

Grade 10

Lesson 1

Significant Events in Chinese Canadian History in BC



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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.

Images included in this lesson:

- Page 3: Ship launching on Nootka Sound
Image A-02688, courtesy of the Royal BC Museum and Archives
- Page 6: Immigration Office wall fragment with Chinese poem
Image 2000.41.2 courtesy of the Royal BC Museum and Archives

Lesson Plan

Big Ideas

- The most significant events in Chinese Canadian history were those that were notable at the time, had long lasting and widespread consequences, and were revealing or symbolic of Chinese Canadian experiences in BC.
- The movement towards equity for Chinese Canadians in BC was a long and difficult process that featured both progress and challenges.

Focus Question

Which historically significant events in Chinese Canadian history indicate progress towards, or decline away from, equity for Chinese Canadians?



Overview

In Part A of this lesson, students are introduced to a selection of key events in Chinese Canadian history in BC through a card game and follow-up activity. In Part B, students discuss what makes a historical event significant, and determine the historical significance of events from the card game. In Part C, students complete a living continuity and change timeline to identify progress towards, or decline away from, equity for Chinese Canadians in BC.

Learning Outcomes

Students will be able to:

- Describe historically significant events in Chinese Canadian history, and provide justification for their significance.
- Identify examples of progress and decline in achieving equal opportunity for Chinese Canadians in BC.

Historical Thinking Competencies

- Assessing and comparing the significance of people, places, events, and developments over time and place, and determining what they reveal about issues in the past and present (significance).
- Comparing and contrasting continuities and changes for different groups across different periods of time and space (continuity and change).

Lesson Preparation

Teacher Backgrounder

This lesson introduces students to a range of events in Chinese Canadian history. The events include successful activism and positive contributions, as well as struggles against historical racism and discrimination.

Tips

Although this lesson may be completed during class-time, students may also create their equity graphs as homework to prepare for the next part of this lesson. When they next meet as a class, they would create the large graph as a group.

Materials:

Blackline Masters and Rubrics are included at the end of this lesson plan. Other support materials, as well as an editable version of the lesson plan, can be found in the Grade 10 Teaching Materials on the website www.openschool.bc.ca/bambooshoots

- Time Shuffle Card game and instructions
Print and prep enough card sets for your class. The game can be played with three to six players. You will need one set of cards for each player group in your class.
- Historical Backgrounders
- Sticker dots: enough for fifteen per student
- Blackline Master 1:
Reflecting on the Time Shuffle Game
- Blackline Master 2:
Assessing Historical Significance of Events

Vocabulary

franchise:
the right to vote

disenfranchised:
deprived of the right to vote

equity:
fairness in the way people are treated

equality:
having the same rights, social status, or opportunities as others

discrimination:
treating a person or group of people differently from other people

naturalized:
having been accepted as a citizen of a country

- Blackline Master 3: Assessing Progress or Decline
Do not distribute this Blackline Master before playing the Time Shuffle game because the dates are included on this table of events.
- Blackline Master 4: Charting an Equity Living Graph
- Rubric 1: Assessing Historical Significance of Events
- Rubric 2: Assessing Progress or Decline

Optional:

- Two-sided tape
- A set of game cards backed with adhesive magnets
- A flip-chart

Lesson Sequence

The “Hook” (Suggested Introduction)

Choose one of the following to introduce the *Bamboo Shoots* unit:

- **A Visual Entry:**
Print and display the wall poem posters in your classroom.
The downloadable posters are available in the Grade 10 Teaching Materials on the website.



These wall poems were written by early Chinese people in the immigration detention center in Victoria, BC. The messages in these poems stir empathy for people who were detained far from home, missing their families, and unsure of their futures.

- **A Fiction or Creative Non-fiction Entry:**
Read the class a story from Paul Yee's collection, Larry Wong's *Dim Sum Stories*, or another biography or story collection.

■ A Personal Immigration Story:

If you have students in your class who have immigrated, or whose parents or grandparents have immigrated, and the students would like to share their stories, invite them to speak to the class.

■ A Regional Story:

Consider starting with immigration stories that have local relevance. For example, you might pique the interest of students in Saanich, on Vancouver Island, by sharing the story of Butchart Gardens. These gardens used to be a cement works that was operated with resident Sikh labourers. The students might also be interested in a story about the Chinese labourers at Bamberton. Students in Princeton, BC, may be drawn in by the story of Granite Creek, a nearby townsite. Granite Creek was the location of a placer mining gold rush in 1885, and it was home to a significant Chinese population. The Chinese population at Granite Creek were segregated even in death, in a separate section of the cemetery. Depressions in the ground at this cemetery remain today as evidence of the practice of exhuming graves to return the deceased's bones to China.

Part A: Time Shuffle Game

(Estimated Time: 30 minutes)

About the Game

Time Shuffle is a timeline building game for three to six players. Each deck has thirty-five cards and each card represents an event in Chinese Canadian history. The cards have an image on the front, and a date on the back. Each player is dealt a hand, but players **do not** look at the date on the back of their cards. The starting player places one event date-side up in the middle, as the first card of the timeline. Players take turns building the timeline by placing their cards in chronological order. To decide on placement, players make inferences about the image on the card, or the event's relationship to other events on the timeline. There are three ways to play Time Shuffle: Full Time, Quick Time, and Play Time. **See the game instructions for rules of play.** You'll find a downloadable version of the game and instructions in the Grade 10 Teaching Materials on the website.

The educational purpose of the game is to:

- Introduce students to some of the most historically significant events in Chinese Canadian history.
- Help students understand the chronological sequence of events in Chinese Canadian history.
- Stimulate curiosity and interest about events in Chinese Canadian history.

Playing the Game:

1. Read through the instructions provided with the game cards ahead of class.
2. Divide the class into playing groups of three to six players each.
3. Before handing out the card decks, explain how to play the game. While you are teaching the rules of play, you might want to spend some time teaching students how to make reasoned judgments about where the event card fits in the timeline. Teaching students to make accurate observations about what they see on the card and what they already know about Canadian history will help them make plausible conclusions about where the event card should be located. For example, “I think this event is before the other event because the people in the photograph appear to be wearing older clothes.” Or, “I know this event happened well before that event.” Tell students they’ll be expected to offer explanations like this as they place their cards.
4. Give one deck of cards and an instruction sheet to each group.
5. Allow the groups to play more than one hand of Time Shuffle, so they have exposure to a greater number of the events.
6. If some groups finish earlier than others, have them shuffle the cards and play again. They can then see if they are better at placing the cards in the correct chronological order the second time around.

The first playing
cards appeared
in ninth century
China

7. The order of the events in Chinese Canadian history might be surprising for some students, and may not be intuitive. For example, Chinese Canadians could vote, then laws were passed to take away their right to vote, then they won the right to vote again after fighting for many years to regain voting rights. Many students will assume that Chinese Canadians did not have voting rights when they first arrived, and then fought and won voting rights later on.
8. After the groups have played Time Shuffle two or three times, have the groups discuss the events, answering the following questions:
 - » What seems like the most important event in Chinese Canadian history?
 - » What makes you choose that event?
 - » If you didn't know where to place an event on the timeline, how did you decide?
9. Have the students take turns in their groups testing their ability to put the events in order, using the shuffled card deck. Using Blackline Master 1: Reflecting on the Time Shuffle Game, students then self-assess their ordering ability on a scale of 4 to 1. They also write down one thing that surprised them about Chinese Canadian history while playing Time Shuffle, and note one event they are interested in learning more about.

Part B: Historical Significance

(Estimated Time: 25 minutes)

1. Have the students list four events in their own lives that have been significant. Then discuss the following questions:
 - » How did they choose the events?
 - » Would their parents or friends agree with them?
 - » Would they choose the same events five years from now—why, or why not?Identify similarities in their choices and the reasons they give.
2. Help the students to identify the ten most important events or developments in the history of Canada or BC, based on what they have studied so far. If they have trouble, prompt them with the periods of history they've studied as a class.

This is a good opportunity to review and set context for the particular part of BC history considered in the *Bamboo Shoots* unit. Alternatively, you could have the students come up with the top five most significant events in the history of the world. As students come up with the significant events, record them on a flipchart or board, or build a timeline on a board after coming to a consensus with the class.

3. Discuss the criteria they used for deciding whether the event was historically significant. How do we decide whether a historical event is significant for everybody, or just some people? Whose history is it? If students have difficulty talking about reasons why they chose a particular event, you may ask questions such as:
 - » Who would find this event significant?
 - » Did the event create a great change over a long period of time or for a lot of people?
 - » Do you think the event should be remembered? By whom? Why?
4. As a class, draft criteria for determining an event's historical significance. When the students think the criteria reflects what they've been using, present the criteria for significance explained below.
 - **Notable?**
Was the event recognized at the time as being important? How long did the event exist or operate? Was the event revealing? Did the event shed light on issues in history or contemporary life?
 - **Remembered?**
To what extent has the event been remembered or memorialized? Did the event become a meaningful part of a narrative?
 - **Influential?**
Did the event result in change? Were the consequences deeply felt? How widespread were the consequences? Were the consequences short-term or long-lasting?¹

¹ These questions come from *Significance of the War of 1812* by Ernest Wasson, Historical Thinking Project Lesson 23: http://historicalthinking.ca/sites/default/files/files/docs/L23_Significance%20of%20the%20War.EN_.pdf

Compare the criteria developed as a class to these established criteria, and identify the similarities and differences.

5. Demonstrate evaluating one event from Time Shuffle using the drafted historical significance criteria. (Do one event with the class.) Note that for something to be considered significant, it doesn't have to meet all of the criteria.
6. Now students are ready to assess the historical significance of the events in Time Shuffle. Have them pair up, then distribute two to three copies of Blackline Master 2: Assessing Historical Significance of Events to each pair. Students work with their partner to complete the Blackline Master for two to three events. To make sure all events are covered, you can use one deck of Time Shuffle cards, and deal events to each pair until there are no cards left.
7. Students may use a Historical Backgrounder to learn about the events, and/or they can conduct research to investigate information about the events. While you circulate, assess how well students are able to apply the historical significance criteria. (See the Rubric 1: Assessing Historical Significance of Events.) Once you are confident students can do this, move on to the next step.
8. Construct a class timeline with all of the students' completed Blackline Master 2: Assessing Historical Significance of Events. Use two-sided tape to mount the Blackline Masters on the wall, or place them on the floor in a line. If you have a small class, you may be able to take the timeline into a hallway. Go through the timeline, having the students give a quick, informal presentation about their events.
9. Distribute sticker dots.

If You Have More Time

Students could each select an event to research in depth, and they could present their research to the class before the whole class decides on the most significant events.

10. Have the students choose the fifteen most significant events on the class timeline by placing stickers on them. Identify the fifteen most significant events chosen by the class. Ask the students to compare the most commonly chosen events to the events they chose as individuals. In what ways were the choices similar? In what ways were the choices different?
11. If you built a timeline on a chalkboard or whiteboard for ten significant events in the history of Canada or BC, select cards for the fifteen most significant events from Time Shuffle. You could then insert the cards into the BC or Canada timeline in order to include Chinese Canadian historical events within the broad BC or Canadian picture. (Game cards prepared with adhesive magnets could be used on a whiteboard.)

Part C: Progress or Decline?

(Estimated Time: 25 minutes)

1. Ask students to explain the difference between **equity** and **equality**. (See the vocabulary definitions at the start of this lesson.) What does equality look like in a multicultural society? BC's *Multiculturalism Act* states that its purpose is to "recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry, and place of origin is a fundamental characteristic of the society of BC that enriches the lives of all British Columbians." What roles do equity and equality play in that recognition?
2. Have students go over the timeline's thirty-five events and give each event a rating of +2, +1, 0, -1, or -2 based on whether the event was an example of inclusion and equity, or exclusion and inequity. Students record their ratings on the Blackline Master 3: Assessing Progress or Decline. If you have the Blackline Masters for Assessing Historical Significance of Events displayed around the room, the students can circulate and read about the events while making their decisions. As the students work on their rankings and explanations, circulate and provide feedback.
3. Ask the students to use Blackline Master 4: Charting an Equity Living Graph to chart the progress and decline of the fifteen most significant events they chose

in Part B. Focusing on the most significant events will enable the students to consider the themes without being overwhelmed with everything at once.

4. Introduce the concept of turning points in history by likening them to turning points in stories or movies. In fiction or film, the course of events seems to be going in one direction, but then gets reversed. With the students, come up with some examples from favourite stories or films. Then talk about one turning point in the timeline of forty events from the game.
5. In pairs or groups, students compare their completed graphs. Ask them to look for turning points as they analyze. Circulate and provide feedback on the plausibility of the turning points they chose and the reasons they gave.
6. Next, ask students if there are events from the game that symbolize major progress towards, or sharp decline away from, equity that were not included in their choice of fifteen significant events. Would they go back and change the events they included?
7. After they've had a chance to make changes to their graph, build a class construction of the living timeline with all forty events on a whiteboard. (Cards with adhesive magnets would be useful for this task.)
8. Ask the students to identify the dividing lines or turning points in the movement towards or away from an equitable society. Can they divide the timeline into historic time periods that are marked by turning points?
9. Students can name each time period with a theme that fits all of the events in that period.

Note that Lesson 2 will look at four different periods of immigration to BC from China:

- 1857–1884 (Period of Early Immigration)
- 1885–1922 (Head Tax Period)
- 1923–1946 (Exclusion Act Period)
- 1947–1967 (Post-World War II)

These periods were chosen for the purposes of the Lesson 2 activities. Students may support other choices for breaking the events into periods within the 1857–2014 timeframe.

For example: The last period, 1947–2014 (Post-World War II), is longer than the others. In Lesson 1, students may identify turning points and changes in immigration from China within this longer period. This period primarily entails family reunification up to 1967, at which time the Points System was introduced. After Canada's *Immigration Act* was amended again in 1976, a large wave of immigrants came from China to Canada. This was influenced by reaction to the Tiananmen Square incident in Beijing, and the imminent reversion of Hong Kong from Britain to the People's Republic of China in 1997.

10. Ask the students:

- » Was Canada inclusive?
- » Is Canada inclusive now?

Through an anecdotal record-keeping method of your choice, gather evidence of the students' ability to identify turning points and general patterns of progress and decline by discussing the events. This concluding discussion is also a good time to draw connections to the challenges faced by other ethnic groups during their immigration history. East and South Asian immigrants, as well as the First Nations have struggled for equity, and through loss of rights. They have been part of the movement from contributing to being excluded, to becoming citizens, to reaching full acceptance. The pattern that emerges shows a place that was diverse until Confederation, then suffered from an attempt to make it a "white man's province", as politician Richard McBride put it.

11. Students submit their completed Blackline Master 3: Assessing Progress or Decline for assessment. The Blackline Masters are assessed using Rubric 2: Assessing Progress or Decline. Students will be assessed on:

- the plausibility of their rankings of positive or negative events
- their explanations of their ranking of positive or negative events

Summary of Assessment

Part A and Part B: Historical Significance

Students will be assessed on their ability to:

- apply the historical significance criteria to events

Use Rubric 1: Assessing Historical Significance of Events.

Part C: Progress or Decline?

Students will be assessed on their ability to:

- identify continuity and change based upon criteria including:
 - change can be both positive and negative
 - change can occur at different rates
- identify turning points and general patterns of progress and decline in the movement towards equity in Canada

Use Rubric 2: Assessing Progress or Decline.

Extension Activities:

A Regional Timeline

Students who wish to investigate locally can research ten significant events related to Chinese Canadian history that are particularly relevant to their region. For example, students in the Okanagan may wish to research Kelowna's former Chinatown as a study of local history, and use the criteria for historical significance to support their choices. Students could research at their municipal archives or regional museums to find artifacts related to their events' timeline, and they could produce a regional timeline report to share with their class.

Blackline Masters

Blackline Master 1

Reflecting on the Time Shuffle Game

Blackline Master 2

Assessing Historical Significance of Events

Assessing Historical Significance of Events – Sample

Blackline Master 3

Assessing Progress or Decline

Blackline Master 4

Charting an Equity Living Graph

Reflecting on the Time Shuffle Game

Name: _____

How well can I put the events in order?

After you have played Time Shuffle, use the shuffled card deck to test yourself.

Can you put the events in order?

4 = Yes, all of them!

3 = Most of them

2 = Less than half are in the right order

1 = I don't have any sense of when the events happened.

Circle One:

1

2

3

4

What one thing surprised you about Chinese Canadian history while you played Time Shuffle?

Which event are you most interested in learning more about?

Assessing Historical Significance of Events

Name: _____ Event: _____

| | |
|--|---|
| Criteria In the boxes below, record the criteria that your class decided makes an event historically significant. Then rank the significance, giving your reasons. | <div style="text-align: center;"> 1 2 3 4 5 Not at all Significant \longleftrightarrow Very Significant </div> |
| Notable: Was it noticed at the time as an important event? Just locally, or farther away? How many people were affected? | Rank: 1 2 3 4 5 Reason: |
| Remembered: Has the event been memorialized in any way? To what extent has it been remembered? | Rank: 1 2 3 4 5 Reason: |
| Influential: Were the consequences (seen or unseen) felt for a long time after? | Rank: 1 2 3 4 5 Reason: |

1. Given the reasons above, this event is (check one):

- ☐ Significant to the country
- ☐ Significant to the province
- ☐ Significant to the region
- ☐ Significant to the individuals involved
- ☐ Not a significant event

2. Summary of reasons:

Assessing Historical Significance of Events – Sample

Name: John Doe Event: 1786 & 1788/9 Meares' Expeditions

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In the boxes below, record the criteria that your class decided makes an event historically significant. Then rank the significance, giving your reasons. | <div style="display: flex; justify-content: space-between; align-items: center;"> Not at all Significant ←————→ Very Significant </div> | | | | |
| Notable: Was it noticed at the time as an important event? Just locally, or farther away? How many people were affected? | Rank: 1 2 3 4 5 Reason: While this fur trade expedition marks the first recorded arrival of Chinese people to what is now BC, there isn't any record of people at the time considering this event as significant beyond the records of Meares and the Spanish noting the presence of the Chinese craftsmen. | | | | |
| Remembered: Has the event been memorialized in any way? To what extent has it been remembered? | Rank: 1 2 3 4 5 Reason: We have the white people's record of the Chinese people brought here with the expedition. However, there's no other remembrance of their part in the event, how they may have integrated with the community, or even whether they stayed at all. The event is just remembered in the white people's records of the expedition, and incompletely at that. | | | | |
| Influential: Were the consequences (seen or unseen) felt for a long time after? | Rank: 1 2 3 4 5 Reason: It's unknown whether the Chinese people joined the local communities or whether they were relocated. The consequences of the Chinese involvement in the expedition are mostly unknown. | | | | |

1. Given the reasons above, this event is (check one):

- ☐ Significant to the country
- ☒ Significant to the province
- ☐ Significant to the region
- ☐ Significant to the individuals involved
- ☐ Not a significant event

2. Summary of reasons:

Since it is the first arrival of Chinese people in what is now BC, the event is significant to the province. Also, it may be the beginning of a trend in immigration to BC. The expedition included people who came to BC for labour purposes—and although many years passed in the interim, the same reasons drove much of the early immigration from China to BC.

Assessing Progress or Decline?

Name: _____

Instructions:

Evaluate each event's progress toward equity or decline from equity. Use this scale for your evaluation:

+2 = Major Progress
+1 = Moderate Progress
0 = Neutral
-1 = Moderate Decline
-2 = Steep Decline

| Event | Date | Progress or Decline Rating | Reasons for Ranking |
|--|-----------------|----------------------------|---------------------|
| Hui Shen Sails from China to Fu Sang | 200-300 | | |
| Chinese Craftsmen Arrive in Nuu-chah-nulth Territory | 1786 and 1788/9 | | |
| The Colony of BC is Established | 1858 | | |
| Fraser River Gold Rush | 1858 | | |
| Kwong Lee Company Establishes a Merchant Store in Victoria | 1858 | | |

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| Event | Date | Progress or Decline Rating | Reasons for Ranking |
|---|------|----------------------------|---------------------|
| Cariboo Gold Rush | 1862 | | |
| Cariboo Wagon Road Completed | 1865 | | |
| Dominion of Canada Established | 1867 | | |
| British Columbia Joins Canada | 1871 | | |
| BC law removes Chinese and First Nations' Right to Vote | 1872 | | |
| Canadian Pacific Railway construction | 1881 | | |
| <i>Chinese Immigration Act</i> (Head Tax) | 1885 | | |
| Chinese Empire Reform Association Established in Canada | 1889 | | |

| Event | Date | Progress or Decline Rating | Reasons for Ranking |
|---|---------------|----------------------------|---------------------|
| Chinese Benevolent Association of Vancouver Founded | 1895 | | |
| Head Tax increased | 1900 and 1903 | | |
| Anti-Asian Riot in Vancouver | 1907 | | |
| Laws Limit South Asian and Japanese immigration | 1908 | | |
| Sun Yat-sen visits BC | 1910 | | |
| World War I Begins | 1914 | | |
| Chinese Canadians Form Labour Unions | 1916-1920 | | |
| Victoria Chinese Students' Strike | 1922 | | |

| Event | Date | Progress or Decline Rating | Reasons for Ranking |
|---|---------------|----------------------------|---------------------|
| Law Limits Chinese Immigration (Exclusion Act) | 1923 | | |
| Chinese Canadian Soccer Team Wins Vancouver City Championship | 1926 | | |
| World War II Begins | 1942 | | |
| Charter of the United Nations Signed | 1945 | | |
| Chinese Canadians Regain Right to Vote | 1947 and 1949 | | |
| <i>Fair Employment Practices Act</i> Passed | 1956 | | |
| Douglas Jung Elected to Parliament | 1957 | | |

| Event | Date | Progress or Decline Rating | Reasons for Ranking |
|---|------|----------------------------|---------------------|
| Federal Citizenship and Immigration Minister Announces the Chinese Adjustment Statement Program | 1960 | | |
| Universal Immigration Policy Introduced | 1967 | | |
| Lam Appointed BC Lieutenant Governor | 1988 | | |
| Immigrants from Hong Kong Arrive in Canada | 1989 | | |
| Clarkson Appointed Governor General | 1999 | | |
| Prime Minister Apologizes for Anti-Chinese Legislation | 2006 | | |
| Premier Apologizes for BC's Anti-Chinese Legislation | 2014 | | |

Charting an Equity Living Graph



Assessment Rubrics

Rubric 1

Assessing Historical Significance Criteria

Rubric 2

Assessing Progress or Decline

Assessing Historical Significance Criteria

Name: _____

| | Well-Developed | Competent | In-Progress |
|---|---|--|--|
| Supports a plausible ranking of a historical event | Support and explanation for student's ranking shows thoughtful consideration of the criteria. | Some support given for the ranking, but student neglects to consider some key factors. | No plausible support for the student's assigned ranking. |
| <p>Comments:</p> | | | |

Assessing Progress or Decline

Name: _____

| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Not Yet Meeting Expectations |
|---|--|---|---|--|
| Ranking of events from Blackline Master 3: Assessing Progress or Decline | The chosen events have been ranked in a plausible position on the scale. | The chosen events are mostly ranked in a plausible position on the scale. | The chosen events have been somewhat ranked in a plausible position on the scale. | Does not rank the events or the ranking is not plausible for most of the events. |
| Comments: | | | | |

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| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Not Yet Meeting Expectations |
|---|---|--|--|--|
| Identifying turning points | Accurately and clearly describes the general patterns of progress and decline in the movement towards equity in Canada. | The patterns of progress and decline in the movement towards equity in Canada are mostly accurate. | The patterns of progress and decline in the movement towards equity in Canada are somewhat accurate. | The patterns of progress and decline in the movement towards equity in Canada are mostly inaccurate. |
| Comments (including feedback on in-class contribution): | | | | |