

Grade 5

Unit Overview



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A full list of contributors to *Bamboo Shoots: Chinese Canadian Legacies in BC* can be found at www.openschool.bc.ca/bambooshoots.

Bamboo Shoots: Chinese Canadian Legacies in BC

This unit is an invitation. We invite you, as social studies teachers, to help the province right wrongs committed against Chinese Canadians in BC's history. If you accept the invitation, you'll be sharing stories with your students that help to tell a more complete history of BC. If you choose to use the lessons and resources from this unit, you'll be part of a legacy initiative to acknowledge the contributions of Chinese Canadians to the whole province of BC, from the 1850s to today.

In 2014, the Provincial Government made a formal apology to Chinese Canadians for discriminatory legislation and racist policies. The racism of the past has often been a sidebar to a dominant narrative of settling the west. But, what we're beginning to understand is that racism is central to the formation of our province and country, and it continues to shape our experiences today. Understanding and acknowledging this racism is essential to overcoming it.

Students who engage in the lessons in *Bamboo Shoots* will find that BC's multicultural landscape was not a linear progression from an exclusive society to an inclusive one. Rather, we see periods of contribution and early pioneering among different groups that were accepting of each other, and then a period of decline into exclusion and legislated discrimination. The exclusive period gives way as marginalized groups fight for their rights as Canadians, and become full citizens. We see a final period re-emerging into inclusive society, of full acceptance of Chinese Canadians and other ethnic groups in BC in the modern age. Yet it carries a lingering history of exclusion that can't be swept away.

In 2015, the provincial learning outcomes were revised to include specific mention of East and South Asian immigrants when considering the reasons why people immigrated to BC and Canada, as well as the challenges

“once an apology is written, it must be kept alive as a reminder not to repeat it”

they faced, and their contributions. It also includes specific mention of pressures on immigration policy, not just how policy changed. This unit is provided as one approach for addressing these updated outcomes. Its flexibility means that you can adapt it to use as you see it best working for your students.

There are many ways to accept the invitation of *Bamboo Shoots*. Feel free to use the lessons as standalone lessons, or expand on the unit and spend a month diving deep into the subject matter if your students find it engaging. You can use the rich archival material on its own for your own lesson designs or check out the Additional Resources section to discover other websites, books, and videos that you may wish to use with your classes.

During the "Apology for Historical Wrongs Against Chinese British Columbians Consultation Forum" in Kelowna, community member Tun Sing Wong commented, "once an apology is written, it must be kept alive as a reminder not to repeat it". We hope this unit serves the needs of teachers in their efforts to educate the public, not just about the discriminatory acts in our history that caused hurt and suffering for Chinese Canadians and other marginalized groups, but also their enormous contribution in making the Province of BC what it is today.

Introduction

The unit covers approximately 6 hours of instructional time. Each lesson is between 60 - 80 minutes.

Ways to Use the Unit

This unit is designed to be flexible. Here are some options for use:

- Use a single lesson as a standalone lesson.
- Use Lessons 1-5 as a unit.
- Take a single lesson and work in depth with it for a full week, using the additional recommended readings and videos.
- Expand the unit for multiple weeks, using the suggested Extension Activities.

While the Grade 5 and Grade 10 units have been designed for elementary and secondary learning respectively, we encourage you to borrow from either grade level where you see fit. We hope this resource becomes a useful, flexible tool for you to help students meet the updated learning outcomes.

Historical Thinking Concepts

Historical Thinking Concepts help students do the work of historians, transforming the past into history. Since the history of Chinese Canadians in BC consists of partial accounts constructed for specific purposes, students will need to think critically to understand the complete picture of past events, and how they have shaped our present.

These six historical thinking concepts¹ provide the framework for *Bamboo Shoots*:

1. **Historical Significance**

We can't know all of the past—there's too much there. So what is important to learn about the past? Particular events or facts become important when they are part of a larger story that relates to our lives today.

2. **Evidence**

How do we know what happened in the past? Which version of events do we believe? Primary and secondary source evidence must be found, contextualized, and interpreted. To build a historical argument, we need to assess the reliability of our evidence.

3. **Continuity and Change**

History is often defined as the story of change over time. Identifying what has changed and what has stayed the same from early Chinese immigration to BC to the present is important in understanding the narrative of the Chinese Canadian experience in BC.

4. **Cause and Consequence**

We want to know how certain conditions and events led to others. What interactions shaped the course of events in BC during this time? Understanding these concepts makes it possible for students to see the factors that shaped the Chinese Canadian historical wrongs.

5. **Historical Perspective**

Without an understanding of how people in the past saw themselves, we have a simplistic view of the past—seeing events through the lens of our own values today leads us to be insensitive to the realities of another time. We must understand past actions in their historical context.

¹ The Historical Thinking Concepts were developed at the Centre for the Study of Historical Consciousness at the University of British Columbia by Peter Seixas and colleagues. . For more information about the concepts, see *The Big Six: Historical Thinking Concepts* by Seixas, Peter and Morton, Tom. Nelson Education, 2013.

6. Ethical Dimension

Our understanding of historical context doesn't mean we don't make ethical judgment of the past. We still assign moral culpability to individuals or groups for past actions. To create a responsible, sensitive historical understanding, we must make our moral judgments thoughtfully and cautiously.

This resource uses these six historical thinking concepts in a systematic fashion as entry points to help students deepen their thinking about the Chinese Canadian experience in the period of BC history from early immigration to the present.

Additional Unit Resources

Each lesson in the Grade 5 unit lists optional resources that you may choose to use to support your teaching. As well, the Additional Resources page on the *Bamboo Shoots* website is a compilation of all the optional resources suggested in the Grade 5 and Grade 10 materials, and other relevant materials.

Meeting the Prescribed Learning Outcomes

The table below gives an overview of the grades 5 and 6 prescribed learning outcomes (PLOs) listed in the BC Integrated Resource Package (IRP) for Social Studies K to 7 that are relevant to *Bamboo Shoots*. These outcomes reflect the revisions made in 2015 to expand the content related to historical wrongs. For the complete Social Studies K to 7 IRP (2015), visit <http://www.bced.gov.bc.ca/irp/drafts.php>.

The BC social studies curriculum, along with curricula in other subject areas, is currently in transition. BC is moving towards a competency-based curriculum that focuses on preparing students to become active, informed global citizens. A set of core competencies will run through all curricular areas and each subject will have its own set of curricular competencies. The curricular competencies for social studies are based on the six historical thinking competencies described in the Introduction.

In developing *Bamboo Shoots: Chinese Canadian Legacies in BC*, we strove to find a balance between addressing PLOs in the current IRPs, and looking forward to ensure that the resource would remain aligned with the learning standards in the new provincial social studies curriculum. The framework of the resource is built on the historical thinking concepts that provide the basis for the curricular competencies in the new social studies curriculum. The big ideas and themes addressed in the resource focus on building students' broader understanding of the Chinese Canadian experience, and students' historical thinking skills.

For more information on the transformation of BC's education curriculum, visit <https://curriculum.gov.bc.ca/>

Grade 5 Prescribed Learning Outcomes	Achievement Indicators	Bamboo Shoots Lessons
BI describe the significance of key events and factors in the development of BC and Canada, including: <ul style="list-style-type: none"> • the railroad • the Fraser/Cariboo gold rushes • immigration and settlement in different regions of BC and Canada 	<ul style="list-style-type: none"> • describe key events and factors in the development of BC and Canada in terms of their <ul style="list-style-type: none"> » context and rationale » major figures » conflicts » outcome • describe the roles of the fur trade, the CPR, and the gold rushes in the development of Canada • create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada, such as: <ul style="list-style-type: none"> » building the Canadian Pacific Railway » the Fraser/Cariboo gold rushes » patterns of immigration and settlement in British Columbia » Confederation and the years provinces entered 	Lessons 1 and 3

Grade 5 Prescribed Learning Outcomes	Achievement Indicators	Bamboo Shoots Lessons
<p>B2 assess why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada</p>	<ul style="list-style-type: none"> • give historical reasons for the immigration of specific cultural groups to Canada (e.g., Irish potato famine, railroad workforce, World War II refugees, underground railroad, Acadians, western settlement campaign, gold rushes) • through role play, simulations, or letters, present personal perspectives of the challenges faced by immigrants (e.g., discrimination, climate, language, religious freedom, employment) • create a representation of how immigration has led to the development of Canada as a cultural mosaic • create a presentation on the heritage(s) of their own families • compare what it meant to be a citizen in pre-Confederation Canada to what it means today (e.g., voting rights, protection of human rights) 	<p>Lessons 2, 3, and 5</p>

Grade 6 Prescribed Learning Outcomes	Achievement Indicators	Bamboo Shoots Lessons
B1 assess diverse concepts of Canadian identity, including the evolution of diversity and multiculturalism in Canadian society	<ul style="list-style-type: none"> • explain how Canada's identity has been and continues to be shaped by immigration of individuals from a wide range of ethnic and cultural backgrounds • prepare a presentation on the contributions of one or more cultural groups to British Columbia and to Canadian identity 	Lessons 1 to 5
B2 compare Canadian society with the society of another country	<ul style="list-style-type: none"> • describe examples of different approaches to cultural diversity in Canada and in other cultures and societies studied, such as segregation, assimilation, integration, and pluralism (e.g., multiculturalism policies, settlement patterns, residential schools, Apartheid, the Holocaust, internment of Japanese Canadians, Chinese Head Tax, caste and class systems) • compare the nature of discrimination and prejudice in modern Canadian society with that of other societies or periods in Canada's past (systemic discrimination, overt racism, etc) 	Lessons 2 and 3

Grade 6 Prescribed Learning Outcomes	Achievement Indicators	Bamboo Shoots Lessons
<p>C3 assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedoms, including:</p> <ul style="list-style-type: none"> • examples of discrimination faced by many Canadians prior to the Charter, such as women and certain ethnic groups being denied the right to vote, Aboriginal children forced into the residential school system, the Chinese Head Tax, and internment of Japanese Canadians • key provisions of the Canadian Charter of Rights and Freedoms 	<ul style="list-style-type: none"> • describe examples of individuals who have fought for change, and spoke out against injustice. • given specific case examples of past incidents of inequality (e.g., Chinese Head Tax, internment of Japanese-Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation), speculate how these cases might be handled today under the Charter 	<p>Lessons 1 to 5</p>

