

Grade 5

Unit Overview



CONTENTS

Bamboo Shoots	3
Introduction	5

Acknowledgements & Copyright

© 2015 Province of British Columbia

This resource was developed for the Ministry of International Trade and Minister Responsible for Asia Pacific Strategy and Multiculturalism by Open School BC, Ministry of Education in partnership with the Royal BC Museum, the Legacy Initiatives Advisory Council and BC teachers.

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.

Beginning in 2015, the social studies learning standards for content 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 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.

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.

Social Studies Learning Standards

The BC social studies curriculum is a competency-based curriculum that focuses on preparing students to become active, informed global citizens. The curricular competencies for social studies are based on the six historical thinking competencies described in the Introduction.

The following table gives an overview of the big ideas, curricular competencies and content from Grade 5 and 6 Social Studies that are relevant to *Bamboo Shoots: Chinese Canadian Legacies in BC*. These competencies and the content reflect the learning standards in the new curriculum related to historical wrongs. For the complete social studies learning standards (2017/18), visit <https://curriculum.gov.bc.ca/curriculum/social-studies>.

In addition to the learning standards, the core competencies run through all curricular areas. Each Bamboo Shoots lesson will suggest a core competency for students to practice while they build a broader understanding of the Chinese Canadian experience, and their historical thinking skills.

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

Curricular Competencies Table

Big Ideas

- Canada's policies and treatment of minority peoples have negative and positive legacies.
- Immigration and multiculturalism continue to shape Canadian society and identity.

Grade 5 Curricular Competencies	Content	<i>Bamboo Shoots</i> Lessons
<p>Use Social Studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas</p> <ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, and developments Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present <p>Sample Activities:</p> <ul style="list-style-type: none"> Timeline game Examine photos to make observations and inferences about daily life for Chinese Canadians in the past Selecting places of historical significance 	<p>The development and evolution of Canadian identity over time.</p> <ul style="list-style-type: none"> Assess diversity in our identity & its evolution <p>Past discriminatory government policies and actions, such as the Head Tax</p> <p>Sample topics:</p> <ul style="list-style-type: none"> historical wrongs against East and South Asian immigrants Head Tax on Chinese immigrants ethnic minorities denied the vote <p>Key questions:</p> <ul style="list-style-type: none"> What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government) How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history? What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today? 	<p>Lessons 1, 2 and 5</p>

Grade 5 Curricular Competencies	Content	Bamboo Shoots Lessons
<ul style="list-style-type: none"> • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) <p>Sample activities</p> <ul style="list-style-type: none"> » Examine primary sources to determine the motivation for historical wrongs against East and South Asian immigrants » Role play – tableaux – present personal perspectives on the challenges faced by immigrants • Using real stories of families who immigrated and other primary resources, make inferences about the causes (reasons) for leaving China, and the consequences (outcomes) of coming to Canada 	<p>The changing nature of immigration over time.</p> <ul style="list-style-type: none"> • Changing government policies about the origin of immigrants and the number allowed to come to Canada • immigration to BC, including East and South Asian immigration to BC • the contributions of immigrants to Canada's development (e.g., Chinese railway workers, • push and pull factors • settlement pattern • growth of cities, provinces, and territories as a result of immigration <p>Key questions:</p> <ul style="list-style-type: none"> • Why did East and South Asians come to BC and Canada, and what challenges did they face? • How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds 	<p>Lessons 2 and 3</p>

Grade 5 Curricular Competencies	Content	Bamboo Shoots Lessons
<p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond</p> <p>Assess equality in Canada with reference to Canadian Charter of Rights and Freedoms, including examples of discrimination such as Head tax</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Consider and list the historical events that were unjust to Chinese Canadians by reviewing timeline of events or replaying the Time Shuffle Game Take a position on the issue of government responsibility for historical wrongs against Chinese Canadians—While making judgments of actions in history, consider what people thought and believed at the time, and what we believe now, and our responsibility to remember the injustices of the past and the legacy of these injustices today 	<p>human rights and responses to discrimination in Canadian society</p> <ul style="list-style-type: none"> Canadian Charter of Rights and Freedoms Racism examples of individuals who have fought for change and spoke out against injustice key provisions of the Canadian Charter of Rights and Freedoms the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination) <p>Key question</p> <ul style="list-style-type: none"> How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history? 	<p>Lessons 3, 4 and 5</p>

Grade 5 Curricular Competencies	Content	<i>Bamboo Shoots</i> Lessons
<p>Develop a plan of action to address a selected problem or issue</p> <p>Activities:</p> <ul style="list-style-type: none"> Decide if present-day governments should apologize for past wrongs against Chinese Canadians, and consider the various ways governments can take responsibility Select and make a plan to memorialize a place of historical significance 	<p>Past discriminatory government policies and actions, such as the Head Tax</p> <ul style="list-style-type: none"> historical wrongs against East and South Asian immigrants 1907 Anti-Asian Riots Ethnic minorities denied the vote 	<p>Lessons 4 and 5</p>

Beyond Grade 5

While *Bamboo Shoots* predominantly addresses Grade 5 curriculum, the resource may also be referred to with students at the Grade 6 level. used with the following Grade 6 content and curriculum connections:

Grade 6 Content

Global poverty and inequality issues, including class structure and gender

- treatment of minority populations in Canada and in other cultures and societies you have studied – e.g., Head Tax

Key Question

- How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (e.g., systemic discrimination, overt racism)?

The urbanization and migration of people

- Land usage – Chinese Canadians in the gold rush, farming, mining
- Continued immigration of Chinese to urban centres in Canada –

Key Question

- Why do the majority of people in the world now live in urban centres?

Grade 6 Curriculum Connections

Use Social Studies Inquiry Processes

- Defend a position on a national issue – Lesson 4
- Draw conclusions from collected information – Lesson 2
- Select ways to clarify a specific problem or issue – Lesson 4

Develop a Plan of Action

- Collect and organize information to support a course of action – Lesson 5

Take stakeholders perspectives

- Compare and assess two or more perspectives and consider reasons for differing perspectives – Lesson 4

Core Competencies

Throughout the Bamboo Shoots Grade Five lessons, students will work mainly on the following Core Competencies:

- Critical thinking
 - » Analyze and critique
 - » Question and investigate
- Communication
 - » Acquire, interpret, and present information
- Social Responsibility
 - » Valuing diversity

Lesson Focus:

Within each lesson, there is opportunity for a focus on a specific competency or competencies.

Lesson 1	Critical Thinking – Analyze and Critique and Communication: Connect and engage with others as they are assessing events for significance while playing Timeline Shuffle
Lesson 2	Creative Thinking – Generating ideas and Communication: Collaborate to plan and carry out activities as they are inventing the positions the roles take in the Tableaux
Lesson 3	Critical thinking – Question and investigate as they explore the challenges involved in immigrating to Canada
Lesson 4	Critical thinking – Analyze and critique and Communication – Connect and engage with others – as they make judgments about the responsibility of government to apologize for past historical wrongs
Lesson 5	Communication – Acquire, interpret, and present information and Personal Awareness and Responsibility: Valuing diversity as they make statements of significance about their chosen historic places, and decide how the information about the place should be memorialized