

Grade 10

Lesson 5

Places of Historic Significance for
Chinese Canadians in BC



CONTENTS

Lesson Plan	3
Blackline Masters	13
Assessment Rubrics	17

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.

Images included in this lesson:

- Page 3: Harling Point Cemetery, Victoria, BC
Gordon Pritchard

Lesson Plan

Big Ideas

Memorializing a place is an important way people can remember the past—including the contributions and sacrifices those people made, and the injustices they suffered.

Focus Question

What places in BC should memorialize the contributions and sacrifices made by Chinese Canadians?



Overview

In this final lesson, students bring their historical significance thinking skills to their own community or broader region in BC to identify a place that they would propose for a memorial.

Students will assess their site selections using criteria for geographic and historical significance and considering local context and community. They will then draft a proposal for their choice of place to memorialize on an interactive map.

Learning Outcomes

Students will be able to:

- Make a supported argument for memorializing a site with significance for Chinese Canadian history that is specific to their region or community.
- Weigh criteria for geographical and historical significance in selecting a site for a memorial.

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 is the final lesson in the *Bamboo Shoots* unit. When you have finished Lesson 5, see the Overview section of the Grade 10 Teaching Materials for the Concluding Assessment.

You may wish to conclude the unit with a story or video from the Additional Resources list.

Tips

Part A in this lesson includes sharing images of memorials with students. We recommend an image search ahead of class, so you have some images that you can share using a projector or by describing them for the students.

In preparation for Part A of the lesson, familiarize yourself with Heritage BC's Chinese Historic Places Recognition Project. The report, *Recognizing Chinese Canadian History in British Columbia*, provides context as well as information about each of the 77 nominated places. The report is in the lesson download package.

Check the Heritage BC site to see what programs and resources they have available.

<http://www.heritagebc.ca/education/>

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

Vocabulary

heritage value:

a place that has significance in the past, or that we value today to mark in some way to remember for future generations – whether that is with memorials or preservation

geographic significance:

a natural area modified by human activities

new heritage approach:

heritage value that is not limited to what historians attach to a place, but the value a place has to the public, and what the public holds as valuable to commemorate

- *Recognizing Chinese Canadian History in British Columbia: Historic Places Nomination Report*
- Heritage BC's Chinese Historic Places Interactive Map
<http://www.heritagebc.ca/chinese-historic-map>
- Blackline Master 1: Creating a Historic Site Proposal (one per student)
- Rubric 1: Assessing the Historic Site Proposal

Lesson Sequence

Part A: Commemoration for Historic Places

(Suggested Time: 20-30 minutes)

1. Ask the students to brainstorm the various ways in which we commemorate historic places. This can be done with local, provincial, and national examples. Show the students examples of different types of memorials around the world (e.g., Berlin Holocaust memorial and Vietnam War memorial in Washington), local memorials, and other memorials in Canada. Ask the students to develop criteria for what makes an appropriate and effective memorial.
2. Introduce the students to the Chinese Historic Recognition Project. This project is part of the legacy efforts for a formal apology to the Chinese Canadian Community in BC. The project is one of several Legacy Initiatives, and grew out of the recommendations in the *Chinese Historical Wrongs Consultation Report* to "identify historical sites and culturally important locations and artifacts," and to "commemorate the positive contribution of Chinese Canadians to B.C.'s history, culture and prosperity." When the nominations for this project closed, the project counted 138 nominations from the public, representing 77 distinct historic places in BC.
3. Now you can see those places on the Chinese Historic Places Interactive Map. Does an interactive map like this fulfill the criteria the class came up with?

(Their criteria may include the following: a memorial is public, reaches a lot of people, and helps people remember something that happened in that place or communicates why the place is significant.) If the interactive map doesn't live up to all of their established criteria, ask the students if it is possible that the interactive map could teach people about the significance of a place? Could it help people remember something connected to that place?

4. Share the heritage values that guided the nominations for places to be recognized under the Chinese Canadian Historic Places Recognition Project.

Any type of place can be nominated for heritage recognition: a structure, building, group of buildings, district, or landscape. These can include public buildings, places of worship, community buildings, commercial buildings, industrial buildings, residences, monuments, cemeteries, parks, industrial sites, agricultural sites and buildings, and transportation routes.

Heritage value includes the historic, aesthetic, scientific, social/cultural, or spiritual value of a place to past, present, or future generations.

- **Aesthetic Value:**
Visual appeal, style, materials used, how it reflects a particular period in history.
- **Historic Value:**
Significance the place has in relation to past events, the age of a place, the activities, people or traditions associated with a place—how it evokes a memory of the past.
- **Scientific Value:**
Place provides knowledge, information and evidence that helps us understand and appreciate a culture.
- **Cultural/Social Value:**
The meaning attached to a place by a community in the present time, and how people feel about the place.
- **Spiritual Value:**
Has religious or spiritual meaning for a community, or a group of people such as burial sites or cemeteries.

5. If possible, use a projector to show students the Heritage BC interactive map. This map shows the 77 historic sites (with descriptions) that were nominated by people across the province. If you are not able to display the map using a projector, read out some of the historical sites and descriptions, or print copies for the students.
6. Ask the students if they see any nominated places where they live, or where they've visited. Tell the students that historic places aren't just buildings and cemeteries, but community hubs, all kinds of landscape features from quarries and tunnels to gardens and waterways, and locations that were once places of industry or gathering. For example, during World War II, many Chinese men voluntarily joined forces with Canadian soldiers on top of Okanagan Mountain, but there is no official recognition of this sacrifice at that historical site.¹
7. Ask the students if they can think of sites that may have some significance to Chinese Canadians in BC that aren't on the map. Explain that in their upcoming assignment, they will be proposing a site, or proposing that additional information be added to a site already included on the interactive map.

Part B: Assignment: Proposing a Site using the New Heritage Approach

(Suggested Time: 10 minutes)

I. Share the new heritage approach.

For a place to have historic value, it doesn't need to have been of significance in the distant past. What if you are a recent immigrant from China, and you worked in a restaurant and have stories about the family who ran the restaurant and all the customers who have been coming there for years? That restaurant is just as valid for marking a significant place. Your challenge would be to craft a statement of significance for that place, based on the value it has to the public now and had in the past, and what the public holds to be valuable.

1 From the *Forum Summary: Apology for Historical Wrongs Against Chinese British Columbians Consultation Forum*: Kelowna, BC (http://www.embracebc.ca/local/embracebc/pdf/kelowna_summary.pdf) p. 6

2. Distribute Blackline Master 1: Creating a Historic Site Proposal.

Ask the students to use the next week, or other time period determined by you, to decide on a place to propose for inclusion on an interactive map.

- a. They should consider which places have importance to their local Chinese Canadian community, or that had importance in the past. What places have stories, but have not been formally recognized? If the students cannot select one place in their own community, they can look at another area in BC.
- b. Let them know historic places that have already been recognized or designated by local or federal governments can also be nominated, even places that have already been identified by Heritage BC for inclusion on their map. Additional layers of information about a place that was elected for inclusion on the map are welcome.
- c. Any type of site can be considered; it doesn't have to be a building. It could be another type of structure, a landscape, or a district or group of buildings. The Historic Places Recognition Project accepted nominations of places that included "public buildings, places of worship, community buildings, commercial buildings, industrial buildings, residences, monuments, cemeteries, parks, industrial sites, agricultural sites and buildings, and transportation routes. Historic places can also include cultural landscapes, which are distinct geographical areas that represent the combined work of humans and nature."

3. The students consider which places have importance to their local Chinese Canadian community, or had importance in the past.

The students document the site they suggest for a memorial in a proposal using Blackline Master 1: Creating a Historic Site Proposal. Each proposal must include:

- a description of the place
- photographs of the site
- a map to indicate the location
- why they chose the site for inclusion in the Heritage Registry
- a description of its heritage value and a statement of significance

Refer the students to the assessment criteria in Rubric 1: Assessing the Historic Site Proposal.

4. **Tell the students their statement of significance should address the criteria for a historically or geographically significant location.**

But this doesn't mean they're deferring to what heritage experts say traditionally denotes a significant place. Instead of looking for buildings with particular aesthetic value, or a place where a widely-known historic event occurred, they can look for broader narratives in their community. The connection to a place doesn't have to be firmly locked in the past. Tell them they can look for a dynamic, ongoing relationship to a place for the Chinese Canadian community.

For example, a student may say one landscape site has special meaning for him or her because his or her grandparents took the family camping there every year, and the place reminded them of a location in their home village in China. Such a place has heritage value because it evokes memories of the past for that family. The student can make a statement about the social and historic value of that place for the present generation, referring to the criteria established by Heritage BC.

Encourage the students to do research in the community, talking to regional museum staff or long-time residents to see if they have stories about locations that could be candidates.

5. **Students complete assignments outside of class. When you collect the students' completed assignments, record each unique site they propose on a list.**

You will use this list for Part C of this lesson, which is scheduled for after you have marked and returned the students' completed Blackline Master 1: Creating a Historic Site Proposal.

If You Have More Time

Enact a Panel Presentation for the Leading Site Proposals

Divide the class into groups. One group makes their case, bringing their proposal to a panel that evaluates and selects the best site. The other group considers the set of criteria, and evaluates the proposal.

Part C: Selecting the Submission

(Suggested Time: 20-30 minutes)

1. When students meet again for Part C of this lesson, they'll apply the criteria that you provided from Heritage BC to determine the most significant historic sites from the class that should be submitted to the interactive map.
2. List the unique sites in a column on a whiteboard or flip-chart, with all of the criteria listed on the top row.
3. Site Proposers share their statements of significance in support of their elected site.
4. As the class discusses the significance of each site, place check marks under the criteria:
 - two checks for a place with that value for a great number of the community
 - one check for a place with that value for just a few

Example:

Site:	Historic	Scientific	Cultural	Spiritual
Grandparents' camping site at creek	✓		✓	
Commando Bay	✓ ✓		✓ ✓	

5. Ask the students to come to a consensus on the regional places the class would put forward for inclusion on an interactive map memorial.

Summary of Assessment

Assessment will focus on the student's ability to:

- Assess the significance of historical places using a new heritage approach and criteria for historical and geographic significance.
- Make a supported case for proposing a historically significant place for Chinese Canadians in BC.

Use Rubric 1: Assessing the Historic Site Proposal.

Extension Activities

Build an Interactive Regional Map

If your school has IT or computer teaching staff who would like to work together on a cross-disciplinary project, each student could create a webpage for the site they proposed for commemoration, and the students could work together to design an interactive map of the region that links to their individual site pages. The site can then be added each time a class does the Proposing a Site assignment.

Each time a class's submissions have been processed and new locations or location information has been added to the interactive map, be sure to share the results with the class, so they can see the published results of their efforts.

Note: If your students will be including photos in a proposal that will be submitted for the interactive map, please provide them with a photo release form, if one is not already completed for school purposes, and ensure they have signed it before submitting their proposal.

Design a Memorial

Visit Lesson 5 in the Grade 5 unit of *Bamboo Shoots* for a lesson on designing a memorial. This art project is an opportunity for some cross-disciplinary work that considers audience, and how a design will complement the landscape, theme, and place.

Comparison Study

Students can examine or compare the memorialization of other groups' contributions and/or hardships or struggle to Chinese Canadians, such as Canadian First Nations, Indo-Canadians, and Japanese Canadians.

Blackline Masters

Blackline Master 1

Creating a Historic Site Proposal

Blackline Master 2

Changing Arguments – Debate Conclusion

Creating a Historic Site Proposal

Name: _____

Site Chosen: _____

Describe the site:

(Include photographs of the site. If you are able to visit and take pictures, consider including yourself and others in the photo.)

What prompted you to choose this site? What new heritage value does it have for you?

For each of the criteria below, rank your chosen site. Use this scale for your evaluation:

3 = Strong
2 = Moderate
1 = Minimal
0 = No value in this area

Criteria	Ranking	Explain the ranking in this area. What about the site holds this type of value for the community?
Aesthetic value		
Historic value		
Scientific value		
Cultural/Social value		
Spiritual value		

Summarize what and where the historic place is, and why it is important. Identify any key aspects of the place that are historically significant to the Chinese Canadian community.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are approximately 20-22 lines visible from top to bottom.

Assessment Rubrics

Rubric I

Assessing the Historic Site Proposal

Assessing the Historic Site Proposal

	Well-Developed	Competent	Underdeveloped
Offers strong reasons why the site should be recognized	Student presents fully-formed, insightful reasons for selecting the site.	Student presents adequate reasons for selecting the site.	Student provides little to no fully-formed reasons for selecting the site.
Accurately weighs the site's different heritage values	All the rankings for different heritage values are accurate and supported with reasoning.	Most of the rankings for different heritage values are accurate and supported.	Very few of the rankings are accurate or supported with reasoning.