Inquiring Minds Want To Know: Using Primary Sources To Guide Inquiry-Based Learning

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May 5, 2009
Library of Congress
Connect to self, previous knowledge
Gain background and context
Observe, experience

Connect

Reflect on own learning
Ask new questions

Reflect

Develop questions
Make predictions, hypothesis

Wonder

Find and evaluate information to answer questions, test hypotheses
Think about information to illuminate new questions and hypotheses

Investigate

Express and evaluate information to answer questions, test hypotheses
Think about information to illuminate new questions and hypotheses

Express

Connect new understandings connected to previous knowledge
Draw conclusions about questions and hypotheses

Construct

Apply understandings to a new context, new situation
Express new ideas to share learning with others

Constructing Stripling Model of Inquiry
## Connections Between Inquiry and Literacy

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Literacy</th>
<th>Inquiry &amp; Literacy in Digital Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect</strong></td>
<td><strong>Pre-Reading and Writing</strong></td>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>- Connect to self, previous knowledge</td>
<td>- Relate topic to own life, real world</td>
<td>- Connect personally to topic (human face of history)</td>
</tr>
<tr>
<td>- Gain background and context</td>
<td>- Activate prior knowledge</td>
<td>- Gather context, background knowledge</td>
</tr>
<tr>
<td>- Identify key concepts, themes, and vocabulary</td>
<td>- Understand context, specialized vocabulary, purpose of text</td>
<td>- Search for central themes, big ideas</td>
</tr>
<tr>
<td>- Observe, experience</td>
<td></td>
<td>- Identify pre-existing mental models</td>
</tr>
<tr>
<td><strong>Wonder</strong></td>
<td><strong>Pre-Reading</strong></td>
<td><strong>Wonder</strong></td>
</tr>
<tr>
<td>- Develop questions</td>
<td>- Develop questions to push comprehension</td>
<td>- Generate own questions</td>
</tr>
<tr>
<td>- Make predictions, hypotheses</td>
<td>- Predict what text will say</td>
<td>- Pursue deep questions over superficial</td>
</tr>
<tr>
<td><strong>Investigate</strong></td>
<td><strong>During Reading</strong></td>
<td><strong>Investigate</strong></td>
</tr>
<tr>
<td>- Use questions and background knowledge to develop search strategy</td>
<td>- Use text structure to extract meaning during reading and frame ideas during writing</td>
<td>- Establish authority of sources</td>
</tr>
<tr>
<td>- Find, evaluate and select sources</td>
<td>- Use reading strategies to enhance comprehension (skimming, scanning, paraphrasing, summarizing, generating questions, finding main ideas, using graphic organizers, determining author’s point of view)</td>
<td>- Corroborate information</td>
</tr>
<tr>
<td>- Find and evaluate information to answer questions, test hypotheses</td>
<td>- Use writing strategies to deepen own thinking while drafting the text (generating questions, identifying main ideas and supporting evidence, using graphic organizers, clarifying point of view)</td>
<td>- Connect meaning across sources</td>
</tr>
<tr>
<td>- Identify main ideas and supporting evidence</td>
<td>- Monitor comprehension continuously while reading and clarity and coherence while writing</td>
<td>- Interpret visual and audio formats as well as text</td>
</tr>
<tr>
<td>- Seek multiple perspectives</td>
<td></td>
<td>- Read for deep meaning rather than superficial collection of facts</td>
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<tr>
<td>- Think about the information to illuminate new questions and hypotheses</td>
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<td>- Actively seek multiple perspectives</td>
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<td>- Organize own digital environment</td>
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<td>- Interact with text</td>
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<tr>
<td></td>
<td></td>
<td>- Resist “graphic seduction” and “presentism”</td>
</tr>
<tr>
<td>Construct</td>
<td>Post-Reading</td>
<td>Construct</td>
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</tbody>
</table>
| - Construct new understandings connected to previous knowledge  
  - Draw conclusions about questions and hypotheses | - Interpret the meaning of the text (finding patterns and relationships, comparing to prior knowledge, making inferences)  
  - Draw conclusions and develop new understandings | - Synthesize aggregated bits of information  
  - Use interactive tools to collaborate with others  
  - Employ critical thinking strategies to strengthen quick action, quick decisions, rapid attention of digital environment  
  - Resist temptations of copy-and-paste |
| Express | Post-Reading | Express |
| - Apply understandings to a new context, new situation  
  - Express new ideas to share learning with others | - Share new understandings with others through discussion, writing, presentation | - Communicate through multiple media  
  - Use social writing and presenting tools  
  - Present to authentic audiences |
| Reflect | Post-Reading | Reflect |
| - Reflect on own learning  
  - Ask new questions | - Reflect on new ideas and new questions that have emerged  
  - Reflect on own progress in reading and writing | - Overcome “It’s all about me!” attitude by building reflection into blogs and social networking  
  - Strive for contemplative environment |
Concept Mapping

From: Instructional Strategies Online


What is a Concept Map?

A concept map is a special form of a web diagram for exploring knowledge and gathering and sharing information. Concept mapping is the strategy employed to develop a concept map. A concept map consists of nodes or cells that contain a concept, item or question and links. The links are labeled and denote direction with an arrow symbol. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence.

What is the purpose of concept maps?

Concepts maps can be used to:

- Develop an understanding of a body of knowledge.
- Explore new information and relationships.
- Access prior knowledge.
- Gather new knowledge and information.
- Share knowledge and information generated.
- Design structures or processes such as written documents, constructions, web sites, web search, multimedia presentations.
- Problem solve options.

How can I create a concept map?

1. Select
   - Focus on a theme and then identify related key words or phrases.
2. Rank
   - Rank the concepts (key words) from the most abstract and inclusive to the most concrete and specific.
3. Cluster
   - Cluster concepts that function at similar level of abstraction and those that interrelate closely.
4. Arrange
Arrange concepts in to a diagrammatic representation.

5. Link and add proposition
   o Link concepts with linking lines and label each line with a proposition.

Critical Questions:

- What is the central word, concept, research question or problem around which to build the map?
- What are the concepts, items, descriptive words or telling questions that you can associate with the concept, topic, research question or problem?

Suggestions:

- Use a top down approach, working from general to specific or use a free association approach by brainstorming nodes and then develop links and relationships.
- Use different colors and shapes for nodes & links to identify different types of information.
- Use different colored nodes to identify prior and new information.
- Use a cloud node to identify a question.
- Gather information to a question in the question node.
### Question Builder Chart

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>did</th>
<th>can</th>
<th>would</th>
<th>will</th>
<th>might</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
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<tr>
<td><strong>What</strong></td>
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<td><strong>How</strong></td>
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<td><strong>Why</strong></td>
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<td><strong>Which...</strong></td>
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</tbody>
</table>

**Your best questions for this project**
Name: _____________________________ Teacher: ________________ Date: __________
Your Topic: __________________________________________________________________

<table>
<thead>
<tr>
<th>Open questions using the 5 W’s &amp; How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
</tr>
<tr>
<td>What</td>
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<tr>
<td>When</td>
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<tr>
<td>Where</td>
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<tr>
<td>Why</td>
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<tr>
<td>How</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Layered questions using comparisons, cause and effect, importance</th>
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</thead>
<tbody>
<tr>
<td>How are ____________ and ____________ related?</td>
</tr>
<tr>
<td>How will / did ____________ affect ____________?</td>
</tr>
<tr>
<td>What would / did ____________ do to ____________?</td>
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<tr>
<td>Why might ____________ be / have been important for ____________</td>
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</tbody>
</table>

Sections adapted from Research Success @ Your Library TDSB © 2005

Dempster- Riverdale CI Library
# REFLECTIVE NOTETAKING

## Learning logs

<table>
<thead>
<tr>
<th>Notes</th>
<th>Reactions</th>
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</table>
| Learning logs can be used any time a student is responsible for writing down information (from library sources, interviews, lecture notes). Students write notes in their own words in the left column and react to those notes in the right column. The purpose of a learning log is to help students learn to interact mentally and emotionally with their notes. Not only do they learn more while they are taking notes, but they also become more personally involved with their subject. | Reactions can include:  
  - personal comments or feelings about the information (*I think companies that dump toxic waste should be heavily fined*);  
  - questions (*What are the laws on toxic-waste dumping?*);  
  - notes about organization (*Use this in intro*);  
  - connections to previous knowledge (*Toxic-waste dumping is worse than oil spills because it's intentional*). |

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**Question:**
<table>
<thead>
<tr>
<th>Event/Issue/Question</th>
<th>Perspective 1</th>
<th>Perspective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this perspective on the issue or question?</td>
<td></td>
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<tr>
<td>Who holds this perspective?</td>
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<tr>
<td>What are the key pieces of evidence/reasoning that support this perspective?</td>
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<tr>
<td>How would you evaluate the perspective and evidence</td>
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<tr>
<td>What is your interpretation/opinion? Why?</td>
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</tbody>
</table>

NYC DOE Office of Library Services
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VISUAL TOOLS
(See: Visual Tools for Constructing Knowledge by David Hyerle. ASCD, 1996)

OPEN → FLUENCY OF IDEAS

Mind Map:

Web:

STRUCTURED → ORGANIZATION, ANALYSIS, AND SYNTHESIS OF IDEAS

Diagram:

Inductive Tower:

Flow Chart:

Cause

Effect

Chart:

Appearance

Food

Habitat

Enemies

Sorting Tree:

Concept Mapping:
REACTS TAXONOMY

A Taxonomy of Research Reactions

| Recalling | Level 1 |
| Explaining | Level 2 |
| Analyzing   | Level 3 |
| Challenging | Level 4 |
| Transforming | Level 5 |
| Synthesizing | Level 6 |

RECALLING – LEVEL 1

- Recalling and reporting the main facts discovered
- Making no attempt to analyze the information or reorganize it for comparison purposes

Verbs: arrange; cluster; define; find; identify; label; list; locate; match; name; recall; recount; repeat; reproduce; select; sort; state

Example Assignments:

- Select 5-10 accomplishments of the person you have researched. Produce a “Hall of Fame” (or “Hall of Shame”) poster with your biographee’s photocopied picture and list of accomplishments.

- After your class adopts a second- or third-grade class, write a letter to your assigned student recounting five interesting facts you discovered in your research.

- List five “Do’s and Don’t’s” about a social issue that you have researched.

- Find facts about your subject for each category determined by the class. Contribute your facts to the “Fact File” on your class’s web page.

- Select pictures from discarded magazines, make photocopied pictures, or find appropriate pictures on the Web to produce a collage or picture essay that portrays your researched subject.

- Based on your research, state five questions a television reporter might ask if he/she were preparing a feature news story on your subject. Answer the questions. (Students could work in pairs; their interviews could be videotaped.)

- Arrange words important to your research in a crossword puzzle.

- Define key words about your research subject. Embed hot links in your Web page to your definitions in a class glossary page.

EXPLAINING – LEVEL 2

- Recalling and restating, summarizing, or paraphrasing information
- Finding example, explaining events or actions
- Understanding the information well enough to be able to put it in a new context

Verbs: apply; cite; complete; convert; demonstrate; describe; document; dramatize; emulate; estimate; expand; explain; expound; express; generalize; give example; illustrate; imagine; paraphrase; portray; prepare; present; produce; propose; restate; review; search; show; solve; speculate; summarize; support; survey; translate; use

Example Assignments:

**Dramatize** a particularly exciting event associated with your research in an on-the-spot report.

**Illustrate** important features about your research by using clip art or a computer drawing program.

Write and **present** a CNN News report about a particular event or person you researched.

Keep a journal in which you **present** your reactions, thoughts, and feelings about your research.

**Show** the events of your research on a map and explain the importance of each event.

- **Complete** each of the following statements based on your research: My research made me wish that. . . ; realize that. . . ; decide that. . . ; wonder about. . . ; see that. . . ; believe that. . . ; feel that. . . ; hope that. . .

- Cut out newspaper or magazine ads that would have interested an historical figure you have researched. **Explain** their importance to the historical figure.

- **Express** the interests and accomplishments of an historical figure you have researched through a fictional diary mounted on your class’s Web page. **Portray** your figure’s characteristics by linking to Web sites that would have been important to your person’s life and work.

- **Prepare** a job application or resume for a person you have researched.

- Keep an explorer’s log book to **express** your impressions as you investigate the sights and way of life in another country through research.

ANALYZING – LEVEL 3

• Breaking a subject into its component parts (causes, effects, problems, solutions)
• Comparing one part with another

Verbs: analyze; apply; arrange; associate; break down; categorize; change; characterize; classify; compare; compile; construct; contrast; correlate; diagram; differentiate; discover; discriminate; dissect; distinguish; divide; examine; experiment; extend; group; infer; interpret; manipulate; map; modify; organize; outline; plan; question; reconstruct; relate; represent; revise; rewrite; scrutinize; select; separate; sequence; sift; simplify; solve; transplant; uncover; utilize; verify

Example Assignments:
• Create a timeline for the events which led up to the situation you researched. Correlate social, political, religious, educational, technological events.

• Transplant an event or famous person from one time period, country, or ecological system to another time or place. Explain the changes that would occur.

• Construct a carefully organized Web page to examine a social issue.

• Characterize your researched historical person in an obituary which makes clear his/her role in the conflicts of the day.

• Compare your lifestyle and neighborhood to those of people living in the time you have researched.

• Write a letter to the editor scrutinizing a local issue. Support your opinions with specific details from your research.

• Rewrite an historical event from two different points of view.

• Write a recipe for an historical event by researching, analyzing to pick out the main ingredients, and sequencing them in order with mixing instructions.

• Organize and create a travel brochure (on paper or on the Web) to attract visitors to the place or time period you have researched. Include all information that one would need to know plus fascinating details that would draw visitors.

• Use a graphic organizer to outline the main ideas of your subject visually, showing relationships between ideas and supporting points.

CHALLENGING – LEVEL 4

- Making critical judgments about subject based on internal or external standards
- (Standards may be student’s own, or teacher or class may decide criteria. “I didn’t like it” or “I don’t believe it” are not enough)

Verbs: appraise; argue; assess; compare; criticize; debate; defend; determine; discriminate; evaluate; grade; investigate; judge; justify; modify; prioritize; rank; rate, refute; review; support; value; weigh

Example Assignments:
- Produce a critical review (of a book, movie, or play) which can be printed in a local paper or aired on local television or radio stations.

  - Act as an attorney and argue to punish or acquit an historical character or a country for a crime or misdeed.

  - Determine as a movie producer whether or not to make a film of an actual historical event, with justification for the decision.

  - Defend your judgment that a research subject (if it is an invention, machine, or some other item or document) should be placed in a time capsule to be dug up in 100 years.

  - Judge the merits of a researched subject by conducting a mock trial.

  - Debate the issues of a controversial research topic with a classmate who researched the same topic.

  - Evaluate the information available in print and electronic format on your topic, based on clear evaluation criteria. Compile an annotated bibliography of valuable sites and sources.

  - Investigate a societal problem. Prepare a report card on the issue that assigns a grade for each proposed or attempted solution (look at the cost, feasibility, probable success, ease of implementation). Justify your grades.

  - Evaluate the accuracy of an historical or teen-problem novel by comparing the “factual” information in the novel with the facts you discover through research. Refute the nonfactual information in a letter from “Dear Abby.”

  - Using a job evaluation form, rate a public person’s performance of his/her job based on your research. Justify your ratings.

Create an editorial cartoon about your researched subject that makes clear your judgment about the subject.

TRANSFORMING – LEVEL 5

- Bringing together more than one piece of information, forming own conclusion, and presenting that conclusion in a creative new format

**Verbs:** blend; build; combine; compile; compose; conclude; construct; convince; create; decide; design; develop; dramatize; elaborate; express; forecast; formulate; generate; imagine; modify; persuade; plan; predict; pretend; produce; propose; revise; speculate; structure

**Example Assignments:**

- **Design** and **produce** a television commercial or a whole advertising campaign that presents your research results to the class.

- **Create** a board game that incorporates the major conclusions you reached about your researched subject.

- Write a poem or short story that **expresses** your new knowledge or insight.

- **Dramatize** a famous historical event. The dramatization should make clear your interpretation of the event.

- **Predict** your reaction to your research subject as a resident of the future.

- **Compose** a speech that an historical person might deliver about a present-day national issue. **Compose** a speech that a current public person might deliver about an historical issue.

- Become a person in the historical era you have researched; **elaborate** from that perspective about a specific event, problem, invention, scientific theory, or political situation in a letter to someone.

- **Predict** what your researched person would take on a trip. **Design** the itinerary. Pack that person’s suitcase and present each item to the class with an explanation of significance.

- Research a specific event, person, or aspect of the culture of an historical or modern era. **Write** and **produce** a segment for a morning news show on your topic.

- **Pretend** you are living in a particular place or historical era. Research a subject that is important to that time or place. **Develop** a newspaper or magazine article about that subject as though you were living there. Work with your classmates to produce the entire newspaper or magazine.

- **Design** a hypermedia program or a Web page about your researched subject that allows others to follow several different paths through your information.

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SYNTHESIZING – LEVEL 6

- Creating an entirely original product based on a new concept or theory

**Verbs:** build a model program; create; design; develop; devise; generate; hypothesize; invent; propose; theorize

**Example Assignments:**
- **Develop** a model program to address a social problem that you have researched.
- **Invent** a new animal; explain its effect on other animals and on the environment.
- **Create** a new country and **hypothesize** about the change in the balance of power in the world.
- **Design** a new building, machine, process, experiment based on theories developed from your research.
- **Develop** proposed legislation to address national, state, or local issues.
- **Devise** an ethical code for present-day researchers or scientists which could regulate their activities in a particular field.
- **Develop** a community project that addresses an issue of local concern.
- **Design** and carry out a science project that builds on the previous knowledge that you have discovered through research and tests a new concept or theory.
## DEVELOPING REACTS INQUIRY-PRODUCT IDEAS

<table>
<thead>
<tr>
<th>REACTS LEVEL</th>
<th>COMMUNICATION VENUES</th>
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<tbody>
<tr>
<td></td>
<td>Kitchen</td>
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<tr>
<td><strong>Recalling</strong></td>
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<tr>
<td><em>Reporting the main facts discovered</em></td>
<td></td>
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<tr>
<td><strong>Explaining</strong></td>
<td></td>
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<tr>
<td><em>Restating, summarizing or paraphrasing</em></td>
<td></td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
<td></td>
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<tr>
<td><em>Breaking into component parts</em></td>
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<tr>
<td><strong>Challenging</strong></td>
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<tr>
<td><em>Making critical judgments</em></td>
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<td><strong>Transforming</strong></td>
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<tr>
<td><em>Bringing together pieces of information and forming conclusions</em></td>
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<tr>
<td><strong>Synthesizing</strong></td>
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<tr>
<td><em>Creating an entirely original product</em></td>
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</table>
Inquiry Process Questions

Students should reflect throughout their inquiry experience in order to self-regulate their progress through this recursive process (see the following excerpt from the New York City Information Fluency Continuum).

<table>
<thead>
<tr>
<th>INQUIRY PHASE: CONNECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the Connect Phase, a student may ask:</td>
</tr>
<tr>
<td>➢ What interests me about this idea or topic?</td>
</tr>
<tr>
<td>➢ What do I already know or think I know about this topic?</td>
</tr>
<tr>
<td>➢ What background information would help me get an overview of my topic?</td>
</tr>
</tbody>
</table>

| Before moving to the Wonder Phase, a student may ask: |
| ➢ Do I know enough about the idea or topic to ask good questions? |
| ➢ Am I interested enough in the idea or topic to investigate it? |

<table>
<thead>
<tr>
<th>INQUIRY PHASE: WONDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the Wonder Phase, a student may ask:</td>
</tr>
<tr>
<td>➢ What intriguing questions do I have about the topic or idea?</td>
</tr>
<tr>
<td>➢ Why am I doing this research?</td>
</tr>
<tr>
<td>➢ What do I expect to find?</td>
</tr>
</tbody>
</table>

| Before moving to the Investigate Phase, a student may ask: |
| ➢ Can my question(s) be answered through investigation? |
| ➢ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research? |

<table>
<thead>
<tr>
<th>INQUIRY PHASE: INVESTIGATE</th>
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<tbody>
<tr>
<td>At the beginning of the Investigate Phase, a student may ask:</td>
</tr>
<tr>
<td>➢ What are all of the sources that might be used?</td>
</tr>
<tr>
<td>➢ Which sources will be most useful and valuable?</td>
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<tr>
<td>➢ How do I locate these sources?</td>
</tr>
<tr>
<td>➢ How do I find the information within each source?</td>
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<tr>
<td>➢ How do I evaluate the information that I find?</td>
</tr>
</tbody>
</table>

| Before moving to the Construct Phase, a student may ask: |
| ➢ Have I located sources with diverse perspectives? |
| ➢ Have I found enough accurate information to answer all my questions? |
| ➢ Have I discovered information gaps and filled them with more research? |
| ➢ Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found? |
### INQUIRY PHASE: CONSTRUCT

At the beginning of the Construct Phase, a student may ask:
- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- What organizational patterns or tools will help me make sense of my information?

Before moving to the Express Phase, a student may ask:
- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

### INQUIRY PHASE: EXPRESS

At the beginning of the Express Phase, a student may ask:
- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- How will I get help to revise and edit my product?

Before moving to the Reflect Phase, a student may ask:
- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?

### INQUIRY PHASE: REFLECT

At the beginning of the Reflect Phase, a student may ask:
- Is my product/presentation as effective as I can make it?
- How well did my inquiry process go?
- How can I get feedback on my final product to use in my next inquiry project?

Before moving to another assignment or personal inquiry, a student may ask:
- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?
Reflection Techniques for Inquiry Projects

Progress logs, Journals
Students can reflect on their own progress in understanding through a variety of techniques:

- Encapsulation – Students briefly note the main understanding they gathered that day (on a 3 x 5 card, for example).
- Research log – Students keep a research log during their whole process of research. Each day they set a goal. At the end of the period, students write what they accomplished during that day and what problems or frustrations they had. The library media specialist responds with specific suggestions or general encouragement.
- Prompts – The library media specialist may prompt the students to answer a specific question at the end of each day (e.g., What was the most interesting idea you learned today?, What question(s) are you having trouble answering through your research?).

Process logs, Journals
Students need to reflect on their information processes (their research and inquiry, thinking, and study skills) during an inquiry unit.

- Reflection points – Reflection points built into the inquiry process ask students to stop at various points and reflect on some questions. Depending on their answers, the students either proceed or go back to fill in a missing part of the process.
- Encapsulation, Research log, Prompts – Students may use these techniques to reflect on their inquiry process, just as they have reflected on their content learning.

Self-Reflection Questions
Students can answer specific questions that will lead them to higher levels of thinking (e.g., Why are the ideas that I have discovered important?, Do I have enough credible evidence to back up my conclusions?, How do I feel about the ideas I have discovered?).

Visualizations; Concept maps; Simplified outlines
Students design graphics, visualizations, or simplified visual or verbal outlines to analyze the ideas, find similarities and relationships among ideas, identify areas where their information is confusing or scarce, and differentiate between main and supporting ideas.

Conferences; Interviews; Oral Reflections
Library media specialists help students reflect on their daily progress by conferencing with or interviewing individuals during the research time or by calling the students together at the end of the day’s work to share their reflections orally. Conferences can be formal or informal, but in any case they should involve specific questions about the students’ work, not simply, “How did you do today?”.

Peer review and feedback
Students take advantage of peer help by sharing their progress with a fellow student (answering a prescribed set of questions or by responding to questions posed by the peer). Peers provide feedback and conversation, as well as record the answers for sharing with the library media specialist or teacher.

Checklists
A checklist is a list of criteria that are important to the successful completion of the work. Students or teachers check off each item completed by the student. The checklist does not ask for evaluation of the work, although it can include comments.

Rubrics
Rubrics are guides for assessing progress and evaluating work. Criteria are established, with specific descriptions of what the work would look like at different levels of performance for each criterion. Rubrics offer effective guidelines to help students visualize exemplary work.
CREATING A CULTURE OF INQUIRY

1. Encourage collaboration and reflective practice

2. Target major ideas in curriculum by defining enduring understandings and essential questions; integrate literacy and inquiry skills as appropriate in the different content areas

3. Design learning experiences that are authentic
   - Minds-on, not hands-on learning
   - Authenticity

4. Teach for understanding through collaborative, inquiry-based approach
   - Teachers provoke inquiry through questioning strategies
   - Teachers combine provocation and support (scaffolding)
   - Teachers use diagnostic, formative, and summative assessment

5. Reflect, Revise, Re-engage
FOSTERING A CULTURE OF INQUIRY: WHAT ACTIONS WILL YOU TAKE?

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<th>Step 1:</th>
<th>Encourage collaboration and reflective practice</th>
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<th>Step 2:</th>
<th>Define enduring understandings and essential questions; integrate inquiry and literacy skills across the curriculum</th>
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<th>Step 4:</th>
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You are getting ready to head into an inquiry adventure with your colleagues. To get ready for the trip, you have to pack an inquiry bag with the essentials that you will need along the way. Because you'll have to carry the bag by hand (no rolling suitcases over this rough terrain), you need to limit what you put in the bag to five things. What five things (e.g., specific tools, resources, frameworks, skills) will you pack and why?
APPEAL

OF THE

Chinese Equal Rights League

TO THE

PEOPLE OF THE UNITED STATES

FOR

EQUALITY OF MANHOOD.

PRICE, 10 CENTS.

PUBLISHED BY THE

CHINESE EQUAL RIGHTS LEAGUE,

42 BIBLE HOUSE, NEW YORK, N. Y.
The New and Monstrous Anti-Chinese Bill.

"THE GEARY REGISTRATION ACT."

FORMATION OF THE CHINESE EQUAL RIGHTS LEAGUE AND ITS MASS MEETING AT COOPER INSTITUTE, NEW YORK, ON SEPTEMBER 22, 1892.

This monstrous measure was read with astonishment by the majority of the people of the United States, and a thrill of indignation went through the hearts of many humanitarians, as cruel, unjust and exceedingly un-American. Upon the 1st of September, 1892, the leading English-speaking Chinese of the Eastern States called a meeting of its own citizens to assemble in New York to devise means to do what they could in the way of pleading to the people of this great Republic to deliver their fellow countrymen from this outrageous persecution.

The Chinese Equal Rights League was then formed, with a membership of 150 English-speaking Chinese merchants and professional men, most of whom have lived in this country for more than ten years, while some ever since their childhood. Mr. Sam Ping Lee, a merchant of Philadelphia, was duly installed as president, and Wong Chin Foo, of New York, a journalist, was made secretary. A mass meeting at Cooper Union on the 22d day of September was then called, at which over a thousand prominent Americans and nearly two hundred Chinese merchants attended, the speakers including several prominent Americans, and Wong Chin Foo, the secretary of the Chinese Equal Rights League, and the following resolution was then unanimously adopted by the large audience assembled:

Whereas, The Congress of the United States, by an act approved May 5, 1892, unjustly and wickedly discriminating between foreign residents from different countries, has traversed and contravened the fundamental principles of common law and the Constitution of the United States, and has ignored the assertion of the Declaration of Independence—that all men are born with equal rights; and

Whereas, The provisions of this act of Congress, commonly known as the "Geary Bill," bestow unheardof powers on the Secretary of the
Treasury, enabling him to fix illegal costs and expenses upon Chinese residents, thereby imposing "taxation without representation"; and

WHEREAS, The bill contains the outrageous proposition that any person who shall be arrested for its violations shall be adjudged guilty until he shall affirmatively prove his innocence; and

WHEREAS, The Chinese residents of the United States claim a common manhood with residents of other nationalities, and believe that they should have that manhood recognized according to the principles of American freedom; now, therefore,

We, the citizens of the United States, in mass meeting assembled, do hereby resolve and declare that the said bill is monstrous, inhuman and unconstitutional; and we hereby pledge ourselves to the support of that protest against the said bill which has been entered by the Chinese Equal Rights League of New York City.

___________________________________________________________________________

APPEAL OF THE LEAGUE TO THE PEOPLE OF THE UNITED STATES.

To the American People, Friends of Humanity:—

We, the members of the Chinese Equal Rights League in the United States, who have adopted this country and its customs in the main, are at this moment engaged in a perilous struggle in which our dearest rights as men and residents are involved. Doubtless the reading public is acquainted with the fact that during the last session of the Fifty-second Congress, a Bill was passed, styled the "Geary Bill" or "Chinese Registration Act," in which the attempt is made to humiliate every Chinaman, regardless of his moral, intellectual and material standing in the community, neither his long residence in the country is considered. By this mean and unjust Act discriminating between foreign residents from different countries has traversed and contraversed the fundamental principles of common law.

As residents of the United States we claim a common manhood with all other nationalities, and believe we should have that manhood recognized according to the principles of common humanity and American freedom. This monstrous and inhuman measure is a blot upon the civilization of the Western World, and is destined to retard the progress already made by the good people of this country in the East in art, science, commerce and religion.

We appeal to the humane, liberty-loving sentiment of the American people, who are lovers of equal rights and even-handed justice, a people from whom sprung such illustrious characters as Washington, Jefferson, Clay, Sumner, lastly Lincoln, the citizen of the world, the friend of
humanity, and the champion of freedom: such illustrious warriors as Sherman, Sheridan, Logan and Grant, whose deeds of valor in the cause of freedom are to be seen in the grand march of American development—a development which merits the emulation of the nations of the earth. Must this growth be retarded simply on account of the doings of a misguided element who have suffered their feelings to control reason, encouraging a prejudice fiendish in its nature and purpose against a class of people who are industrious, law-abiding and honest? Can there be found a more inoffensive class in the body politic? not that we are cowards, but because we believe that mildness and simplicity should be the controlling element in the character of a great man as well as in a great race of people. We have and are still paying our portion of government taxation, thereby assisting in supporting the Government, and thereby sharing an equal part in the support of the Nation.

We love and admire the Government, and look with joy to her instrumentality in promoting every good and just cause among men, to her unwavering love of human rights, to her glorious efforts for the advancement of human happiness.

We, therefore, appeal for an equal chance in the race of life in this our adopted home—a large number of us have spent almost all our lives in this country and claim no other but this as ours. Our motto is: "Character and fitness should be the requirement of all who are desirous of becoming citizens of the American Republic."

We feel keenly the disgrace unjustly and maliciously heaped upon us by a cruel Congress. That for the purpose of prohibiting Chinese immigration more than one hundred thousand honest and respectable Chinese residents should be made to wear the badge of disgrace as ticket-of-leave men in your penitentiaries; that they should be tagged and branded as a whole lot of cattle for the slaughter; that they should be seen upon your streets with tearful eyes and heavy hearts, objects of scorn and public ridicule. No! We do not believe it, that so great a people as the Americans would consent to so small a principle toward a mere handful of defenseless men.

Our interest is here, because our homes, our families and our all are here. America is our home through long residence. Why, then, should we not consider your welfare ours? Chinese immigration, as well as Irish, Italian and other immigration, cannot be stopped by the persecution of our law-abiding citizens in the United States.

Treat us as men, and we will do our duty as men, and will aid you to stop this obnoxious evil that threatens the welfare of this Republic. We do not want any more Chinese here any more than you do. The scarcer the Chinese here the better would be our conditions among you.
THE CHINESE REGISTRATION ACT.

The following obnoxious and outrageous bill was passed by the 52d American Congress, May 5, 1892; the same is to be enforced upon the fifth day of May, 1893:

AN ACT to prohibit the coming of Chinese persons into the United States.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all laws now in force prohibiting and regulating the coming into this country of Chinese persons and persons of Chinese descent are hereby continued in force for a period of ten years from the passage of this act.

SECTION 2. That any Chinese person or person of Chinese descent, when convicted and adjudged under any of said laws to be not lawfully entitled to be or remain in the United States, shall be removed from the United States to China, unless he or they shall make it appear to the justice, judge or commissioner before whom he or they are tried that he or they are subjects or citizens of some other country, in which case he or they shall be removed from the United States to such country: Provided, That in any case where such other country of which such Chinese person shall claim to be a citizen or subject shall demand any tax as a condition of the removal of such person to that country, he or she shall be removed to China.

SEC. 3. That any Chinese person or person of Chinese descent arrested under the provisions of this act or the acts hereby extended shall be adjudged to be unlawfully within the United States, unless such person shall establish, by affirmative proof, to the satisfaction of such justice, judge or commissioner, his lawful right to remain in the United States.

SEC. 4. That any such Chinese person or person of Chinese descent convicted and adjudged to be not lawfully entitled to be or remain in the United States shall be imprisoned at hard labor for a period of not exceeding one year, and thereafter removed from the United States, as hereinbefore provided.

SEC. 5. That after the passage of this act, on an application to any judge or court of the United States in the first instance for a writ of habeas corpus, by a Chinese person seeking to land in the United States, to whom that privilege has been denied, no bail shall be allowed, and such application shall be heard and determined promptly without unnecessary delay.

SEC. 6. And it shall be the duty of all Chinese laborers within the limits of the United States at the time of the passage of this act, and who are entitled to remain in the United States, to apply to the collector of internal revenue of their respective districts, within one year after the passage of this act, for a certificate of residence, and any Chinese laborer within the limits of the United States who shall neglect, fail, or refuse to comply with the provisions of this act, or who, after one year from the passage hereof, shall be found within the jurisdiction of the United States without such certificate of residence, shall be deemed and adjudged to be unlawfully within the United States, and may be arrested by any United States customs official, collector of internal revenue or his deputies, United States marshal or his deputies, and taken before a United States judge, whose duty it shall be to order that he be deported from the United States, as hereinbefore provided, unless he shall establish clearly to the satisfaction of said judge that by reason of accident, sickness or other unavoidable cause, he has been unable to procure his certificate, and to the satisfaction of the court, and by at least one credible WHITE witness, that he was a resident of the United States at the time of the passage of this act; and if upon the hearing it shall appear that he is so entitled to a certificate, it shall be granted upon his paying the cost. Should it appear that said Chinaman had procured a certificate which has been lost or destroyed, he shall be detained and judgment suspended a reasonable time to enable him to procure a duplicate from the officer granting it, and in such cases the cost of said arrest and trial shall be in the discretion of the court.
SEC. 8. That any person who shall knowingly and falsely alter or substitute any name for the name written in such certificate or forge such certificate, or knowingly utter any forged or fraudulent certificate, or falsely personate any person named in such certificate, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum not exceeding one thousand dollars or imprisoned in the penitentiary for a term of not more than five years.

SEC. 9. The Secretary of the Treasury may authorize the payment of such compensation, in the nature of fees to the collectors of internal revenue, for services performed under the provisions of this act, in addition to salaries now allowed by law, as he shall deem necessary, not exceeding the sum of one dollar for each certificate issued.

Approved May 5, 1892.

The Treasury of the United States was then instructed to make out the following form of application:

No.——.

Application of Chinese laborer (or Chinese person other than laborer) for certificate of residence under act of May 5, 1892.

I,——, a Chinese—— hereby make application to the collector of internal revenue for the——district of——— for a certificate of residence under the provisions of the act of Congress approved May 5, 1892, and state that I arrived in the United States on the——day of———, 18——, at the port of———, per———, and that I was lawfully within the limits of the United States residing at———, ———, on the 5th day of May, 1892. That my age was——— years on my last birthday, and that my present local residence is at———, and my occupation is———.

I further state that a true photographic likeness of myself is affixed to this application.

(Sign here.)———.

Subscribed and sworn to before me this——day of———, 189——, at———.

———.

Deputy Collector Internal Revenue———District———.

[Photograph to be affixed here.]

Every applicant will be required to furnish three unmounted photographic likenesses of himself or herself, one to be affixed to the application and two to be affixed to the certificate of residence, one to the original and one to the duplicate. These photographs will be securely affixed to the papers by strongly adhesive paste. Great care will be taken in receiving the photographs to see that they accurately represent the features of the applicant.

If the collector or his deputies have any doubt in regard to the correctness of the photograph presented, they will refuse to receive the application and require a correct one.

The photographs shall be sun pictures, such as are usually known as card photographs of sufficient size and distinctness to plainly and accurately represent the entire face of the applicant, the head to be not less than 1½ inches from base of hair to base of chin. No tintype or other metal picture will be received.

AFFIDAVITS OF WITNESSES.

The affidavits of two credible witnesses of good character to the fact of residence and lawful status within the United States must be furnished with every application. These affidavits shall be, in substance, as follows:

Affidavits of witnesses to application of Chinese laborer (or Chinese person other than laborer) for certificate of residence.

We,———, residing at———,———, do solemnly swear that we are well acquainted with———, a Chinese——— whose application for a certificate
of residence is set forth on a preceding page; that we know of our own knowledge that on the 5th day of May, 1892, said— — was within the limits of the United States, residing at— — , and we are informed and verily believe that said — — arrived in the United States on the— — day of — — , 18— — , per— — , and was lawfully within the United States on said 5th day of May, 1892; that the said applicant now resides at — — , and is by occupation a — — , and that the photograph affixed to the foregoing application is a correct likeness of said applicant.

Signatures of witnesses:

______

______

Subscribed and sworn to before me this— — day of — — , 189— — .

______

Deputy Collector Internal Revenue,

______ District of — — .

(Original.)

UNITED STATES OF AMERICA.

Certificate of residence issued to Chinese laborer (or Chinese person other than laborer) under the provisions of the act of May 5, 1892.

This is to certify that — — , a Chinese — — now residing at — — , has made application, No. — — , to me for a certificate of residence under the provisions of the act of Congress approved May 5, 1892, and I certify that it appears from the affidavits of witnesses submitted with said application that said — — was within the limits of the United States at the time of the passage of said act, and was then residing at — — , and that he was at that time lawfully entitled to remain in the United States, and that the following is a descriptive list of said Chinese — — :

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<tr>
<th>Name</th>
<th>Age</th>
<th>Local Residence</th>
<th>Occupation</th>
<th>Height</th>
<th>Color of Eyes</th>
<th>Complexion</th>
<th>Physical marks or peculiarities for identification</th>
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And as a further means of identification I have affixed hereto a photographic likeness of said — — — — .

Given under my hand and seal this — — day of — — , 189— — , at — — , State of — — .

[Collector’s Seal.]

Collector of Internal Revenue,

______ District of — — .

[Photograph to be affixed here.]

For a certificate of residence and the witnesses necessary to obtain such certificates the reader will see at once that it is almost impossible for many applicants to do.
SPEECHES OF
Senator Sherman and Representative Hitt

UPON THE CHINESE REGISTRATION ACT AT THE TIME OF ITS PASSAGE IN CONGRESS.

"Here is a treaty by which China, the most populous nation in the world, agreed that the United States may exclude the class of people of China that we do not want here, making a discrimination against them among all the nations of the world. But it is done upon certain terms and conditions—that, in respect to those who are now here, they shall be treated as all other peoples are treated; that no discrimination shall be made against them; that no mark of distinction shall be put upon them. By the terms of this bill I think that the treaty is violated, and I for one do not propose to vote for the conference report on that ground."

The plainest exposition of the additions made to the Scott law by the new Chinese exclusion law was that given by Representative Hitt to the House. He said:

"It compels every man in this country who is a Chinese laborer to go to the Collector of Internal Revenues, prove his title to remain in the country, and apply for a certificate, a pass, a sort of ticket-of-leave. To obtain this, he must himself prove his whole case; he is assumed to be not entitled to it; the burden of proof is all upon him.

"The rule of all free countries and all civil laws is reversed. He must prove residence here through a long series of years, back to the date of the enactment of the whole series of stringent laws since the treaty of 1860. He must find the witnesses in different places where he may have worked or resided, and one witness must be a white man. Even colored men are not admitted as credible witnesses.

"Every one can understand how difficult, how almost impossible, it is to make out such a long and costly line of proof, especially to a laboring man. This he must prove affirmatively, or he can get no certificate.

"If he is not granted a certificate,—and we can readily see how officers on the Pacific Coast would be glad to refuse it,—he is arrested, imprisoned six months or less, and then expelled from the country.

"If he obtains it he must carry it around with him, or be liable instantly and always to arrest, imprisonment, and deportation, like a convict.

"It is proposed to have 100,000 or, as some gentlemen assert, 200,000 men in our country ticketed, tagged, almost branded,—the old slavery days returned.

"Never before in a free country was there such a system of tagging a man like a dog to be caught by the police and examined, and, if his tag or collar is not all right, taken to the pound or drowned or shot.

"Never before was it applied by a free people to a human being with the exception (which we can never refer to with pride) of the sad days of slavery and the ticket-of-leave given to convicts allowed to go out awhile from the penitentiary, and the deported convicts at Botany Bay, who had to have a ticket-of-leave.

"But here are more than 100,000 men, innocent of offence, who must obtain this certificate, this ticket-of-leave, and carry it round with them in a free country! Is that the treatment due to a great body of men to whom we have solemnly promised, in the treaty pledge of our national faith, that they shall have all the rights, immunities and privileges of citizens and subjects of the most favored nation? The treaty by which we are bound says, in Art. 2, 'Chinese laborers who are now in the United States shall be allowed to go and come of their own free will and accord, and shall be accorded all the rights, privileges, immunities, and exemptions which are accorded to the citizens and subjects of the most favored nation.'

"Who rises here to propose labelling an Englishman or German when he goes through this country, or else make him liable to arrest, imprisonment, and expulsion? By one of these amendments, which the gentleman did not explain, the Chinese laborer who is here and has been, not the one returning to the United States in violation of law, and who has not been able to get a certificate, and is so adjudged not entitled to remain, shall be imprisoned at hard labor for a period not exceeding six months, and thereafter removed from the United States.
"This is our treatment of the most favored nation; this is our rule to measure the meaning of these words in our treaties. Is this the treatment we would permit any other people to inflict on Americans entitled in that country by treaty to all the privileges and immunities and rights of the most favored nation? Think of the difficulty, the danger of failure and imprisonment to these laborers who may have been here many years, in obtaining the ticket or certificate they are condemned to get or go to jail.

"Remember the storm of public opinion that this poor creature must meet when he goes before an officer, not to meet a charge of offence by answering the proof against him,—the right of all freemen in Christian land,—but as one assumed to be violating law, and compelled, with the burden of proof upon him, to prove that he is entitled, by residence established under this long series of laws, to remain in this country,—laws that we have contrived, with all the skill that lawyers could command, to narrow his rights under the treaty and make his position difficult.

"By this bill it is made his duty to go and hunt up a collector of internal revenue, five hundred miles away in some cases, apply for a certificate of residence, prove his case, and, if he gets his certificate, carry it about always to save him from new torment.

"How easy for him to fail to make out his whole case, and the officer refuse the certificate, especially if the public opinion of the community is strongly against him! for we know well the effect of public opinion upon an officer who is not judicial. That officer refusing the certificate, the man has but one thing to do,—to fly or go to prison. And this in the face of our solemn pledge in a treaty!

And with Hitt of Illinois, chairman of the Committee on Foreign Affairs in the last House, who said yesterday just before the vote was taken in the House: "Already, by the Act of Oct. 1, 1888, we have pressed hard in the treaty, while claiming all that is therein guaranteed to us, upon the rights of China as guaranteed us. Our relations with China to-day are strained. There has been an earnest, emphatic protest filed by the Chinese minister with the Secretary of State against the act now in force; but there has been no rupture. Now, on the top of that we take over 100,000 subjects of the Chinese Empire, and tag them like dogs, or mark them for imprisonment and punishment, unless they can prove their right to residence, so hard to prove under the present laws, and put upon them the burden of proof.

"But a new and effective treaty we can stop all Chinese laborers coming, but we will not succeed in making treaties by breaking treaties. I plead for national faith. I speak for the honor of my country. I entreat you, gentlemen, to keep that plighted word, that solemn promise, which is the oath of our country, to observe the obligations of a treaty which the other side has kept and still keeps, though we have already pressed hard upon it.

"If we would abstain from this system of irritating legislation just before elections,—for then it always comes up,—and approach China in the spirit in which she has treated us, this burden and trouble of Chinese laborers could soon be removed, the very source stopped, and the whole of this unwelcome immigration prevented by the hearty co-operation of China, which we could secure by a new agreement.

"But we have strained relations already.

"The better plan to prevent a threatened inundation of Chinamen, of which gentlemen speak, is not to construct a dam in this vicious method, and at the expense of truth and self-respect, but go to the source, and stop it there effectively and forever.

"We can readily arrange with the Chinese government for an efficient system, officers of that country and our own co-operating there to prevent any laborer from coming from that empire to the United States. They have often indicated that, if approached in a right spirit, they are willing to aid in discouraging emigration, and avoid the troublesome questions to which it has given rise. They would do it if we would only treat them with half-way courtesy."
Chinese Exclusion.

SPEECH

OF

HON. SAMUEL G. HILBORN,
OF CALIFORNIA,
IN THE HOUSE OF REPRESENTATIVES,
Saturday, October 14, 1893.

The House having under consideration the bill (H. R. 3997) to amend an act entitled "An act to prohibit the coming of Chinese persons into the United States," approved May 5, 1892—

Mr. HILBORN said:

Mr. SPEAKER: We frequently hear it said in the discussion of the Chinese question, that the dignity of this great nation ought not to be lowered and that its traditional policy should not be changed to please a few "hoodlums" and "sandlotters" in California. This expression implies that opposition to Chinese immigration is confined to a class, and that class a disreputable one, in the States bordering on the Pacific Ocean. I find the impression abroad that the advocates of Chinese restriction are to be found only among the vicious, unlettered foreign elements of our society. Those who entertain this opinion are greatly mistaken.

The people of the State of California are practically unanimous in opposition to this class of immigration. We have ceased to discuss the policy of Chinese restriction among ourselves. With us the case is closed. This is not a new conclusion. In order to settle all doubts as to the opinion of our people upon this question a popular vote was had and that vote is recorded. The provisions of law under which this vote was had in 1879 and the result of the same at the general election of that year are set forth in the following statement made by the governor and by him forwarded to the officials named therein, as required by the same law.

I am indebted to the Secretary of State for this copy of a document on file in his Department:

STATE OF CALIFORNIA, EXECUTIVE DEPARTMENT.

HON. WILLIAM M. EVARTS,
Secretary of State, Washington, D. C.

Sir: The Legislature of this State, assuming that it was desirable that the wishes of the people of the State upon the subject of Chinese immigration should be unmistakably expressed, passed an act, approved December

655
2

21, 1877, entitled "An act to ascertain and express the will of the people of the State of California on the subject of Chinese immigration." This act provided for the submission to the electors of the State at the next general election the question of the continuance or prohibition of Chinese immigration. It provided that such electors as should desire the continuance of Chinese immigration might express such desire by placing on their ballots the words "For Chinese immigration," and that such electors as should desire the prohibition of Chinese immigration might place on their ballots the words "Against Chinese immigration."

This question was submitted to the voters of the State, in pursuance of the act above mentioned at the general election held on the 3d day of September, 1879. As said general election there were chosen all State and county officers and members of the United States House of Representatives. The total vote cast at such election was 161,405 votes, which is several thousand more than the votes cast at any previous election in the State. It is probable, therefore, that the vote was as nearly full as it would be possible, under any circumstances, to secure. The vote was:

For Chinese immigration .................................................. 883
Against Chinese immigration ............................. 154,638

Voters who did not express any wish on the subject .................. 5,884

The conclusion from this vote is unavoidable, to wit: That the citizens of the State are substantially unanimous against the continuance of Chinese immigration.

The act above referred to further provides that the governor shall, after the vote on the question of Chinese immigration shall have been taken, make a statement of the question submitted to the electors, and of the vote thereon, and forward copies of such statement, properly certified, to the President and Vice-President of the United States, to each Cabinet Minister, Senator, Member of the House of Representatives, and to the governor of each State and Territory.

Now, for your information as to the actual sentiment of the citizens of this State touching the question of the continuance of Chinese immigration, and in pursuance of law, I have the honor to transmit to you the foregoing statement.

Very respectfully,

[SEAL.]

By the governor: WILLIAM IRWIN, Governor.

THOMAS BECK,
Secretary of State.

Mr. VAN VOORHIS of New York. As there is such a large majority of the people of California against keeping Chinese there, why do they hire them and feed them and enable them to stay there?

Mr. HILBORN. I will answer your question by asking another. I understand that you have a very large number of Huns, Slavs, and Scandinavians in your country; why do you employ them?

Mr. VAN VOORHIS of New York. We do not in my country.

Mr. HILBORN. They are employed or else they would not stay there.

Mr. VAN VOORHIS of New York. They are not in my section of the country.

Mr. PENCE. They are in an adjoining district.

Mr. HILBORN. They are in your State. We know that capital is soulless and selfish, and that it will employ cheap labor, although it may pull down the fabric of the Government.

Mr. VAN VOORHIS of New York. The gentleman has said that 100,000 voted against the retention of Chinese in California. Do not at least 75,000 of them employ Chinese labor?

Mr. HILBORN. Not as many as that.

Mr. VAN VOORHIS of New York. Would there be any trouble in getting these people out if the people of California re-
fused to employ them, or to hire them, and refused to pay them anything.

Mr. HILBORN. I suppose you are right. If we could eliminate the principle of selfishness from the human mind we could get rid of the Chinese and all other undesirable immigrants, but so long as selfishness abounds so long will they be employed. Mr. VAN VOORHIS of New York. Is not this, then, one of the cases where a "boycott" would be justifiable?

Mr. HILBORN. I think by that means they could be driven out, but that is not an American method.

Mr. GEARY. But as a lawyer the gentleman from New York could not approve or justify it.

Mr. VAN VOORHIS of New York. I have no doubt that it would be efficacious with them.

Mr. HILBORN. There has been no change of sentiment among the people of California since that vote was taken. The evils resulting from this undesirable immigration are more thoroughly understood now than ever before, and if a vote was now taken, in my opinion the majority would be still greater. There is not a newspaper published in the State of California which favors Chinese immigration, and I can safely say that what is true of California is also true of Oregon, Washington, and Nevada. Is that so as to Oregon?

Mr. HERMANN. That is so.

Mr. HILBORN. The opposition to this undesirable immigration is confined to no political party and to no class of people.

NOT A CONTEST BETWEEN DIFFERENT RACES OR NATIONALITIES.

This is not now and never has been a contest between races or nationalities. It is something broader and higher than that. It is a contest between two civilizations—the oriental civilization (if it can be called a civilization) and our own. One was hoary with age before the English language was spoken on the face of the earth. A civilization which culminated before our western civilization began. A civilization of want and galling poverty. Under such a civilization the Chinese race has been developed. With them, from the cradle to the grave, it is a hand-to-hand struggle with starvation, and fortunate are they who die of old age.

Mr. VAN VOORHIS of New York. May I ask you another question?

Mr. HILBORN. Yes, sir.

Mr. VAN VOORHIS of New York. Why do you call the Chinese immigrants? They do not come under any such designation. They only come here with a view of going away again.

Mr. HILBORN. It is a misnomer to call them immigrants; it is an invasion—

Mr. WILSON of Washington. They are laborers, contract laborers.

Mr. HILBORN. And therefore they differ from all other immigrants.

Mr. VAN VOORHIS of New York. Do you class the Chinese as a civilized people?

Mr. HILBORN. They have their civilization. Yes, sir. They have a civilization much older than ours. A nation which un-
derstood the art of printing, had invented gun powder and the
mariner's compass centuries before they were known in the West,
can be said, I think, to have a civilization. A nation that has
perpetuated itself for seventy centuries must have something,
call it civilization or what you will.

Mr. VAN VOORHIS of New York. Where do you draw the
line between barbarism and civilization?

Mr. HILBORN. These people are not barbarians. A people
who can compete with us in every branch of human industry are
not barbarians.

Mr. VAN VOORHIS of New York. I have heard them so
called in this debate.

Mr. HERMANN. The class of people who come to this coun-
try are not the civilized class of China.

Mr. HILBORN. They do not come from the higher classes
of the people of China. On the contrary, the Chinese laborers
in the United States come from the lowest grade of the Chinese
people.

They inhabit a country whose resources are taxed to the utmost
to support the population. When the products of a district fall
off, the population must diminish accordingly.

These hard conditions have produced a race of people whose
serious faces are seldom lighted with a smile. They have solved
the problem that a human being can live and labor on 5 cents a
day; that a little rice, fish, and vegetables will sustain life. Their
dress is the perfection of economy and has not changed for cen-
turies.

THE TWO CIVILIZATIONS COMPARED.

This civilization of the Orient, so equipped with these en-
forced economies, came across the Pacific and came into contact
with our Western civilization, a civilization of comfort and
plenty, a civilization which means the family, the home and home
circle, the hearthstone, the public schools, the Sunday school,
and the church. I believe God likes this civilization of ours,
for it does not stifle or repress, but brings out of the human be-
ing all that is good in him. But our civilization is expensive; it
costs money to maintain it. Our laborers can not live and sup-
port families and educate their children on the wages that sat-
isfy the Chinaman. The conditions are different. The one is
discharging his duties as a citizen, the other has no family and
assumes none of the duties of citizenship. The Chinese are not
available as jurors, can not be called upon as a posse comita-
tus to preserve order, nor be relied upon as soldiers. I believe it
to be self-evident that either the American laborer must perish
from the face of the earth or the Chinese laborer must be ex-
cluded.

China has a population of four hundred millions and we have
sixty-five millions. This great reservoir of humanity is just be-
jond our western border, and only a peaceful ocean between us.
For less than $40 per capita every individual in China could be
transported to American soil. Every one of this vast collection
of human beings could come from Hongkong to San Francisco
with as little expense and danger as that attending a trip from
Omaha to Washington. They could overrun us like an army of
locusts. They could duplicate our population, and the absentee
would scarcely be missed in their own country. China could spare a man to compete for the bread of every American laborer, and his absence would not be noted in that great hive of humanity.

WHAT THE AMERICAN LABORER MUST DO TO COMPETE WITH THE CHINESE.

The question may be asked why it is that the American laborer can not compete successfully? And I have heard the cruel opinion uttered that if he can not compete with the Chinese he ought to perish. The American laborer can successfully compete with the Chinaman in the struggle for existence, if he can and will go down to his level and live as he does. Do we want that? Can we maintain our form of government under such conditions? Can the family, which is the glorious corner stone of our civilization, be maintained when the bread-winner receives only Chinese wages?

WAGES OF LABORERS IN MANUFACTORIES.

There is a large number of manufacturing establishments in California engaged in manufacturing for local consumption. Up to 1890, and perhaps later, the workmen in these establishments were white men, and they earned wages sufficient to support their families. These establishments still exist, but the work is done by Chinese. They have driven the white man out of almost every branch of light manufacture. And this is the way it is done. Suppose there is an establishment for the manufacture of boots and shoes suitable for the miners. There are a hundred men employed there, and the wages paid are $3 per day. That is no more than sufficient for the support of a family. A few Chinese obtain employment there. In all employment where mere manual dexterity is required, they are adepts. They learn the art of making boots. One of their number, their spokesman, goes to the proprietor and says:

"How many men are you employing?"
"One hundred."
"How much do you pay them?"
"Three dollars per day."
"I will furnish all the labor you want for two dollars and a half per day."

Here is a strong temptation to the cupidity of the proprietor. He can make $50 a day by discharging his white men and employing Chinese. But he is inclined to give preference to the people of his own race, and so he gives them the option of continuing at two dollars and a half per day or quitting. The American workmen accept the situation and continue to work at the reduced wages, which means fewer comforts and no luxuries in their households. What makes the burden harder to bear is the knowledge that the reduction of wages was not necessary and that the proprietor was making a profit out of their labor at the former rate.

Having failed in his first attempt to supplant the white men, the Chinaman tries it again and offers to work for two dollars a day, a dollar and a half a day; a dollar a day; 50 cents a day; 25 cents a day; 10 cents a day if necessary. I don't mean to say that the Chinaman works for 10 cents a day, but it is because he
does not have to. He will get all he can, but he will bid just low enough to drive the white man out of employment.

Mr. HERMANN. And I will suggest to the gentleman that if the employer does not finally give the Chinamen the employment which he wants, in preference to the American workman, he will start a factory on his own account, as he has in the gentleman's own city.

Mr. HILBORN. Yes. There comes a time in this competition when the white man has to get out; when he can no longer support his family. So he goes out and joins the great army of the unemployed. He goes to the sand lots and listens to the harangues of mischief-makers. His usefulness as a citizen is destroyed. He inveighs against the law and against the Government. He knows there is something wrong in a system which has compelled him to compete with men who support no families, and who can live on 10 cents a day. And when he hears the sentimentalists in their learned disquisitions say that the fittest must survive, and that in this contest the Chinaman has shown that he is the fittest, his breast is filled with emotions which bode no good to those who have been more fortunate in the struggle for wealth.

Mr. STOCKDALE. I understand that these Chinese generally have no families.

Mr. HILBORN. I presume there are in the United States to-day not over one hundred Chinese families, and those not families in the sense that we speak of the family.

I have seen these American working men, educated, Christian men, husbands and fathers, useful members of society, robbed of their employment by this competition with the Chinese, reduced to penury and want. I have heard them rail at those conditions which have brought them to such dire distress.

THE VIRTUES OF THE CHINESE MAKE THEM DANGEROUS COMPETITORS.

The peculiar conditions under which the Chinese race has been developed have made them especially skillful as bread-winners. As merchants they have proven themselves to be the best traders in the world, and have outstripped all competitors in a fair race. They understand the laws of trade, of exchange, and the values of money. The merchant prince who sleeps under his counter, and lives on 50 cents a day, can drive out of business his white rival who has his house in town, his country seat, and his pew in church.

CHINESE MANAGE TO ACQUIRE SOME EDUCATION.

The Chinese laborer is not the ignorant being he is sometimes considered. All of them have the rudiments of their peculiar education. From my observation I am convinced that 90 per cent of these people can read and write their own language. This can not be said of any other class of foreign laborers who have emigrated to this country. And when we consider that the Chinese laborer in the United States is recruited almost entirely from the very lowest strata of Chinese society we are filled with wonder at the patient, plodding methods of this people who find time to acquire some education while engaged in the fearful struggle for existence.
PECCULAR VIRTUES OF THE CHINESE.

They have their virtues. They are industrious and, with the exception of the use of opium, are temperate. Their chief vice is gambling. With this exception they are very economical. This is a paradox: the very virtues of these strange people make them the more dangerous to our civilization. They can monopolize our labor fields if allowed to do so, and destroy our great middle class.

It is avoiding the question to say that these people are no more undesirable than some other foreigners. That is no argument, for if we can not make a success of excluding this race, we may as well abandon all hope of excluding any undesirable immigration.

CHINESE DO NOT ASSIMILATE.

But there is a broad distinction between this kind of immigration and any other from which we have suffered. The Chinese alone will not assimilate. A Chinaman who was born in this country thirty years ago, is to day just as thoroughly Chinese in habits, thought, and language, in everything, as though he had been born in Canton. He knows nothing of our laws or our form of government, and cares nothing about them. He knows nothing of our language or our religion, and he has a contempt for both.

THEY ARE THRIFTY AND SEND MOST OF THEIR WAGES HOME TO CHINA.

All that they earn, excepting the pitiful sum they pay for their expenses, goes to China, and there at last they go themselves. The average period of a Chinaman's residence in the United States is about five years. In that time they save enough to maintain themselves in comfort in their own country. Since their first settlement in California they have sent out of that State $300,000,000 of their earnings. My colleague [Mr. GEARY] places the amount much higher, and he has obtained his data from official sources. My estimate is certainly conservative, and probably much below the actual amount.

What other State but California with her wonderful resources could have stood such a drain? Suppose that the laborers of the State of Pennsylvania or New York should persistently send out of the country such a proportion of their wages, how long would either of those States avoid bankruptcy?

THE CHINESE POPULATION INCREASING DESPITE RESTRICTIVE LAWS.

This is no time to relax our vigilance against the encroachments of this undesirable immigration. Notwithstanding we have had on our statute books for the past ten years laws either restricting the incoming of Chinese laborers or actually excluding them, the returns of our own census show an increase in this population in the United States. Notwithstanding our vigilance in beating them off they have baffled us at every point.

CHINESE POPULATION IN THE UNITED STATES.

In 1880 the total Chinese population of the United States was 105,165; in 1890, it was 107,475; showing a total gain of population in the United States of over 2,000. I have obtained these figures from Census Bulletin No. 199, issued July 14, 1892. They
differ somewhat from the figures given in the report of the committee which accompanies this bill. I have had the figures I have presented verified at the Census Office and am assured that they are correct.

In 1880 the Chinese population in California was 75,132; in 1890 it was 72,472, showing a falling off in our particular State. They seemed to have turned their faces eastward. In New York, in 1870 there were only 29 Chinese. In 1880 there were 909; in 1890, 2,935. In Pennsylvania in 1870, there were 13; in 1880, 148; and in 1890, 1,146.

The increase of Chinese in the East, although not startling in its proportions, is nevertheless suggestive and contains a potent warning. If Eastern capital, which now employs the cheapest labor obtainable in Europe; should find public opinion tolerant of Chinese labor, it would not be long before the Chinese question would loom up in dangerous proportions in our Eastern cities and their suburbs. I say dangerous, because experience has shown that the presence of these nonassimilative aliens is a constant menace to the peace of an American community.

If the Representatives of the Eastern States should bring this danger to the homes of their people by sentimental legislation on this subject, they would in the disorders that would follow find no solace in the reflection that they had been guided by gushing emotion when they should have followed the dictates of common sense.

From every point of view this immigration is undesirable, and if we would preserve the American laborer from ruin, if we would preserve our civilization itself we must exclude this peculiar people.

For forty years this conflict between these rival civilizations has been waged out on our Western slope. You of the East do not appreciate the fierceness of the struggle, for two mountain ranges and a broad desert plain separate us.

But experience has taught us this lesson: The civilization of the Orient and the civilization of the Occident can not exist side by side in America. One or the other must go down. Which shall it be? [Loud applause.]
Chinese Immigration and the Chinese Exclusion Acts

In the 1850s, Chinese workers migrated to the United States, first to work in the gold mines, but also to take agricultural jobs, and factory work, especially in the garment industry. Chinese immigrants were particularly instrumental in building railroads in the American west, and as Chinese laborers grew successful in the United States, a number of them became entrepreneurs in their own right. As the numbers of Chinese laborers increased, so did the strength of anti-Chinese sentiment among other workers in the American economy. This finally resulted in legislation that aimed to limit future immigration of Chinese workers to the United States, and threatened to sour diplomatic relations between the United States and China.

American objections to Chinese immigration took many forms, and generally stemmed from economic and cultural tensions, as well as ethnic discrimination. Most Chinese laborers who came to the United States did so in order to send money back to China to support their families there. At the same time, they also had to repay loans to the Chinese merchants who paid their passage to America. These financial pressures left them little choice but to work for whatever wages they could. Non-Chinese laborers often required much higher wages to support their wives and children in the United States, and also generally had a stronger political standing to bargain for higher wages. Therefore many of the non-Chinese workers in the United States came to resent the Chinese laborers, who might squeeze them out of their jobs. Furthermore, as with most immigrant communities, many Chinese settled in their own neighborhoods, and tales spread of Chinatowns as places where large numbers of Chinese men congregated to visit prostitutes, smoke opium, or gamble. Some advocates of anti-Chinese legislation therefore argued that admitting Chinese into the United States lowered the cultural and moral standards of American society. Others used a more overtly racist argument for limiting immigration from East Asia, and expressed concern about the integrity of American racial composition.

To address these rising social tensions, from the 1850s through the 1870s the California state government passed a series of measures aimed at Chinese residents, ranging from requiring special licenses for Chinese businesses or workers to preventing naturalization. Because anti-Chinese discrimination and efforts to stop Chinese immigration violated the 1868 Burlingame-Seward Treaty with China, the federal government was able to negate much of this legislation.

In 1879, advocates of immigration restriction succeeded in introducing and passing legislation in Congress to limit the number of Chinese arriving to fifteen per ship or vessel. Republican President Rutherford B. Hayes vetoed the bill because it violated U.S. treaty agreements with China. Nevertheless, it was still an important victory for advocates of exclusion. Democrats, led by supporters in the West, advocated for all-out exclusion of Chinese immigrants. Although Republicans were largely sympathetic to western concerns, they were committed to a platform of free immigration. In order to placate the western states without offending China, President Hayes sought a revision of the Burlingame-Seward Treaty in which China agreed to limit immigration to the United States.

In 1880, the Hayes Administration appointed U.S. diplomat James G. Angell to negotiate a new treaty with China. The resulting Angell Treaty permitted the United States to restrict, but not completely prohibit, Chinese immigration. In 1882, Congress passed the Chinese Exclusion Act, which, per the terms of the Angell Treaty, suspended the immigration of Chinese laborers (skilled or unskilled) for a period of 10 years. The Act also required every Chinese person traveling in or out of the country to carry a certificate identifying his or her status as a laborer, scholar, diplomat, or merchant. The 1882 Act was the first in American history to place broad restrictions on immigration.
For American presidents and Congressmen addressing the question of Chinese exclusion, the challenge was to balance domestic attitudes and politics, which dictated an anti-Chinese policy, while maintaining good diplomatic relations with China, where exclusion would be seen as an affront and a violation of treaty promises. The domestic factors ultimately trumped international concerns. In 1888, Congress took exclusion even further and passed the Scott Act, which made reentry to the United States after a visit to China impossible, even for long-term legal residents. The Chinese Government considered this act a direct insult, but was unable to prevent its passage. In 1892, Congress voted to renew exclusion for ten years in the Geary Act, and in 1902, the prohibition was expanded to cover Hawaii and the Philippines, all over strong objections from the Chinese Government and people. Congress later extended the Exclusion Act indefinitely.

In China, merchants responded to the humiliation of the exclusion acts by organizing an anti-American boycott in 1905. Though the movement was not sanctioned by the Chinese government, it received unofficial support in the early months. President Theodore Roosevelt recognized the boycott as a direct response to unfair American treatment of Chinese immigrants, but with American prestige at stake, he called for the Chinese government to suppress it. After five difficult months, Chinese merchants lost the impetus for the movement, and the boycott ended quietly.

The Chinese Exclusion Acts were not repealed until 1943, and then only in the interests of aiding the morale of a wartime ally during World War II. With relations already complicated by the Opium Wars and the Treaties of Wangxia and Tianjian, the increasingly harsh restrictions on Chinese immigration, combined with the rising discrimination against Chinese living in the United States in the 1870s-early 1900s, placed additional strain on the diplomatic relationship between the United States and China.
### Learning logs

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| Learning logs can be used any time a student is responsible for writing down information (from library sources, interviews, lecture notes). Students write notes in their own words in the left column and react to those notes in the right column. The purpose of a learning log is to help students learn to interact mentally and emotionally with their notes. Not only do they learn more while they are taking notes, but they also become more personally involved with their subject. | Reactions can include:  
- personal comments or feelings about the information (*I think companies that dump toxic waste should be heavily fined*);  
- questions (*What are the laws on toxic-waste dumping?*);  
- notes about organization (*Use this in intro*);  
- connections to previous knowledge (*Toxic-waste dumping is worse than oil spills because it's intentional*). |

**Question:** How did U. S. public policies from 1850 to 1950 regarding Chinese immigration reflect and form public opinion toward Chinese immigrants?