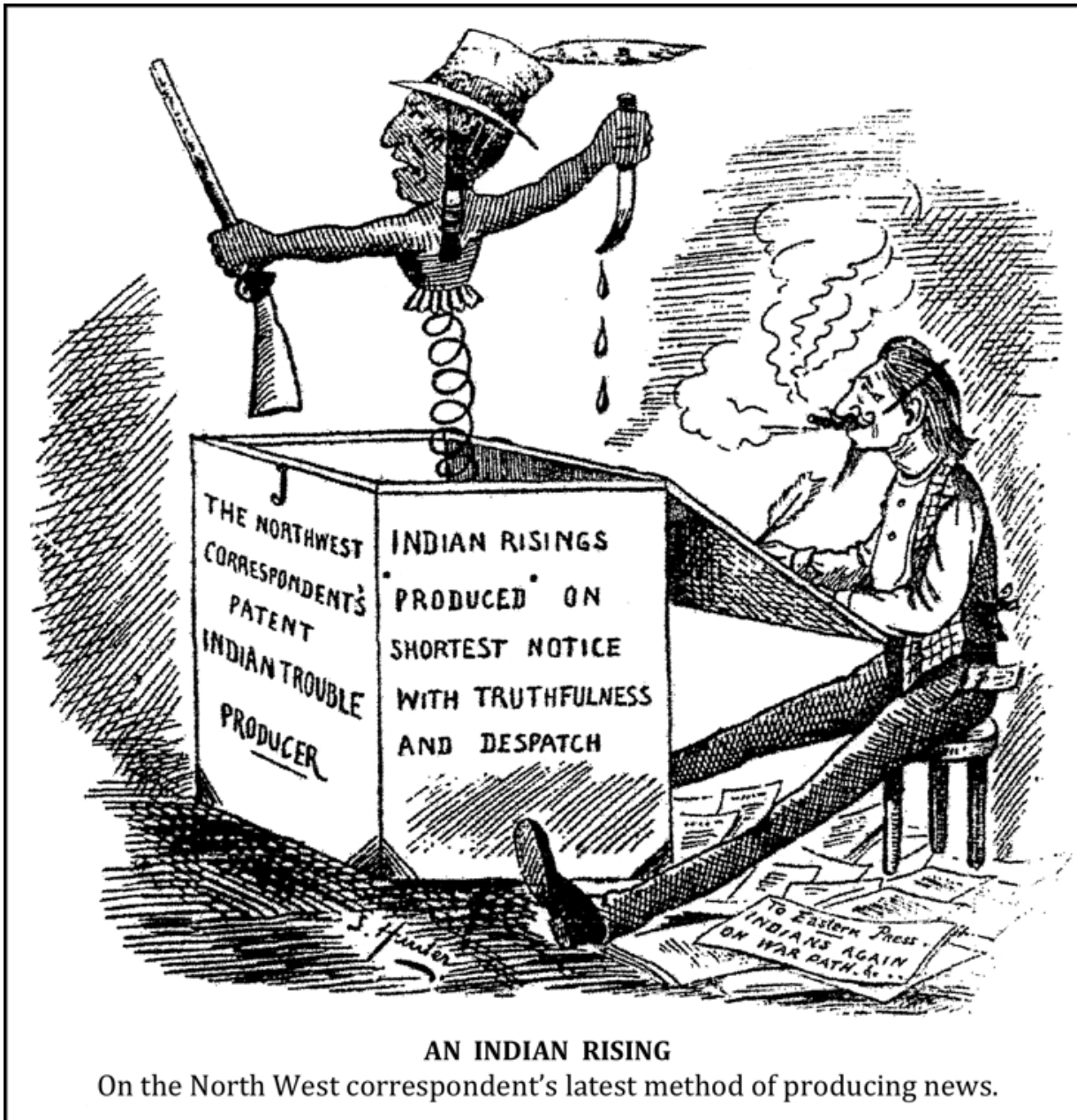
Charles and Cynthia Hou



Analyzing primary sources

1. **What** kind of source is it? What is the source about? What point is the source trying to make?
2. **When** was the source created: during the event, soon after or much later (context)?
3. **Where** was the source created and under what conditions?
4. **Who** created the source? Credentials? Point of view?
5. **Why** was the source created? For whom? Whose interests does the source serve?
6. **What inferences** can I make from this source? What evidence can I provide?





AN INDIAN RISING

On the North West correspondent's latest method of producing news.

787.



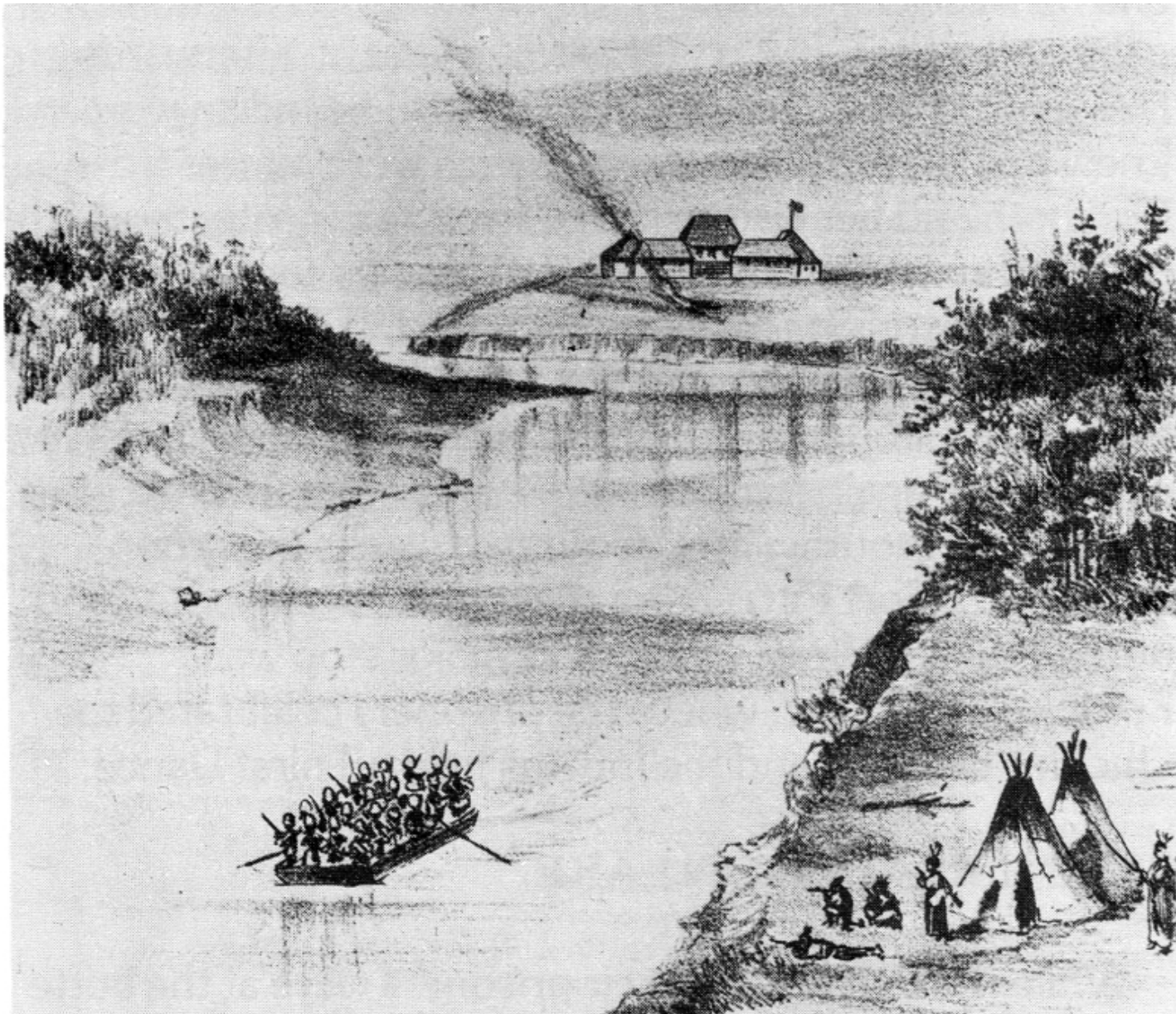


NOBLE WOMEN ON THE DEFENSIVE.

"The Misses McLean show great courage, each one, Rifle in hand, Stands at a Loophole."

Extract form Corporal Sleigh's (N. W. M. Policeman) Diary, April 7th

Fort Pitt, *Montreal Daily Star*, 23 May 1885



The evacuation of Fort Pitt by the NWMP, April 15, 1885.



The rescue of Theresa Delaney and other captives by a party of scouts, 27 May 1885



To Canada, Minister of the Interior, Ottawa, 1903

Why use visual sources?

- communicate quickly
- interesting – compelling – provocative – challenging
- require analysis or decoding
- multiple perspectives
- often have a strong point of view
- artistic
- variety of sources - cartoons, paintings, posters, photographs, advertisements, maps, statistics, graphs, monuments, stamps, artifacts, postcards etc.
- liked by all students (not just the academic students)

Turning points

Historical method

Visits to archives

Impact of technology

- Overhead projectors

- Photocopiers – ability to reproduce images

- Computers – exam banks = garbage in/garbage out

- Internet – greater access to images

- PowerPoint – LCD projectors

Desire to examine a wider variety of skills

Advanced Placement - examined all the SS skills

Canada's National History Society

Political cartoons

Peter Desbarats · Terry Mosher

The Hecklers

A History of Canadian Political Cartooning
and a Cartoonists' History of Canada

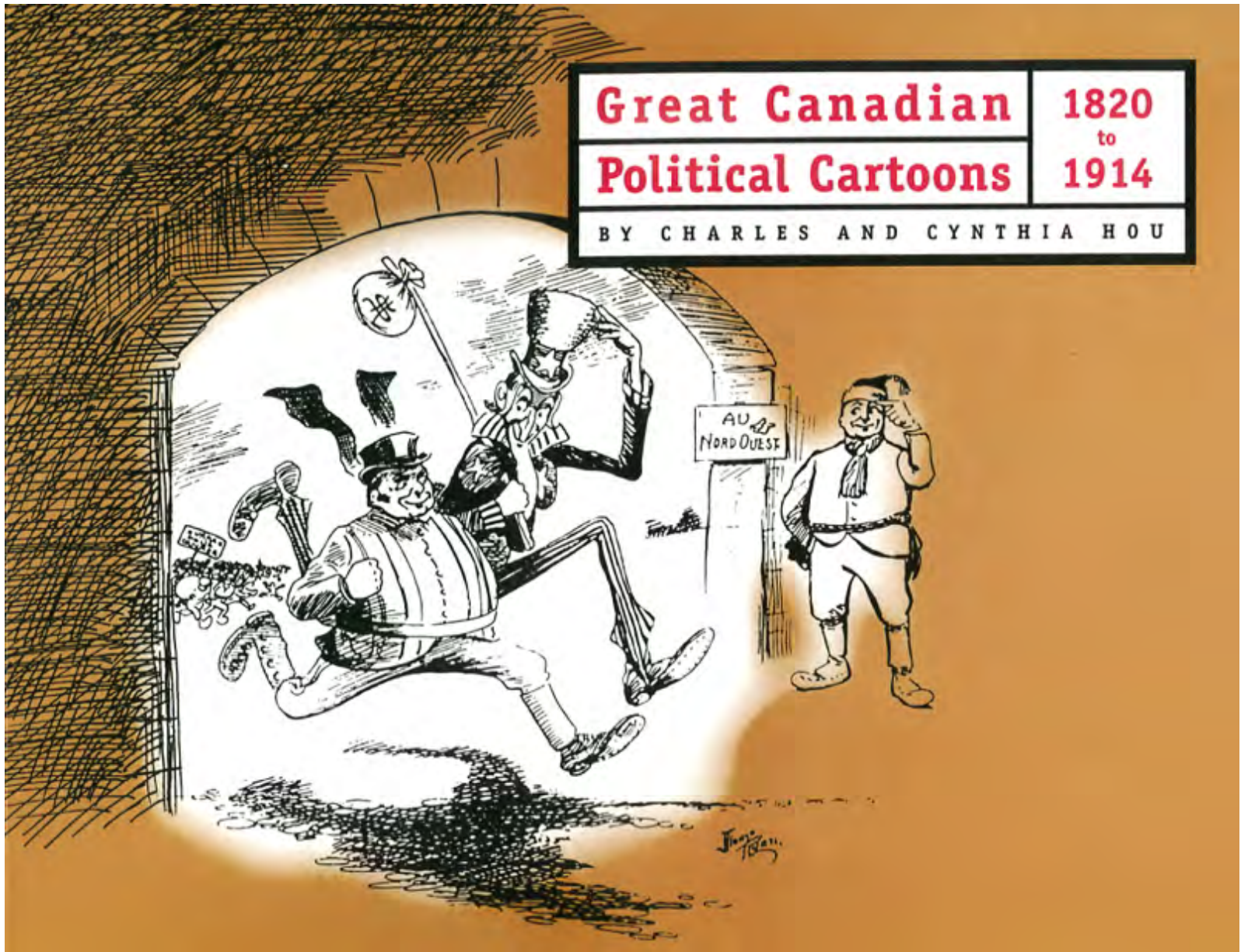


McClelland and Stewart · National Film Board of Canada

Great Canadian Political Cartoons

1820
to
1914

BY CHARLES AND CYNTHIA HOU



Great Canadian Political Cartoons

1915
to 1945

CHARLES
AND
CYNTHIA HOU



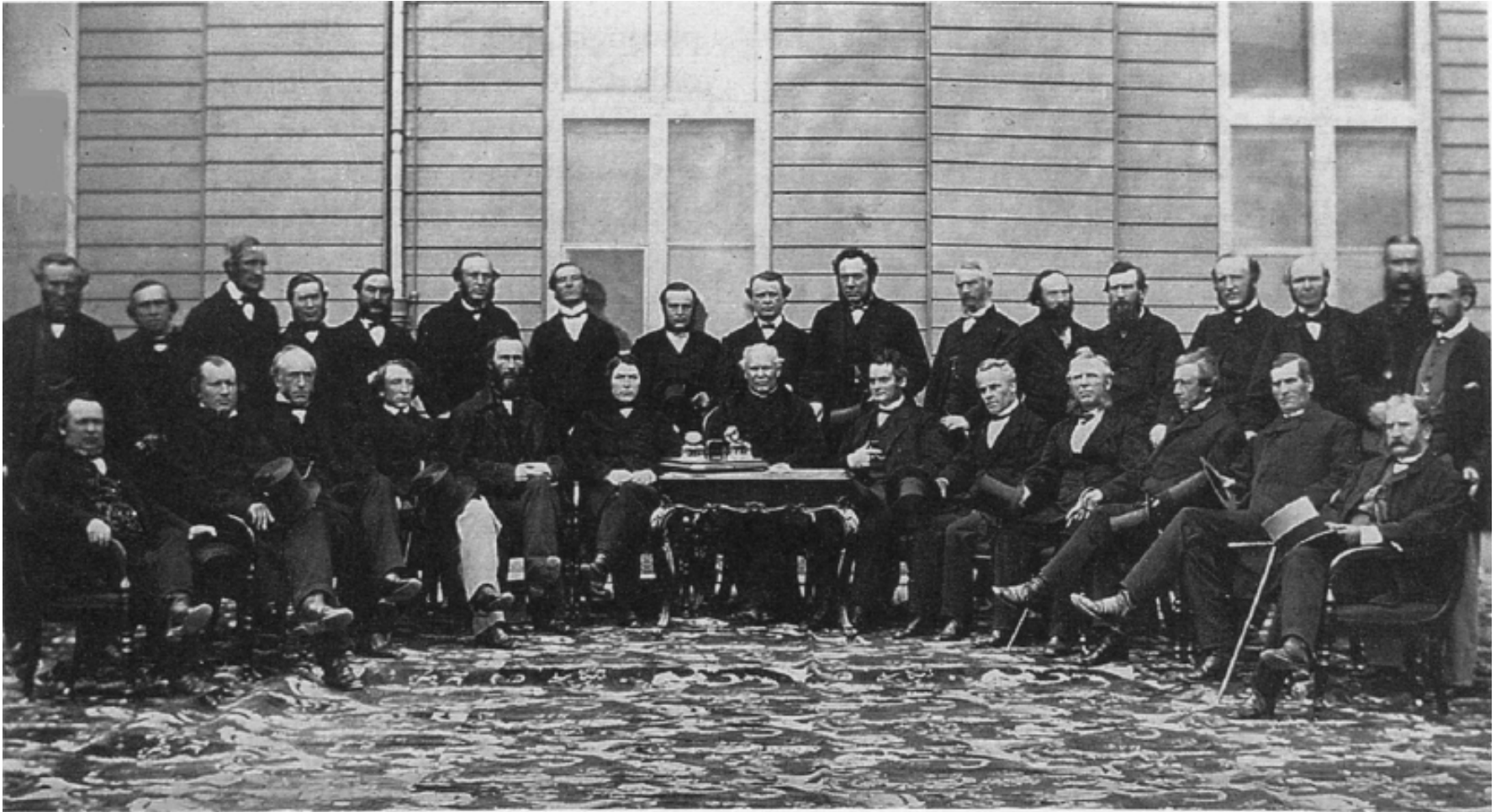
Great Canadian Political Cartoons

1946
to 1982

CHARLES
AND
CYNTHIA HOU

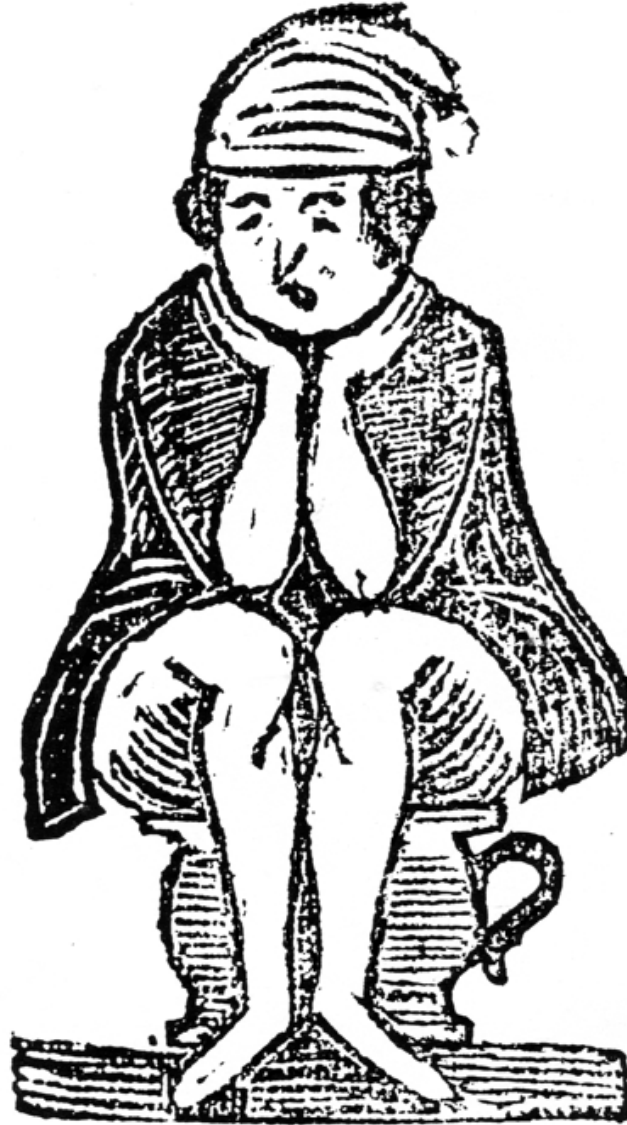


Confederation



Delegates at the Quebec Conference, October 1864, LAC C-6350

EFFET DE LA CONFÉDÉRATION



THE EFFECT OF CONFEDERATION

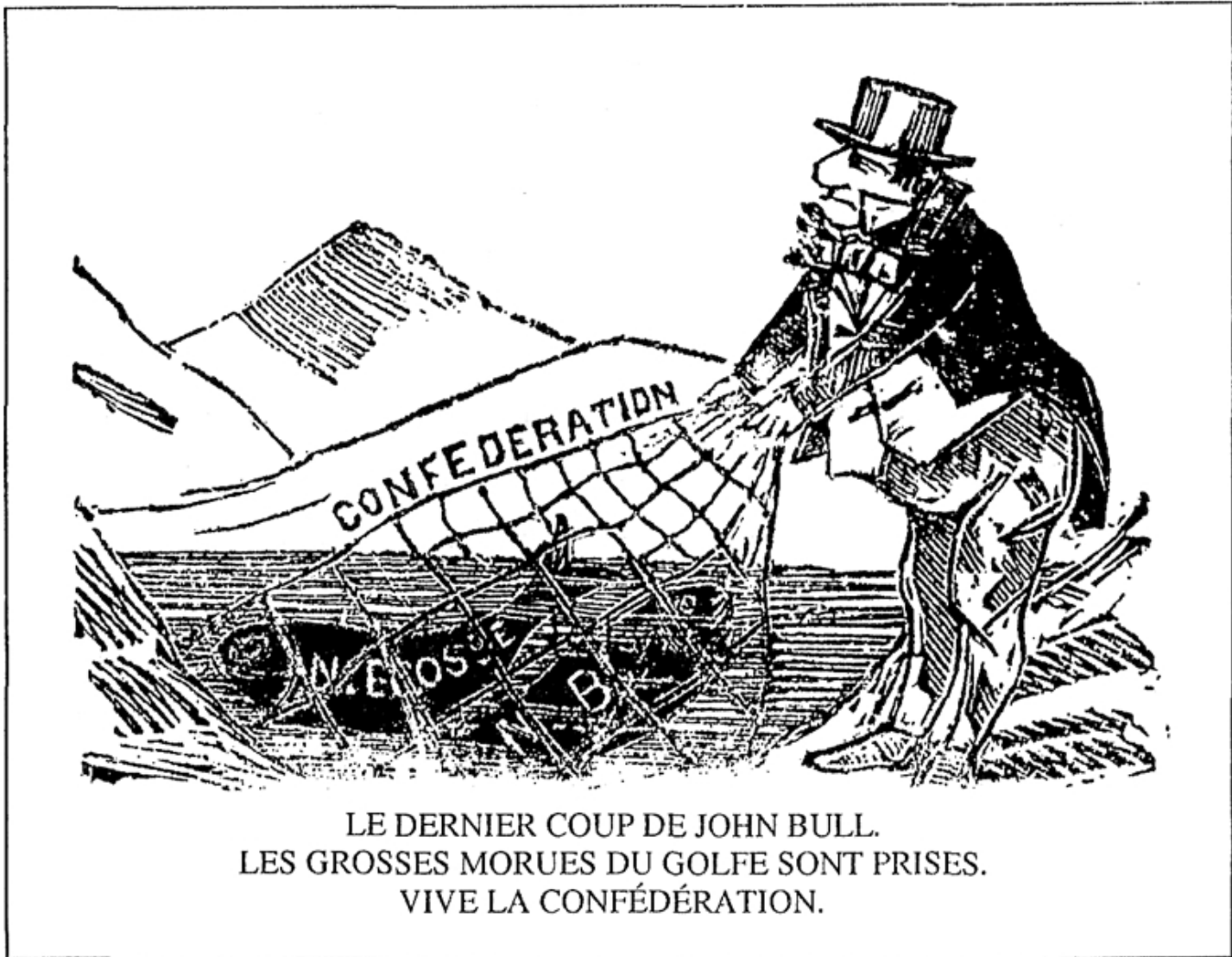
Jean Baptiste-Côté, *La Scie*, Québec, 24 December 1864



Côté / La Scie / 2 December 1864

La Confédération!!!

Wafting incense on the many-headed monster of Confederation to make it agreeable to Quebec, the Lamb.

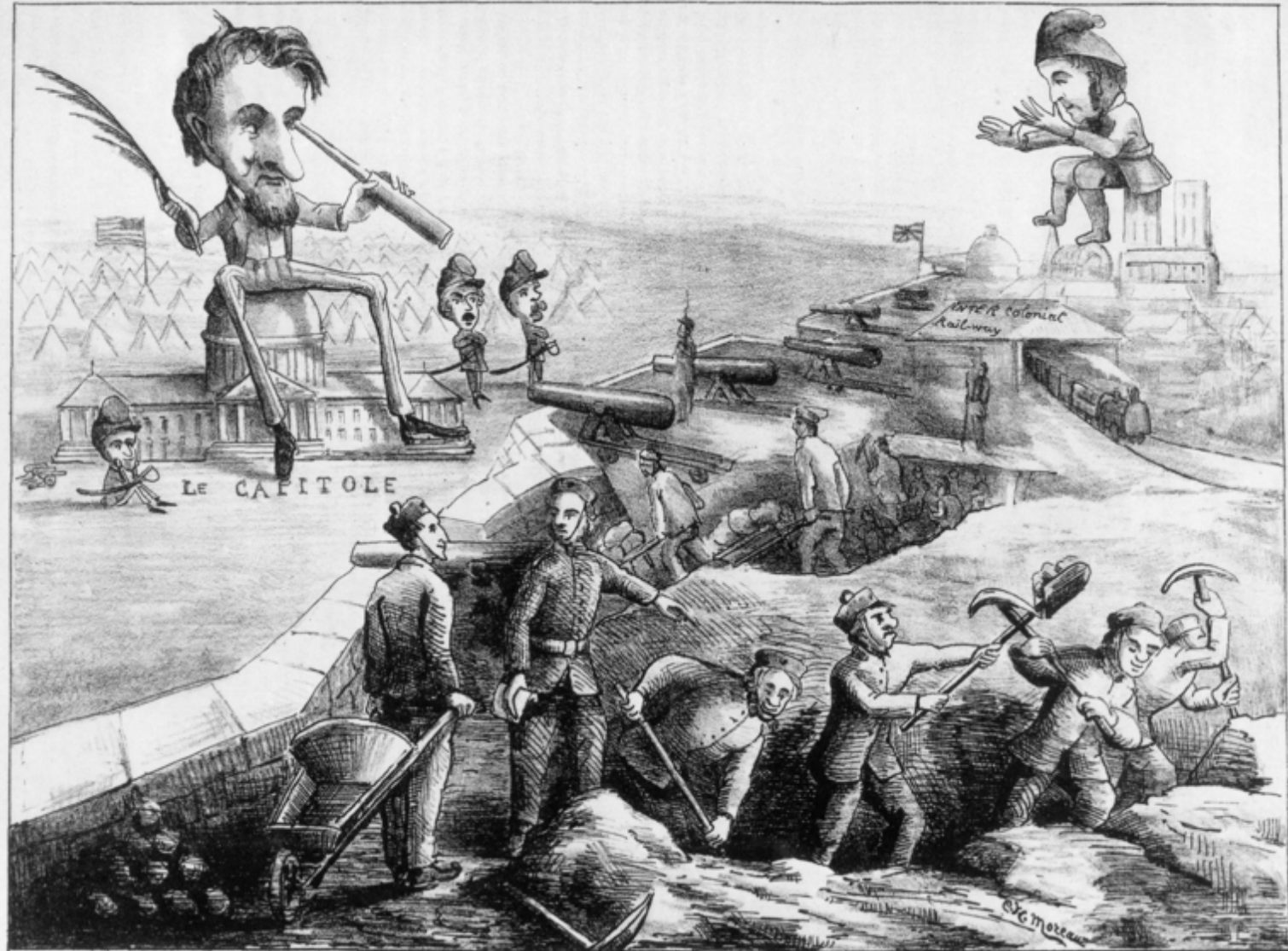


LE DERNIER COUP DE JOHN BULL.
LES GROSSES MORUES DU GOLFE SONT PRISES.
VIVE LA CONFÉDÉRATION.

JOHN BULL'S LATEST CATCH

The big cod of the gulf are taken. Long live Confederation!

La Scie, Québec, December 1864



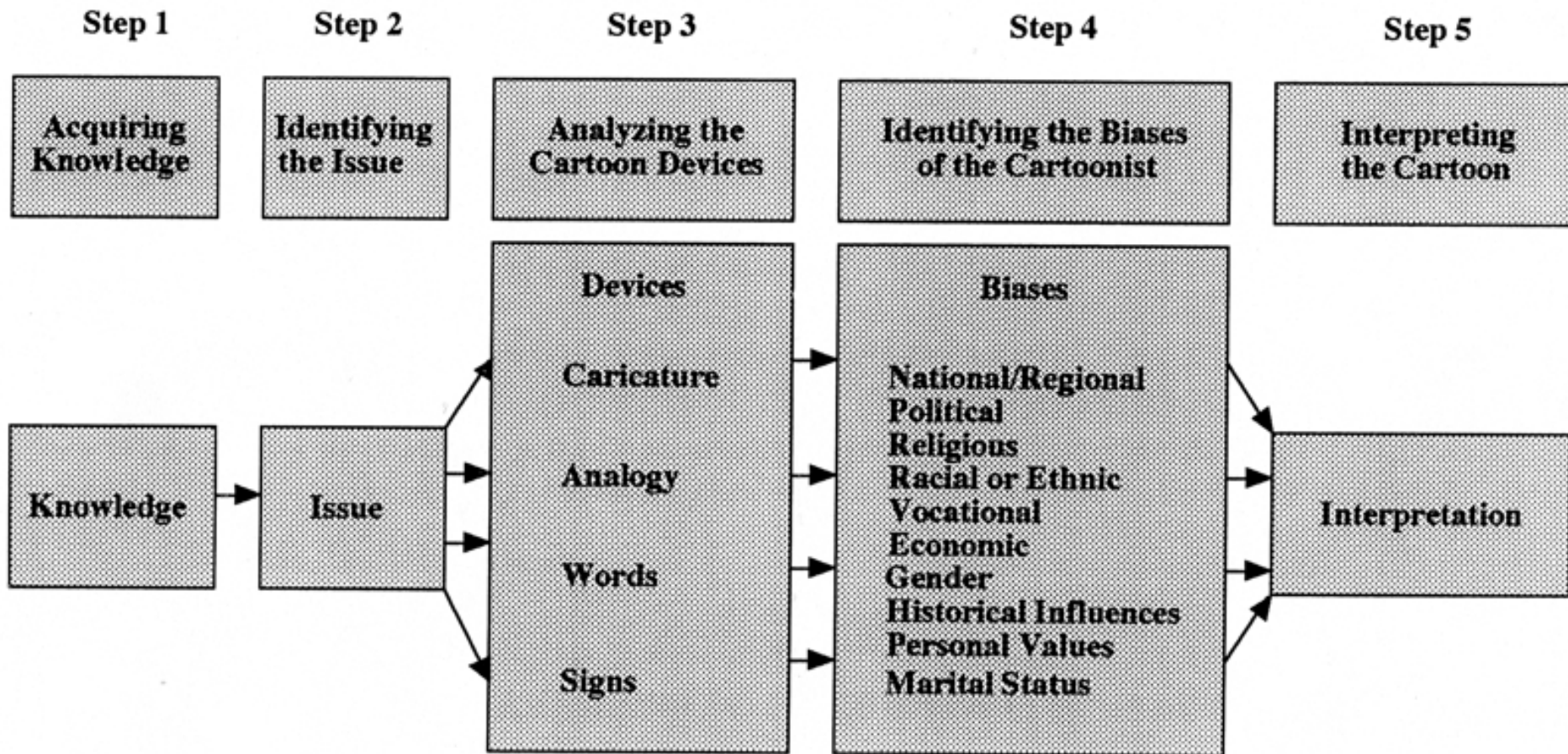
GOOD MORNING MR. LINCOLN: "Set your minds at rest, dear neighbours. Spare yourself needless expense! From now on, the deepest peace must reign between us! You dread to see my large army unoccupied! Don't be afraid, for I will use it to clean the streets of New York. There are more than fifty years of work. Therefore you can demolish those fortifications that are suffocating you!" **JEAN BAPTISTE:** " Just don't bother me, will you! Do you take me for a fool?" *Le Perroquet*, Montréal, 15 April 1865, LAC C-112901 [tr.]

The Art of Decoding Political Cartoons

A T E A C H E R ' S G U I D E



CHARLES AND CYNTHIA HOU



Caricature

purpose – identification of people/places/events
 devices – simplification/distortion/exaggeration

Analogy

purpose – creation of settings/situations for comparison
 devices – historical/literary/cultural

Words

purpose – commentary/explanation/revelation
 devices – titles/captions/name tags/dialogue/balloons

Signs and related devices

purpose – quick communication
 devices – signs, symbols, stereotypes, size, shading

2. Match the following qualities with the drawings found on this page and the next two pages.

aggressive

angry

arrogant

courageous

fanatical

generous

happy

haughty

important

innocent

interested

objecting

pensive

pleading

proud

puzzled

sad

self-satisfied *smug*

strong

submissive

troubled

united





Math contests? Why not a history contest?

1. critical thinking questions (MC, short and long essays)
2. emphasis on visual primary sources
 - lack of a national curriculum and textbook
 - Canadian history taught at different grade levels
 - focus on skills and major events
3. short documents (influence of AP)
4. multiple perspectives
5. variety of primary sources
6. grade level appropriate sources
7. interesting and provocative sources

The Begbie Canadian History Contest: The First Ten Years





Honneur aux Patriotes 1837, Émile Brunet. Erected 1 July 1913 at Saint-Denis-Sur Richelieu, Quebec

Canadian Primary Sources in the Classroom

Visit <www.begbiecontestsociety.org>

<www.begbiecontestsociety.org>

- Historical method
- Teaching ideas
- Themes
- Questions – over 3000 primary sources
- Publications

Teaching ideas using Canadian Primary Sources in the Classroom



Royal Victoria College [a women's college at McGill University] *Old McGill Annual*, 1916

Political cartoons. Select 5-10 cartoons: Sort by most interesting to least interesting; most biased to least biased; left wing to right wing; for war or against war; most emotional reaction, least emotional reaction; by region; by date, major publication (view of majority), minor publication (views of minority) etc. Whose interests are served by each of the cartoons?



Statues. “Monuments are sermons in stone.” Select five statues of Louis Riel; What is each monument meant to convey or communicate? Which one is the best?



Royal Tour. King George VI and Queen Elizabeth talking with Rt. Hon. W.L. Mackenzie King on the terrace of the Banff Springs Hotel, 1939.

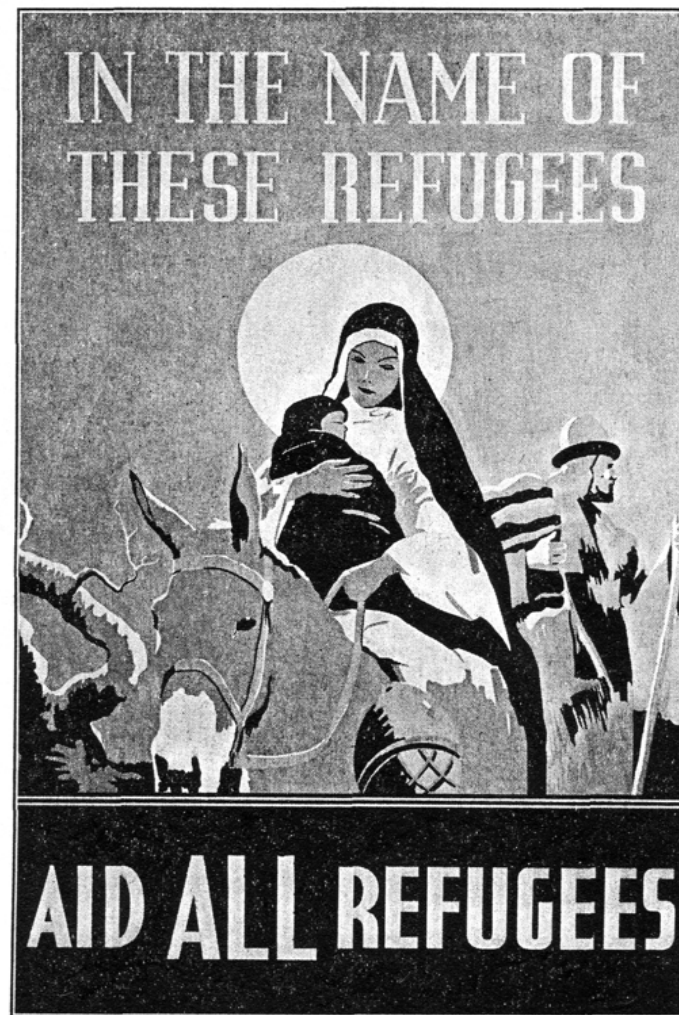
Photographs. Is the photograph candid or posed? Why was the photograph taken? What is the photographer's attitude or bias? Clues: subject, gestures, perspective, framing, distance, space, symbolism.



Paintings. What was the creator's purpose? Look at the subject, colour, gestures, perspective, framing, distances, space and symbolism for clues.



Magazine covers. SOAPS –
Subject/Occasion/Audience/Purpose/Speaker



The United Church Observer, 1 July 1938

Posters. What is the message? Is the poster effective? How is the message conveyed? Explain how the artist used colour, words, images, symbols and the arrangement of ideas to produce a specific reaction in the viewer. Good posters are simple, direct, clear, memorable, emotional and dramatic.

"C.J.C. Clayton... brings a message from Captain R.A.S. Allen... who died of wounds in a hospital... confirming the horrible story of the crucifixion of a Canadian sergeant by the Germans. Clayton says... 'Allen went on to declare that... a Canadian sergeant was tied up by the arms and legs to a tree and pierced sixty times by German bayonets.' Clayton says the sergeant's name was given him by Allen, but in the confusion of wounding he cannot now find it...'

The Paris correspondent of the *Morning Post* says to-day: 'Wounded Canadians... heard it [the story of a crucified Canadian soldier] from officers in the Dublin Fusiliers who actually came across the body nailed to a door with hands and feet pierced with bayonets. The body was riddled with bullets.' "

"Canadian Was Crucified," *The Toronto Star*, May 11, 1915

Newspaper reports. Are newspapers a reliable source? When and where was the story written? Who wrote it and why did they write it?

Canadian Primary Sources in the Classroom: First World War

Variety of primary sources

Postcards, photographs, posters, paintings, sculptures, advertisements, pamphlets, poetry, book covers, statistics, sheet music, newspaper articles, calendar

Variety of topics (impact of the war)

Casualties, deaths, veterans, nationhood, profiteering, knighthoods, income tax, bilingualism, suffrage, women workers, Halifax explosion, Conscription, remembrance, political, labour

Multiple perspectives

Age-appropriate sources

MAKING SENSE OF CANADIAN HISTORY

Fifteen Ways to Interpret the Past



Charles Hou

Fifteen Ways to Interpret the Past

Good versus Evil

The Struggle for Survival

The Rise and Fall of Civilizations

The Growth of Freedom

Progress

British Imperialism

Nationhood

The Northern Frontier

Staples

Metropolitanism

The Empire of the St. Lawrence

Biographies of Great Persons

The Oppressed versus the Oppressor

The Struggle for the Border

Social History



1642, Founding of Montreal, Sieur de Maisonneuve, Confederation

Life

Sample assignment using primary sources

Write a history of a member of your family or a friend or neighbour. Include copies of ten primary sources you used during your research.