

THE TEACHING OF CRITICAL THINKING SKILLS
IN SENIOR DIVISION HISTORY

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By

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CHAPTER ONE

ORIGINS OF TEACHING THINKING SKILLS

No one can discuss the origins of teaching thinking skills without taking a detailed look at the work of John Dewey, the educator and philosopher who began the Progressive movement in education in the early twentieth century. Much of the research on the theory of thinking has its roots in the ideas of this man.

According to John Dewey, "the object of education is to teach effective habits of discriminating tested beliefs, to develop a lively and sincere and open-minded preference for conclusions that are properly grounded and to ingrain into the individual's working habits, methods of inquiry and reasoning appropriate to various problems".¹ He adds that the cultivation of mental disciplines to transform natural tendencies into trained habits of thought and to fortify the mind against irrational tendencies is also the role of teaching. These noble ideas have been interpreted, re-worked and analyzed by most theorists who have followed Dewey.

The essence of Dewey's ideas in his book How We Think is to identify the process that the learner goes through in understanding the world around her. Reflective thought is essential for this process. Dewey defines reflective thought as "active, persistent and careful

¹Dewey, John. How We Think. Boston: D.C. Heath, 1910.

consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (p. 6). Reflective thought is something that is believed, not on its own account, but on the basis of something else that stands as evidence or a ground of belief. Reflective thinking is the operation of drawing inferences and is the essential difference between "man and the brutes" (p. 14).

Dewey's analysis of this inference process contains five steps in reflection. The initial step incorporates the natural resource of curiosity that he identifies. The natural curiosity of the learner is essential in perceiving the initial difficulty or problem to be dealt with by the learner. This first step of questioning, experimenting, of transforming interest into inquiry lies within the learner. The teacher can reinforce this natural tendency by attempting to develop a mental attitude of curiosity by positive reinforcement of this characteristic within the classroom and the school. An openness, an acceptance of questions and an understanding of individual traits encourage this natural resource, while dogmatic instruction and random exercises upon trivial things can dissipate it.

The second step is the inspection of the data to clarify the terminology and define the issue more specifically. This phase incorporates the natural resource, identified by Dewey, called orderliness. Orderliness is the natural tendency to arrange data with a pattern that will give a trend toward a unified conclusion (p. 46). This step does not include ready-made definitions or generalizations that the data is

to fit. The trend is formulated by systematic inference using both inductive and deductive reasoning. The need for an intellectual form or point of view identifies the importance of connections binding isolated items into a coherent single whole (p. 79). The teacher's role in this phase is to form careful, alert and thorough habits of thinking to achieve the best results under given conditions. Thoroughness, definitiveness, exactness, orderliness and methodic arrangement are attitudes that are part of this step.

The third step in this process deals with the learner's suggestion of possible solutions to explain the perplexity of step one and the clarification of step two. The third phase deals with the growth of mind achieved through the natural resource of what John Dewey calls "suggestion" (p. 31). Suggestion incorporates the characteristics of ease, variety, persistence and flexibility. The intellectual effort is used to differentiate the significant and the meaningless. Time is necessary to digest impressions, and slowness should not be punished. The reliability of data is assessed. The observing and assessing of material are regulated with a view to facilitating the formation of explanatory concepts and theories.

It is during this stage that one must learn to discriminate between observed facts and judgments based upon them. Deduction requires a system of allied ideas which may be translated into one another by graded steps. This analysis of material identifies an emphasis and causes the emphasized property to stand out as significant (p. 111).

The fourth step deals with the bearing of the suggestion or the implication of the idea to the problem at hand. The synthesis stage deals with placing the selected material in context or identifying its placement with what is significant. This step deals with the elaboration of the conceptions or meanings suggested by the data and the aspects of the problem or situation that are important in controlling the formation of the interpretation (p. 103). As inference requires a jump or a leap and a necessary emphasis of conditions under which it occurs, the danger of false steps is lessened. Because the thinking operation of drawing inferences, of basing conclusions upon evidence, of reaching belief indirectly, may go wrong as well as right, one needs to safeguard and train against fallacies.

The teacher's role in this process is to be aware of tendencies in human nature to see what we want to see (intrinsic fallacies) and the local social conditions and language uses (extrinsic fallacies) that might influence the conceptions. "Teaching must not only transform natural tendencies into trained habits of thought, but must also fortify the mind against irrational tendencies current in the social environment and help disgrace erroneous habits already produced" (p. 26). John Dewey saw the teacher as a guide to regulate the conditions under which credence is given. Every inference shall be a tested inference as seen in the fifth step.

The last phase in understanding the material with which one is faced is the continual process of further observation which continually tests the inference arrived at in the previous steps. This process is described by Dewey as the "spiral movement of knowledge" (p. 119).

The spiral aspect deals with the testing of the elaborated idea by using it as a guide to new observations and experimentation. When one becomes familiar with unknown material, it leads to new material and it, in turn, becomes familiar and so on. All judgment, all reflective inference, presupposes some lack of understanding, a partial absence of meaning. The continual process allows for greater acquisition of meaning through definitiveness, distinction, consistency or stability of meaning.

The importance and awareness of this learning model and its influence upon educators cannot be underestimated. Although the work of John Dewey was written in 1910, the impact of teaching thinking skills began in the 1940's under such men as Edward Glaser.

Edward Glaser describes his research in the book An Experiment in the Development of Critical Thinking. He conceives critical thinking as involving three things: (1) an attitude of being disposed to consider problems and subjects in a thoughtful way, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. He suggests critical thinking "calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends."²

The influence of John Dewey in this description is obvious. It is interesting also to note that the division of thinking into the three

²Glaser, Edward. An Experiment in the Development of Critical Thinking. New York: Columbia University Press, 1941, p. 5-6.

components mentioned by Glaser is also the division described in the new curriculum of the Ontario Ministry of Education which will be used in this study.

In the following chapter, the term critical thinking will be looked at in more detail.

CHAPTER TWO

CRITICAL THINKING: WHAT IS IT? WHY SHOULD IT BE TAUGHT?

Introduction

The idea of teaching thinking in its own right may seem obvious and most teachers will say that they do teach thinking within their subject area. However, if it is taught, the carry over in the personal and social life of citizens is limited. It is my contention that the teaching of thinking skills is the fundamental responsibility of the educational system and this process should cover all subject areas. Such skills are increasingly important, not only in academic life; but also, and more importantly, for success in one's work and personal life.

This chapter will look at the historical development of the concept of critical thinking, the reasons for teaching critical thinking skills and the foreseen requirements and obstacles that were attempted to be dealt with in this project.

Critical thinking is more a mind set than a particular model to be followed. Edward Glaser appears to be the first to use the term to elaborate on John Dewey's term "reflective thinking". Robert Ennis defines critical thinking in his article "A Concept of Critical Thinking" in 1962 as "the correct assessment of statements" and he develops this concept to outline a series of attitudes and skills in 1985. Harvey Siegel contributes to the concept with the idea of the "critical spirit". Richard Paul of the Centre for Critical Thinking and

Moral Critique at Sonoma State University makes a distinction between the "weak sense" and the "strong sense" of critical thinking.

Weak sense critical thinking refers to what Socrates called Sophistry. Persons who had a sophistic command of critical thinking skills, who could through their skills of persuasion and knowledge of vulnerabilities of others make the false appear true and the true false, are egocentric in their view. The egocentric thinker is monological in his approach with an unconscious commitment to a personal point of view. He thinks more or less exclusively from his own frame of reference while at the same time using the basic vocabulary of critical thinking with rhetorical skill.

Strong sense critical thinking allows the thinker to acknowledge that he has a frame of reference and as such it can be questioned. He has an ability to reason dialectically or multilogically in such a way as to determine the weak points and the strong points of his point of view. The strong sense critical thinker fosters the passion for clarity, fairmindedness and accuracy. The reasoned judgment arrived at by the strong sense critical thinker is the antithesis of arbitrariness or opinion.¹

Leading critical theorists seem to support this concept of strong sense critical thinking.

¹Paul, Richard. "Critical Thinking and the Thinking Person", Fifth International Conference on Critical Thinking, Sonoma State University, 1987.

Robert Ennis defines critical thinking as "reasonable reflective thinking that is focused on deciding what to do or believe".² He argues that considering another person's point of view (dialogical thinking), arguing from premises with which one disagrees (suppositional thinking) and withholding judgment when evidence and reasons are insufficient, are other criteria that are necessary to critical thought.

Harvey Siegel speaks about the "critical spirit" as essential to developing the "critical manner". The critical manner is a willingness to subject all ideas and practices to scrutiny, to demand honesty and integrity from everything, in order to initiate into the rational life that creates reason as the dominant and integrating motive.³

The concept that critical thinking is an approach to teaching as well as a technique of teaching is not new. Socrates (470-399 B.C.) valued sharpness of mind, clarity of thought and a commitment to reason. To him is attributed the statement "an unexamined life is not worth living".⁴ Socrates illustrated the passionate love for truth and knowledge and the ability to learn it through the art of skilled questioning to subject knowledge to probing questioning from the vantage point of opposing points of view.

²Ennis, Robert. "Goals for a Critical-Thinking/Reasoning Curriculum". Champaign: Illinois Critical Thinking Project, 1985.

³Siegel, Harvey. "Critical Thinking as an Educational Ideal", Educational Forum, November, 1980.

⁴Plato, Apology. Harvard Living Classics, Section 38(a), Volume 2. New York: Collier and Son, 1909.

This approach is also supported by the technical skill of using definition, explanation and judgment as stated by Robert Ennis in his book Logic in Teaching.⁵ These elements of critical thinking require a knowledge of elementary logic and reasoning as well as the strong sense of critical thinking spoken of earlier.

Teachers must become conversant with the terminology of premise, assumption, consequent, antecedent, deductive and inductive reasoning and how to use this terminology in analysis of arguments as well as constructing arguments.

So, the teaching of critical thinking is linked with the definition of critical thinking and the purpose of this introduction. A teacher must be a critical thinker in order to teach critical thinking. So accepting the assumption that critical thinking is valuable, the conclusion is that it should be taught. There are several difficulties that face the introduction of these cognitive skills.

Obstacles to Teaching Critical Thinking

Students are required to cover a large amount of factual and conceptual material which they rarely have the time or the skills to integrate into their frame of reference. As a result, students fall back on memorization, creating the illusion of sound, durable learning. There is nothing wrong with memorization and in some situations it is essential to analysis, but the analysis frequently does not occur. Do

⁵Ennis, Robert. Logic in Teaching. New Jersey: Prentice-Hall, 1969.

not assume that the teaching of thinking skills implies a lessening of the content of subject areas. Knowledge of content is essential for skills to be developed. What I am suggesting though is that the emphasis should change.

Subject areas should pare down peripheral material by identifying the fundamental concepts and principles so that students learn how to solidify and deepen their learning. Whenever possible courses should be organized around core issues and problems rather than the transmission of factual detail.

Most subjects are taught fundamentally in a didactic manner within a lecture format which fosters passive learning of fragmented facts rather than an understanding of the subject matter. There should be increased emphasis on in-class exercises, discussions and assignments where students participate actively and are challenged by teachers and other students to explain, defend, or justify their conclusions and the reasoning upon which their conclusions are based.

Since students are creatures of habit, it is difficult for isolated teachers to change behaviour that other teachers are rewarding. Students should be expected to evaluate reading material critically and be provided with writing assignments that give them the opportunity to reason. Writing is "organized thought" and as such is a strong element in critical thinking. A written thought gives a viewpoint that does not allow shifts in definitional meaning, emotional terminology and irrelevant analogy among other difficulties to go undetected.

With these concepts or difficulties in mind, the History and Contemporary Studies Guideline put out by the Ministry of Education in Ontario has outlined specific skills that are to be incorporated in the classroom curriculum.

Among these skills that a senior division history student should have, the evaluation of information for logical errors, accuracy and underlying assumptions is identified as important in the assessment of recorded information.⁶ The teaching of this skill requires a commitment by the teacher to learn strategies to implement the skill. It also requires that the teacher has the skill in order to transmit it to the student. Another important element in teaching thinking skills is the establishment of a classroom atmosphere that is conducive to the interactive questioning necessary in skill development.

Requirements for Teaching

Commitment, knowledge and concern are elements that the teacher must have and these can only be achieved when the teacher can see the viability of such an approach. It is essential therefore that research be done to establish whether these skills can actually be taught.

Having identified some of the characteristics of teaching thinking skills, it is important to note that there appears to be little evidence that these characteristics are being used in the classroom.

⁶ Ontario Ministry of Education. History and Contemporary Studies Guideline, 1986, p. 58.

The only research available in this field is based in the United States; but there is no reason to believe that some of their findings are not relevant to the educational system in Ontario.

John Goodlad in A Study of Schooling (1984) points out that only five percent of instructional time is spent in direct questioning of the student.⁷ Benjamin Bloom claims that 95 percent of tests in the United States are devoted to recall and memorization and neglects the high level thinking processes.⁸ Matthew Lipman states that "the mean scores of college freshmen are less than one point above the mean scores of sixth graders on the New Jersey Test of Reasoning Skills".⁹ With this evidence it is no wonder Mortimer Adler calls for a radical restructuring of the classroom in The Paideia Program (1984). He states "the development of intellectual skills - skills of learning by means of reading, writing, speaking, listening, calculating, problem-solving - exercising critical judgment",¹⁰ are needed.

Although much has been said about the teaching of thinking and the need for it, far less has been resolved about how to do it. The problem of developing a student's thinking is not an easy or straightforward one. There is a bewildering variety of approaches, but few have

⁷ Paul, Richard and Walsh, Debbie. "The Goals of Critical Thinking", American Federation of Teachers, Educational Issues Department, 1987, p. 3.

⁸ Ibid., p. 4.

⁹ Ibid., p. 5.

¹⁰ Adler, Mortimer. The Paideia Program. New York: MacMillan, 1982.

been subjected to thoroughgoing assessment. There is consensus though that the myth "if you get students to think, they will learn to think better" has been shown to be faulty. Students tend to repeat thinking errors and have very little transfer or growth in their tendency to approach other matters more mindfully.¹¹

Ultimately the most profitable program of instruction will probably be one that combines the best elements of various approaches. The evaluation of the programs needs to be done with established criteria and this research is just occurring at the present time.

The following chapter will take a look at one metastrategy as developed by David Perkins of the Harvard University Graduate School of Education, that will be used to test a growth in reasoning ability in the research of this project.

¹¹Perkins, David. "Myth and Method in Teaching Thinking", Teaching Thinking and Problem Solving, Volume 9, Issue 2, 1987.

CHAPTER THREE

SELECTION OF TARGET SKILLS

In the selection of thinking skills to be taught, I considered critical thinking abilities of the students as identified by major researchers in the field, the subject-matter that was to be taught and the directions of the Ministry of Education in Ontario.

Rejection of Packaged Programmes

There are many organized programmes available to the teacher who wishes to implement thinking skills in the classroom. Almost thirty commercially-developed or expert-developed thinking skills programmes exist. These include such programmes as Instrumental Enrichment, Creative Problem-Solving, Philosophy for Children, Odyssey, Cort and others.¹

These programmes offer detailed lesson plans and cover a two or three year period. The use of such programmes is expensive and the evaluation of such programmes was beyond the scope of this research. Each of the programmes places its emphasis on particular aspects of thinking skills. For example, Edward de Bono's CORT programme provides relatively light-handed instruction and focuses on heuristics or rules of thumb useful in triggering thinking rather than on detailed,

¹Chance, Paul. Thinking in the Classroom: A Survey of Programs. New York: Teachers College Press, 1986.

step-by-step instruction in specific thinking skills.² Matthew Lipman's "Philosophy for Children" programme uses specifically written stories to focus on various critical reasoning skills in the same age group as de Bono, but from a different perspective.

In rejecting an organized programme, because of length of the programmes and time availability, as well as lack of integration of subject-matter, the choice of the researcher was to identify some thinking skills and develop a classroom strategy to implement such skills.

Ennis' Taxonomy of Critical Thinking Skills

Robert Ennis has developed a curriculum of thinking skills that is divided into dispositions and abilities. The dispositions refer to the development of a critical attitude in the student and include such characteristics as open-mindedness, awareness and sensitivity. This aspect of Ennis' curriculum is very difficult to evaluate. The second part of his curriculum refers to abilities. The abilities section is divided into elementary clarification, basic support, inference, advanced clarification, strategy and tactics. The section on inference contains skills that are directly related to the subject-matter to be taught - namely, the colonial period in American history. In order to acquire a clearer picture of this controversial historical period and at the same time teach some thinking skills, the skills were broken down

²Beyer, Barry. "Planning a Thinking Skills Curriculum", National Association of Secondary School Principals, 1987.

into five skills that would be workable in analyzing documents from the historical period.

The skills that I chose to teach fall under Robert Ennis' heading of "analyzing arguments", which is part of elementary clarification, "identification of assumptions" which is part of advanced clarification and "drawing a conclusion", which is part of the category inference. The analyzing of arguments was broken down into three sub-skills - recognition of argument, identification of a conclusion and the recognition of premises leading to a conclusion, (see Table One).³

These five skills:

- (1) recognition of argument;
- (2) identification of a conclusion;
- (3) recognition of premises leading to a conclusion;
- (4) drawing a conclusion, and;
- (5) identification of assumptions,

were selected for implementation within the unit of history.

Subject-Matter Relevance

It is important in the research to teach these five skills in conjunction with the subject-matter being taught. Research suggests that instruction in cognitive skills at the time they are needed to achieve subject-matter objectives provides better motivation for learning such skills than does skill instruction in "content-free" courses or units.⁴ Research also suggests that students taught skills

³ Ennis, Robert. "A Logical Base for Measuring Critical Thinking Skills", Educational Leadership, October, 1985, p. 46.

⁴ Beyer, Barry. "Planning a Thinking Skills Curriculum", National Association of Secondary School Principals, 1987, p. 103.

TABLE ONE

June 21, 1985

GOALS FOR A CRITICAL-THINKING/REASONING CURRICULUM¹

Robert H. Ennis
 Illinois Critical Thinking Project
 University of Illinois, U. C.
 1310 South Sixth Street
 Champaign, IL 61820

WORKING DEFINITION: Critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do.²

Critical thinking so defined involves both dispositions and abilities:

A. DISPOSITIONS:

1. Seek a clear statement of the thesis or question
2. Seek reasons
3. Try to be well-informed
4. Use credible sources and mention them
5. Take into account the total situation
6. Try to remain relevant to the main point
7. Keep in mind the original and/or basic concern
8. Look for alternatives
9. Be openminded
 - a. Consider seriously other points of view than one's own ("dialogical thinking")
 - b. Reason from premises with which one disagrees--without letting the disagreement interfere with one's reasoning ("suppositional thinking")
 - c. Withhold judgment when the evidence and reasons are insufficient
10. Take a position (and change a position) when the evidence and reasons are sufficient to do so
11. Seek as much precision as the subject permits
12. Deal in an orderly manner with the parts of a complex whole
13. Be sensitive to the feelings, level of knowledge, and degree of sophistication of others³

- B. ABILITIES: (Classified under these categories: Elementary Clarification, Basic Support, Inference, Advanced Clarification, and Strategy and Tactics)

Elementary Clarification

1. Focusing on a question
 - a. Identifying or formulating a question
 - b. Identifying or formulating criteria for judging possible answers
 - c. Keeping the situation in mind

2. Analyzing Arguments
 - a. Identifying conclusions
 - b. Identifying stated reasons
 - c. Identifying unstated reasons
 - d. Seeing similarities and differences
 - e. Identifying and handling irrelevance
 - f. Seeing the structure of an argument
 - g. Summarizing

3. Asking and answering questions of clarification and/or challenge, for example:
 - a. Why?
 - b. What is your main point?
 - c. What do you mean by "_____ "?
 - d. What would be an example?
 - e. What would not be an example (though close to being one)?
 - f. How does that apply to this case (describe case, which might well appear to be a counterexample)?
 - g. What difference does it make?
 - h. What are the facts?
 - i. Is this what you are saying: _____?
 - j. Would you say some more about that?

Basic Support

4. Judging the credibility of a source; criteria:
 - a. Expertise
 - b. Lack of conflict of interest
 - c. Agreement among sources
 - d. Reputation
 - e. Use of established procedures
 - f. Known risk to reputation
 - g. Ability to give reasons
 - h. Careful habits

5. Observing and judging observation reports; criteria:
 - a. Minimal inferring involved
 - b. Short time interval between observation and report
 - c. Report by observer, rather than someone else (i.e., not hearsay)
 - d. Records are generally desirable. If report is based on a record, it is generally best that:

- 1) The record was close in time to the observation
 - 2) The record was made by the observer
 - 3) The record was made by the reporter
 - 4) The statement was believed by the reporter, either because of a prior belief in its correctness or because of a belief that the observer was habitually correct
- e. Corroboration
 - f. Possibility of corroboration
 - g. Conditions of good access
 - h. Competent employment of technology, if technology is useful
 - i. Satisfaction by observer (and reporter, if a different person) of credibility criteria (#4 above)

Inference

6. Deducing, and judging deductions

- a. Class logic - Euler circles
- b. Conditional logic
- c. Interpretation of statements
 - 1) Double negation
 - 2) Necessary and sufficient conditions
 - 3) Other logical words: "only", "if and only if", "or", "some", "unless", "not", "not both", etc.

7. Inducing, and judging inductions

a. Generalizing

- 1) Typicality of data: limitation of coverage
- 2) Sampling
- 3) Tables and graphs

b. Inferring explanatory conclusions and hypotheses

- 1) Types of explanatory conclusions and hypotheses
 - a) Causal claims
 - b) Claims about the beliefs and attitudes of people
 - c) Interpretations of authors' intended meanings
 - d) Historical claims that certain things happened
 - e) Reported definitions
 - f) Claims that something is an unstated reason or unstated conclusion
- 2) Investigating
 - a) Designing experiments, including planning to control variables
 - b) Seeking evidence and counterevidence
 - c) Seeking other possible explanations
- 3) Criteria: Given reasonable assumptions,
 - a) The proposed conclusion would explain the evidence (essential)

- b) The proposed conclusion is consistent with known facts (essential)
- c) Competitive alternative conclusions are inconsistent with known facts (essential)
- d) The proposed conclusion seems plausible (desirable)

8. Making and judging value judgments

- a. Background facts
- b. Consequences
- c. Prima facie application of acceptable principles
- d. Considering alternatives
- e. Balancing, weighing, and deciding

Advanced Clarification

9. Defining terms, and judging definitions: three dimensions:

- a. Form
 - 1) Synonym
 - 2) Classification
 - 3) Range
 - 4) Equivalent expression
 - 5) Operational
 - 6) Example - nonexample
- b. Definitional strategy
 - 1) Acts
 - a) Report a meaning ("reported" definition)
 - b) Stipulate a meaning ("stipulative" definition)
 - c) Express a position on an issue ("positional", including "programmatic" and "persuasive" definition)
 - 2) Identifying and handling equivocation
 - a) Attention to the context
 - b) Possible types of response:
 - i) "The definition is just wrong" (the simplest response)
 - ii) Reduction to absurdity: "According to that definition, there is an outlandish result"
 - iii) Considering alternative interpretations: "On this interpretation, there is this problem; on that interpretation, there is that problem"
 - iv) Establishing that there are two meanings of key term, and a shift in meaning from one to the other
- c. Content

10. Identifying assumptions

- a. Unstated reasons
- b. Needed assumptions: argument reconstruction

Strategy and Tactics

11. Deciding on an Action

- a. Define the problem
- b. Select criteria to judge possible solutions
- c. Formulate alternative solutions
- d. Tentatively decide what to do
- e. Review, taking into account the total situation, and decide
- f. Monitor the implementation

12. Interacting with Others

- a. Employing and reacting to "fallacy" labels (including)

1) Circularity	12) Conversion
2) Appeal to authority	13) Begging the question
3) Bandwagon	14) Either-or
4) Glittering term	15) Vagueness
5) Namecalling	16) Equivocation
6) Slippery slope	17) Straw person
7) Post hoc	18) Appeal to tradition
8) Non sequitur	19) Argument from analogy
9) Ad hominem	20) Hypothetical question
10) Affirming the consequent	21) Oversimplification
11) Denying the antecedent	22) Irrelevance
- b. Logical strategies
- c. Rhetorical strategies
- d. Presenting a position, oral or written (argumentation)
 - 1) Aiming at a particular audience and keeping it in mind
 - 2) Organizing (common type: main point, clarification, reasons, alternatives, attempt to rebut prospective challenges, summary--including repeat of main point)

Notes

- 1. This is only an overall content outline. It does not incorporate suggestions for level, sequence, repetition in greater depth, emphasis, or infusion in subject matter area (which might be either exclusive or overlapping).
- 2. Elaboration of the ideas in this set of proposed goals may be found in my "Rational Thinking and Educational Practice" in Jonas F. Soltis (ed.), Philosophy and Education (Eightieth Yearbook of the National Society for the Study of Education, Part I), Chicago: NSSE, 1981; also my "A Conception of Rational Thinking" in Jerrold Coombs (ed.), Philosophy of Education 1979, Bloomington, IL: Philosophy of Education Society, 1980. A note on terminology: the term: "rational thinking", as used in these articles, is what I mean here by "critical-thinking/reasoning". In deference to popular usage and theoretical considerations as well, I have abandoned the more narrow appraisal-only sense of "critical thinking" that I earlier advocated.
- 3. Item 13 under "Dispositions" is not strictly speaking a critical thinking disposition. Rather it is a social disposition that is desirable for a critical thinker to have.

within subject-matter courses learn the subject as well as the skills better, as measured by end-of-course subject-matter final examinations, than do students who do not receive instruction in these same skills within a subject-matter course.⁵ On the other hand, Edward Glaser has pointed out teaching for subject-matter objectives and hoping students will automatically learn how to engage in thinking skills as "a necessary by-product" has little supporting evidence.⁶

The subject-matter to be taught in this unit was Colonial America and the Causes of the American Revolution. The approach to be taken was to use documents selected for their typicality of the period as well as their structure which provided samples of the skills to be taught. It is important to have students investigate original source documents to identify the reasoning behind conclusions drawn by the authors of the documents as well as to identify certain historical interpretations of the documents.

History cannot be an exact science. The historian's selection of material is based on what she thinks is significant in the past and is coloured by her view of the present. To teach students to identify the interpretive aspect of history is a valuable goal and will be a secondary outcome of teaching the analysis of historical documents.

In studying history, one must organize relevant material to form meaningful generalizations and identify that which is irrelevant.

⁵ Ibid.

⁶ Glaser, Edward. An Experiment in Development of Critical Thinking. New York: Teachers College Press, 1941, p. 69.

The student distinguishes the generalizations, or the conclusions inferred, from the factual data and from the source of the data. This analysis requires an ability to identify the point of view of the data as well as the ability to identify supporting evidence in the information.

For these reasons, this unit will attempt to introduce, develop and/or extend the student's ability to recognize the presence of an argument in historical material, to extract the conclusion that is given in an historical document, to identify the supporting reasons that are given and to recognize the assumptions involved in drawing conclusions from the reasons given.

Ministry Guidelines

The third area of consideration in the selection of the skills to be taught was the Curriculum Guideline: History and Contemporary Studies issued by the Ontario Ministry of Education in 1986. This guideline identifies eight major skills for implementation within the program of History and Contemporary Studies - namely, focus, organization, location, recording, evaluating, synthesizing, applying and communicating. Each of these eight areas are divided into sub-skills or micro-skills that are to be taught in conjunction with the content areas of particular courses.

The five skills selected fit under various categories in this list although they are designated as a new skill in the Senior Division or an extension of the skill for the level of difficulty. In the category identified as evaluating, the Ministry has identified the skills of identifying the topic and point of view, identifying sources

of point of view and purpose in data, identifying different perspectives in information, evaluating information for logical errors, accuracy, underlying assumptions (p. 58). In the category called communicating, the skill of developing logical arguments is identified (p. 61). I believe that the five skills selected will fulfil the requirements of the cognitive skill area of the Ministry's guideline.

One of the difficulties in the selection of the skills to be taught in this unit and, I assume, others is the interpretation of the vocabulary used by the Ministry of Education in Ontario and other educators in the field. Another difficulty in the skills area is the number of skills suggested by the Ministry. The enormity of the task of implementing all skills makes it essential that course development be selective on what skills are to be introduced at what levels. A skills continuum across the curriculum would aid course developers from randomly selecting the areas that appear to fit the subject-matter at hand. This would also aid in the continuity of the skills program introduced.

With consideration of research in thinking skills, the subject-matter to be taught and the Ministry's guideline, I decided on the five micro-skills to implement in a Senior Division American History Course.

CHAPTER FOUR
DESIGN OF THE UNIT

In designing this unit, there were many factors to consider. The first element to be addressed was the assessment of the success or failure of the unit.

For this assessment a comparable control group was sought within the school of implementation - Sir Allan MacNab Secondary School in Hamilton, Ontario. The control group would act as a comparison group with the experimental group that would be experiencing the unit on teaching skills. Each group would be given a pre-test and a post-test to evaluate the progress in developing the thinking process.

The second factor to be dealt with in the design was the importance of making the students aware of the distinction between the content of the material and the thinking skill. The changing of the focus of the student from the content to the structure in which the material is presented is a difficult task, but an essential one if the actual skill is to be taught and tested.

The teaching strategy used for this purpose was an awareness exercise on active listening developed by Whimbey and Lochhead¹ and the introduction of a standard form for analysis. The first standard form

¹Whimbey, A and Lochhead, J. Problem Solving and Comprehension: A Short Course in Analytic Reasoning. Philadelphia: Franklin Institute Press, 1979.

was the metastrategy of David Perkins described in the Chapter: Knowledge as Design and the categorical syllogistic reasoning to be described later in this chapter.

The third factor considered in the design of the unit was the student and the level of difficulty of the material used.

In a Senior Division History course, certain assumptions can be made in regard to the reading level of the student population. The students should be able to read and analyze small sections taken from original documents with a reasonable degree of success. The target skills should be manageable by most of the students, relevant to their understanding of the content and able to be assessed to a reasonable degree as they are integrated into the historical material.

Other matters to be considered in teaching a thinking skill are the atmosphere of the classroom and the attitude and questioning technique of the teacher. The students must feel secure in their opinions to question material without feeling threatened. An atmosphere of openness and trust must be created so that the freedom can be used constructively with intellectual curiosity to discover what is the best interpretation of the events of the past (refer to John Dewey, Chapter One). The classroom must be student-centred with an emphasis on dialogical thinking in a sincere attempt to see the other person's point of view (refer to Richard Paul and Harvey Siegel, Chapter Two). The lessons must also be subject-centred in order to have data to discuss and they must also be strategy-centred to identify the emphasis (refer to David Perkins, Chapter Five).

The categorical syllogistic form was selected as the form to be used to evaluate the validity of the argument presented in the documents selected from Colonial America. The purpose of using a structure such as this to understand the colonial and analyze the documents was to provide a framework from which the students could judge the validity of the conclusions within the documents. A syllogism is a deductive argument that has two premises and a conclusion. Each of these three statements links two terms, which we may designate A and B, in one of four forms: every A is B; no A is B; some A is B; some A is not B. The terms are conventionally referred to as the major, middle and minor terms. The major term of the syllogism is written as the predicate of the conclusion, the minor term is subject of the conclusion and the middle term is the term common in major and minor premises.²

Many of the documents had several arguments within them and so the students were asked to identify the conclusion of the document first and then following the structure identify the major and minor premises consistent with the conclusion.

It should be noted that the purpose of this design was not to teach syllogistic logic, but to give the students a structure through which they could identify the conclusion and the reasons for it. This form also gave the students statements from which discussions of the reliability of the premises could be discussed.

²Moore, McCann and McCann. Creative and Critical Thinking. Boston: Houghton Mifflin, 1985, p. 237.

The design of this unit includes this micro-strategy with David Perkins' macro-strategy in order to give students thinking strategies that would be useful in using the five target skills.

A brief outline of the unit follows. It is hoped that this design incorporates the factors discussed.

Outline of the Unit

1. Pre-test of skills in control group and experimental group
2. Lesson One: Developing awareness of thinking skills
 Introduce thinking strategy
3. Lesson Two: Reinforcement of thinking strategy with application
4. Lesson Three: Reinforcement of thinking strategy with application
5. Lesson Four: Introduce skill - identifying arguments
 Introduce skill - drawing conclusions
6. Lesson Five: Practice - drawing conclusions
 Introduce skill - identifying underlying assumptions
7. Lesson Six: Practice - identifying an argument
 Introduce skill - identifying a conclusion
 - identifying premises leading to a
 conclusion
8. Lesson Seven: Practice - identifying a conclusion
 - identifying premises leading to a
 conclusion
9. Lesson Eight: Transfer of five skills to relevant material
10. Post-test of skills
11. Summative content evaluation

CHAPTER FIVE

KNOWLEDGE AS DESIGN: A THINKING FRAME

David Perkins approaches the topic of teaching thinking from his own definition of intelligence. His model addresses the fundamental question: what is skilled thinking "made of"? His answer incorporates three basic contributors to good thinking - power, content and tactics. Power refers to the basic neurological efficiency of the brain that everyone is born with; content refers to the knowledge base in a particular domain that is acquired through years of hands-on experience; and tactics refers to a strategic repertoire that allows one to handle various kinds of problem situations. Perkins acknowledges all three factors in good thinking, but argues that the tactical approach is the "window of opportunity" for education. The basic efficiency of the brain may not improve much with practice and the content-based emphasis has been tried and not been successful. Moreover, teaching experiments have demonstrated that the teaching of strategies can lead to dramatic improvements in thinking performance.¹

Perkins claims that effective thinking depends in large part on a repertoire of "thinking frames" that the thinker uses. A thinking frame is anything that organizes and supports the thinking processes. Thinking frames include attitudinal and affective patterns of thinking,

¹Baron, Joan and Sternberg, R. Teaching Thinking Skills: Theory and Practice. New York: Freeman and Co., 1987, p. 43.

patterns for the process (prewrite, write, rewrite) and the product (thesis, argument, counter argument, rebuttal, as well as patterns of cognitive style (let the thoughts flow).

Thinking frames are not new, as Perkins points out. Aristotle's syllogistic form can be viewed as a thinking frame for reasoning and Bacon's principles of scientific inquiry are also a "thinking frame". The thinking frame is compared to the frame of a building that supports the structure and as such is more of a guide, than a recipe. It should not be rigid, but allow for movement of thought within the framework.

Knowledge is approached from this tactical perspective; knowledge is approached as a design. Knowledge or my intellectual product, is viewed as "a structure shaped to a purpose".² Perkins' model contains four design questions to be answered about the knowledge or object in question:

- (1) what is the purpose(s)?;
- (2) what is the structure?;
- (3) what are model cases?;
- (4) what arguments explain and evaluate the knowledge or object?

This design model can be used effectively for gathering information, or analysis of information or an object. The first question is to be asked when the student meets any new information or is faced with an issue. This is to establish the focus of the material and is used to tie-back information in later steps. The question referring to structure

²Ibid., p. 64.

refers to how the information is organized, or the structure of the object to be looked at for analysis. The structure would also refer to the argument structure of an essay or document. The model case or cases refers to any example that the student may have from prior knowledge. It may refer to an event in everyday life or an historical event or even a current event from the news of the day. The fourth question is an explanation of the information at hand and points out how the structure of the material relates to the purpose of the material. This might be an explanation for faulty reasoning because of the author's purpose in attempting to persuade someone to believe or act in a particular way.

These four questions provide the "thinking frame" for analysis that will be used in the research for developing reasoning skills in students found later in this project. They become the metastrategy to enhance the process of analysis that will be used to understand the arguments in historical documents.

Perkins also identifies five necessary components to the effective teaching of a thinking frame that also will be used for the implementing of the skill. He calls these the characteristics of teaching a thinking frame.

- (1) Effective instruction should make clear and vivid how the need for a particular thinking frame arises (motivation).
- (2) Effective instruction should teach directly the frames of concern at the outset (realization).
- (3) Effective instruction should pass signal control to the learners by sensitizing them to intrinsic signals. It should encourage self-signaling and the withdrawing of the extrinsic signal control (internalization).

4. Effective instruction should promote automatic response by providing ample practice (automatization).
5. Effective instruction should foster transfer directly by building students' awareness of the problem, engaging them in finding applications outside the immediate context of instruction and providing exercises that reach beyond the immediate material.

Knowledge as Design, 1986.

These components will be the basis of developing the unit in which reasoning skills will be taught to analyze structure.

This model of Perkins gives the unit for research a framework that can be used for the analysis process as well as for the formation of a product at the end of the unit. The initial question dealing with purpose allows the student to identify assumptions of the documents to be analyzed. The element of structure is provided by the use of syllogistic reasoning formats for identifying the premises that lead to a conclusion. The model cases question allows the student to identify other arguments in current events that are occurring and give a relevant aspect to the material that encourages transfer. Finally, the evaluative question allows for a coherency for the student to not only identify the conclusion of the material; but also, to draw her own conclusion in relation to the purpose.

The use of this format for the purpose of teaching reasoning skills allows the students to understand the knowledge component of intelligence with a focus for analysis and gives the student encouragement by producing a better product in the writing of an analysis.

CHAPTER SIX

IMPLEMENTATION OF THE UNIT

Introduction

Before embarking on an analysis of teaching the skills mentioned previously, some assumptions on the part of the researcher should be explained.

The basic assumption is best stated by C.I. Lewis in his book Mind and the World-Order. "The study of logic appeals to no criterion not already present in the human mind . . . for the very business of learning through reflection or discussion presumes our logical sense as a trustworthy guide."¹ This assumption also refers to what John Dewey calls the natural tendencies in the human for orderliness. The assumption is more simply "I am; therefore, I think". The difficulty with this assumption is that some students "think" better than other students and so the purpose of teaching a "thinking frame" and a "logical sequence" was to develop this thinking process to improve the student's "logical sense". Some logical ability was assumed and the unit developed was meant to sharpen this sense and to improve the ability to analyze arguments in order to develop the capacity for appraising arguments.

The second assumption made in this research was that reducing arguments into a categorical syllogistic form would clarify the

¹Lewis, C.I. Mind and the World-Order. New York: Scribner and Sons, 1929, p. 3.

conclusions of the documents used and provide a framework for assessing the reliability of the arguments as well as their validity.

The reliability aspect of an argument refers to the truth of the premises used in the argument and the validity refers to the success of the structure of the argument in drawing the conclusion. The purpose of a deductive argument is to provide evidence from which the conclusion follows inevitably. The structure of the argument helps in achieving this goal. Either its parts fit together in such a way that the premises, if true, guarantee the truth of the conclusion, or they do not.

Irving Copi's Introduction to Logic was used as a basis for clarifying the categorical syllogistic form and the rules of validation. According to this text, a valid standard form categorical syllogism must contain exactly three terms, each of which is used in the same sense throughout the argument; the middle term must be distributed at least once; if either term is distributed in the conclusion, it must be distributed in the premises; no standard form syllogism is valid with two negative premises; if either premise is negative, the conclusion must be negative; no syllogism with a particular conclusion can have two universal premises. The term distributed refers to the proposition saying something about all members of the class designated by that term; otherwise, the term is said to be undistributed in the proposition.²

The validity of the argument was discussed in class and in learning partners which will be further described. The rules of validation

²Copi, Irving. Introduction to Logic. New York: MacMillan, 1978, p. 215.

were not given to the class, because the researcher felt this would complicate the skills being taught of drawing conclusions, identifying conclusions and the identifying of the premises leading to the conclusions. The purpose of using the syllogistic form was for clarification of the argument in the documents and it was used for discussion purposes of the content material. The validity of the argument was discussed only on the basis of reasonableness.

The reliability of the premises was also discussed in relation to data that the students had acquired from their textbook and from the teacher's background knowledge. It could be argued that this criterion of reliability is limited, and probably rightly so, but it is a basis for discussion of the data available to the student.

The Process

Each of the skills to be taught was designated to a specific lesson with reinforcement of previous skills taught in the succeeding lesson. For example, the first skill taught was the recognition of an argument. This was introduced in Lesson Four of the unit, after a content-based lesson using a thinking frame of David Perkins',³ and a thinking awareness lesson using the Whimbey pairs.⁴ These introductory lessons were to set the collaborative learning atmosphere of the unit and to give the students a data base from which to work.

³ Perkins, David. Knowledge as Design. Hillsdale, New Jersey: Erlbaum, 1986.

⁴ Whimbey, A and Lochhead, J. Problem Solving and Comprehension: A Short Course in Analytic Reasoning. Philadelphia: Franklin Institute Press, 1979.

The skill was introduced with a discussion of the text's interpretation of the Indians. The text United States⁵ gives a very favourable analysis of the Indian at the time of the discovery of America and students were asked to identify specific viewpoints and words to express this favourable viewpoint. The class looked at other excerpts from the text and then were given a worksheet that allowed them to work in pairs identifying arguments presented by the text and contrasting them to narrative material in the text. The students were also asked to give the reliability of the information as it related to the content-base that they had established.

Students were also introduced at this time to useful phrases to help in recognition of arguments. A list follows:

The following conclusion indicators indicate that what follows is the conclusion of an argument.

therefore	it follows that
hence	we may infer
thus	I conclude that
so	which shows that
accordingly	which means that
in consequence	which implies that
consequently	points to the conclusion that
proves that	points to the conclusion that
as a result	allows us to infer

The following premise indicators indicate that what follows is the premise of an argument

since	as indicated by
because	the reason is that
for	for the reason that
as	may be inferred from
follows from	may be derived from
as shown by	may be deduced from
inasmuch as	in view of the fact

⁵Jordan, W.D., Litwack, R.F., Hofstadter, R., Millar, W., and Aaron, D. United States, Brief ed., Second ed. Eaglewood Cliff, New Jersey: Prentice-Hall, 1985.

In order for practice to occur in the recognition of arguments, in Lesson Five, students were given ten original source documents and they were asked to classify the documents into the political, economic, social and cultural aspects of colonial life. The skill of classification was assumed here because of the nature of a senior division history class.

Students were also asked to identify the conclusions, if any, that were in the documents that were arguments. In the class discussion that followed practice was reinforced and students were asked to draw some conclusions from those documents that were not arguments and support their conclusions from the documents. This exercise gave the students experience in drawing conclusions and giving support reasons for their decisions, although this was not the purpose of the particular lesson.

Lesson Six dealt with the introduction of the syllogistic form as a structural model for analysis of historical arguments. The basis for this lesson consisted of a group of documents on slavery organized in chronological order from 1669 to 1774. The class worked as a whole identifying the conclusion of each document, the premises given to support the conclusion, and the assumptions of the authors. The class then worked with the teacher for the first two documents setting up a generalized syllogistic argument for the point of view, and the remainder of the documents were then done in learning partners.

The purpose of the next lesson was to have students draw characteristics of the colonial mind from all of the information that they

had acquired and place these characteristics into an essay form.

Samples of these short essays will be looked at in Chapter Seven.

The second section of this teaching unit dealt with the process leading up to the American Revolution. The class was divided in half, one group representing the colonials and the other, the British. Students were given a time line of the period 1763 to 1775 and the British presented the arguments for their actions in chronological order while the colonials presented theirs.

In order to round off the unit a lesson was used on inductive reasoning whereby the students classified the signers of the Declaration of Independence according to age, occupation, religion, place of birth, and education. Statistics were gathered after a short library session and these characteristics were compared to the characteristics of the colonial set out in the first section.

This entire process covered one full month of instruction. As seen in the evaluation, this time period was very short for the implementation of teaching thinking skills. Evaluation of the process consisted of a pre-test and a post-test of the five critical thinking skills, given to the experimental group as well as a control group which was an Economics OAC class. Evaluation also consisted of observations by the teacher, student observations and a content-based history test which had been used in previous years. An analysis of this process follows.

CHAPTER SEVEN

EVALUATION OF THE IMPLEMENTATION

In evaluating the implementation of this unit, it is important to understand the main purpose of the evaluation. I believed that the teaching of good thinking skills through the use of specific strategies would enhance the performance of students in classroom participation, in comprehension of the subject matter, and in the five target thinking skills. Because the project had these three goals in mind, the evaluation of the unit is based on observations within the classroom, a content-based subject matter test and a pre and post-test of thinking skills.

Observations Within the Classroom

In order to evaluate the process of what was occurring in the classroom, several video-tapes were made of the lessons. It is very difficult to teach and observe at the same time and so most of the following analysis is based on these videotapes.

First of all, the amount of time in speaking done by the students and by the teacher was calculated. Approximately seventy-five percent of the speaking was done by the students in these lessons. This contrasts with the traditional didactic classroom that John Goodlad studied in which only five percent of instructional time was spent in direct questioning of the student (p. 13). The answers of students to questions by the teacher and to questions by other students appeared to

be quite elaborated in some instances. The vocabulary of the students also tended to incorporate many of the terms of the thinking process. Some examples of such terminology are "you are assuming that..., the conclusion that you draw..., let me give you an analogy...."

The style of questioning by both the teacher and the students also appeared to be distinctly different from that which occurs in the didactic classroom. The questions were in the area of "why". Some examples are, "Why do you think the person wrote this? Why does the author use this word? Would you conclude the same as the author in this situation?"

Some difficulties arose in this process of questioning, to which the students were unaccustomed. I made the assumption that students would do their homework and reading from the text. This was not always the case. When this occurred, I had to go over the content area. There was a tendency at this time to fall back into the traditional content-based questions of "when" and "what".

The area of the unit that the students enjoyed most was the division of the class into colonials and the British. There were some good responses from each side in these debates. Certainly, the personalities of the students were evident, just as the personalities must have been an influence at the time of the Revolution.

This qualitative evaluation of the unit might be better expressed in the students' own words.

The following are a selection of comments solicited from the students in the experimental group. Positive and negative comments are included in order to see the overall viewpoints of the students. The

students wrote these comments anonymously and were encouraged to give both positive and negative comments that they had and to give any constructive criticism that might help in the future.

- "I liked the arguments and debates in class, and all of the discussions. It was free and open for anyone and everyone to put their "two cents" in and create new ideas. The critical thinking test was confusing and not straight forward. The discussions, on the other hand, made us feel as if we were there, and fighting on whichever side we were on."
- "I didn't really like the documents and the strategies. They confused me and I had a very hard time doing them. I was really looking forward to taking this History and I feel that too much time was spent on the "way" to write or analyze something. From previous History and English courses, I feel that I can analyze something better if I do it my own way. This is the way that I developed over the years. I can read it and sum it up in my head but major and minor premises, conclusions, purpose, structure, model case, etc..., are a bit out of my league."
- "Unit one was different from how I would tackle an issue. For the most part, I would probably read the text and hoped I would remember and pick up on the main points. But with the syllogism structure of analysis, the reader is forced to come to a conclusion, and has to support his/her conclusion with facts (major and minor premises). The result is a clearer comprehension of the material. It's methodical, taking a step by step approach to the final synthesis."
- "I found the syllogisms very useful and interesting to make my understanding of the topics more permanent and ingrained."
- "As a whole, I found the first section with debates and practicing syllogisms enjoyable and interesting. However, when it came time to study I felt like I really didn't know my history. Everything I learned was out of chronological order and I felt as if I was missing something. Although the ideas I learned were very vivid because my understanding of the Colonial mind was clear, my own mind was not very clear as to what exactly happened and in what order. Of course, eventually, reading the book was a help so I found that class was a supplement to the book, instead of the other way around sometimes."

- "Personally, I didn't like doing the units. It may be fine for some to learn that way, but it's not for me. I found that I wasn't really learning anything. It would have been much more beneficial for me to read a book, and form notes."
- "I liked the way we studied the first unit because we could see exactly how the people at the time felt about the issues. The documents were their own words and we had to do the interpretation. I especially liked the assignment about the signers of the Declaration of Independence. Sometimes there could have been more information to explain the background of the documents."
- "I found the in-class arguments and discussions to be interesting and knowledgeable. They provided a different perspective towards teaching and contained information that was easy to retain. I personally find it easier to recall information that has been exposed from my peers, rather than recalling information from my textbook."

The students recognized that the unit was different from the traditional classroom and it certainly can be seen that discussion of the material was enjoyed. The students also identified the emphasis placed on the structure of the material and the thinking skills as opposed to the content. The difference in the approach led to confusion at first in separating the content from the structure of thought. The confusion gradually dissipated with some students, but not all.

The process of thinking about how others think and then attempting to assess the judgment of the authors was difficult for the students. They found it difficult to criticize what was written by someone else. There was a tendency to accept the truth of all statements simply because they were written by someone else. Change is difficult for the students as well as the teacher in this approach and both tended to feel uncomfortable at times. The students, because they wanted to

know "what really happened", felt at a loss for data to memorize for the "test". The teacher, because of years of content-teaching, felt a tendency to slip at times to the safe traditional approach.

Content-Based Subject Matter Test

Another way of evaluating the success of a unit is to look at the product produced by the students. In Appendix E you will find examples of the writing done by the students. One document is a support for the Declaration of Independence and the other is a rejection of the document. The support document was written by a student who had many of the skills prior to the teaching of the unit as shown by excellent scores of 47 out of 50 on the pre-test and 46 on the post-test. The second document was written by a student who moved from 24 out of 50 on the first test to 33 out of 50 on the second test. There are certainly improvements that could be made, but the point of view is evident and the thought process is carried through the assignment.

In the Appendix is a copy of the content test that was written by the students. This test was used by teachers in the same course in the Fall semester of 1986. Overall, the grasp of the subject-matter was much superior in the test group compared to the previous class. There is one question that was an indicator of such improvement. This question is remembered specifically because I thought it was straightforward and not that difficult. However, in the first class only 2 out of 19 students or 10.5% of the students were able to answer it correctly. The question asks whether or not the colonies were allowed to make laws. It is based on the reading of the Declaratory Act of 1766. In the

experimental group that was taught the analysis of documents, 24 out of 25 or 96% answered the question correctly. This observation is certainly not scientific and could possibly be explained by a difference in ability of the classes, but it is an observation that could do with further research. The difference could be a result of greater precision within the class in their reading comprehension and analysis.

The quality of the overall results on this content test was also much better than the previous class. Elaboration of explanations was done with greater thoroughness, especially in the area of understanding the significance of events in relationship to the "big idea" or overall concept that the events exemplify. Overall, the content area did not appear to suffer from an emphasis on skills; indeed, the researcher feels that there was greater understanding.

Pre and Post-Test of Thinking Skills

The evaluation of the thinking skills taught took the form of a pre-test and post-test of the target skills. The evaluation should be looked upon as quasi-experimental as defined by Joan Baron in her assessment of thinking skills.¹

The experimental and the control group selected for the evaluation were not randomly selected to ensure that the teachers and the students were essentially the same. A proper control group would have consisted of students with equal ability who were in the same course. This process was not available at the time the research was done. There

¹Baron, Joan and Sternberg, R. "Evaluation", Teaching Thinking Skills: Theory and Practice. New York: Freeman and Co., 1987, p. 223.

were many difficulties in finding a control group. I wanted to use an English OAC class because many of the skills to be taught would be comparable to English. However, I had to use an Economics OAC class because of various conflicting schedules. When this difficulty is combined with students' schedules, personal requests and a variety of other factors concerning students, it can be seen that the two groups could easily have been substantially different.

This difference was evident in the results of the pre-test that was given to each group. The experimental group achieved an average score of 35.92 out of a possible 50 on this test; the control group achieved an average of 34.08. This distinction was greater in the post-test where results were 37.44 for the experimental group and 33.62 for the control group. In fact, the f factor statistically between the groups was the only significant difference that was observable doing an analysis of variance in the results. The experimental group was significantly better in both the pre and post-tests with an f factor of 4.65. This type of statistical analysis is significant when the f factor is 4.08.² The distinctive initial difference between the groups led to difficulties in assessing the results of both tests.

The differential performance of the experimental group and the control group also posed the problem of the ceiling effect on the test given. The ceiling effect refers to the point that the performance of

²Interview with Dr. G. Morrison, Psychology Department, McMaster University, March, 1988.

the experimental group was sufficiently high to make an increase in ability difficult to judge statistically.

The tests contained five sections with ten questions in each section. Each section tested one of the target skills. The tests were created in a quasi-experimental manner that was validated by having it reviewed by Dr. David Hitchcock of McMaster University. Twenty items of each section were chosen as testing a particular skill. These items were mixed and then randomly selected for inclusion in the pre or post-test. For example, twenty questions were selected for the purpose of recognition of argument and ten were then randomly selected for the pre-test and ten for the post-test. This process was followed for each section of the test.

It appears from the results of the test that the post-test was slightly more difficult than the pre-test, although this is only based on the results of one group of students. The reliability and validity of the test itself could only be checked with much further application to a much larger group. Such research was beyond the scope of this project.

The difference in average increase in score between the experimental group and the control group was 1.98 or almost 2 points higher for the experimental group. When you look at individual scores in the experimental group, there are three students who appear to have had a substantial change. One student went from 33 out of 50 to 42 out of 50; another from 24 out of 50 to 33 out of 50; and another from 23 out of 50 to 38 out of 50. Although some students lowered their scores, the

largest reduction in the experimental group was only 6 points, from 30 to 24. In the control group the largest increase was 8 points, from 26 to 34, and three students' scores went down by 6 to 10 points.

(See Figure 1.)

From the statistical results, it appears that there was no significant change in the skill of the students over the month that the unit was taught. There appears to be some movement in the direction of improvement, but this shift has not reached a statistically valid point.

There are several explanations that might be suggested for these results. The ceiling effect seems most reasonable at this point. Six out of the twenty-five students in the experimental group got 80% or better on the pre-test and had little scope for improvement.

According to Barry Beyer, "one shot teaching of any thinking skill is simply insufficient to develop the kind of proficiency in thinking considered the goal of any effective thinking skills program".³ The time period for attempting to teach specific thinking skills was quite short in relation to the entire curriculum that the students experience. A trend is evident in the data and possibly a greater time period would provide a greater improvement.

Another factor to consider in this experiment is the skill of the instructor in entering a field of knowledge that is new. A teacher's inclination to "cover content" might inhibit adequate attention to thinking skills. I was motivated to teach the target skills, but I was

³Beyer, Barry. "Planning a Thinking Skills Curriculum", National Association of Secondary School Principals, 1987, p. 102.

unfamiliar with the complex thinking operations as well as specific ways of providing continuing practice in the target skills. The unit provides the practice, but it is hard to assess whether the questioning was as probing as it could have been or the content led away from the skills. Other possible explanations might be the fact that no explicit rules were given for a valid syllogism. This might have limited the improvement of the skills of drawing conclusions and identifying assumptions. Figure 3 shows that the biggest difference between the groups in their mean gain scores occurred in the skills of recognizing arguments and identifying conclusions. This point is consistent with this explanation. These were the skills on which the students had the most practice.

Knowing the problems of the tests statistically because of the ceiling effect, it is still interesting to look at the results in a graph form to identify what we can. The graphs and statistical analysis in Figures 2 and 3 were done by Dr. G. Morrison of the Psychology Department at McMaster University. Without his help, this analysis would not have been possible.

Figure 2 is a pictorial representation of the mean scores on the pre and post-test. It is evident that the experimental group was higher in the beginning than the control group. The factors for this difference have already been discussed in the beginning of this chapter. It also appears that the post-test may have been more difficult for the students for the performance of the control group was less than the pre-test. If this is so, the experimental groups gains are greater than the difference between their mean pre-test and post-test scores would indicate.

Figure 3 is a bar graph of the five sections in the pre and post-test. Certain aspects of this graph should be pointed out. The control group declined in all but the section entitled drawing a conclusion (dc) while the experimental group increased in all but the identification of premises (p). The decline in this section was less than the decline in the control group. The differences in the two groups were most marked in the areas of identification of the conclusion (ic) and the recognition of an argument (ra).

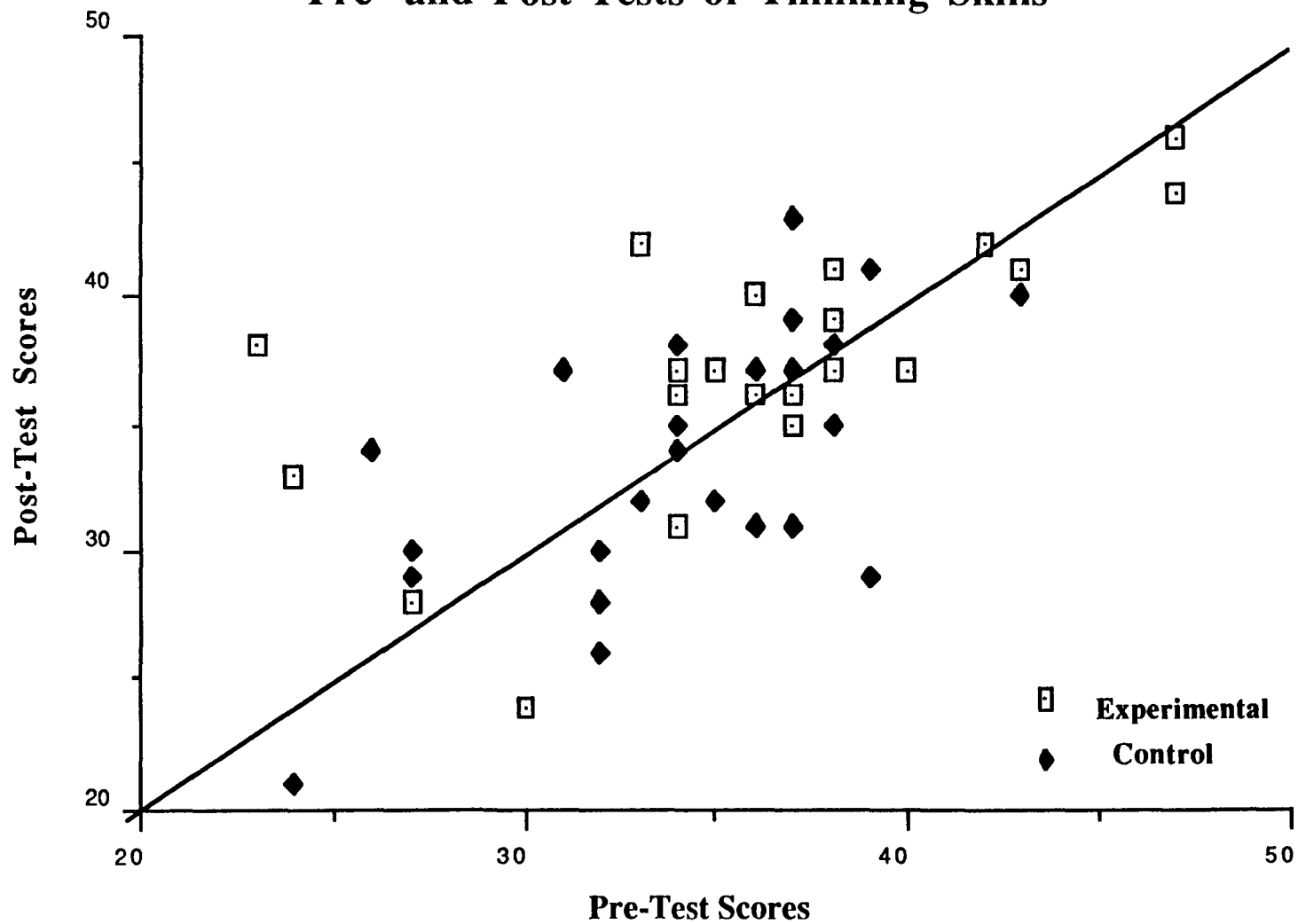
Various interpretations could be placed on these results. The first could be that the experimental group benefited from the thinking skills approach and if these results were extrapolated over a longer teaching period and the students were given a test with a higher ceiling, the change would be significant. This conclusion cannot honestly be drawn from these results; but, if you add the qualitative evaluation, further research on a larger scale with more comparable groups may achieve a more conclusive result.

The second interpretation that could be drawn is that the content teaching of the control group was detrimental to the thinking skills of the students being taught. I do not believe this is the case; however, a qualitative evaluation of the process that the students are experiencing may be helpful in this analysis. It does appear though that the process has increased their ability in the area of the skills identified.

Whichever interpretation is attributed to these results, it is clear that the skills approach does not harm the students in the content

area, as some people suggest it might, and it very well may help them approach material from a different perspective than has been the pattern in the past. This can be seen from the results of the content evaluation that occurred. Any approach that teaches the student to question the premises upon which a conclusion is based, that encourages taking other points of view, that indicates to the students they are being influenced by language and style is to that extent a good approach and if otherwise acceptable should be followed.

Figure 1: Comparison of Individual Scores on Pre- and Post-Tests of Thinking Skills



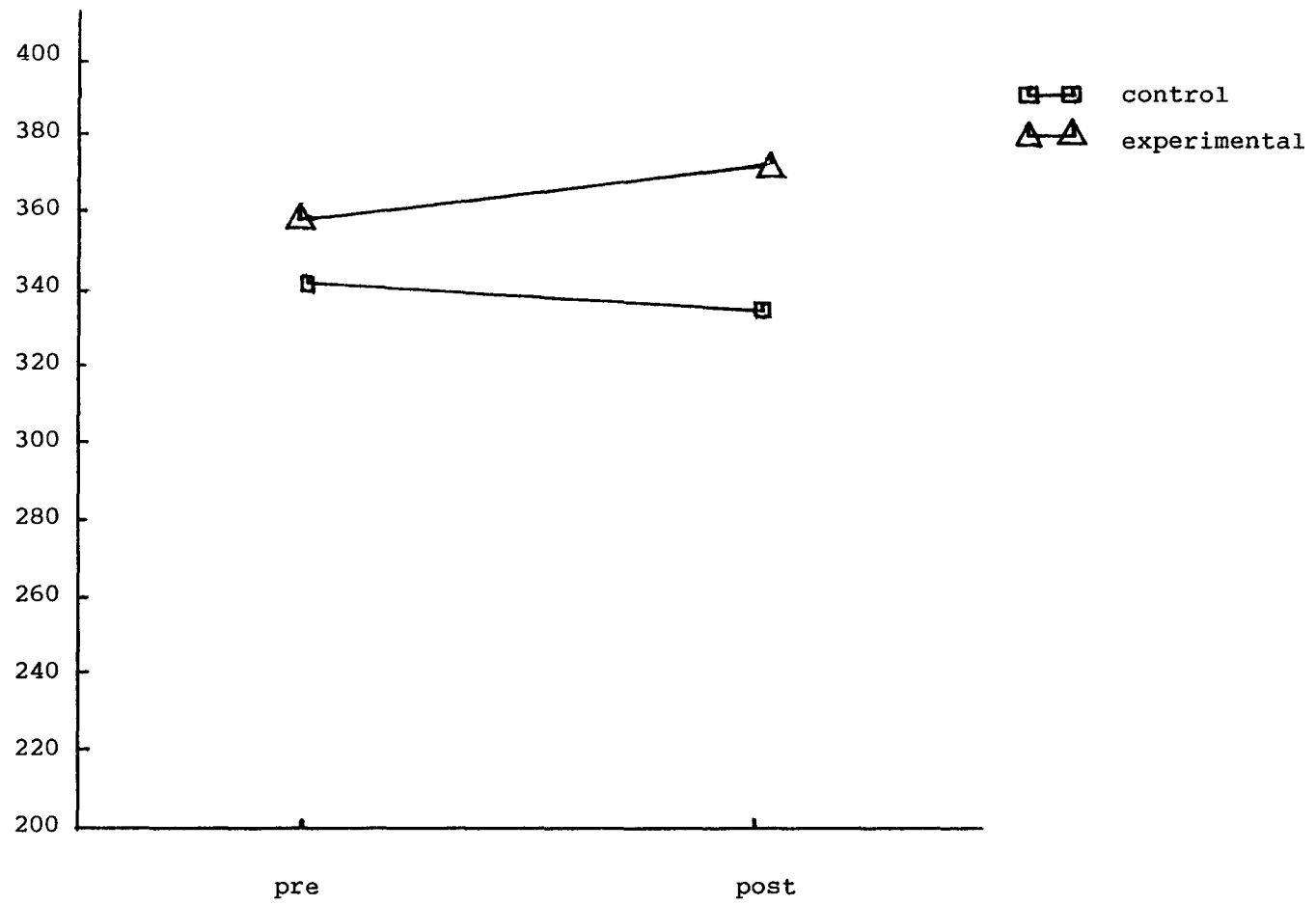


FIGURE 2

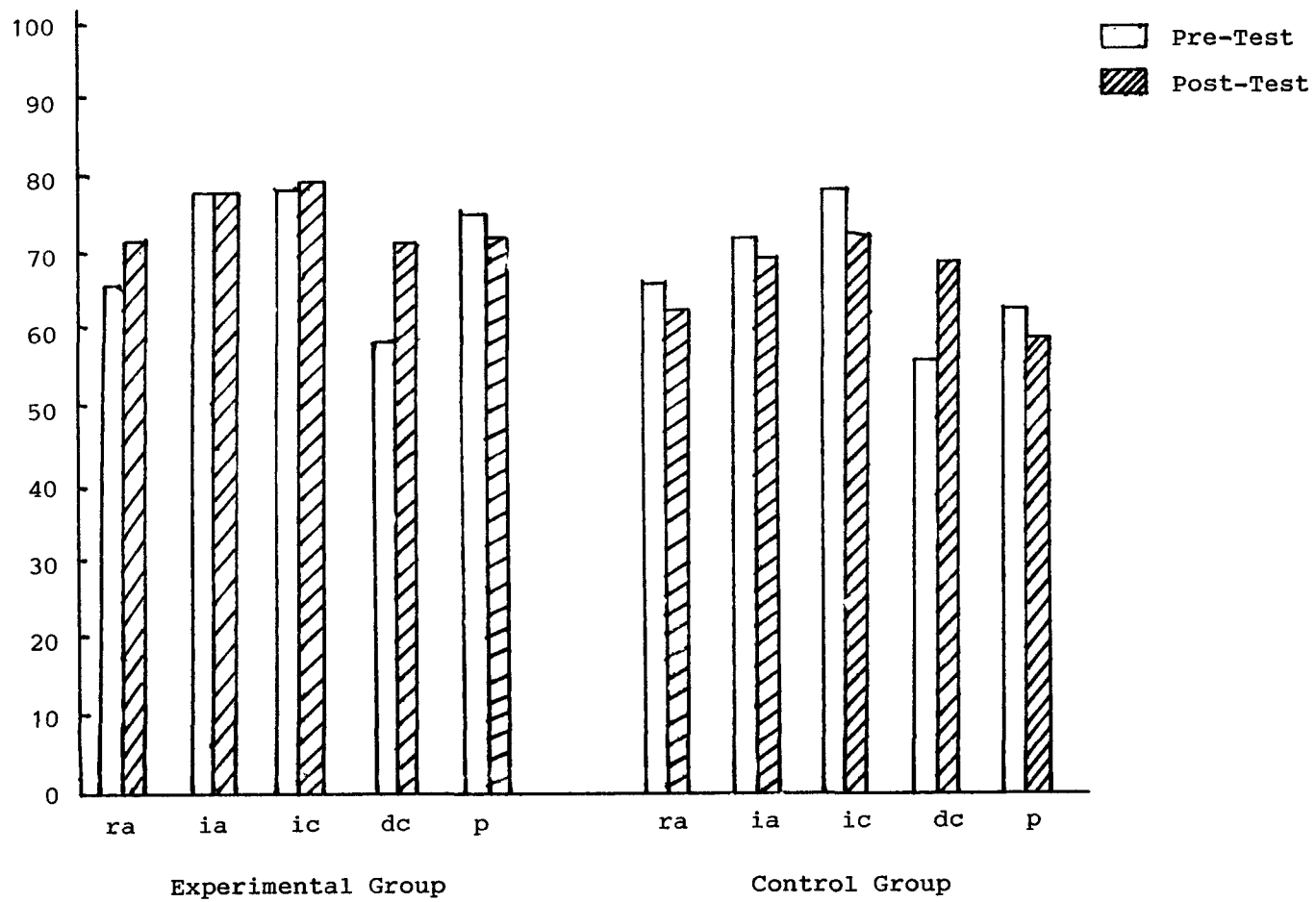


FIGURE 3

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

This project was an attempt to research the impact of teaching five target skills on a Senior Division American History classroom. The research included a pre-test and a post-test of the thinking skills given to one class that followed a program emphasizing skill acquisition and to another class that followed a more traditional didactic program emphasizing content. The experimental group and the control group were Grade 13 classes in the History and Contemporary Studies Department of Sir Allan MacNab Secondary School in Hamilton.

The process followed by the experimental group introduced the students to the separation of content and skill acquisition in the area of document analysis. The content area used was that of Colonial America leading up to the causes of the American Revolution. The skill area included strategies to develop the five target skills: recognition of an argument, identification of assumptions, identification of a conclusion, drawing a conclusion and recognition of a premise leading to a conclusion.

In order to evaluate the content acquisition, a content-based test was also given to the experimental group. The test selected for this had been given previously to a Grade 13 American History class in the fall of 1986.

The results of these tests were taken in both quantitative and qualitative form. The quantitative results of the thinking skills test

indicated a statistically significant difference between the control and the experimental group which led to difficulties in assessing any distinction in increased performance. The experimental group increased by 1.98, or almost 2 points higher out of the 50 items on the test, than the control group. This increase was mainly in the area of recognizing arguments and identifying conclusions. These were the skills on which the students had most practice. Although the increase is not statistically significant, a trend is evident in the data.

The qualitative results show enjoyment of the process generally and an almost subliminal accumulation of the content involved. The content-based test was superior in quality to the previous results of the test on another class. There was greater understanding, elaboration and conceptual thinking.

In many ways, the approach was a reverse of the traditional method. Traditionally teachers believed in a modelling style of skill acquisition that would occur because the lessons were presented in a logical content-oriented manner. A great deal of data was taught overtly and the skills were secondary concerns. This new approach teaches the skills as the primary objective of the lessons and the data becomes the secondary emphasis.

The conclusions drawn from this research indicate that content area knowledge does not appear to suffer and indeed, may be enhanced by this approach to teaching. The results of the thinking skills test indicate some improvement in the areas where most of the instruction took place. Specifically, identification of a conclusion and the recognition of an argument were two of the skills that showed a marked

improvement. This improvement was not statistically significant, but indicates that improvement in the skill area may be taking place. Further research is needed over a longer period of time and with a greater number of subjects in order to judge whether the process of emphasizing thinking skills over content can actually improve thinking ability.

From this research, certain recommendations for the implementation of this methodology have resulted. The following paragraphs contain certain criteria for implementation that I would suggest.

Classroom Environment

The classroom environment should be open and conducive to inquiring questions. This environment can be achieved through the physical environment as well as the intellectual environment. The physical environment should encourage discussion in a warm and inviting atmosphere. For this purpose, the classroom should include possibly hexagonal tables, charts - pointing out strategies, small group, as well as large group activities. Plants, stimulating pictorial material, wall hangings and colour can be used effectively.

Questioning

The teacher should adapt her questioning technique to use open-ended questions to encourage divergent thinking.

Flexibility

There should be flexibility in the lessons to include individual, small and large group activities. The use of pictorial material and

films enhances the interest of the student and also adapts the lessons to various learning styles.

Relevance

The data being used should be presented at the level of the student. The documents used in this unit could be translated into present day English so that concentration could be placed more on the arguments than the use of old English.

Practice

The teacher should provide many exercises to practice the skill without attempting too much in a short period of time. One skill introduced with a great deal of practice is more beneficial than many skills introduced and less practice. The absorption process is slow and the skill needs time to be internalized.

Direction

There should be clear directions and sufficient background given in the content area for meaningful discussion to take place.

Reflection

Plenty of time for discussion of different points of view is essential. The more the students talk about the material, the more the students learn.

It is hoped that this research will encourage others to consider the teaching of target skills in specific lessons and that further research will add support to this method that gives the students the opportunity to improve their thinking process.

APPENDIX A

UNIT ON COLONIAL AMERICA (PART A)

AND EVALUATION OF INDIVIDUAL LESSONS

"What were the characteristics of the 'colonial mind'?"

A Document Study Using a Critical Thinking Approach

LESSON ONEObjectives:

1. to introduce the idea of thinking about thinking
2. to introduce the idea of a thinking frame or strategy
3. to establish a collaborative learning atmosphere

Methodology

1. The desks are arranged in three rows with two desks paired together so that each student will have a "learning partner" close to them to discuss the thinking process.
2. Students are handed out the booklet on Developing Awareness of Thinking Skills, which was developed originally by Don Woods and is used in the McMaster Six Step Method of teaching thinking skills. The version used has been modified to incorporate it into a thirty minute exercise.
3. A class discussion follows the process and the students identify things they learned about their own thinking. This is also used to identify the usefulness of having an approach or strategy of attack when meeting new material.
4. Students are then introduced to David Perkins' Knowledge as Design model as a thinking frame for gathering information.

This can be introduced by applying the model to an unknown object and have the students ask the four basic questions. For example, the object might be a chair. The student asks the teacher what is the purpose of the object. The teacher explains the purpose is to rest or to shorten the body for greater dexterity at a table. The next question on structure is asked to identify the four or three-legged base, the horizontal and perpendicular flat bases. A model case of "swivel" or "rocking" is given in answer to the third question and an explanation is given on the use of the structure to fulfil the purpose.

The students readily focus on the object and have no difficulty in identifying and explaining it.

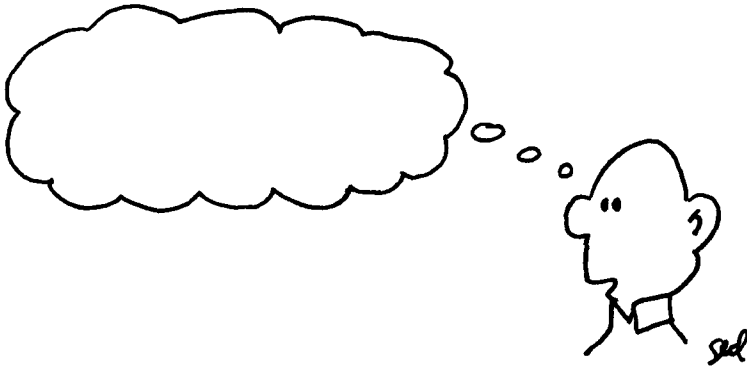
5. This concept of a thinking frame used to analyze in general terms unknown material is then applied to the history.
6. Students are given a homework assignment on Chapter One of the text United States, by Hofstader, et al, and asked to identify the purpose of the chapter.

DEVELOPING AWARENESS

What do I do when I think?

How can I describe my thoughts?

How well can I tell someone else where I am in my thinking?

Why?

1. so that I can identify where I am when thinking
2. so that I can develop a methodical approach
3. so that, whenever I am stuck, I can identify the obstacle
4. so that I can describe to others what skills need developing
5. so that I develop carefulness and confidence

LEARNING PARTNERSInstructions

Listener: You have a key and challenging role to play. You are to help the thinker see what he/she is doing and to help improve his/her accuracy in thinking. This means you must encourage the thinker to constantly talk about what he/she is doing. Encourage ideas to be presented - no matter how foolish they may sound - and yet not provide hints yourself. You must never give the correct answer.

Possible Questions:

1. Please elaborate.
2. Can you tell me what you are thinking now?
3. Does that sound right?
4. Check that thought?
5. I don't understand. What are you thinking now?

DO NOT INTERRUPT
KEEP THEM TALKING

Thinker: You should try to develop the skill of being aware of what you are doing when you are thinking, of being able to identify and describe where you are, and what you have done. One way to try to develop them is to slow the process down. Your partner will not give you hints on how to solve the problem. Your partner will help you describe what you are doing.

Possible Thoughts:

1. Read the problem aloud.
2. Say whatever comes into your mind - don't search for the right words.
3. Remember no one is evaluating you. Your partner and you are trying to help each other.
4. Express your thought no matter how trivial it is or no matter how little you think you are learning.

SLOW DOWN
KEEP TALKING

EXERCISE #1

In a different language **luk eir lail** means "heavy little package", **bo lail** means "heavy man" and **luk jo** means "pretty package". How would you say "little man" in this language?

PERSONAL EVALUATIONExercise 1.1

As a thinker, what have you learned about yourself and how you think? As you slowed down the process, what did you see yourself doing? How often did you reread the problem? Did you hope that an idea worked out or did you actually check it out? Was it fun? Do you want to do more?

Exercise 1.2

As the listener, was it an easy task? What was the hardest thing to do? What did you learn about your thinking? What surprises did you note in the approach taken by the thinker? If the thinker got stuck, what did he/she do?

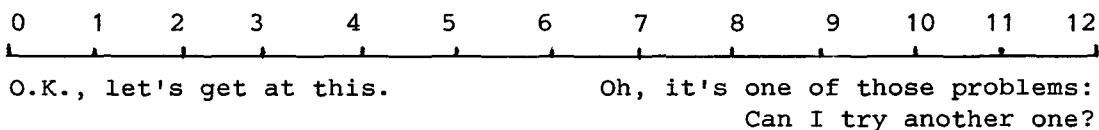
EXERCISE #2

Five men raced their cars on a racing strip. Will did not come in first. John was neither first nor last. Joe came in one place after Will. James was not second. Walt was two places below James. In what order did the men finish?

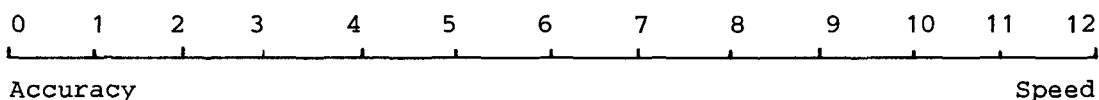
FEEDBACK FOR THINKING STYLEExercise 1.3

During this experience, you observed someone else solving a problem and thinking. You became aware of what you did when you solved problems. Here are some characteristics. Without consultation with your partner, characterize yourself by putting your initials on the following scales. Then, characterize your partner.

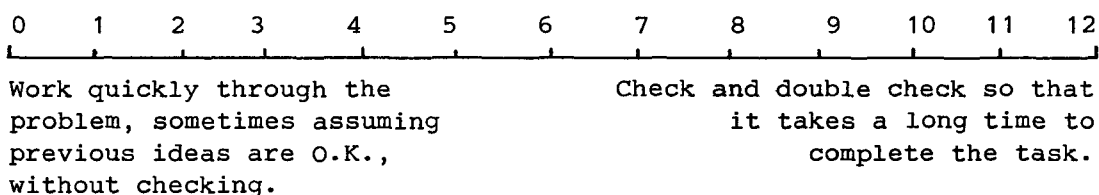
1. Initial response is:



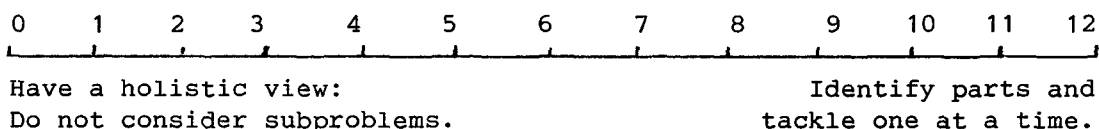
2. Your emphasis is on:



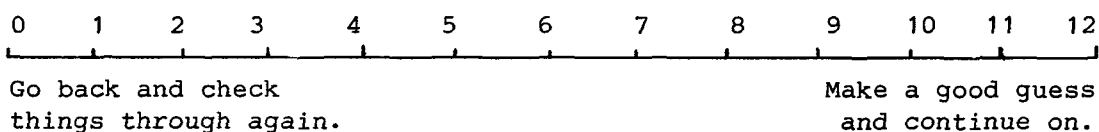
3. You:



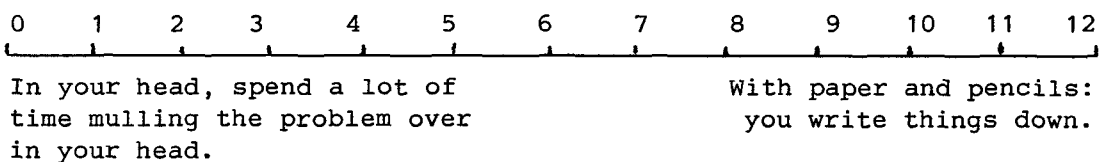
4. You:



5. When stuck, you:



6. You do all your thinking:



FEEDBACK FOR LISTENERAttitude of Listener Toward Me as I Was Thinking

1. Mode of interaction:

1	2	3	4	5	6	7	8
passive (ignored me)	not enough probing	not quite enough	about what I wanted	little too much	too much	much too much	continually interrupted

2. I found the listener:

1	2	3	4	5	6	7	8	9
very threatening	too threatening	threatening	little threatening	about what I wanted	a little too supportive	too supportive	much too supportive	excessively supportive

3. I would characterize the listener as:

- too silent
 coach
 leader
 neutral sounding board

4. The listener's emphasis was on:

- listening to me
 helping me to verbalize
 helping me to solve the problem
 solving the problem for me

LESSON TWOObjectives

1. to apply the Perkins model Knowledge as Design to historical information
2. to reinforce the thinking frame by showing its application
3. to learn the reasons why immigrants came to the New World

Methodology

1. The teacher and students discuss the purpose, the structure, a model case and an explanation given in the chapter. The structure of the chapter gives the political, social, economic and technological reasons why people in Europe at the end of the sixteenth century were prepared for successful immigration. An example may be England, Spain or France and an explanation relates the changes in a country and how each led to exploration and eventual settlement.
2. Students are asked to write a half page summary of the first chapter in order to synthesize the information into a coherent whole using the thinking frame.
3. Assign map for homework.

Evaluation

The application was seen to be useful by the students and this will increase motivation for the introduction of later strategy.

Time: 75-minute period

HISTORICAL SITES

On the map below, print the names of the Thirteen Colonies; then locate and print the names of the following places associated with the Colonies. If you find the map too small, use numbers. Be accurate.

1. Plymouth Rock
2. Concord-Lexington
3. Valley Forge
4. Monmouth
5. Cowpens
6. Trenton
7. Bennington
8. Jamestown
9. Williamsburg
10. Ft. Ticonderoga
11. Philadelphia
12. Yorktown
13. Mt. Vernon
14. Ft. Mifflin
15. Morristown
16. Harvard University
(Cambridge)
17. Princeton University
18. Annapolis
19. Boston



}

LESSON THREE

Objectives

1. internalization of David Perkins' model
2. an overview of the settlement patterns of the thirteen colonies to give a contextual base to the documents that follow

Methodology

1. Students will have read Chapter Two of the text, United States, and class discussion will identify the purpose of the chapter.
2. The teacher will hand out comparison-organizer chart and students will work with learning partners to fill it in.
3. Teacher will circulate, clarify questions and build up rapport with students.

Evaluation

The students are using the textual material without much thought as to the reliability of the text or the judgment of points of view expressed. They did accomplish a good content base for further study.

Time: 75-minute period

TOPIC	(NORTH) MASSA- CHUSETTS BAY	(MIDDLE) PENNSYLVANIA	(SOUTH) VIRGINIA
<u>Political Organization</u> - proprietary - royal - structure			
<u>Economic Development</u> - agriculture (crops) - trade			
<u>Social Development</u> - religious - slavery - education			
<u>Cultural Development</u> - ethnic background - values - treatment of Indians			

LESSON FOUR

Objectives

1. to identify the importance of looking at the structure of material in its presentation
2. to develop the skill of identifying arguments
3. to introduce the inference skill of deductive reasoning - most specifically, drawing conclusions

Methodology

1. With the previous chart as a basis, the teacher introduces the reasons given for support of any conclusions drawn. For example, religious freedom was more important to Quakers in Pennsylvania than the settlers in Massachusetts Bay. Another example might be the importance of education in the areas of development.

A class discussion may lead to the inconsistency of the Separatists in leaving England for religious freedom and then establishing a religious oligarchy in the New World or the desire of the Virginians to have tutors, similar to the British, while at the same time having a higher illiteracy rate than the North.

2. Students will be asked to look at the text to see if it is presenting a particular viewpoint in an argument or if it is giving information in narrative or explanatory form.

This will be done by means of a worksheet. The worksheet contains five excerpts from the text. Three of the excerpts are not arguments and two of the excerpts are.

The students are also asked to identify the value of the information as it relates to the conclusions that were drawn in the previous chart and to identify what characteristic the excerpt supports.

3. The students are asked to revise or clarify their charts to reflect any new conclusions drawn.

Evaluation

Since there were two skills being used here, some students needed further clarification on what was meant by the "value of information".

An interesting discussion ensued in the class on whether you can draw conclusions more accurately from narrative material or material presented from a particular viewpoint. This was not intended, but it was valuable in identifying various types of writing.

Time: 75-minute period

WORKSHEET #1 - LESSON #4

1. Identify which excerpt is an argument and which is not.
2. Identify a characteristic of the colonial in the excerpt.

Quotations

Argument

Yes

No

1. "Thirty-five Pilgrims set out aboard the Mayflower in the autumn of 1620. Also in the ship's company were some sixty "strangers" - artisans, soldiers, and indentured servants. Finding themselves off Cape Cod, they decided not to seek Virginia, where they had been given a land grant. Rather, they would find a suitable harbor in the region where God had sent them. A month later their search was rewarded by discovery of the place they called Plymouth, on the inner shore of Massachusetts Bay."

Value of
Information

Argument

Yes

No

2. "The Puritans who migrated to New England were very different from the settlers of Virginia and subsequent tobacco-growing colonies. They were committed to dynamic religious beliefs that had profound and lasting effects on the settlement of the region and later on much of English America as well. They were not seeking religious liberty. Rather, they intended to set up their own Puritan churches, and they expected all settlers to follow Puritan principles and leadership. In order to do this, Puritan leaders tried to keep tight control over the pattern of settlement; they wanted compact village communities rather than scattered farms. And the Puritans migrated as families rather than as individuals. Thus, from the beginning there were more women and children in New England than in the other English colonies."

Value of
Information

Argument 3. "The explosion of tobacco production that followed had important social and political effects. Tobacco rapidly wore out the soil: four years on the same ground was the normal limit. In their search for more land, Virginia planters gradually pushed small farmers from the rich coastal plain onto marginal lands and into upland areas farther west, far from easy water transport. This trend was accompanied by a concentration of economic and political power in the hands of a relatively small group, whose members, no matter how humble their origins, came rapidly to regard themselves as a ruling class, an aristocracy."

Value of
Information

Argument 4. "England and the Netherlands - two Protestant, commercial powers fighting for national supremacy - battled at sea in a series of three wars in the mid seventeenth century. The English won. New Netherland, as the Dutch colony in North America was called, changed hands several times, but it ended up as New York. Owing to half a century of Dutch settlement and governance prior to 1664, however, the region remained for many years a culturally distinct province among the English colonies, characterized by ethnic tensions that Virginia and New England escaped."

Value of
Information

Argument 5. "Williams obtained a charter from Parliament in 1644. For many years Rhode Island was the only colony in which all Christian sects enjoyed "liberty in religious concernments," as the charter put it, including the liberty to vote, "whether one was a church member or not."

Value of
Information

LESSON FIVEObjectives

1. to identify underlying assumptions of documents
2. to practice drawing conclusions from documents
3. reinforcement of the two skills identified to enhance internalization
4. to gather data on the colonial period to clarify characteristics of the colonial

Methodology

1. Students will be given ten documents from the colonial period and asked to classify them as political, social, economic or cultural value in their orientation. They will also identify the area of north, middle or south that they are from.
2. Students will be asked to:
 - (a) identify a conclusion that can be drawn from the document and give support for this conclusion; and
 - (b) tell what assumptions, if any, have been made by the author's of the material. Can you explain why?
3. The students work with their learning partners to discuss the material and each document is discussed in class for its value in identifying the characteristics of the colonial mind.

Evaluation

Students had difficulty with the word choice and spelling of seveneenth century documents. It might be best to solve this through updating the language, but there are pitfalls in this as well.

There were some difficulties in classification by students. This was partly due to the necessary overlap of some topics, but also due to some difficulty in drawing out the conclusion of the document on the part of the student. The classification difficulty was solved when the conclusion was identified.

Depending upon the cognitive style of the student, some were very cautious in drawing any conclusion and others tended to jump to conclusions. Students were good in questioning each other and such phrases as "on the other hand" and "I agree with Liz, but I do see John's point", were noticed. This dialogue was excellent.

The students classified three as having political content and relevance, three as referring to social characteristics, two as economic and two as cultural.

Time: 225 minutes (3 75-minute periods)

DOCUMENT ATHE NEW ENGLISH CANAANThomas Morton (1622)

"In the month of June, 1622, it was my chance to arrive in the parts of New England with 30 servants and provisions of all sorts fit for a plantation. While our houses were building, I did endeavour to take a survey of the Country. The more I looked, the more I liked it. And when I had more seriously considered of the beauty of the place, with all her fair endowments, I did not think that in all the known world it could be paralleled for so many goodly groves of trees, dainty fine round rising hillocks, delicate fair large plaines, sweet crystal fountains, and clear running streams that twine in fine meanders through the meads, making so sweet a murmuring noise to hear as would even lull the sense with delight asleep; so pleasantly do they glide upon the pebble stones, jetting most jocundly where they meet and hand in hand run down to Neptune's Court, to pay the yearly tribute which they owe to him as sovereign Lord of all the springs. Continued within the volume of the Land, Birds in Abundance, Fish in multitude; and discovered, besides, Millions of Turtledoves on the green boughs, which sat pecking of the full ripe pleasant grapes that were supported by the lusty trees, whose fruitful load did cause the arms to bend. While here and there dispersed, you might see lilies and the Daphne-tree which made the Land to me seem paradise, for in my eye it was nature's masterpiece: her chief Magazine of all where lives here store. If this Land be not rich, then is the whole world poor."

DOCUMENT B

"By reason of the unfortunate Method of the Settlement, and want of Cohabitation, they cannot make a beneficial use of their Flax, Hemp, Cotton, Silk, Silk-grass, and Wool, which might otherwise supply their Necessities, and leave the Produce of Tobacco to enrich them, when a gainful Market can be found for it.

Thus they depend altogether upon the Liberality of Nature, without endeavouring to improve its Gifts, by Art or Industry. They sponge upon the Blessings of a warm Sun, and a fruitful Soil, and almost grutch the Rains of gathering in the Bounties of the Earth. I should be ashamed to publish this slothful Indolence of my Countrymen, but that I hope it will rouse them out of their Lethargy, and excite them to make the most of all those happy Advantages which Nature has given them; and if it does this, I am sure they will have the Goodness to forgive me."

Robert Beverly
The History and Present
State of Virginia 1705

DOCUMENT CNAVIGATION ACT OF 1660

"An act for the encouraging and increasing of shipping and navigation.

For the increase of shipping and encouragement of the navigation of this nation, wherein, under the good providence and protection of God, the wealth, safety and strength of this kingdom is so much concerned; be it enacted:

. . . No goods or commodities whatsoever shall be imported into or exported out of any lands, islands, plantations or territories to his Majesty belonging or in his possession, or which may hereafter belong unto or be in the possession of his Majesty, his heirs and successors, in Asia, Africa or America, in any other ship or ships, vessel or vessels whatsoever, but in such ships or vessels as do they, and without fraud belong only to the people of England.

. . . And be it enacted, that no alien or person not born within the allegiance of our sovereign lord the King, his heirs and successors, or naturalized, or made a free denizen, shall from and after the first day of February, 1661, exercise the trade or occupation of a merchant or factor in any the said places; upon pain of the forfeiture and loss of all goods and chattels,

. . . And it is further enacted . . ., that no goods or commodities that are of foreign growth, production or manufacture, and shall be shipped or brought from any other place or places, country or countries, but only from those of the said growth, production or manufacture, or from those ports where the said goods and commodities can only, or are, or usually have been, first shipped for transportation;

. . . And it is further enacted . . ., that any sort of ling, stock-fish, pilchard, or any other kind of dried or salted fish, usually fished for and caught by the people of England, Ireland, Wales, or town of Berwick upon Tweed;

. . . And be it further enacted . . ., that from henceforth it shall not be lawful to any person or persons whatsoever, to load or cause to be loaden and carried in any bottom or bottoms, ship or ships, vessel or vessels whatsoever, whereof any stranger or strangers-born;

. . . That no goods or commodities of the growth, production or manufacture of Muscovy, or to any of the countries, dominions or territories to the . . . emperor of Muscovy or Russia belonging, shall from after the first day of September, 1661, be imported into any of the aforementioned places in any ship or vessel, but which is of English-built, and navigated. . ."

DOCUMENT DMARYLAND TOLERATION ACTAPRIL 1649

"Fforasmuch as in a well governed and Christian Common Wealth matters concerning religion and the honor of God ought in the first place to bee taken, into serious consideration and endeavoured to bee settled. Be it therefore . . . enacted . . . That whatsoever person or persons within this Province . . . shall from henceforth blaspheme God, . . . or shall deny our Saviour Jesus Christ to be the sonne of God, or shall deny the holy Trinity, the ffather sonne and holy Ghost, or the Godhead of any of the said three persons of the Trinity or the Unity of the Godhead . . . shall be punished with death and confiscation or forfeiture of all his or her lands . . .

Therefore . . . enacted (except as in this present Act is before Declared and set forth) That noe person or persons whatsoever within this Province, or the Islands, Ports, Harbours, Creekes, or havens thereunto belonging professing to believe in Jesus Christ, shall from henceforth bee any waies troubled, Molested or discountenanced for or in respect of his or her religion nor in the free exercise therof within this Province or the Islands thereunto belonging nor any way compelled to the beleife or exercise of any other religion against his or her consent, soe as they be not unfaithful to the Lord Proprietary, or molest or conspire against the civil government established or to bee established in this Province under him or his heires."

DOCUMENT EPHILADELPHIA

"The country round the city of Philadelphia is level and pleasant, having a prospect of the large river of Delaware and the province of East Jersey upon the other side. You have an agreeable view of this river for most of the way betwixt Philadelphia and Newcastle. The plan or platform of the city lyes betwixt the two rivers of Delaware and Skuykill, the streets being laid out in rectangular squares which makes a regular, uniform plan, but upon that account, altogether destitute of variety."

Alexander Hamilton
Itinerarium 1712

DOCUMENT F

"If we conceive and finde by sadd experience that his (Wheelwright's) opinions are such, as by his own profession cannot stand with externall peace, may we not provide for our peace, by keeping [out] of such as would strengthen him, and infect others with such dangerous tenets? and if we finde his opinions such as will cause divisions, and make people looke at their magistrates, ministers and brethren as enemies to Christ and Antichrists, etc. were it not sinne and unfaithfulness in us, to receive more of those opinions, which we allready finde the evill fruite of: Nay, why doe not those who now complayne joyne with us in keeping out of such, as well as formerly they did in expelling Mr. Williams for the like, though lesse dangerous?"

John Winthrop 1637

Reference to Rev. John Wheelwright,
Anne Hutchinson's brother-in-law

p.23 - American Political Writers
Amacher, Richard
Boston: Twayne 1979

DOCUMENT G

"The great questions that have troubled the country, are about the authority of the magistrates and the liberty of the people. It is yourselves [he tells his audience] who have called us to this office, and being called by you, we have our authority from God, in way of an ordinance, such as hath the image of God eminently stamped upon it, the contempt and violation whereof hath been vindicated with examples of divine vengeance."

John Winthrop 1637

DOCUMENT H

". . . the Law of God enjoynes, that in Human Civil Affairs, things be managed according to right Reason and Equity; and that Rulers as they are for the people, so they are to make it their main business, and the scope of all their Actions, Laws and Motions, to seek the welfare of the people."

Jonathan Mitchell 1667
Sermon "Nehemiah on
the Wall of Trouble-
some Times"

DOCUMENT I

"It is blasphemy to call tyrants and oppressors, God's ministers. They are more properly the messengers of Satan to buffet us. No rulers are properly God's ministers, but such as are just, ruling in the fear of God. When once magistrates act contrary to their office, and the end of their institution; when they rob and ruin the public, instead of being guardians of its peace and welfare; they immediately cease to be the ordinance and ministers of God; and no more deserve that glorious character than common pirates and highwaymen."

Jonathan Mayhew 1750
"Discourse Concerning
Unlimited Submission"

DOCUMENT JADVICE TO A YOUNG TRADESMAN

"To My Friend, A.B.:

As you have desired it of me, I write the following hints, which have been of service to me, and may, if observed, be so to you.

Remember, that time is money. He that can earn ten shillings a day by his labour, and goes abroad, or sits idle, one half of that day, though he spends but sixpence during his diversion or idleness, ought not to reckon that the only expense; he has really spent, or rather thrown away, five shillings besides.

Remember, that credit is money. If a man lets his money lie in my hands after it is due, he gives me the interest, or so much as I can make of it during that time. This amounts to a considerable sum where a man has good and large credit, and makes good use of it.

Remember, that money is of the prolific, generating nature. Money can beget money, and its offspring can beget more, and so on. Five shillings turned is six, turned again it is seven and three-pence, and so on till it becomes an hundred pounds. The more there is of it, the more it produces every turning, so that the profits rise quicker and quicker. He that kills a breeding sow, destroys all her offspring to the thousandth generation. He that murders a crown, destroys all that it might have produced, even scores of pounds.

Remember, that six pounds a year is but a groat a day. For this little sum (which may be daily wasted either in time or expense unperceived) a man of credit may, on his own security, have the constant possession and use of an hundred pounds. So much in stock, briskly turned by an industrious man, produces a great advantage."

Benjamin Franklin 1774

LESSON 6Objectives

1. to identify a conclusion
2. to identify the premises leading to a conclusion
3. to gather further data on the colonial mind in the seventeenth century and synthesize with writing

Methodology

1. Teacher introduces the difficulty of understanding how people thought three hundred years ago and the need for some kind of strategy or thinking frame to analyze what people thought and the value of this in interpreting information.
2. The form of the syllogism is introduced using practical examples worksheet. A syllogism is a deductive argument that has two premises and a conclusion. It can help provide evidence from which the conclusion follows inevitably. Either its parts fit together in such a way that the premises, if true, guarantee the truth of the conclusion, or they do not. This allows the student to evaluate the premises, giving or not giving reliability to the argument and to validate the argument itself. A valid standard form categorical syllogism must contain exactly three terms, each of which is used in the same sense throughout the argument.
3. The purpose of using this form is to help the students identify the conclusion in the argument and to identify the premises. Several documents give several premises leading to the conclusion and, at times, the application of the form becomes broad in identifying the major premise and minor premise. It also becomes selective in the minor premise. In some documents, several syllogistic forms can be made.
4. The purpose is to identify the premises and conclusion in order for the students to have a clear idea of the reasoning involved in order to have a frame for analysis. The rules governing validity of the argument are not introduced.
5. The subject-matter for analysis is the view of the colonial towards slavery in the seventeenth century. Each document in this section is worked on in a socratic teaching style to automatize the form before it is applied in a collaborative setting.
6. This lesson concludes with an assignment of 500 words, having the students identify common characteristics of colonials and supporting their opinion.

Time: 225 minutes (3-75 minute periods)

PRACTICAL SYLLOGISMS

Fill in the missing part of the argument.

- | | |
|--------------------------------------|--|
| 1. Major Premise
(Value Standard) | Every person ought to be treated equally before the law. |
| Minor Premise
(Conceptual Claim) | Children are persons. |
| Conclusion
(Value) | _____ |
| <hr/> | |
| 2. Major Premise
(Value Standard) | Anything which leads to more premarital sex is wrong. |
| Minor Premise
(Empirical claim) | Distributing birth control information in schools leads to more frequent premarital sex. |
| Conclusion
(Value) | _____ |
| <hr/> | |
| 3. Major Premise
(Value Standard) | Only that which is necessary to deter crimes should be employed. |
| Minor Premise
(Empirical Claim) | _____ |
| Conclusion
(Value) | Therefore, the death penalty should not be employed. |
| <hr/> | |
| 4. Major Premise
(Value Standard) | People ought to have only as many children as they can afford to support. |
| Minor Premise
(Empirical Claim) | _____ |
| Conclusion
(Value) | Therefore, some people ought not to have any children. |

5. Major Premise
(Value Standard)

Minor Premise
(Empirical Claim)

A. is a terminally ill patient who has no
chance of recovery.

Conclusion
(Value)

Scarce medical resources should not be used
on this terminally ill patient.

6. Major Premise
(Value Standard)

Minor Premise
(Conceptual Claim)

Refusing to rent a room to an Indian because
of his ethnicity is discriminating against a
particular ethnic group.

Conclusion
(Value)

Therefore, refusing to rent a room to an
Indian because of his ethnicity is morally
wrong.

Evaluation

The first document introduces the religious support for slavery that existed in the colonial period. The first document does not state explicitly the conclusion so the students must draw the conclusion which links it with the previous lesson and shows that it can be deduced from the document.

Students could do this exercise with questioning. Most found it easier to have the conclusion first before identifying the premises. Some students found it upsetting that religion would say that the condition of man was created by God and should be accepted. One student's remark still lingers with me as she said, "it's frightening that people could believe this!". She was asked what she thought was frightening and she responded with, "I thought it said men were created equal in the Bible". This point was clarified as the source for the phrase was The Declaration of Independence. With this conversation, the point was made with the class to attempt to think as a colonial would and see it from their point of view, regardless of whether they found it objectionable. They began to understand that by breaking down the structure of a document for analysis, it was easier to see the point that was unreasonable.

The argument of being reasonable or unreasonable was used to analyze the following documents discussing the premises and the conclusions drawn.

The document selection here was based on the content matter and the ability to place the arguments into a syllogistic form. The form was stilted at times and students were more able to handle it when they identified the conclusion and the premises first before placing it in the form.

SLAVERYA VIRGINIA LAW OF 1669

. . . if any slave resist his master (or other by his master's order correcting him) and by the extremity (drastic act) of coercion (force) could chance to die, that his death shall not be accounted felony (a serious crime), but the master (or that other person & c.) be acquitted from molestation, since it cannot be presumed that prepensed (planned) malice (which alone makes murder a felony) should induce any man to destroy his own estate (property).

Major Premise Only planned malice makes murder a felony.

Minor Premise Planned malice would not make a man destroy his own property.

Conclusion A master who destroys his slave (property) cannot be guilty of a felony.

RESOLUTIONS OF GERMANTOWN MENNONITES 1688

These are the reasons why we are against the traffic of men-body, as followeth: Is there any that would be done or handled in this manner? (that is), to be sold or made a slave for all the time of his life? How fearful and faint-hearted are many at sea, when they see a strange vessel, being afraid it should be a Turk and they should be taken and sold for slaves into Turkey. Now, what is this better done than Turks do? Yea, rather it is worse for them, which say they are Christians . . . In Europe there are many oppressed for conscience sake: and here there are those oppressed which are of a black color . . . And we who profess that it is not lawful to steal must, likewise, avoid to purchase such things as are stolen, but rather help to stop this robbing and stealing. And such men ought to be delivered out of the hands of the robbers, and set free.

Major Premise Christians (unlike Turks) should not steal.

Minor Premise Slavery is stealing.

Conclusion Christians should not have slavery.

A SOUTH CAROLINA LAW OF 1740

. . . Whereas many owners of slaves, and others who have the care, management, and overseeing of slaves, do confine them so closely to hard labor that they have not sufficient time for natural rest. Be it therefore enacted, that if any owner of slaves, or other persons, who shall have the care, management, or overseeing of slaves, shall work or put such slave or slaves to labor more than fifteen hours in twenty-four hours . . . every such person shall forfeit a sum not exceeding twenty pounds nor under five pounds current money, for every time, he, she, or they shall offend (the law) . . .

Major Premise Owners and others work slaves so that they have no time for natural rest.

Minor Premise Any owner who works slaves 15 hours out of 20 hours shall forfeit £5 - 20 each time.

Conclusion Owners and others shall forfeit £5 - 20 each time.

God Almightye in his most holy and wise providence hath soe disposed of the Condicion of mankinde, as in all times some must be rich[,] some poore, some highe and eminent in power and dignitie; others meane and in subjection.

John Winthrop 1630
Sermon on the Arbella

Major Premise	<u>God created the condition of man.</u>
Minor Premise	<u>The condition of man is unequal.</u>
Conclusion	<u>The inequality of man was created by God.</u>

WOOLMAN'S JOURNAL 1774

Understanding that a large number of slaves had been imported from Africa into that town, and were then on sale by a member of our Society, my appetite failed and I grew outwardly weak . . . I had many cogitations (thoughts), and was sorely distressed. I was desirous that Friends might petition the legislature to use their endeavours to discourage the future import of slaves, for I saw that this trade was a great evil.

Major Premise Slave trade is a great evil.

Minor Premise A great evil should have petitions against it by friends.

Conclusion Friends should petition against slave trade.

Man is born to labour, and Experience abundantly sheweth that it is for our Good: but where the Powerful lay the Burthen on the inferiour, without affording a Christian Education, and suitable Opportunity of Improving the Mind, and a Treatment which we, in their Case, should approve, that themselves may live at Ease, and fare sumptuously, and lay up Riches for their Posterity, this seems to contradict the Design of Providence, and, I doubt, is sometimes the Effect of a perverted Mind: For while the Life of one is made grievous by the Rigour of another, it entails Misery on both.

Major Premise The design of providence is for man to labour.

Minor Premise Anyone who does not follow the design of providence is
miserable.

Conclusion Anyone who does not labour is miserable.

APPENDIX B

UNIT ON CAUSES OF REVOLUTION (PART B)

AND EVALUATION OF INDIVIDUAL LESSONS

"Why would the colonials revolt against Britain?"

A Document Study

LESSON 7Objectives

1. to reinforce the skill of identifying a conclusion
2. to reinforce the skill of identifying reasons leading up to a conclusion
3. to discuss the validity of the arguments on the British and colonial sides as leading up to the American Revolution using syllogistic form
4. to gather data to support an hypothesis on the historical question of why the colonials revolted

Methodology

1. The class is divided into two and desks are turned to face each other. One side represents the British and the other side represents the colonials.
2. The class will have read an account in the text on the American Revolution and will be given a time line outlining the events leading up to the Revolution.
3. The class is given the document on the Proclamation Act of 1763 and the British side explains the reasons for enacting the Proclamation and then the colonials respond.
4. The class is reminded that they are to attempt to simulate the thoughts of the people in the mid-eighteenth century. They are to behave reasonably and attempt to arrive at a reasonable solution to the problem.
5. Each set of British and colonial responses is given out with time given to analyze the document and for discussion among each group as to tactics in arriving at a solution.
6. The entire process takes three periods. The teacher at the end of each period clarifies historical data if there is confusion and allows ten to fifteen minutes for the class to comment on the discussion.

Time: 225 minutes (3 75-minute periods)

Evaluation

Students found this the most interesting part of the unit as seen by the comments in the evaluation section.

The class facing each other was very beneficial for the development of dialogical thinking. The British side became frustrated with the colonials and claimed they were unreasonable in their demands. The colonials became emotional and defensive, demanding rights that they thought they had because they had experienced them in the past.

The role playing technique worked very well to develop interest, and discussion was at a good historical level. Many students used analogies for their arguments which related to everyday situations.

TIME LINE

1. Proclamation Act of 1763
2. Molasses Act 1764 (Sugar Act)
3. The Currency Act 1764
4. Stamp Act, March 1765
5. Quartering Act 1765
6. Repeal of Stamp Act 1766
7. Declaratory Act 1766
8. Townshend Acts 1767
9. Suspension of legislative functions of New York Assembly 1767
10. Governor Bernard in Boston dissolved Massachusetts Assembly
June 30, 1768
11. Boston Massacre March 5, 1770
12. Repeal of Townshend Acts April 1770 (retained tax on tea)
13. Tea Act 1773
14. Boston Tea Party December 1773
15. Intolerable Acts 1774
16. First Continental Congress 1774
17. Lexington April 1775
18. Second Continental Congress May 1775

EVENT: FRENCH-INDIAN WARS (SEVEN YEAR WAR 1756-63)PROCLAMATION ACT OF 1763

["Whereas it is just and reasonable, and essential to Our Interest and the Security of Our Colonies, that the several Nations or Tribes of Indians, with whom We are connected, and who live under Our Protection, should not be molested or disturbed in the Possession of such Parts of Our Dominions and Territories."] . . .

["And whereas great Frauds and Abuses have been committed in the purchasing Lands of the Indians, to the great Prejudice of Our Interests, and to the great Dissatisfaction of the said Indians; in order therefore to prevent such Irregularities for the future, and to the End that the Indians may be convinced of Our Justice."] . . .

["We do hereby strictly forbid, on Pain of Our Displeasure, all Our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved, without Our especial Leave and Licence for that Purpose first obtained."]

Argument

Major Premise Indian tribes should not be molested.

Minor Premise Colonials on reserved land molest Indians.

Conclusion No colonials on Indian reserved land.

Colonial Viewpoint

"The boundary line delineated was merely a temporary arrangement and was not intended as a permanent barrier to westward expansion, the Proclamation antagonized influential speculators while the frontiersmen paid no heed."

Major Premise The boundary line was a temporary arrangement.

Minor Premise Temporary arrangements are not a barrier to western
expansion.

Conclusion Western expansion will continue.

EVENT: SUGAR ACT 1764

"Whereas it is expedient that new provisions and regulations should be established for improving the revenue of this kingdom, and for extending and securing the navigation and commerce between Great Britain and your Majesty's dominions in America, which, by the peace, have been so happily enlarged: and whereas it is just and necessary, that a revenue be raised, in your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, being desirous to make some provision, in this present session of parliament, towards raising the said revenue in America, have resolved to give and grant unto your Majesty the several rates and duties herein after mentioned."

For and upon every gallon of molasses or syrups, . . . which shall be imported . . . the sum of three pence.

Argument

Major Premise The securing of navigation and commerce in America
needs revenue.

Minor Premise Revenue will be raised by a tax on molasses.

Conclusion Therefore, tax on molasses will secure America.

["As the Act, commonly called the Sugar Act, has been passed upwards of thirty Years without any Benefit to the Crown, the Duties arising from it, having never been appropriated by Parliament to any particular use; and as this Act will expire this winter][it should not be renewed.]

"The trade is so far from being able to bear the high Duties imposed by this Act, that it will not bear any Duty at all. [The Price of Molasses at present, is but 12^d Sterling per Gallon, at which Price it will barely answer to distil it into Rum for Exportation.] Should this Duty be added, it would have the Effect of an absolute Prohibition on the Importation of Molasses and Sugar from the foreign Islands.

["This Act was procured by the Interest of the West-India Planters, with no other View than to enrich themselves, by obliging the northern Colonies to take their whole Supply from them] and they still endeavour the Continuance of it under a Pretence, that they can supply Great-Britain and all her Colonies with West-India Goods."

Fitch Papers
Colony of Conneticut

Argument

Major Premise Revenue will not be given a particular use except to
help West-India planters.

Minor Premise West-India planters should not benefit at colonial
America's expense.

Conclusion Therefore, Colonials cannot afford revenue increase.

EVENT: STAMP ACT 1765Definition:

Stamp Act of 1765 placed a tax on all legal documents, upon newspapers, playing cards, liquor licenses, and any bill of sale.

British Viewpoint

". . . I cannot understand the difference between external and internal taxes. They are the same in effect, and only differ in name. That this kingdom has the sovereign, the supreme legislative power over America, is granted. It cannot be denied; and taxation is a part of that sovereign power. It is one branch of the legislation. It is, it has been exercised, over those who are not, who were never represented. It is exercised over the India Company, the merchants of London, the proprietors of the stocks, and over many great manufacturing towns. It was exercised over the palatinate of chester, and the bishopric of Durham, before they sent any representatives to parliament . . . When I proposed to tax America, I asked the House, if any gentleman would object to the right; I repeatedly asked it, and no man would attempt to deny it. Protection and obedience are reciprocal. Great Britain protects America; America is bound to yield obedience."

Lord Grenville
House of Commons

Argument

Major Premise Britain gives America protection.

Minor Premise Protection demands obedience.

Conclusion America should obey Britain.

Colonial Viewpoint

"May the 31st. I returned to the assembly today, and heard very hot Debates still about the Stamp Dutys. the whole house was for Entering resolves on the records but they Differed much with regard the Contents or purport therof. some were for shewing their resentment to the highest. one of the resolves that these proposed, was that any person that would offer to sustain that the parlement of Engl'd had a right to impose or lay any tax or Dutys whats'r on the American colonys, without the consent of the inhabitants therof, Should be looked upon as a traitor, and Deemed an Enemy to his Country. there were some others to the same purpose, and the majority was for Entering these resolves, upon which the Governor Dissolved the assembly, which hinderd their proceeding.

May, 1765

A French Traveller to the Colonies

Argument

Major Premise Anyone who supports England is a traitor.

Minor Premise Governor supports England.

Conclusion Governor is a traitor.

EVENT: TOWNSHEND DUTIES 1767TOWNSHEND ACTS

"Whereas it is expedient that a revenue should be raised, in your Majesty's dominions in America, for making a more certain and adequate provision for defraying the charge for the administration of justice, and the support of civil government, in such provinces where it shall be found necessary; and towards further defraying the expenses of defending, protecting, and securing, the said dominions; we, your Majesty's most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, have therefore hereinafter mentioned; and do most humbly beseech your Majesty that it may be enacted, and be it enacted by the King's most excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and commons, in this present parliament assembled, and by the authority of the same, That from and after the twentieth day of November, one thousand seven hundred and sixty seven, there shall be raised, levied, collected, and paid, unto his Majesty, his heirs, and successors, for and upon the respective goods herein after mentioned, which shall be imported from Great Britain into any colony or plantation in America which now is, or hereafter may be, under the dominion of his Majesty, his heirs, or successors, the several rates and duties following; that is to say,

For every hundred weight avoirdupois of crown, plate, flint, and white glass, four shillings and eight pence.

For every hundred weight avoirdupois of green glass, one shilling and two pence.

For every hundred weight avoirdupois of red lead, two shillings.

For every hundred weight avoirdupois of white lead, two shillings.

For every hundred weight avoirdupois of painters colours, two shillings.

For every pound weight avoirdupois of tea, three pence.

For every ream of paper, usually called or known by the name of Atlas Fine, twelve shillings . . . [There follows a list of duties on other types of paper]

IV. And it is hereby further enacted by the authority aforesaid, that . . . all the monies that shall arise by the said duties (except the necessary charges of raising, collecting, levying, recovering, answering, paying, and accounting for the same) shall be applied, in the first place, in such manner as is herein after mentioned, in making a more certain and adequate provision for the charge of the administration of justice, and the support of civil government, in such of the said colonies and plantations where it shall be found necessary; and that the residue of such duties shall be paid into the receipt of his Majesty's exchequer, and shall be entered separate and apart from all other monies paid or payable to his Majesty, his heirs, or successors; and shall be there reserved, to be from time to time disposed of by parliament towards defraying the necessary expences of defending, protecting, and securing, the British colonies and plantations in America."

Argument

Major Premise Revenue is needed for costs of government in America.

Minor Premise The costs of governing will be paid by Townshend Acts.

Conclusion Townshend Acts are necessary (needed).

COLONIAL VIEWPOINT ON TOWNSHEND ACTS

Printed: Charles M. Andrews, "Boston Merchants and the Non-Importation Movement," Colonial Society of Massachusetts Publications, XIX (Boston, 1918), p. 201.

"The Merchants and Traders in the Town of Boston, having taken into consideration the deplorable situation of the Trade and the many difficulties it at present labours under on account of the scarcity of money, which is daily decreasing for want of other remittances to discharge our debts in Great Britain and the large sums collected by the officers of the Customs for duties contracted by the governments in the late warr - the embarrassments and restrictions laid on the Trade by the several late acts of parliament, together with the bad success of our Cod Fishery this season and the discouraging prospect of the Whale Fishery by which our principal sources of Remittances are like to be greatly diminished, and we thereby rendered unable to pay the debts we owe the Merchants in Great Britain and to continue the importation of goods from thence,

We, the subscribers, in order to relieve the Trade under those discouragements, to promote industry, frugality and economy and to discourage luxury and every kind of extravagance, do promise and engage to and with each other as follows.

That we will not send for or import from Great Britain this Fall, either on our own account or on commission, any other goods than what are already ordered for the Fall supply.

That we will not send for or import any kind of goods or merchandise from Great Britain, either on our own account or on commission or any otherwise, from January 1, 1769, to January 1, 1770, except salt, coals, fishhooks and lines, hemp, duck, bar-lead and shot, wood-cards and card-wire.

That we will not purchase of any factors or others any kind of goods imported from Great Britain, from January 1, 1769, to January 1, 1770.

That we will not import on our own account or on commission or purchase from any who shall import from any other colony in America from January 1, 1769, to January 1, 1770, any tea, glass, paper, or other goods commonly imported from Great Britain.

That we will not from and after January 1, 1769, import into the province any tea, paper, glass, or painters' colours until the acts imposing duties on these articles have been repealed."

Argument

Major Premise Colonial merchants cannot afford taxes on imported
goods.

Minor Premise Taxes on imported goods cannot be collected if no
goods are imported.

Conclusion Colonial merchants shall stop importing British
goods that are taxed.

EAST INDIA COMPANY, MAY 18, 1773

(Commonly called the Tea Act)

In order to protect and save investments in the East India Company, the British Parliament passed the Tea Act to ensure a monopoly for the company.

And be it further Enacted by the Authority aforefaid, That from and after it shall not be lawful for any Perfon or Perfons whatfoever, who fhall have been difmiffed from, or fhall have voluntarily refigned, the Service of the faid United Company, or for any free Merchant, free Mariner, or other Perfon, whofe Covenants or Agreements with the faid United Company, for refiding or trading in India, fhall be expired, from thenceforth to carry on, or be in any wife concerned in any Trade, Traffick, Merchandize, or Commerce whatfoever, in the Eaft Indies, other than for the Difpofal of his or their Stock in Hand, without the Licence of the faid United Company, or their Governor, or Prefident and Council, at the Place or Settlement where fuch Perfon or Perfons fhall refide, for that Purpofe firft had and obtained.

Students are asked to identify the conclusion and the assumptions upon which it is based.

PHILADELPHIA - MEETING, OCTOBER 16, 1773

- "1. That the disposal of their own property is the inherent right of freemen; that there can be no property in that which another can, of right, take from us without our consent; that the claim of Parliament to tax America is, in other words, a claim of right to levy contributions on us at pleasure.
2. That the duty imposed by Parliament upon tea landed in America is a tax on the Americans, or levying contributions on them without their consent.
3. That the express purpose for which the tax is levied on the Americans, namely, for the support of government, administration of justice, and defence of his Majesty's dominions in America, has a direct tendency to render assemblies useless and to introduce arbitrary government and slavery.
4. That a virtuous and steady opposition to this Ministerial plan of governing America is absolutely necessary to preserve even the shadow of liberty and is a duty which every freeman in America owes to his country, to himself, and to his posterity.
5. That the resolutions lately entered into by the East India Company to send out their tea to America, subject to the payment of duties on its being landed here, is an open attempt to enforce this ministerial plan and a violent attack upon the liberties of "America".
6. That it is the duty of every American to oppose this attempt.
7. That whoever shall, directly or indirectly, countenance this attempt or in any wise aid or abet in unloading, receiving, or vending the tea sent or to be sent out by the East India Company while it remains subject to the payment of a duty here, is an enemy to his country.
8. That a committee be immediately chosen to wait on those gentlemen who, it is reported, are appointed by the East India Company to receive and sell said tea and request them, from a regard to their own characters and the peace and good order of the city and province, immediately to resign their appointment."

Argument

Major Premise Ownership of property (money) cannot be taken without consent.

Minor Premise The tea tax taxes without colonial consent.

Conclusion Taxation without colonial consent is taking ownership of another's property.

THE BOSTON PORT ACTMARCH 31, 1774

"An act to discontinue, in such manner, and for such time as are therein mentioned, the landing and discharging, lading or shipping, of goods, wares, and merchandise, at the town, and within the harbour, of Boston, in the province of Massachuset's Bay, in North America.

WHEREAS dangerous commotions and insurrections have been fomented and raised in the town of Boston, in the province of Massachuset's Bay, in New England, by divers ill-affected persons, to the subversion of his Majesty's government, and to the utter destruction of the publick peace, and good order of the said town; in which commotions and insurrections certain valuable cargoes of teas, being the property of the East India Company, and on board certain vessels lying within the bay or harbour of Boston, were seized and destroyed. And whereas, in the present condition of the said town and harbour, the commerce of his Majesty's subjects cannot be safely carried on there, nor the customs payable to his Majesty duly collected; and it is therefore expedient that the officers of his Majesty's customs should be forthwith removed from the said town: . . . be it enacted . . ., That from and after June 1, 1774, it shall not be lawful for any person or persons whatsoever to lade, put, . . . off or from any quay, wharf, or other place, within the said town of Boston."

Argument

Major Premise Commerce cannot be carried on when there is insurrection.

Minor Premise Insurrection is in Boston Port.

Conclusion Boston Port must stop commerce.

THE COLONIAL "ASSOCIATION" IS CREATEDIN THE FIRST CONTINENTAL CONGRESS

"We, his majesty's most loyal subjects, the delegates of the several colonies of New-Hampshire, Massachusetts Bay, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, the three lower counties of New Castle, Kent and Sussex, on Delaware, Maryland, Virginia, North Carolina and South Carolina, deputed to represent them in a continental Congress, held in the city of Philadelphia, on the 5th day of September, 1774, avowing our allegiance to his majesty, our affection and regard for our fellow subjects in Great Britain and elsewhere, affected with the deepest anxiety, and most alarming apprehensions, at those grievances and distresses, with which his Majesty's American subjects are oppressed; and having taken under our most serious deliberation, the state of the whole continent, find, that the present unhappy situation of our affairs is occasioned by a ruinous system of colony administration, adopted by the British ministry about the year 1763, evidently calculated for enslaving these colonies, and, with them, the British empire. In prosecution of which system, various acts of parliament have been passed, for raising a revenue in America, for depriving the American subjects, in many instances, of the constitutional trial by jury, exposing their lives to danger, by directing a new and illegal trial beyond the seas, for crimes alleged to have been committed in America; and in prosecution of the same system, several late, cruel, and oppressive acts have been passed, respecting the town of Boston and the Massachusetts Bay, and also an act for extending the province of Quebec, so as to border on the western frontiers of these colonies, establishing an arbitrary government therein, and discouraging the settlement of British subjects in that wide extended country; thus, by the influence of civil principles and ancient prejudices, to dispose the inhabitants to act with hostility against the free Protestant colonies, whenever a wicked ministry shall chuse so to direct them.

To obtain redress of these grievances, which threaten destruction to the lives, liberty, and property of his majesty's subjects, in North America, we are of opinion, that a non-importation, non-consumption, and non-exportation agreement, faithfully adhered to, will prove the most speedy, effectual, and peaceable measure: and, therefore, we do, for ourselves, and the inhabitants of the several colonies, whom we represent, firmly agree and associate, under the sacred ties of virtue, honour and love of our country, as follows:

1. That from and after the first day of December next, we will not import, into British America, from Great Britain or Ireland, any goods, wares, or merchandise whatsoever, or from any other place, any such goods, wares, or merchandise, as shall have been exported from Great Britain or Ireland; nor will we, after that day, import any East India tea from any part of the world; nor any molasses, syrups, paneles, coffee, or pimento, from the British plantations or from Great Britain or Ireland ...

4. The earnest desire we have, not to injure our fellow subjects in Great Britain, Ireland, or the West Indies, induces us to suspend a non-exportation, until the tenth day of September, 1775; at which time, if the said acts and parts of acts of the British parliament herein after mentioned are not repealed, we will not, directly or indirectly, export any merchandise or commodity whatsoever to Great Britain, Ireland, or the West Indies, except rice to Europe...

9. Such as are venders of goods or merchandise will not take advantage of the scarcity of goods, that may be occasioned by this association, but will sell the same at the rates we have been respectively accustomed to do, for twelve months last past...

11. That a committee be chosen in every country, city, and town, by those who are qualified to vote for representatives in the legislature, whose business it shall be attentively to observe the conduct of all persons touching this association; and when it shall be made to appear, to the satisfaction of a majority of any such committee, that any person within the limits of their appointment has violated this association, that such majority do forthwith cause the truth of the case to be published in the gazette; to the end, that all such foes to the rights of British America may be publicly known, and universally contemned as the enemies of American liberty; and thenceforth we respectively will break off all dealings with him or her...

And we do solemnly bind ourselves and our constituents, under the ties aforesaid, to adhere to this association, until such parts of the several acts of parliament passed since the close of the last war, as impose or continue duties on tea, wine, molasses, syrups, paneles, coffee, sugar, pimento, indigo, foreign paper, glass, and painters' colours, imported into America, and extend the powers of the subjects of trial by jury, authorize the judge's certificate to indemnify the prosecutor from damages, that he might otherwise be liable to from a trial by his peers, require oppressive security from a claimant of ships or goods seized, before he shall be allowed to defend his property, are repealed . . ."

The class is asked to break down the arguments and list the reasons for statements in the conclusion.

BRITISH RESPONSE

Printed: Brigham, Royal Proclamations Relating to America

"Whereas many of Our Subjects in divers Parts of Our Colonies and Plantations in North America, misled by dangerous and ill-designing Men, and forgetting the Allegiance which they owe to the Power that has protected and sustained them, after various disorderly Acts committed in Disturbance of the Publick Peace, to the Obstruction of lawful Commerce, and to the Oppression of Our loyal Subjects carrying on the same, have at length proceeded to an open and avowed Rebellion, by arraying themselves in hostile Manner to withstand the Execution of the Law, and traitorously preparing, ordering, and levying War against us; And whereas there is Reason to apprehend that such Rebellion hath been much promoted and encouraged by the traitorous Correspondence, Counsels, and Comfort of divers wicked and desperate Persons within this Realm: To the End therefore that none of Our Subjects may neglect or violate their Duty through Ignorance thereof, or through any Doubt of the Protection which the Law will afford to their Loyalty and Zeal; We have thought fit, by and with the Advice of Our Privy Council, to issue this Our Royal Proclamation, hereby declaring that not only all Our Officers Civil and Military are obliged to exert their utmost Endeavours to suppress such Rebellion, and to bring the Traitors to Justice; but that all Our Subjects of this Realm and the dominions therunto belonging are bound by Law to be aiding and assisting in the Suppression of such Rebellion, and to disclose and make known all traitorous conspiracies and Attempts against Us, Our Crown and Dignity; and for that Purpose, that they transmit to One of Our Principal Secretaries of State, or other proper Officer, due and full information of all Persons who shall be found carrying on correspondence with, or in any Manner or degree aiding or abetting the Persons now in open Arms and Rebellion against Our Government within any of Our Colonies and Plantations in North America, in order to bring to condign Punishment the Authors, Perpetrators, and Abettors of such traitorous Designs."

LESSON 8Objectives

1. to compare the signers of the Declaration of Independence to the characteristics of the colonial
2. to emphasize the difficulties encountered in drawing conclusions and the need for diverse research

Methodology

1. Although not directly related to the purpose of teaching specific skills, this lesson ties the two parts of the unit together and emphasizes several important elements of drawing conclusions.
2. The students are asked to classify the names according to whether they are from the northern, middle or southern colonies. Students are then asked to identify criteria of comparison of the individuals that they need to have to compare with colonial characteristics. These might be religion, education, age, occupation or place of birth.

The class is divided into three groups and each group takes the names from the respective areas of north, middle and south.

3. The students divide up the names and go to the library to find the information.
4. The next day, the students return and a statistical comparative chart is created. From this chart, conclusions are drawn concerning the "typical" signer and this is compared with conclusions drawn about the colonial in the first part.
5. This synthesis identifies the thread that holds the unit together.

Time: 150 minutes (2 75-minute periods)

Evaluation

Excellent lesson for comparison of signers and typicality. Some difficulty with students not doing their work. The teacher has to be prepared to fill in the blanks from this.

This approach also introduces statistical history and some problems of drawing conclusions from one source.

Total = 17 periods

SIGNERS OF THE DECLARATION OF INDEPENDENCE

Fifty-six members of the Continental Congress signed the engrossed parchment copy of the Declaration. Most members signed on August 2, 1776. The rest signed on later dates. World Book has a biography of each signer. The signers, in alphabetical order, were:

John Adams (Mass.)	Thomas Lynch, Jr. (S.C.)
Samuel Adams (Mass.)	Thomas McKean (Del.)
Josiah Bartlett (N.H.)	Arthur Middleton (S.C.)
Carter Braxton (Va.)	Lewis Morris (N.Y.)
Charles Carroll (Md.)	Robert Morris (Pa.)
Samuel Chase (Md.)	John Morton (Pa.)
Abraham Clark (N.J.)	Thomas Nelson, Jr. (Va.)
George Clymer (Pa.)	William Paca (Md.)
William Ellery (R.I.)	Robert T. Paine (Mass.)
William Floyd (N.Y.)	John Penn (N.C.)
Benjamin Franklin (Pa.)	George Read (Del.)
Elbridge Gerry (Mass.)	Caesar Rodney (Del.)
Button Gwinnett (Ga.)	George Ross (Pa.)
Lyman Hall (Ga.)	Benjamin Rush (Pa.)
John Hancock (Mass.)	Edward Rutledge (S.C.)
Benjamin Harrison (Va.)	Roger Sherman (Conn.)
John Hart (N.J.)	James Smith (Pa.)
Joseph Hewes (N.C.)	Richard Stockton (N.J.)
Thomas Heyward, Jr. (S.C.)	Thomas Stone (Md.)
William Hooper (N.C.)	George Taylor (Pa.)
Stephen Hopkins (R.I.)	Matthew Thornton (N.H.)
Francis Hopkinson (N.J.)	George Walton (Ga.)
Samuel Huntington (Conn.)	William Whipple (N.M.)
Thomas Jefferson (Va.)	William Williams (Conn.)
Francis Lightfoot Lee (Va.)	James Wilson (Pa.)
Richard Henry Lee (Va.)	John Witherspoon (N.J.)
Francis Lewis (N.Y.)	Oliver Wolcott (Conn.)
Philip Livingston (N.Y.)	George Wythe (Va.)

LESSON 9Objectives

1. to synthesize the four skills taught
2. to develop writing skills of students by emphasizing the importance of referring to evidence in reference to its reliability and validity
3. to develop understanding and knowledge of the American Declaration of Independence

Methodology

1. Through the discussion of the documents leading up to the American Revolution, students have heard radical, moderate and conservative views from each side. They are now asked to make a decision on whether or not they would sign the Declaration of Independence.
2. The framework for analysis of the Declaration will be the Critical Thinking Worksheet which will allow students to use the skills of identifying the assumptions, identifying premises and conclusions and also to draw a conclusion of their own.
3. The content base of knowledge should also allow them to evaluate the reasons given in the Declaration and from class discussions, they should be able to identify emotive words and assess the reliability of the material.

The validity of the argument in the Declaration will be assessed through identifying any fallacies in reasoning that it contains.

4. Students are asked to develop their response to the overall question by supporting or rejecting the arguments in the document.

Time: 75 minutes (one period) plus homework

Evaluation

The product that was produced by the students was of quite high quality as can be seen in Appendix E. The students felt an ownership of the material through the previous role play activity and understood the background material well in order to make a judgment. This synthesis of the material concluded the unit very well.

APPENDIX C

APPENDIX

Pre-Test

Critical Thinking Test

To Evaluate

The Following Skills

- Part A: Recognition of An Argument
- Part B: Identification of Assumptions
- Part C: Identification of a Conclusion
- Part D: Drawing a Conclusion
- Part E: Recognition of a Premise Leading to a Conclusion

Nora Crawford
Sir Allan MacNab Secondary School

Part A: Recognition of An Argument

An argument is a passage of writing that contains a point of view and reasons for holding a point of view. Select from the following passages, those that are arguments and those that are not. The passage must explicitly state a point of view and explicitly state a supporting reason to be an argument. Indicate on your answer sheet - yes - if the passage is an argument or - no - if the passage is not an argument, as shown in the example below.

Example:	Answer Sheet
1. He was talking to the rubber tree in the dining room. Nobody in his right mind would talk to a rubber tree. He must be crazy.	1. <input checked="" type="radio"/> Yes No
2. He was talking to the rubber tree in the dining room. Then he went outside and had a long discussion with the azalea bush.	2. Yes <input checked="" type="radio"/> No

Part A: Recognition of An Argument

1. A cold front is headed our way from the Rockies, bringing with it high winds and thunderstorms. If you are planning to go sailing, you'd better think about some indoor sports instead.
2. If the Founding Fathers had intended that our most serious political differences should be the area of eminent appointees instead of politicians, they would have given us an oligarchy, instead of Congress.
3. The better cuts of beef will soon be scarce. So will lobster, shrimp and other luxury foods.
4. This late Picasso has the style but not the life of his best work. The angles and forms are there, but the vibrancies and resonances are missing. It is as though he were an inept imitator of himself. The painting is a very poor one.
5. If someone is thinking of you, your ear itches. I'm thinking about you so your ear must itch.
6. I begin, then, with these preliminary considerations: that a free society is a pluralistic society, that a pluralistic society is one with countless propaganda from many sources and that coping with propaganda requires a widespread critical intelligence which is largely the product of education.
7. I cannot be blamed for shooting down Korean Air Lines Flight 007; I was only following orders. The person who issued the orders is the one who should be held responsible.
8. Trying to kill inflation and instill such virtues as discipline and farsightedness is a gamble because pain is immediate and social benefits are delayed, and in the interval the public may turn out the government.
9. If you can't find the widget that goes on top of this wozzle, you'll have to go down to the hardware store and buy another one.
10. Since the end of World War II, the committee has been in existence.

Part B: Identification of Assumptions

An assumption is something presupposed or taken for granted.

Below are a number of statements that are followed by a list of assumptions.

You are to decide whether a person, who makes the statement is making the assumption.

Select, on your answer sheet, yes for something that is an assumption of the statement and no for something that is not an assumption of the statement.

<p>Example:</p> <p><u>Statement:</u> "We need to save time in getting there so we'd better go by plane."</p> <p><u>Proposed assumptions:</u></p> <ol style="list-style-type: none"> 1. Going by plane will take less time than going by some other means of transportation. (It is assumed in the statement that the greater speed of a plane over the speeds of other means of transportation will enable the group to reach its destination in less time.) 2. There is plane service available to us for at least part of the distance to the destination. (This is necessarily assumed in the statement since, in order to save time by plane, it must be possible to go by plane.) 3. Travel by plane is more convenient than travel by train. (This assumption is not made in the statement--the statement has to do with saving time, and says nothing about convenience or about any other specific mode of travel.) 	<p align="center">Answer Sheet</p> <p>1. <input checked="" type="radio"/> Yes No</p> <p>2. <input checked="" type="radio"/> Yes No</p> <p>3. Yes <input checked="" type="radio"/> No</p>
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Part B: Identification of Assumptions

Statement: "In the long run, the discovery of additional uses for atomic energy will prove a blessing to humanity."

Proposed assumptions:

11. Additional and beneficial ways of using atomic energy will be discovered.
12. The discovery of additional uses for atomic energy will require large, long-term investments of money.
13. The use of atomic energy represents a serious environment hazard.

Statement: "I'm travelling to South America. I want to be sure that I do not get typhoid fever, so I shall go to my physician and get vaccinated against typhoid fever before I begin my trip."

Proposed assumptions:

14. If I don't take the injection, I shall become ill with the fever.
15. By getting vaccinated against typhoid fever, I decrease the chances that I will get the disease.
16. Typhoid fever is more common in South America than it is where I live.
17. My physician can provide me with a vaccination that will protect me from getting typhoid fever while I am in South America.

Statement: "If war is inevitable, we'd better launch a preventive war now while we have the advantage."

Proposed assumptions:

18. War is inevitable.
19. If we fight now, we are more likely to win than we would be if forced to fight later.
20. If we don't launch a preventive war now, we'll lose any war that may be started by an enemy later.

Part C: Identification of a Conclusion

The first step in evaluating an argument is to identify its evidence or reasons. These reasons are called premises. This identification is often aided by words like so and therefore. The point of view inferred from the premises is called the conclusion.

The following passages contain an argument. Identify whether the statement following each passage is the conclusion of the passage or not. Circle yes if the statement is a conclusion and no if it is not.

<p>Example:</p> <p>1. The butler must have committed the murder. He is the one with a key to the potting shed, where the strychnine was kept.</p> <p><u>Statement:</u> The butler must have committed the murder.</p>	<p align="center">Answer Sheet</p> <p>1. <input checked="" type="radio"/> Yes No</p>
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Part C: Identification of a Conclusion

21. I smell smoke. Help! Fire!
Statement: Help!
22. Power is not equally distributed in the market place, nor are information and knowledge which are a form of power; hence the need for ethical standards and rules.
Statement: There is power in information and knowledge.
23. The bigger the burger, the better the burger; the burgers are bigger at Burger City; the burgers are better at Burger City.
Statement: The burgers are better at Burger City.
24. As Adam Smith long ago noted, monopoly is the enemy of good management, since it destroys incentive to control expenses and maintain maximum production.
Statement: Monopoly is the enemy of good management.
25. A just society cannot possibly pay everyone the same income since the common good is far better served, accordingly, by systematic inequalities of reward.
Statement: The aptitudes and efforts of individuals diverge dramatically.
26. No other planet in our solar system has the conditions that would support life. Therefore, earth must be the only inhabited planet in the solar system.
Statement: Earth must be the only inhabited planet in the solar system.
27. In order to win the election, Johnson must carry the large cities. But, she has lost every large city; so, she is going to lose.
Statement: Johnson will lose the election.
28. The death penalty does not deter criminals because at the time the crime is done they do not expect to be arrested. Also, since many offenders are mentally unbalanced, they do not consider the rational consequences of their irrational activities.
Statement: Many offenders are mentally unbalanced.
29. All athletes are people with well-toned muscles. All professional tennis players are athletes. Therefore, tennis players have well-toned muscles.
Statement: Tennis players are people with well-toned muscles.
30. Let me have men about me that are fat...
 Yond Cassius has a lean and hungry look;
 He thinks too much; such men are dangerous.
 Shakespeare, Julius Caesar
Statement: Cassius is thin.

Part D: Drawing a Conclusion

In this section, each exercise consists of several statements (premises) followed by several suggested conclusions.

Consider the statements in each exercise true. Select the conclusion that necessarily follows from the statements given.

On your answer sheet, circle yes for the conclusion follows, or no for the conclusion does not follow.

<p>Example:</p> <p>No person who thinks scientifically places any faith in the predictions of astrologers. Nevertheless, there are many people who rely on horoscopes provided by astrologers. Therefore:</p> <p>1. People who lack confidence in horoscopes think scientifically.</p> <p>2. Many people do not think scientifically.</p>	<p style="text-align: center;">Answer Sheet</p> <p>1. Yes <input checked="" type="radio"/> No</p> <p>2. <input checked="" type="radio"/> Yes No</p>
---	---

Part D: Drawing A Conclusion

Statement: Some people who favor higher budgets for schools are opposed to compulsory high school attendance for everyone. Only genuine friends of education are in favor of higher budgets for schools. Therefore:

31. Some genuine friends of education are opposed to compulsory high school attendance for everyone.
32. Some persons who favor compulsory high school attendance are not genuine friends of education.

Statement: All members of symphony orchestras enjoy playing classical music. Some members of symphony orchestras spend long hours practicing. Therefore:

33. Musicians who play classical music do not mind spending long hours practicing.
34. Some musicians who spend long hours practicing enjoy playing classical music.

Statement: Rice and celery must have a good deal of moisture in order to grow well, but rye and cotton grow best where it is relatively dry. Rice and cotton grow where it is hot, and celery and rye where it is cool. In Timbuktu, it is very hot and damp. Therefore:

35. Neither the temperature nor the moisture conditions in Timbuktu are favorable for growing a celery crop.
36. The temperature and moisture conditions in Timbuktu are more favorable for growing rice than for growing celery, cotton, or rye.
37. Conditions in Timbuktu are not altogether favorable for growing a cotton or a rye crop.

Statement: Some Russians would like to control the world. All Russians seek a better life for themselves. Therefore:

38. Some people who would like to control the world seek a better life for themselves.
39. Some people who seek a better life for themselves would like to control the world.
40. If the Russians controlled the world, they would be assured of a better life.

Part E: Recognition of Premises Leading to a Conclusion

In making decisions it is important to recognize the premises (reasons) leading up to a conclusion. Below you will find a conclusion stated. Select whether the statements that follow the conclusion are premises (reasons) to draw such a conclusion.

You assume that the conclusion and the premises are true.

Select yes for support, or no for lack of support.

Example:	Answer Sheet
<p><u>Statement:</u> All young people in Canada should go to University.</p>	
<p>1. University provides an opportunity to learn more about the world.</p>	<p>1. <input checked="" type="radio"/> Yes No</p>
<p>2. A large percent of young people do not have enough ability to go to University.</p>	<p>2. Yes <input type="radio"/> No</p>
<p>3. Excessive studying permanently warps an individual's personality.</p>	<p>3. Yes <input type="radio"/> No</p>

Part E: Recognition of Premises Leading to a Conclusion

Statement: Pupils should be excused from public schools to receive religious instruction in their own churches during school hours.

41. Religious instruction would help overcome moral emptiness, weakness, and lack of consideration for other people, all of which appear to be current problems in our nation.
42. Having public school children go off to their separate churches during school hours would seriously interfere with the educational process and create friction among children of different religions.
43. Religious instruction during school hours would violate our constitutional separation of church and state; those who desire such instruction are free to get it after school hours.
44. Religious instruction is very important to the preservation of our democratic values.

Statement: Unrestricted freedom of the press is essential in a democratic country.

45. A democratic state thrives on free and unrestricted discussion, including criticism.
46. The countries opposed to democracy do not permit the free expression of points of view in their territories.
47. If given full freedom of press and speech, opposition groups would cause serious internal strife, making our government basically unstable, and eventually leading to the loss of our democracy.

Statement: The Department of Defense should inform the public of anticipated scientific research programs by publicizing ahead of time the needs that would be served by such a program.

48. Some people become critical of the government when widely publicized projects turn out unsuccessfully.
49. It is essential to keep certain military developments secret for national security and defense reasons.
50. Only a public so informed will support vital research and development activities with its tax dollars.

Pre-Test - Critical Thinking TestAnswer Sheet

Circle Yes or No.

- | | | | | | |
|-----|-----|----|-----|-----|----|
| 1. | Yes | No | 26. | Yes | No |
| 2. | Yes | No | 27. | Yes | No |
| 3. | Yes | No | 28. | Yes | No |
| 4. | Yes | No | 29. | Yes | No |
| 5. | Yes | No | 30. | Yes | No |
| 6. | Yes | No | 31. | Yes | No |
| 7. | Yes | No | 32. | Yes | No |
| 8. | Yes | No | 33. | Yes | No |
| 9. | Yes | No | 34. | Yes | No |
| 10. | Yes | No | 35. | Yes | No |
| 11. | Yes | No | 36. | Yes | No |
| 12. | Yes | No | 37. | Yes | No |
| 13. | Yes | No | 38. | Yes | No |
| 14. | Yes | No | 39. | Yes | No |
| 15. | Yes | No | 40. | Yes | No |
| 16. | Yes | No | 41. | Yes | No |
| 17. | Yes | No | 42. | Yes | No |
| 18. | Yes | No | 43. | Yes | No |
| 19. | Yes | No | 44. | Yes | No |
| 20. | Yes | No | 45. | Yes | No |
| 21. | Yes | No | 46. | Yes | No |
| 22. | Yes | No | 47. | Yes | No |
| 23. | Yes | No | 48. | Yes | No |
| 24. | Yes | No | 49. | Yes | No |
| 25. | Yes | No | 50. | Yes | No |

Post-Test
Critical Thinking Test
To Evaluate
The Following Skills

- Part A: Recognition of An Argument
- Part B: Identification of Assumptions
- Part C: Identification of a Conclusion
- Part D: Drawing a Conclusion
- Part E: Recognition of a Premise Leading to a Conclusion

Part A: Recognition of An Argument

An argument is a passage of writing that contains a point of view and reasons for holding a point of view. Select from the following passages, those that are arguments and those that are not. The passage must explicitly state a point of view and explicitly state a supporting reason to be an argument. Indicate on your answer sheet - yes - if the passage is an argument, or - no - if the passage is not an argument, as shown in the example below.

<p>Example:</p> <ol style="list-style-type: none">1. He was talking to the rubber tree in the dining room. Nobody in his right mind would talk to a rubber tree. He must be crazy.2. He was talking to the rubber tree in the dining room. Then he went outside and had a long discussion with the azalea bush.	<p>Answer Sheet</p> <ol style="list-style-type: none">1. <input checked="" type="radio"/> Yes No2. Yes <input checked="" type="radio"/> No
--	---

Part A: Recognition of An Argument

1. Business men praise competition and love monopoly. The reason is not, as some economists have contended, that monopoly ensures a "quiet life" - it rarely does - but that it promises bigger profits.
2. Joe Smythe could not have committed the crime. He was sitting with me in The Plaster Pig when the crime was committed.
3. Tomorrow will be fair and sunny, with a high in the low nineties and a low in the mid-seventies. However, there is a 20 percent chance of thunderstorms.
4. President Reagan has acted much as his predecessors have done in foreign affairs, and for the elemental reason that he is faced with the same situations.
5. The death penalty does not deter criminals because at the time the crime is done they do not expect to be arrested. Also, since many offenders are mentally unbalanced, they do not consider the rational consequences of their irrational activities.
6. But, officer, you shouldn't have given me a ticket. I was only going five miles over the speed limit.
7. Thinking is a function of man's immortal soul. God has given an immortal soul to every man and woman, but not to any other animal or to machines. Hence no animal or machine can think.
8. She is loyal, hardworking, honest and intelligent. You could not go wrong in hiring her as a supervisor.
9. Petersburg, too, was occupied by Federal troops, but destruction there was largely averted. At a private home, President Lincoln and General Grant conferred. Mr. Lincoln reviewed the troops passing through the city which had undergone nine months of siege.
10. A little neglect may breed great mischief...
for want of a nail the shoe was lost;
for want of a shoe the horse was lost;
and for want of a horse, the rider was lost.

Little Richard's Almanac
Benjamin Franklin

Part B: Identification of Assumptions

An assumption is something presupposed or taken for granted.

Below are a number of statements that are followed by a list of assumptions.

You are to decide whether a person, in making the assumption, is justifiable or not.

Select, on your answer sheet - yes - for a justifiable assumption and - no - for an unjustifiable assumption.

Example:	Answer Sheet
<p><u>Statement:</u> "We need to save time in getting there so we'd better go by plane."</p>	
<p><u>Proposed assumptions:</u></p> <ol style="list-style-type: none"> 1. Going by plane will take less time than going by some other means of transportation. (It is assumed in the statement that the greater speed of a plane over the speeds of other means of transportation will enable the group to reach its destination in less time.) 2. There is plane service available to us for at least part of the distance to the destination. (This is necessarily assumed in the statement since, in order to save time by plane, it must be possible to go by plane.) 3. Travel by plane is more convenient than travel by train. (This assumption is not made in the statement - the statement has to do with saving time, and says nothing about convenience or about any other specific mode of travel.) 	<ol style="list-style-type: none"> 1. <input checked="" type="radio"/> Yes No 2. <input checked="" type="radio"/> Yes No 3. Yes <input checked="" type="radio"/> No

Part B: Identification of Assumptions

Statement: "Since more and more high school students plan to go to college, many new college buildings must be constructed."

Proposed assumptions:

11. The number of college buildings that will be needed in the future depends on the plans of high school students regarding further education.
12. Existing college buildings are already overcrowded.
13. If students are to attend college, buildings must be available for them.

Statement: "A wise man will save money each week out of his earnings."

Proposed assumptions:

14. Fools do not have sense enough to save money each week.
15. A person needs to be wise in order to save money each week.

Statement: "If you don't believe me, I'll prove it to you logically."

Proposed assumptions:

16. Logical proof will cause you to alter your belief about the matter under discussion.
17. What I present as logical proof will influence your thinking.
18. Some matters of belief cannot be proven by logic.

Statement: "Many new sources of energy will be discovered, preventing future energy shortages."

Proposed assumptions:

19. Producing energy from new sources will not consume more energy than the sources yield.
20. The number of new energy sources is unlimited.

Part C: Identification of a Conclusion

The first step in evaluating an argument is to identify its evidence or reasons. These reasons are called premises. This identification is often aided by words like so and therefore. The point of view inferred from the premises is called the conclusion.

The following passages contain an argument. Identify whether the statement following each passage is the conclusion of the passage or not. Circle - yes - if the statement is a conclusion and - no - if it is not.

<p>Example:</p> <p>1. The butler must have committed the murder. He is the one with a key to the potting shed, where the strychnine was kept.</p> <p><u>Statement:</u> The butler must have committed the murder.</p>	<p style="text-align: center;">Answer Sheet</p> <p>1. <input checked="" type="radio"/> Yes No</p>
---	--

Part C: Identification of a Conclusion

21. The sole reason we can now feel concerned about the quality of life instead of worrying where the next meal is coming from is that through our great industries we have as a society, built up immense material wealth.

Statement: We have immense material wealth.

22. The budget deficit will not be brought under control because to do so would require our elected leaders in Ottawa to do the unthinkable - act courageously and responsibly.

Statement: The budget deficit will not be brought under control.

23. Since happiness consists in peace of mind and since durable peace of mind depends on confidence we have in the future, it follows that science is necessary for true happiness.

Statement: Science is necessary for true happiness.

24. If he's smart, he isn't going to go around shooting one of them, and he's smart. He isn't going to go around shooting one of them.

Statement: He's smart.

25. Untreated chronic glaucoma is a leading cause of painless, progressive blindness. Methods for early detection and effective treatment are available. For this reason, blindness from glaucoma is especially tragic.

Statement: Glaucoma can be detected and treated early.

26. If the criminal law forbids suicide, the prohibition is ridiculous; for what penalty can frighten a person who is not afraid of death itself.

Statement: The criminal law's prohibition of suicide is ridiculous.

27. Forty percent of the world's people live in India and China. Therefore, government policies bearing on population growth in the two countries have significance to the size and well-being of the whole human population.

Statement: India and China's policies on population growth have significance to the human population.

Part C: Identification of a Conclusion - Continued

28. We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must welcome from our educators such discussions as shall suggest the means and prepare the way by which knowledge can be extended!

Statement: The present condition of society is perfect.

29. There is no such thing as free will. The mind is induced to wish this or that by some cause, and that cause is determined by another cause, and so on, back to infinity.

Statement: There is no such thing as free will.

30. Since the elderly have always had a higher cancer rate and since we now have older citizens, the increase in the number of cancer deaths is not an indication of any kind of "environment breakdown".

Statement: The elderly have always had a higher cancer rate.

Part D: Drawing a Conclusion

In this section, each exercise consists of several statements (premises) followed by several suggested conclusions.

Consider the statements in each exercise true. Select the conclusion that necessarily follows from the statements given.

On your answer sheet, circle - yes - for the conclusion follows, or - no - for the conclusion does not follow.

<p>Example:</p> <p><u>Statement:</u> No person who thinks scientifically places any faith in the predictions of astrologers . Nevertheless, there are many people who rely on horoscopes provided by astrologers. Therefore:</p> <p>1. People who lack confidence in horoscopes think scientifically</p> <p>2. Many people do not think scientifically.</p>	<p>Answer Sheet</p> <p>1. Yes <input checked="" type="radio"/> No</p> <p>2. <input checked="" type="radio"/> Yes No</p>
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Part D: Drawing a Conclusion

Statement: All great novels are works of art. All great novels capture our imagination. Therefore:

31. Whatever captures our imagination is a work of art.
32. If Tolstoy's War and Peace is a great novel, it will capture our imagination.
33. Our imagination can be captured by many kinds of art forms.

Statement: In a certain city in 1955, every person who contracted a serious case of polio was under ten years of age. No resident of the city who received a polio vaccine developed a serious case of polio that year. Therefore:

34. Some children under ten years of age did not receive a polio vaccine.
35. The polio vaccine is more effective for adults than for children under ten years of age.
36. Some persons under ten years of age received a polio vaccine that year.

Statement: An opinion not based on conviction is likely to give way before the slightest argument. Many of our opinions are not based on conviction but are carelessly adopted. Therefore:

37. It is likely that we can be easily argued out of many of our opinions.
38. Many of our opinions are likely to give way before the slightest argument.

Statement: Most persons who attempt to break their smoking habit find that it is something that they can accomplish only with difficulty, or cannot accomplish at all. Nevertheless, there is a growing number of individuals whose strong desire to stop smoking has enabled them to break the habit permanently. Therefore:

39. Only smokers who strongly desire to stop smoking will succeed in doing so.
40. A strong desire to stop smoking helps some people to permanently break the habit.

Part E: Recognition of Premises Leading to a Conclusion

In making decisions it is important to recognize the premises (reasons) leading up to a conclusion. Below you will find a conclusion stated. Select whether the statements that follow the conclusion are premises (reasons) to draw such a conclusion.

You assume that the conclusion and the premises are true.
Select - yes - for support or - no - for lack of support.

Example:	Answer Sheet
<p><u>Statement:</u> All young people in Canada should go to University.</p>	
<p>1. University provides an opportunity to learn more about the world.</p>	<p>1. <input checked="" type="radio"/> Yes No</p>
<p>2. A large percent of young people do not have enough ability to go to University.</p>	<p>2. Yes <input type="radio"/> No</p>
<p>3. Excessive studying permanently warps an individual's personality.</p>	<p>3. Yes <input type="radio"/> No</p>

Part E: Recognition of Premises Leading to a Conclusion

Statement: The Canadian government should take over all the major industries in the country.

41. Having such a powerful government would undermine our personal and political freedom.
42. The government already operates or controls highways, parks, military forces, and public health services.
43. The government would then be able to control inflation, which now seriously threatens to bring about a severe national economic depression.

Statement: High standards of purity for the nation's air and water should be maintained, even though the result is higher prices to the consumer for electricity and manufactured goods.

44. Lowering air and water purity standards will inevitably lead to loss of human life.
45. A slight lowering of air and water purity standards will have few ill effects, but further inflation of prices for electricity and manufactured products will prove disastrous.
46. Those who demand lower purity standards are concerned mainly with their own short-term profits.

Statement: The federal government and the provincial and local governments should be limited to spending no more than their income from various sources during any given year.

47. Being required to live within our means is the only way to curb serious inflation, which in turn dilutes the purchasing power of our money and reduces employment.
48. It would be good for the Canadian people to learn to make sacrifices and stop the needless waste brought about by our mode of living.
49. Such rigid restriction against even prudent borrowing would seriously limit our growth as a nation and create an economic depression.
50. Such a requirement would dangerously restrict the ability of our government to deal adequately with national or local emergencies.

Post-Test - Critical Thinking TestAnswer Sheet

Circle Yes or No.

- | | | | | | |
|-----|-----|----|-----|-----|----|
| 1. | Yes | No | 26. | Yes | No |
| 2. | Yes | No | 27. | Yes | No |
| 3. | Yes | No | 28. | Yes | No |
| 4. | Yes | No | 29. | Yes | No |
| 5. | Yes | No | 30. | Yes | No |
| 6. | Yes | No | 31. | Yes | No |
| 7. | Yes | No | 32. | Yes | No |
| 8. | Yes | No | 33. | Yes | No |
| 9. | Yes | No | 34. | Yes | No |
| 10. | Yes | No | 35. | Yes | No |
| 11. | Yes | No | 36. | Yes | No |
| 12. | Yes | No | 37. | Yes | No |
| 13. | Yes | No | 38. | Yes | No |
| 14. | Yes | No | 39. | Yes | No |
| 15. | Yes | No | 40. | Yes | No |
| 16. | Yes | No | 41. | Yes | No |
| 17. | Yes | No | 42. | Yes | No |
| 18. | Yes | No | 43. | Yes | No |
| 19. | Yes | No | 44. | Yes | No |
| 20. | Yes | No | 45. | Yes | No |
| 21. | Yes | No | 46. | Yes | No |
| 22. | Yes | No | 47. | Yes | No |
| 23. | Yes | No | 48. | Yes | No |
| 24. | Yes | No | 49. | Yes | No |
| 25. | Yes | No | 50. | Yes | No |

APPENDIX D

NAME: _____

1. Identify and explain the significance of five of the following to the Thirteen Colonies in America.
 - (a) Separatists
 - (b) Redemptioners
 - (c) Albany Conference
 - (d) William Penn
 - (e) Toleration Act of 1649
 - (f) Continental Associations
 - (g) Anne Hutchinson
 - (h) Quebec Act 1774
 - (i) Navigation Acts of 1660 and 1663
 - (j) Proprietary Colonies

2. Please answer one of the following:
 - (a) In what ways were the economic bases of the Southern Colonies and New England Colonies influential in developing different communities?

or

 - (b) Describe the purpose and impact of the British mercantile system as it affected the North American Colonies.

3. Read the article, "The Declaratory Act", on the following page, and answer the questions below.
 - (a) Explain the circumstances under which this act was passed.
 - (b) Why does the document refer to both "colonies and plantations"?
 - (c) Does this document forbid the colonies from making laws?
Explain your answer.
 - (d) What is the British attitude towards the people of America?
 - (e) How did the people of America react to this document?

4. Develop an hypothesis for the major cause of the American Revolution and support your choice with evidence from your knowledge of causation.

MARKS TOTAL

. . . cont'd

41. THE DECLARATORY ACT

March 18, 1766

(D. Pickering, *Statutes at Large*, Vol. XXVII, p. 19-20.)

The obvious inability of royal officials in the colonies to enforce the Stamp Act, together with the injury to English trade resulting from the non-importation agreements, persuaded the Rockingham ministry of the expediency of a repeal of the Act. The famous examination of Franklin before the House confirmed members in their opinion that repeal was necessary. Repeal encountered firm opposition in the Lords, however, and was carried only by pressure from the King, and with the salve of the Declaratory Act. The Declaratory Act was couched in the same terms as the odious Irish Declaratory Act of 1719. For references see Docs. No. 35, 36. Franklin's examination is in his *Works*, ed. by J. Sparks, Vol. IV. For an analysis of the political theory behind the Declaratory Act see two opposing interpretations: C. H. Mc Ilwain, *The American Revolution; a Constitutional Interpretation*; R. L. Schuyler, *Parliament and the British Empire*.

An act for the better securing the dependency of his Majesty's dominions in America upon the crown and parliament of Great Britain.

WHEREAS several of the houses of representatives in his Majesty's colonies and plantations in America, have of late, against law, claimed to themselves, or to the general assemblies of the same, the sole and exclusive right of imposing duties and taxes upon his Majesty's subjects in the said colonies and plantations; and have, in pursuance of such claim, passed certain votes, resolutions, and orders, derogatory to the legislative authority of parliament, and inconsistent with the dependency of the said colonies and plantations upon the crown of Great Britain: . . . be it declared . . . , That the said colonies and

plantations in *America* have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of *Great Britain*; and that the King's majesty, by and with the advice and consent of the lords spiritual and temporal, and commons of *Great Britain*, in parliament assembled, had, hath, and of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of *America*,

subjects of the crown of *Great Britain*, in all cases whatsoever.

II. And be it further declared . . . , That all resolutions, votes, orders, and proceedings, in any of the said colonies or plantations, whereby the power and authority of the parliament of *Great Britain*, to make laws and statutes as aforesaid, is denied, or drawn into question, are, and are hereby declared to be, utterly null and void to all intents and purposes whatsoever.

APPENDIX E

HUS5A - THE DECLARATION OF INDEPENDENCE

Dear Sirs,

I do not have to express to you how very honoured and privileged I feel to have been selected as a delegate to a governing body whose purpose carries such enormous responsibility. I take this responsibility very seriously and thus, I have reviewed the Declaration of Independence as laid out by Mr. Jefferson and, after just deliberation, have made my decision as to whether-or-not I will sign my name in agreement with it. The following is an outline of my reasoning in coming to my conclusions in order that you may better understand my decision.

In seeking our independence from England, it is only proper and decent for us to make known to the world that the causes which impel us to separate are our denial of certain rights by the King of England. However, I have some trouble with the definition of these rights. Are we not being perversely hypocritical if we proclaim that by separating from England we are protecting the rights which accompany the God-given equality of all men? We ourselves do not treat all men as equal with equal right to life, liberty, and the pursuit of happiness. The negroes in the fields, the Indians who have been forced out of their homeland, and those among us who are not fortunate enough to possess a formidable ancestral background can attest to that. I do agree that all men should possess these rights and that it is a government's duty to secure them and be supportive of them. Yet, if we ourselves do not hold these rights as sacred, how can we expect any more of our government? Thus, from the start our argument is not strong, gentlemen.

Taking into consideration that the wording of this part of the document can be reworked to be more honest to our purpose, there are still several more issues I find of a questionable nature. In describing the "injuries" which the Colonies have endured from England, some of the statements are too opinionated or completely without foundation to be considered valid. For example, it is simply slanderous speculation to claim the King's intention in bringing legislative bodies to unusual places was "for the sole purpose of fatiguing them into compliance with his measures". To state that trials across the sea are all for pretended offenses is completely beyond believability. Come now, gentlemen where is our proof? Such high-strung allegations will make our cause come across as nothing more than ignorant, rebellious movement. Further, the credibility of the document is extended to new heights of preposterousness when it is stated that the King has "destroyed the lives of our people" and that he is sending troops "to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely parallel in the most barbarous ages...". Such excessive hype as this and other statements in the document will make it seem as if we are trying to win the world over by playing on their emotions.

The true facts will speak loudly enough for us, gentlemen. The injustice of dissolving our representative houses and suspending the power of our laws, cutting off our trade with the world, imposing unfair taxes and oppressive acts along with declaring war on us make for a more than sufficient case against England.

We are not a band of paranoid rebels looking for a fight - we are educated gentlemen endowed with the responsibility of looking after the best interests of our people through every peaceful means possible. Although there are some valid facts supporting our plight which I see as just cause for seeking separation from England in the document, the inaccuracy and thus, invalidity of other statements cast a poor shadow of insincerity over the whole document. Hence, I shall not sign my name to the Declaration of Independence until such time as it has been revised to state the truth and only the truth. Separation from England is necessary but must be justified honestly.

Respectfully yours,

Monday, March 7, 1988

Would I Sign The Declaration of Independence?

When a colleague of mine handed me the document and asked me to sign, I realized that we were about to make a very large decision that could change the lives of all American citizens for decades to come. To despise British actions was one thing, but to formally abolish all ties with our native homeland was an entirely different matter. My worthy friends had decided that the only way for Americans to be free and enjoy life, liberty and the pursuit of happiness, which were rights given to us by God Himself, would be to gain our independence from the tyranny of the King.

The reasons for independence are stated in the document, and when I read the story of all the oppressive acts committed by the British on her American colonies, I had no choice but to agree with each of the justifications for sovereignty.

The King, though thousands of miles away, placed himself in total charge of law-making and law-passing in the colonies. How could he really know what we needed? Only we know for sure what laws are necessary in our civilization, since we are the ones who have to live with them. He also took custody of our legislature and justice system and used these vehicles to bring us to our knees by altering the government's powers or cancelling certain legislatures altogether, blackmailing judges and obstructing the proper administration of justice. Often the right to a trial by a jury of a man's peers is revoked, or he is sent overseas for his trial where he risks the dangerous trip and the unforgiving British courts.

British armies are kept in America, and we are expected to house and feed them. We should not have to support these forces, who are protected from any crimes they may commit, when, in peacetime, they are not needed to protect us.

The King has cut off our trade and commerce with other countries, cancelled our charters and imposed hideous taxes on us for the benefit of his economy. We have tried to reason with the British on many occasions, but we have been ignored, or hurt even more. Only after trying to settle any major differences have we made any rash actions of protest. These have been left out of the declaration. Eventually it was the King himself who gave up his claims on the American colonies by declaring war against us and ruining our lives with brutal warfare and merciless enemies.

This document presents a strong argument for independence even with the excessive use of statements with emotional connotations. Although Mr. Jefferson does leave out the possible reasons that led to such bad feelings between us and Britain, I still believe that this tyranny must end if we are to survive in peace. When I signed the Declaration of Independence, I did so for the sake of our future generations, lest they be treated with the same indignity that we were forced to face.

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