

Grade 10

# Unit Overview



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# Acknowledgements & Copyright

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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](http://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 “If You Have More Time” sections and 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 concepts<sup>1</sup> 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.

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<sup>1</sup> 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

The following 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.

### Unit Resources

These resources apply to the unit as a whole, but not any one specific lesson.

- A book list hosted by the Vancouver Public Library:  
[http://www.vpl.ca/ccg/Pioneer\\_Booklist.html](http://www.vpl.ca/ccg/Pioneer_Booklist.html)
- Chinese Canadian Women 1923-1967  
<http://www.mhso.ca/chinesecanadianwomen/en/index.php>
- Larry Wong's Memoir, *Dim Sum Stories*  
<http://www.cchsbc.ca/dimsum.html>
- Stories from collections by Paul Yee  
<http://www.paulyee.ca/stories.php>
- 'Cumberland Chinatown' Teaching Resource Kit  
<http://www.cumberlandmuseum.ca/learning-resource-kits/>

## Lesson 1

- Historical Significance Lesson at TC<sup>2</sup>  
[http://tc2.ca/uploads/sections/thinking\\_about\\_history/historical\\_significance\\_secondary.pdf](http://tc2.ca/uploads/sections/thinking_about_history/historical_significance_secondary.pdf)

## Lesson 2

- Yip Sang is a well-known Chinese Canadian, a primary agent for bringing Chinese workers to Canada. He was also a social reformer, and political activist. His story is online at UBC's site, *The Chinese Experience in British Columbia 1850-1950*  
<http://www.library.ubc.ca/chineseinbc/yipsang.html>
- A video on Kelowna's Chinatown  
[https://www.youtube.com/watch?v=LsynbEs-a\\_c](https://www.youtube.com/watch?v=LsynbEs-a_c)
- Chinese-Canadians serving in WWII  
<http://www.veterans.gc.ca/eng/remembrance/those-who-served/chinese-canadian-veterans/>
- *The Panama* (1996) is a documentary film about the Chan family in Victoria, proprietors of the Panama Cafe (Depression era-to 1967)  
<http://gingerpost.com/?p=1421>
- SFU Teaching and Learning Centre's award-winning documentary, *From C to C: Canadian Stories of Migration*  
<http://www.imdb.com/title/tt2306690/>

## Lesson 3

- First Nations and Chinese relations: Interview with Larry Grant  
<http://ccs.library.ubc.ca/en/stories/viewItem/2/0/28/>
- *Cedar and Bamboo*: A film created by the CCHSBC. Chinese people arrived on the Western shores of Canada many generations ago. Since then, they have formed unique relations and shared many experiences with this land's indigenous people. *Cedar and Bamboo* explores those relationships through the lives of four people of Chinese and First Nations roots.  
<http://ccs.library.ubc.ca/en/stories/viewItem/2/0/28/>



## Lesson 4

- A full list of the discriminatory legislation in BC  
[http://www.embracebc.ca/local/embracebc/pdf/discriminatory\\_legislation\\_in\\_bc\\_1872\\_1948.pdf](http://www.embracebc.ca/local/embracebc/pdf/discriminatory_legislation_in_bc_1872_1948.pdf)

## Lesson 5

- "Forgotten Ties", Hunter, Justine. Globe and Mail. 5/9/15  
First Nations people and Chinese immigrants have enjoyed a symbiotic relationship since before BC joined Confederation. Now, archeologists are chronicling this chapter of history by documenting sites where the two communities lived together.  
[http://www.theglobeandmail.com/news/british-columbia/chinese-heritage/article24335611/?utm\\_source=twitter.com&utm\\_medium=Referrer:+Social+Network+Media&utm\\_campaign=Shared+Web+Article+Links](http://www.theglobeandmail.com/news/british-columbia/chinese-heritage/article24335611/?utm_source=twitter.com&utm_medium=Referrer:+Social+Network+Media&utm_campaign=Shared+Web+Article+Links)

## Meeting the Prescribed Learning Outcomes

The table below gives an overview of the Grades 10 and 11 prescribed learning outcomes (PLOs) listed in the BC Integrated Resource Packages (IRPs) for Social Studies 10 and Social Studies 11 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 10 and 11 IRPs (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 10 Prescribed Learning Outcomes	Achievement Indicators	Bamboo Shoots Lessons
<p>*Note that the suggested date range in the Social Studies 10 IRP is 1815-1914; however, this doesn't provide for a complete study of East and South Asian immigration history. The period of Chinese Canadian history is best studied from first immigration in the 1850s, to after the Immigration Act in 1967. As such, the <i>Bamboo Shoots</i> lessons examine the timeframe from the 1850s to 2014.</p>		
<p>BI analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, socioeconomic status, daily life, and the arts</p>	<ul style="list-style-type: none"> <li>• compare the roles and daily activities of men and women               <ul style="list-style-type: none"> <li>» from different ethnic and/or cultural backgrounds</li> </ul> </li> <li>• relate the status of ethnic minorities in Canada (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, Irish famine refugees, African-American slavery refugees) to the societal attitudes of the time</li> </ul>	<p>Lessons 2 and 3</p>

<b>Grade 10 Prescribed Learning Outcomes</b>	<b>Achievement Indicators</b>	<b>Bamboo Shoots Lessons</b>
<p>B3 evaluate 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 from 1815 to 1914</p>	<ul style="list-style-type: none"> <li>• describe significant events and trends affecting immigration to Canada from 1815 to 1914 (e.g., the Great Migration, the Irish potato famine, the underground railroad, the Komagata Maru incident, Chinese Head Tax)</li> <li>• describe the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British institutions)</li> <li>• evaluate pressures on and to immigration policy, including               <ul style="list-style-type: none"> <li>» Sifton's open-door policy</li> <li>» Asiatic Exclusion League</li> <li>» Continuous Passage Rule</li> </ul> </li> <li>• describe examples of discrimination faced by immigrants, including cases of systemic discrimination by local, provincial, and federal levels of government</li> </ul>	<p>Lessons 1, 2, and 5</p>
<p>B4 describe the factors that contributed to a changing national identity from 1815 to 1914</p>	<ul style="list-style-type: none"> <li>• describe how immigration influenced Canada's identity in terms of               <ul style="list-style-type: none"> <li>» ethnic diversity</li> <li>» land of opportunity</li> </ul> </li> <li>• describe how different groups in Canadian society, including Aboriginal people, responded to immigration from new regions, such as... East and South Asia</li> <li>• analyze how Canadian society may be different today if there had not been an exclusionary policy toward immigration during this period of history</li> </ul>	<p>Lesson 1, 2, 3 and 4</p>

<b>Grade II Prescribed Learning Outcomes</b>	<b>Achievement Indicators</b>	<b><i>Bamboo Shoots</i> Lessons</b>
Assess Canada's role in World War II and the war's impact on Canada	<ul style="list-style-type: none"> <li>describe the contribution of Canadian soldiers from ethnic minorities (e.g., Japanese, Chinese, and Aboriginal Canadians) and assess the impact of their military service on post-war social changes</li> </ul>	Lessons 1 and 2
Assess the development and impact of both government policies and programs and social movements advocacy organizations, on changes to immigration, the welfare state, and minority rights in Canada in the 20th Century	<ul style="list-style-type: none"> <li>compare the experiences of Aboriginal Canadian and non-European immigrants to Canada in the early century with those at the end of the 20th century (e.g., levels of overt racism, multiculturalism vs. assimilation)</li> <li>give examples of Canada's treatment of minorities</li> </ul>	Lesson 1, 2, 3 and 4