

Grade 5

Bamboo Shoots

CHINESE CANADIAN LEGACIES IN BC



Unit Plan

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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.

Images Used in This Unit:

Cover

- Lee Mong Kow family, 1911
Image F-08202 courtesy of the Royal BC Museum and Archives

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- Page 3: Men laying track for CPR construction, 1880s
Image F-01997 courtesy of the Royal BC Museum and Archives
- Page 10: Dominion of Canada \$500 Head Tax certificate, Quan Ying Foo, 1913
Image 982-134-379 courtesy of the Royal BC Museum and Archives

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Gordon Pritchard

Grade 5

Unit Overview



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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 <ul style="list-style-type: none"> • 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

Grade 5

Lesson 1

Important Historical Events in BC
for Chinese Canadians



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Image F-01997 courtesy of the Royal BC Museum and Archives
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Image 982-134-379 courtesy of the Royal BC Museum and Archives

Lesson Plan

Theme

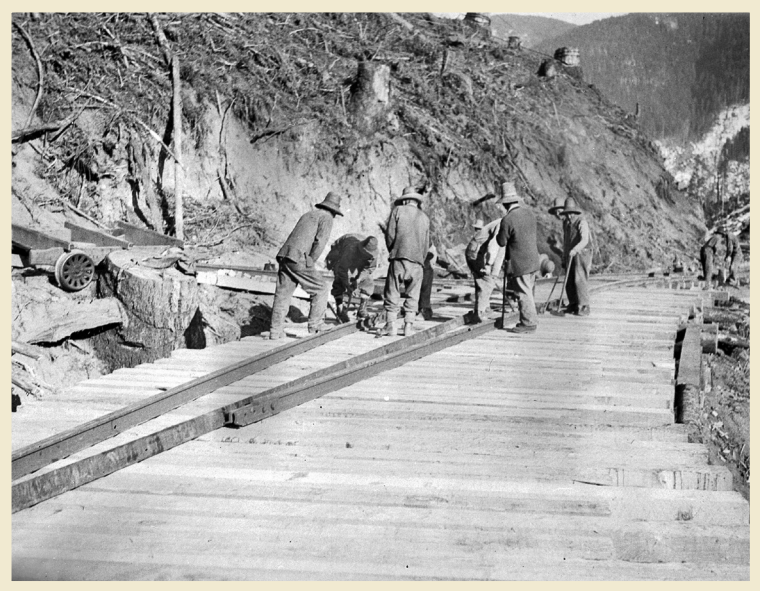
Events in Chinese Canadian history in BC are significant and worthy of study.

Focus Question

What events in Chinese Canadian history in BC should everyone know about?

Activity / Task

Working individually or in pairs, students research one event in Chinese Canadian history in BC. They choose an image that represents, or is symbolic of, that historical event, and they make a presentation about the event.



Objectives

Students will be knowledgeable about Chinese Canadian historical events that have happened in BC and Canada.

Learning Outcomes

Students will be able to determine the historical significance of events in Chinese Canadian history in BC by completing research from primary sources, and demonstrating knowledge of the sequence and significance of events through game playing and presentations.

Historical Thinking Competency

- Justifying historical significance using criteria.

Core Competency Focus

- Communication: Connect and engage with others.
- Critical Thinking: Analyze and Critique – assessing events for significance.

Lesson Preparation

Time Frame: Two to three classes

Teacher Backgrounder:

To become familiar with events in Chinese Canadian history, refer to the Historical Backgrounders in the Teaching Materials.

Before class, read through the Time Shuffle game instructions provided with the cards in the Teaching Materials.

If the students have not worked with primary sources before, you may want to teach a lesson on this topic prior to this unit. The Additional Resources section includes websites on teaching with primary sources.

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 5 Teaching Materials on the website www.openschool.bc.ca/bambooshoots

- Time Shuffle game and instructions
- Stickers or dots for gallery walk
- Historical Backgrounders
- Student Backgrounders
- Blackline Master 1:
Rating Historical Significance
- Rubric 1: Determining Historical Significance

Vocabulary

discrimination:
unjust treatment of people based on race, age, or sex

disenfranchisement:
denied the right to vote

gold rush:
a movement of people to where gold has been discovered

immigrants:
people who come to live permanently in a foreign country

legislated:
made into law

segregated:
to set apart or divide based on race, religion, or sex

Lesson Sequence

The “Hook” (Suggested Introduction)

Students play the Time Shuffle game to familiarize themselves with the historical events in Chinese Canadian history. One round of the game will take approximately 30 minutes.

1. Explain to the students how to play the game.
2. Divide the class into playing groups of three to six students.
3. Give one deck of cards and an instruction sheet to each group.

When placing their card, players should offer an explanation for why they chose that spot on the timeline. The explanation can either focus on inferences made about the image on the card, or about the event’s relationship to other events in the timeline i.e. “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.”

You may want to spend some time teaching students how to make reasoned judgments about where the 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 inferences (conclusions) about where the card should be located.

If some groups finish earlier than others, have them shuffle the cards and play again, to see if they are better at placing the cards in the correct chronological order the second time around.

4. After playing the game, ask the students about the historical events they discovered. Which Canadian history events that affected Chinese Canadians did they find the most interesting or surprising? What events do they want to learn more about?

Part A: Introducing Historical Significance

1. Introduce the topic of Chinese Canadian history. Encourage the students to speculate about how curriculum, teachers, textbooks, historians, etc. determine what events or people students learn about. Some guiding questions for the discussion may be:
 - » Who decides what students should study in history and how do they decide it?
 - » What historical events are included in the textbook and what historical events are not?
 - » What individuals or groups are often not studied in history?
 - » Why have women, ethnic minorities, and poor people often been left out of history?

2. Introduce the focus question: What events in Chinese Canadian history in BC should everyone know about?
3. Explain that we use criteria to determine how historically significant events are rather than basing the decision on personal feelings.

Note: If you decide to establish the criteria by working as a class, you will have to create a new Blackline Master tailored to your criteria. Otherwise, Blackline Master 1: Rating Historical Significance can be used. This Blackline Master is based on the criteria explained below.

4. Provide the students with the following criteria for deciding the historical significance of certain events, actions, decisions, or people:
 - **Notable**
At the time, was the event or person recognized as being important? How long did the event or the person continue to have an impact?

- **Impact**
Was the impact deeply felt? How widespread was the impact? (i.e., Did the impact extend to the family, community, region, country, and world?) Was the impact short-term or long-term?
 - **Remembered**
To what extent has the event or person been remembered or memorialized?
5. Practise determining significance as a class by choosing a local, school, or historical event they have studied (e.g., fur trade and European contact with First Nations).
- a. Working as a class, choose an event.
 - b. Display Blackline Master 1 (or a criteria chart you have created) by either projecting or writing it on the board for the class to view.
 - c. Guide the students in using the five-point scale for each of the three criteria.
 - d. Encourage students to share how they identified evidence relevant to each criterion.
 - e. Have the students independently assess the importance of three to five events in their own lives.

Part B: Researching Chinese Canadian History

1. Explain to the students that they will work individually or in partners. They will research one event in Chinese Canadian history in BC that they learned about while playing the Time Shuffle game and they will use primary sources. They will present their findings and arguments on the historical significance of the event to the class.

Note: The ten Student Backgrounders provided are based on events and developments from the game cards. There are thirty game cards. Some students may choose an event or development from the game that does not have Student Backgrounders; this will require them to do research.

2. Distribute Blackline Master 1: Rating Historical Significance. Tell the students to use this chart to take notes related to the established criteria. Also, distribute Rubric 1: Determining Historical Significance, so that students can self-assess as they fill in the Blackline Master.
3. Have the individual or pairs of students:
 - a. Choose the Student Backgrounders on an event in Chinese Canadian history. If the students have difficulty choosing, you can provide this information for them.
 - b. Research their event and provide a brief description of the event on the Blackline Master.
 - c. Fill out the Blackline Master to determine the historical significance of their event by focusing on the three criteria.

Differentiation:
Students can work in groups of three. Students could be provided with more or less research material, including access to on-line resources.

- Ask the students to choose one primary source image that they feel best represents the historical significance of their event. Have the students use this image to create a small poster digitally or by hand. They should include the title of the event, the primary source, and a summary of their completed Blackline Master.



- Students share with the class their conclusions about their event's significance. As each event is presented, attach the image to the wall in chronological order. At the end of the presentations, the class will have a visual timeline of the key events in Chinese Canadian history in BC.

Lesson Conclusion:

- Allow the students the opportunity to do a gallery walk of the visual timeline to revisit each event. Students could be given five stickers or dots. Ask the students to put the stickers or dots on the posters for the five events in Chinese Canadian history in BC that they think are the most historically significant.
- As a class, discuss the events that have the most stickers or dots the class selected as most historically significant. Which events were included in at least one person's top five? Which were not? What have they learned about historical significance? Do they agree with the class findings? How were their classmates' decisions similar or different from their own?
- You may want to close the lesson with a discussion reviewing the questions about determining historical significance that were brought up at the beginning of the lesson: Why are some historical events studied while others are ignored? Why have events in Chinese Canadian history in BC been ignored in the past?

Assessment Options:

Assesment of Historical Significance

Assess student's ability to rate historical significance.

As students research and take notes with their partner, circulate and provide feedback on the quality of their evidence and its relevance to the criteria. At different points in the process, you may want to collect their notes and provide feedback. Encourage the students to gather ample evidence to support their eventual ratings.

Key criteria for assessing students' ratings of a historical event's significance:

- Is the oral and written description of the historical event comprehensive and accurate?
- Is the rating of the event's historical significance plausible?
- Is adequate evidence provided to support the rating for each criterion?
- Is the image they chose representative of the historical event? Does it capture the essence of the event, or does it only focus on one aspect?

Assessment of Presentation

Before asking the students to present, review what makes a good presentation. Talk about eye-contact, organized information, speaking clearly, etc. Give the students opportunities to practise. Invite the students to give feedback after each presentation (such as two strengths and one suggestion) or to self-assess their ability to make an effective oral presentation (eye contact, precision, and clarity).

Assessment of Sequence of Events

After students have played the game multiple times, assess whether individual students understand the sequence of events in Chinese Canadian history by having the students individually sequence the event cards into the correct chronological order. Observe yourself, or have another student observing.

Extension Activities:

- The class could brainstorm ways to educate or promote significant historical events.
- The students could also brainstorm ways to commemorate up to three significant events and create a display, film, or a photo collection of the historical events.

Additional Resources

Teaching With Primary Sources

The Governor's Letters: Uncovering Colonial British Columbia

This is a prototype lesson for teaching students how to work with primary source documents. It is aimed at a higher grade level, so would have to be adapted for Grade 5.

<http://govlet.ca/en/tglIntro.php>

Canadian Primary Sources in the Classroom: 101 Teaching Ideas

This website provides ideas for using primary sources in the classroom. It has excellent guiding questions for students working with primary sources.

<http://www.begbiecontestsociety.org/primarysources.htm>

Smithsonian: Engaging Students with Primary Sources

This document provides ideas and activities for teaching students how to use primary sources.

<http://historyexplorer.si.edu/PrimarySources.pdf>

Student Research

Collections Canada: The Kids' Site of Canadian Settlement

This website includes general information on the history, daily life, and culture of Chinese Canadians. It is written for kids.

<https://www.collectionscanada.gc.ca/settlement/kids/021013-2031-e.html>

Blackline Masters

Blackline Master 1 Rating Historical Significance

Rating Historical Significance

Name: _____

Historical Event: _____

Criteria for Determining Historical Significance	1	2	3	4	5
	Not at all Significant	←————→			Very Significant
<p>Notable</p> <p>At the time, was the event or person recognized as being important?</p> <p>How long did the event continue or the person continue to have an impact?</p>	1	2	3	4	5
	Evidence:				
<p>Impact</p> <p>Was the impact deeply felt?</p> <p>How widespread was the impact?</p> <p>Was the impact short-term or long-term?</p>	1	2	3	4	5
	Evidence:				
<p>Remembered</p> <p>To what extent has the event or person been remembered or memorialized?</p>	1	2	3	4	5
	Evidence:				

Considering the ratings above, this event is:

- Not at all significant: No one need remember the event.
- Individually significant: Only the family of the people involved need to know about the event.
- Regionally significant: Most everyone in the region or who belongs to the specific group(s) affected should know about the event.
- Nationally significant: Everyone in the country where it occurred should know about the event.
- Globally significant: Most everyone in the world should know about the event.

Reason for your choice:

Assessment Rubrics

Rubric 1

Determining Historical Significance

Determining Historical Significance

	Outstanding	Very Good	Competent	In Progress
<p>The description of the historical event is accurate and comprehensive.</p>	<p>The description of the historical event is accurate and provides considerable evidence to demonstrate historical significance.</p>	<p>The description of the historical event is mostly accurate and provides much evidence to demonstrate historical significance.</p>	<p>The description of the historical event is somewhat accurate and provides some evidence to demonstrate historical significance.</p>	<p>The description of the historical event is not always accurate and little evidence is provided to demonstrate historical significance.</p>
<p>There is adequate evidence to support historical significance.</p>	<p>More than enough evidence is provided to support historical significance.</p>	<p>Much evidence is provided to support historical significance.</p>	<p>Enough evidence is provided to support historical significance.</p>	<p>Not enough evidence is provided to support historical significance.</p>

Grade 5

Lesson 2

Daily Life in Late 19th to Early 20th Century Victoria



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Lesson Plan

Theme

Investigating the various aspects of the daily lives of Chinese Canadians helps us better understand our heritage in BC.

Focus Question

How was daily life for Chinese Canadians similar and different from daily life for other British Columbians living in Victoria in the late 19th and early 20th centuries?

Activity / Task

Students will research what life was like for Chinese Canadians and other British Columbians in the city of Victoria in the late 19th and early 20th centuries. Students will consider different aspects of daily life while gathering information and making inferences. They will take notes using a Blackline Master. Students will then conclude this lesson by creating three tableaux that incorporate roles and aspects of daily life.



Objectives

Students will explore daily life in Victoria during the late 19th and early 20th centuries, comparing Chinese with other populations, and focusing on historical thinking and communication skills.

Learning Outcomes

Students will identify aspects of daily life in Victoria during the late 19th and early 20th centuries by analyzing primary and secondary source information, and dramatizing what they have learned through creation of at least three tableaux.

Historical Thinking Competency

- Determining aspects of daily lives for Chinese Canadians in the past
- Making accurate observations and plausible inferences about daily life in the past
- Explaining different perspectives of people in the past

Core Competency Focus

- Communication: Collaborate to plan and carry out activities.
- Critical Thinking: Generating ideas.

Lesson Preparation

Time Frame: Three classes

Teacher Backgrounder:

To familiarize yourself with this time period in Victoria, you may wish to read the following Historical Backgrounders:

- Victoria – An Early History
- Physical Segregation of Chinese Canadians – Chinatowns

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 5 Teaching Materials on the website

www.openschool.bc.ca/bambooshoots

- Computer and projector OR photocopies of the primary source photos and documents provided
- Four to five cameras (optional)
- Teacher Resource Package: Introduction to Victoria
- Student Resource Package: The Chinese Population
- Student Resource Package: The Songhees Population
- Student Resource Package: The White Population

Vocabulary

primary source:
a first-hand account (document, image or physical object) created by someone who experienced or witnessed the event at the time of study

secondary source:
a second-hand account or record that references a primary source, and was created after the event or time of study

- Blackline Master 1: Gathering Evidence from Primary Sources
- Blackline Master 2: Gathering Evidence from Secondary Sources
- Blackline Master 3: Tableaux Guiding Questions
- Blackline Master 4: Creating Tableaux
- Rubric 1: Gathering Evidence from Primary Sources
- Rubric 2: Assessing Tableaux

Lesson Sequence

The “Hook” (Suggested Introduction)

1. Suggest to students that images are rich sources of information about the conditions and life of a given place and time.
2. Choose primary source images from the Teacher Resource Package: Introduction to Victoria. Show the class a slide show of photos depicting life in Victoria during the time period. Be sure to include many images of Victoria's Chinatown.
3. Ask students the following questions:
 - » What do they observe in these photos?
 - » What do the photos tell them about the daily life?
 - » What don't these photos tell them?

Part A – Observation and Inference

Note: Resources for Victoria during the late 19th and early 20th centuries are provided. If you wish to focus on another location or time period (e.g., building the CPR or the Gold Rush), collect and distribute the relevant reading selections and research materials you will need.

- I. Model observation and inference for the class by analyzing the photo below from Victoria in the 1890s to identify what daily life was like. (Or choose a photo from the archival resources). Write answers on the board.

» **Observations:**

Ask students what they see in the photo.

Students may observe people riding bicycles, how people dress, electrical poles, tracks for a streetcar, and wooden sidewalks.

» **Inferences:**

What does the photo tell the students about life at the time? Ask that students to qualify their inferences by using terms such as “it may be,” “possibly,” “perhaps”, and “it looks like.”

For example, students may infer that because there are electrical poles, “it may be that people had electricity”.



2. Explain to the students that they have just been drawing inferences based on visual clues or observations. Refer to one of the observations made of the image, such as people at the time rode bicycles, and a plausible inference, such as “Bicycles were possibly used for transportation.” Point out that the observation provides the evidence for the inference.
3. Invite the students to make other observations and draw possible inferences. If the evidence for their conclusion is weak, insist that the students be tentative in stating their inferences.
4. Explain to students that they will be researching what daily life was like in Victoria in the 1890s for three different groups in Victoria: Songhees First Nation, Chinese and the White population.

Part B – Day in the Life: Roles

1. Divide the class into three groups. Have them research one of the following groups: Songhees First Nation, Chinese and White population. Tell the students that after they have completed their research, they will choose a particular role and form new groups with other classmates to perform three tableaux.

Note: For the groups studying Chinese and White society, tell those groups that after they complete the research on their group, they will choose to focus on either the working-class or the middle/upper-class role for their tableaux. Make sure the groups are evenly split.

Tell the students a tableau consists of making still images. It is like freezing the action. They will use a body position to convey a message or represent a scene. They will use few props or none. The scene, in this case, is a day in the life of characters based on the roles they are researching. Facial expression, body stance, and physical arrangement are very important in communicating a message in tableau. The students do not use words or movements to explain their tableaux to the audience.

2. Distribute primary resources to each group and have the students analyze the primary source materials. Tell the students to choose four photos and/or documents from the collection to analyze.
3. Give each student a copy of Blackline Master 1: Gathering Evidence from Primary Sources and Rubric 1: Gathering Evidence from Primary Sources. Although they work in groups, the students take notes and self-assess individually. Using their own copy of Blackline Master 1, the students make observations and inferences by analyzing the primary source photos and/or documents. Using their own copy of Rubric 1, the students self-assess their ability to gather information or evidence from primary sources.
4. Check in with each group by asking questions about their observations and inferences.
5. Have the students read the Student Backgrounders on the group they researched. They will read about different aspects of the daily life of the group they are studying including art or entertainment, clothing, family and community, food, housing, occupations, and transportation. Have them fill out Blackline Master 2: Gathering Evidence from Secondary Sources.

Part C – Tableaux

1. Choose one student from each of the five research roles to participate in each tableau group. The research groups include:
 - Songhees
 - Chinese working-class
 - Chinese middle/upper-class
 - White working-class
 - White middle/upper-class
2. Explain to the students that they will be creating and presenting three tableaux to the class. The tableaux will portray different aspects of their chosen role, and different aspects of their relationship with the other roles.

To create the three tableaux, have students think about the following questions:

- » What kinds of tension might there be between the characters?
- » What kinds of relationships would they likely have?
- » What settings might they be in together?

Example:

Downtown Victoria: A Chinese working-class tailor is kneeling. He is hemming trousers for a white upper-class man who has his nose in the air looking superior. A white working-class man swings a hammer on a sidewalk nearby. A Chinese middle-class merchant stands with authority outside his store looking at the white worker, while Songhees stands far apart from the rest.

3. Hand out Blackline Master 3: Tableaux Guiding Questions to each group and allow them time to create three tableaux.
4. The students fill out Blackline Master 4: Tableaux as they create and sketch their three tableaux. They explain their choice of character as well as the relationship with the other characters in the tableau. Also distribute Rubric 2: Assessing Tableaux. The students use this Rubric to self-assess. Allow time for groups to rehearse.

Differentiation:

Groups could create fewer or more than three tableaux.

Lesson Conclusion:

1. Each group performs their three tableaux to the class. If possible, the teacher or other classmates can photograph the tableaux to highlight the differences between the three scenes.
2. Alternatively, or in addition to the final assessment, when the students pose in their frozen tableau, the teacher or another student can play the role of a television reporter. The reporter unfreezes characters in the scene by touching their shoulder. The reporter can ask the unfrozen character questions, such as: “Who are you? What is going on in this scene? What are you feeling? What brought you to this moment? What do you think will happen next? What do you want the viewing audience to know about this event?” Each character responds to the reporter’s questions and then returns to position.

Assessment Options:

- As students research and take notes with their group members, circulate and provide feedback on the relevance of the evidence for each aspect of daily life. Encourage them to gather ample evidence to better understand lives in the past. Assess Blackline Masters 1, 2, and 4.
- Rubric 2: Assessing Tableaux
- Television Reporter: The student communicates their role with understanding.

Extension Activities:

- Students could rotate through all three research groups (Songhees, Chinese and White population) so they learn more information about the people living in Victoria during that time period.
- Invite students to write one caption that could address all of the tableaux if they were used on a single page in a textbook.
- To modify the activity, complete the tableaux as a class. Have the students work in small groups to create each tableau that the class planned together.

Additional Resources

The Critical Thinking Consortium:

Explain the Image – How to interpret photographs.

<http://tc2.ca/explainTheImage.html>

(1:56)

Victoria's Victoria

Website created by University of Victoria students on various topics / themes in Victoria's history.

<http://web.uvic.ca/vv/index.html>

Gold Mountain Quest

An interactive game that features a small mining town and the Chinese Canadians who lived and worked there. The game enables players to experience life as a Chinese Canadian youth in 1910 in the fictional town of Gold Mountain.

<http://ccs.library.ubc.ca/en/GMQ/play.html>

Pages from the Past

An interactive game that focuses on historical perspective through the values and life choices of four fictional Chinese characters from the 1850s to the 1940s. Students earn rewards by offering sound advice that is respectful of the historical realities and personal aspirations of each character.

<http://ccs.library.ubc.ca/game/index.html>

Video

Bonita Mar and Lena Lee

Bonita and Lena are granddaughters of Sam Wing Poy, the first owner of Loy Sing Guen, the oldest butcher shop in Victoria's Chinatown.

<http://learning.royalbcmuseum.bc.ca/pathways/tradition-felicities/watch/>

Reta Der, Corrinne Wong and Gerald Quan

Reta, Corrinne and Gerald are the children of Wan Quan, owner of Yee Lun Ark Kee, the only import-export business in Victoria's Chinatown from the late 19th Century to survive and prosper into the 20th Century.

<http://learning.royalbcmuseum.bc.ca/pathways/tradition-felicities/watch/>

Vancouver's Chinatown: Past, Present and Future

<https://www.youtube.com/watch?v=NRRqgXJG8b8>

(13:05)

Blackline Masters

Blackline Master 1

Gathering Evidence from Primary Sources

Blackline Master 2

Gathering Evidence from Secondary Sources

Blackline Master 3

Tableaux Guiding Questions

Blackline Master 4

Creating Tableaux

Gathering Evidence from Primary Sources

Name: _____ Role I am studying: _____

Document / Photo	Observations What do I see in the photo? What clues do I see/read in this document?	Inferences What does this suggest? It looks like... Maybe it's...Possibly it could be...

Gathering Evidence from Secondary Sources

Name: _____ Role I am studying: _____

Aspects of Daily Life	
Housing	
Food/Diet	
Clothing	
Transportation	
Arts/ Entertainment	

Aspects of Daily Life	
Leisure	
Religion / Spirituality	
Education	
Family and Community	
Occupations	

Tableaux Guiding Questions

Think about the following things as you create your tableau:

1. How can we use space effectively?
2. What is the best way to clearly communicate the message?
3. How can we show each character's sense of excitement, anticipation, suspense, tension, and other emotions with exaggerated facial expressions, gestures, and body position?
4. How do we freeze the action, rather than making the scene like a posed photo?
5. How can we show that the characters are positioned in a variety of levels (standing, kneeling, sitting, etc.)?
6. Tableau should answer the following questions:
 - Who are the characters?
 - Where are the characters?
 - Why did they come together?
 - What is happening to these characters and what will happen to these characters next?

Creating Tableaux

Name: _____ Role I am studying: _____

I. Sketch out your tableau:

2. Why did you choose this pose to illustrate the character you are playing?

3. How does this pose relate to what the other characters are doing in the tableau?

Assessment Rubrics

Rubric 1

Gathering Evidence from Primary Sources

Rubric 2

Assessing Tableaux

Gathering Information from Primary Sources

	Outstanding	Very Good	Competent	Basic	In Progress
Accurate and relevant details	A large number of relevant details that can be observed in the image are accurately identified, including less obvious details.	Many relevant details that can be observed in the image are accurately identified, including less obvious details.	A number of details are identified, but are limited to obvious details from the images.	Only a few of the most obvious details in the images are identified and not all are relevant or accurate.	Even the most obvious details from the image are not identified.
Plausible and imaginative inferences	Many varied and imaginative inferences are provided that are highly plausible.	Many plausible and sometimes imaginative inferences are provided.	A number of inferences that are generally plausible are provided, but may be the most obvious.	A few plausible inferences are provided, but most are obvious.	Very few if any plausible inferences that build upon the observations are provided.

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Assessing Tableaux

	Well Developed	Competent	Underdeveloped
Effective Communication	Elements included are purposeful and highly informative.	Some elements included are purposeful, while others are disjointed or unnecessary. Tableau is moderately informative..	Details are often disjointed or included randomly. Intentions are unclear and the meaning of the tableau is difficult to understand.
Identification of the qualities of the relationship between the roles presented	Shows an accurate understanding of the role portrayed and includes various elements of the relationship between the characters and /roles.	Shows adequate understanding of the role portrayed and addresses only some elements of the relationship between the characters and/ roles.	Shows lack of understanding of the role portrayed and very few of the elements of the relationship between the characters and /roles.

Grade 5

Lesson 3

Chinese Immigration Quest to BC



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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.

Images included in this lesson:

- Page 3: Chinese immigrants arrive at Vancouver International Airport
Image 41604, Vancouver Public Library
- Page 6: Immigration Office wall fragments with Chinese poems
Image 2001.41.1 courtesy of the Royal BC Museum and Archives
Image 2000.41.2 courtesy of the Royal BC Museum and Archives
Image 2000.41.3 courtesy of the Royal BC Museum and Archives

Lesson Plan

Theme

Decisions to immigrate to a new country have multiple causes and consequences. These causes and consequences can include both positive and negative, and both intended and unintended.

Focus Question

What caused increased immigration from China to Canada during 1853–1923 and 1947–1960, and what were the most important consequences of this immigration?

Activity / Task

Students explore the causes of immigration and compare them to the consequences Chinese immigrants encountered in Canada during 1853–1923 and 1947–1960.



Objectives

Students will be able to understand different causes and consequences involved in Chinese immigration to BC in the past and the consequences they experienced.

Learning Outcomes

Students will be able to explain multiples causes and consequence of Chinese immigration to BC and make recommendations based on their research.

Historical Thinking Competencies

- Understanding the motivations for Chinese immigration to Canada by demonstrating historical perspective taking and understanding the conditions that Chinese immigrants encountered upon arrival in Canada.
- Distinguishing causes from consequences; to understanding relationships between causes and consequences, such as unintended consequences; to keep an open mind while identifying consequences (i.e., recognizing both positive and negative consequences).

Core Competency Focus

- Critical Thinking: Question and investigate.

Lesson Preparation

Time Frame: Two to three classes

Teacher Backgrounder:

To familiarize yourself with Chinese Immigration to Canada, you may wish to read the following Historical Backgrounder:

- Chinese Immigration to Canada

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 5 Teaching Materials on the website

www.openschool.bc.ca/bambooshoots

- Computer and projector (if possible)
- Historical Backgrounder: Yip Sang and the Wing Sang Company
- Teacher Resource Package: Immigration Office Wall Poems
- Student Resource Package: Immigration 1853–1923
- Student Resource Package: Immigration 1947–1960
- Blackline Master 1:
Identifying Causes and Consequences
- Blackline Master 2:
Comparing Causes and Consequences of Immigration
- Rubric 1:
Assessing Causes and Consequences
- Rubric 2:
Comparing Causes and Consequences in Two Time Periods

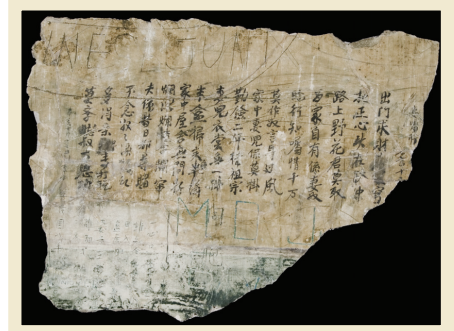
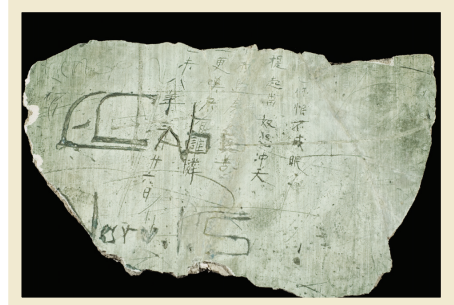
Vocabulary

immigration:
coming to live permanently in a foreign country

Lesson Sequence

The “Hook” (Suggested Introduction)

- Share the wall poems with students in one of the following ways:
 - print and display the posters in your classroom
 - print images of the wall fragments and pass them around to students
 - project the posters or images for the class
- Read the wall poems out loud to the class and either project the archival images of the wall poems, or pass the poster around the classroom.
- Ask the class what they think the poems mean. What is the tone of each poem?
- Tell the class that these poems were written by Chinese men who had just arrived in BC, by boat from China. When they arrived in Canada, some had to stay in an immigration building for weeks, sometimes months, to have their immigration papers processed. Show photos of men lined up at the immigration buildings.



Part A – Introduction to Immigration

- Ask the class if they or their parents or grandparents moved from a different country, or a different part of Canada to live in BC. If students have experienced this, discuss how they felt leaving their home of origin.
 - » Were they homesick?
 - » Were they excited?
 - » What were the reasons their family decided to leave their city or country? (This question might be sensitive for some students.)

2. Remind the students that daily life for any of their family members who immigrated in the past was different from daily life today. We need to consider people's attitudes, values, beliefs, and experiences at the time in which they lived to better understand what caused them to immigrate and the nature of the consequences of their immigration.
3. Read the story of Yip Sang, from the Historical Backgrounder, aloud to the class.
4. Chart the following on the board for student reference. With the class, make inferences as to the causes (reasons) Yip Sang left China for North America (e.g., war, poverty, parents died, gold rush, etc.). Identify the consequences (outcomes) of Yip Sang's immigration (e.g., too late for the gold rush, menial work, hired by CPR, etc.). Encourage students to identify the unintended consequences (e.g., didn't strike it rich in the gold fields, but he was hired by the CPR; made enough money to start a business; etc.). Ask the class if any of Yip Sang's intended reasons for coming to Canada worked out. (He did become wealthy, but not from the gold field; his wealth came from being a successful merchant.) Based on the students' speculations, mark the intended consequences with an I, the unintended consequences with a U, the positive consequences with a plus sign, and the negative consequences with a minus sign.

Yip Sang

Causes	Consequences
War	Too late for the gold rush (U-)
Poverty	Had to do menial work (U-)
Parents died	Hired by CPR (U+)
Gold rush	Started the Wing San Company importing and exporting goods (U+) Became wealthy eventually (I+)

5. Ask students: What did Yip Sang sacrifice when he came to Canada? (He had to leave home and family. He worked at menial jobs in San Francisco and Vancouver.)

6. Introduce the lesson question to students: How were the causes and consequences of immigration from China to Canada different and similar during the two time periods?
7. Have students review the events and classroom timeline from Lesson 1. Based on their research and presentations in Lesson 1, ask the class what events they think might have had an impact on why Chinese people immigrated to Canada (e.g., war, poverty in China, gold rush, building the CPR, the Exclusion Act, the Head Tax, the Repeal of the Exclusion Act in 1947, etc.)

Part B – Chinese Immigration in Two Time Periods

This activity uses various immigration stories and primary resources to get students to identify the causes and consequences of immigration during 1853–1923 and 1947–1960. Once they have done this, they will compare the time periods.

The student resource packages include immigration stories and primary sources.

- Student Resource Package: Immigration 1853–1923
 - Lee Mong Kow
 - CD Hoy
 - Fred Soon

- Student Resource Package: Immigration 1947–1960
 - Fred Mah
 - Gim Wong
 - May

Note: Some primary resources are specific to individual immigration stories.

- I. Divide the class in two groups according to the time periods: 1853–1923 and 1947–1960. Organize students into pairs or small groups. Have students choose, or assign an immigration story.

2. Distribute to the students the primary sources and immigration stories for the time period they are studying. Have the students identify possible motives or causes from immigration story and primary sources to determine related consequences. To do this, they will complete Blackline Master 1: Causes and Consequences.

Differentiation:

Students can choose one or more of the immigration stories in the time period to analyze.

Lesson Conclusion:

1. Ask students to compare and contrast the causes and consequences of immigration during 1853-1923 and 1947-1960. Their final assignment is to decide whether the causes and consequences of immigration in the two time periods were more similar or more different. They can record their assessment on Blackline Master 2: Comparing Causes and Consequences of Immigration.
2. Ask one member of each group or pair to form a new group or pair with someone who studied another time period. Students present their evidence, and inferences on possible causes and likely consequences to their new partner or group. They support each other by sharing their resources and notes, but they make their final assessment individually. Encourage the students to be independent-minded; they can make their own assessment, even if it is different from their partner's. There are no wrong answers as long as the students can support their conclusion with sufficient evidence to show how it is plausible.
3. Ask students to return to their original partnership or group to share their comparisons.

Differentiation:

Students can use additional stories and primary sources before coming to a conclusion about the differences and similarities in the causes and consequences of the two time periods.

Assessment Options:

- Rubric 1: Assessing Causes and Consequences
- Rubric 2: Comparing Causes and Consequences in Two Time Periods

Extension Activities:

- Invite students to interview relatives about their reasons for immigration or migration and to ask what the experience was like. (If discussing migration, students can ask: “Why did they change location within the city, province or country?”). Students report back about the causes they discovered during the family interviews.
- Students imagine that they are immigrants during the time period under study. They write a letter to someone in China describing what they hoped would have happened when they immigrated to BC, and what the outcome actually was.
- Invite a member of the Chinese community who has immigrated to Canada (or a new Canadian immigrant from another country) to your classroom to discuss her or his experience.
- Have the students engage in a U-debate on whether they would recommend that a Chinese person should immigrate to Canada.

Additional Resources

The Early Chinese Canadians 1858–1947:

<https://www.collectionscanada.gc.ca/chinese-canadians/021022-1100-e.html>

Heritage Minutes: The Building of the CP Railroad 1884

<https://www.historicacanada.ca/content/heritage-minutes/nitro>

Novel – The Bone Collector’s Boy by Paul Yee

This is an immigration story about a 14-year-old boy who immigrates to BC in 1907.

CBC Digital Archives: The Personal Impact of Racism

<http://www.cbc.ca/archives/entry/chinese-immigration-the-personal-impact-of-racism>

(1:53)

CBC Digital Archives: Chinese Immigrants Not Welcome Anymore

<http://www.cbc.ca/archives/entry/chinese-immigration-not-welcome-anymore>

(5:48)

Blackline Masters

Blackline Master 1

Identifying Causes and Consequences

Blackline Master 2

Comparing Causes and Consequences of Immigration

Identifying Causes and Consequences

Name: _____ Whose Story? _____

Primary Source Title of photo, newspaper story, or document	Causes What were the person's motives for immigrating to BC?	Consequences What actually happened? Mark the consequences with a + if it was positive, a - if it was negative and a U if it was unintended.

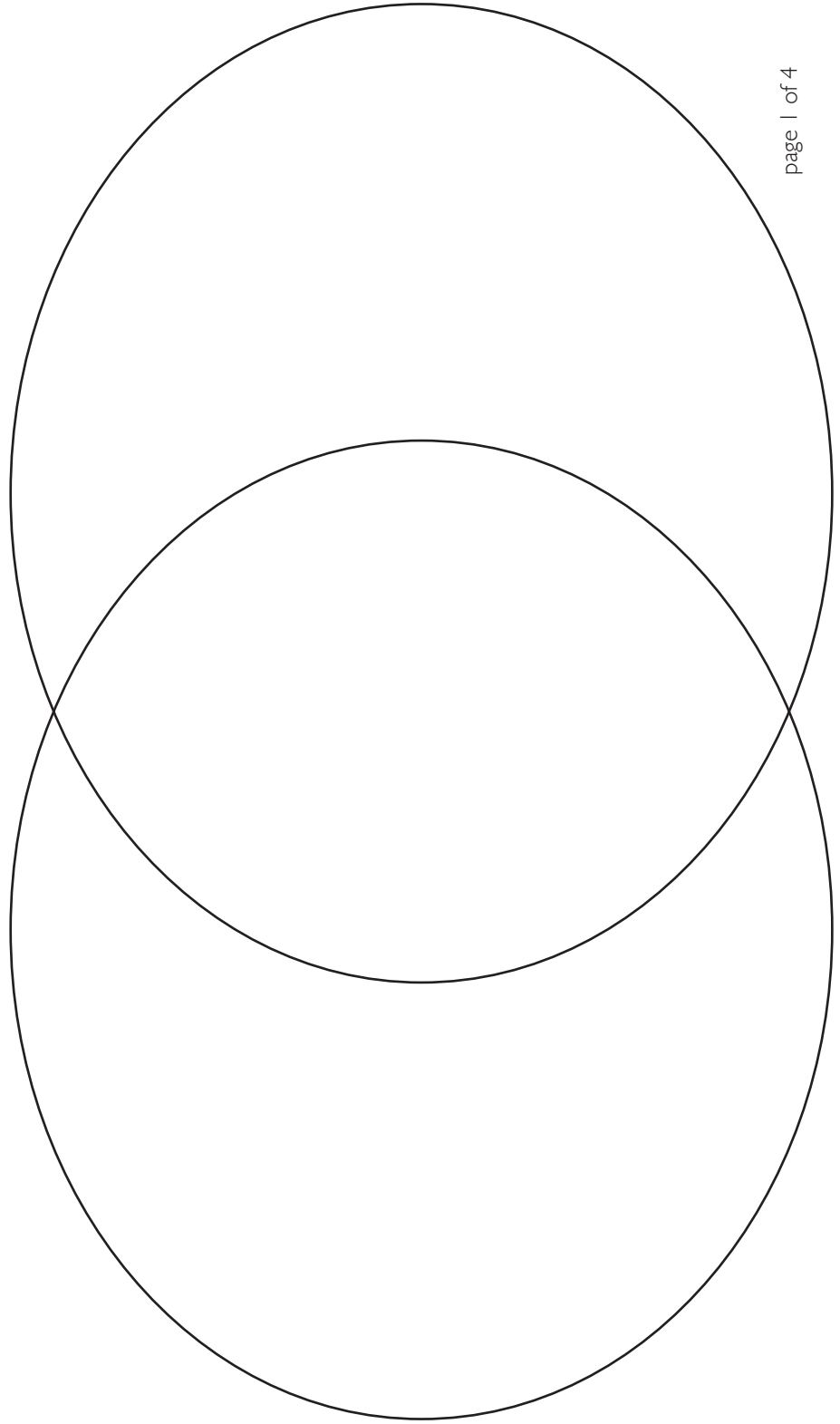
Comparing Causes and Consequences of Immigration

Name: _____

1. Fill in the following Venn diagram showing the causes of immigration in both time periods.

Causes of Immigration 1853-1923

Causes of Immigration 1947-1960



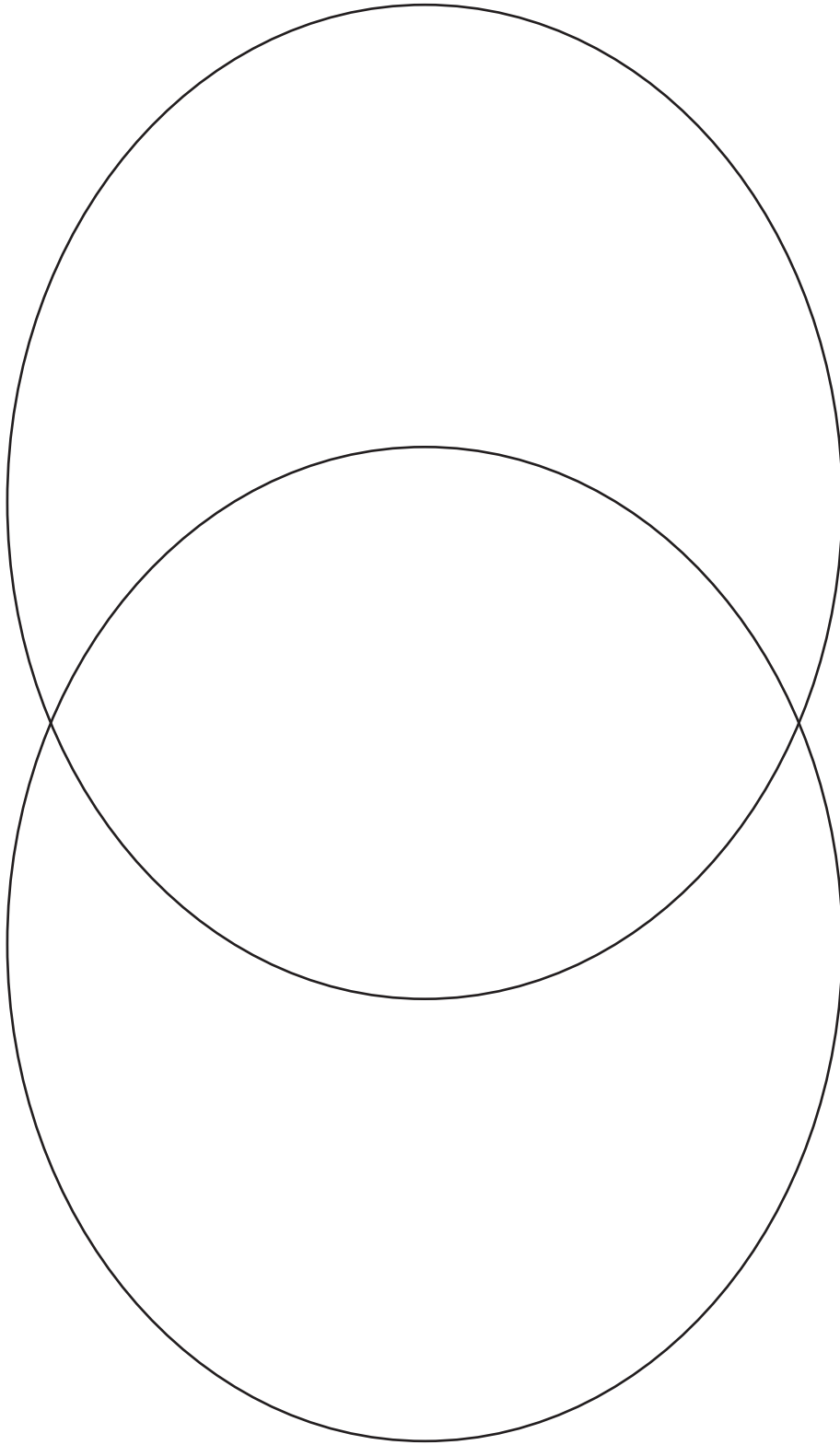
Circle the number that best represents how similar or different the causes of immigration were in the time two periods?

- 1
 - 2
 - 3
 - 4
 - 5
- Very Similar
Very Different

Explain:

2. Fill in the following Venn diagram showing the consequences of immigration in both time periods.

Consequences of Immigration 1853-1923 **Consequences of Immigration 1947-1960**



Circle the number that best represents how similar or different the consequences of immigration were in the two time periods?

1 2 3 4 5
Very Similar Very Different

Explain:

Assessment Rubrics

Rubric 1

Assessing Causes and Consequences

Rubric 2

Comparing Causes and Consequences in Two Time Periods

Assessing Causes and Consequences

	Outstanding	Competent	Basic	In-progress
Identifies important causes and consequences—including unintended consequences	Several causes and consequences beyond the most obvious have been identified, including unintended consequences.	Many important causes and consequences have been accurately identified, including unintended consequences.	Only the obvious causes and consequences have been identified, and there may not be a distinction between intended and unintended consequences.	Even the obvious causes and consequences may not have been identified, or the intended and unintended consequences may not have been understood.
Identifies relevant details from primary sources	Causes and consequences are supported by relevant and important details in the primary sources.	Causes and consequences are mostly supported by the relevant details in the primary sources.	Causes and consequences are somewhat supported by details in the primary sources, but the references are vague.	Causes and consequences are written without clear support from any sources.
Distinguishes between positive and negative consequences	All the positive and negative consequences are accurately identified.	Most of the positive and negative consequences are accurately identified.	Some positive and negative consequences are identified accurately, but some have been missed.	Very few positive and negative consequences are identified accurately and many have been missed.

Comparing Causes and Consequences in Two Time Periods

	Outstanding	Competent	Basic	In-progress
Accurate and relevant evidence in Venn diagrams	Accurate comparisons and relevant evidence are organized in the Venn diagrams and clearly support the explanations.	Most comparisons are accurate, and much of the evidence organized in the Venn diagrams is relevant and supports the explanations.	A few of the comparisons are accurate and some of the evidence organized in the Venn diagrams is relevant, but the comparison and evidence may not support the explanations.	There are inaccuracies in the comparisons in the Venn diagrams and the explanation is inadequately supported.
Plausible ratings of the two time periods	The ratings of the two time periods are plausible based on the available evidence.	The ratings of the two time periods are mostly plausible based on the available evidence.	The ratings of the two time periods are not entirely plausible given what is known about the two time periods.	The ratings of the two time periods are not plausible given what is known about the two time periods.

Grade 5

Lesson 4

Apologies for Past Wrongs



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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: Premier Christy Clark delivering the apology to BC's Chinese Canadians
Province of British Columbia, Formal Apology to Chinese Canadians,
Image I4007857328_31d70b63c2_o
- Page 14 (1): The Formal Apology from the BC Government to BC's Chinese Canadians, 2014
Province of British Columbia, Formal Apology to Chinese Canadians,
Image I4194520435_4609bdcb3d_o
- Page 14 (2): The Formal Apology from the BC Government to BC's Chinese Canadians, 2014
Province of British Columbia, Formal Apology to Chinese Canadians,
Image I4007911007_c20a030428_o

Lesson Plan

Theme

- Chinese Canadians faced discrimination and racism throughout BC's history, in a variety of ways.
- There are a variety of perspectives on whether current governments should be required to apologize for historical wrongs.

Focus Question

Should current governments take responsibility for historical wrongs?

Activity / Task

In this lesson the students will decide if present-day governments should take responsibility for historical wrongs against Chinese Canadians. The students will also consider the various ways in which governments can take responsibility for historical wrongs. This activity will conclude with a U-shaped discussion.



Objectives

Students will develop understanding of the ethical reasons why present-day governments are apologizing for past wrongs.

Learning Outcomes

Students will be able to make an ethical judgement on whether present-day governments should apologize for past wrongs, through developing arguments backed by evidence, identifying counter-arguments, taking a position, and engaging in discussion.

Historical Thinking Competency

- Making reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment).

Core Competency Focus

- Critical Thinking: Analyze and critique.
- Communication: Connect and engage with others.

Lesson Preparation

Time Frame: Two classes

Teacher Backgrounder:

For this lesson, you may want to familiarize yourself with injustices done to other groups (e.g., Residential schools, Japanese internment, etc.). See Additional Resources for more information.

Note: Although this lesson includes a mini-lesson on how to craft an argument, it would be beneficial for students to have knowledge and experience in forming an argument prior to this class.

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 5 Teaching Materials on the website

www.openschool.bc.ca/bambooshoots

- Time Shuffle game
- Historical Backgrounder:
BC Apology to Chinese Canadians for Historical Wrongs – 2014
- Blackline Master 1: BC Apology to Chinese Canadians
- Blackline Master 2: Stating a Position for U-shaped Discussion
- Blackline Master 3: Justifying and Reflecting on U-shaped Discussion
- Rubric 1: Self-assessment – Forming an Argument
- Rubric 2: Assessing a U-shaped Discussion

Vocabulary

discrimination:
unjust treatment of people based on race, age, or sex

racism:
prejudice or discrimination against people based on their race

Lesson Sequence

The “Hook” (Suggested Introduction)

1. Ask the students to consider an event that occurred in their life that they thought was unfair, or an event in which they were hurt, injured, or treated badly. Was an apology given? If so, how did it make them feel?
2. Tell the students to imagine the following: You won your school's speech contest and were asked to represent your school at the city-wide speech contest finals. But the organizers had provided your teacher with the wrong date, and you missed your chance to compete. You never heard from the organizers and were never offered an apology, explanation, or second chance. Ask the students these questions:
 - » How would this have made you feel?
 - » What would have been the appropriate response in this situation?
 - » Would an apology from the contest organizers have helped you feel better?
3. Inform the students that the federal and provincial governments have apologized for actions taken in the past that were deemed to be unfair (e.g., creation of Residential Schools, Japanese Internment during World War II, etc.). Also explain that both the federal and BC provincial governments have apologized to Chinese Canadians for wrongs committed in the past.

Part A – Making an Argument

- I. Tell the students that they will be creating arguments as to whether governments should or should not take responsibility for historical wrongs against Chinese Canadians.

Explain that there is a difference between arguing and making an argument. An argument is a claim supported by evidence. Arguments are used to change others' opinions or points of view, to bring about action, or to have others accept an explanation of an issue or problem.

In order to make an argument, the students need to:

- » **Make a claim:**
What do you believe to be true? What should or shouldn't be done?
- » **Use evidence to support the claim:**
What are the facts, examples, and observations?
- » **Identify counter-arguments:**
What might others say about your arguments? Where are the flaws or weaknesses in your argument?

Have the students practise making arguments with topics such as:

- junk food in the cafeteria
- video games
- skateboarding on school-grounds

Part B – Reviewing the Apology to Chinese Canadians

1. In groups, have the students consider the historical events that were unjust to Chinese Canadians. They will do this by reviewing the classroom timeline of events or by replaying the Time Shuffle game. Have the groups list events that have been hurtful or damaging to Chinese Canadians, or that are worthy of a government apology. The students will share their list of events with the rest of the class.
2. First in small groups, and then as a class, invite the students to provide as many answers as they can to the following question: What actions can governments take to make up for past wrongs?
 - official apologies
 - financial compensation to victims and families
 - education projects to raise awareness and prevent similar mistakes from happening again
 - memorials and commemorations to raise awareness
3. Hand out Blackline Master I: BC Apology to Chinese Canadians. This is the BC provincial government's apology given by Christy Clark in May 2014. Either read the apology to the class or show this CBC video clip of Premier Clark delivering the apology.

Chinese Community gets apology from BC for historical wrongs:

<http://www.cbc.ca/news/canada/british-columbia/chinese-community-gets-apology-from-b-c-for-historical-wrongs-1.2643938>

(1:49)

4. Ask the class the following questions and record the answers on the board.
 - » What reasons does the Premier offer for apologizing to Chinese Canadians?
 - » How does the Premier acknowledge the contributions by Chinese Canadians in her apology?

Explain to the students that when we judge actions and people in history we have to remain mindful of:

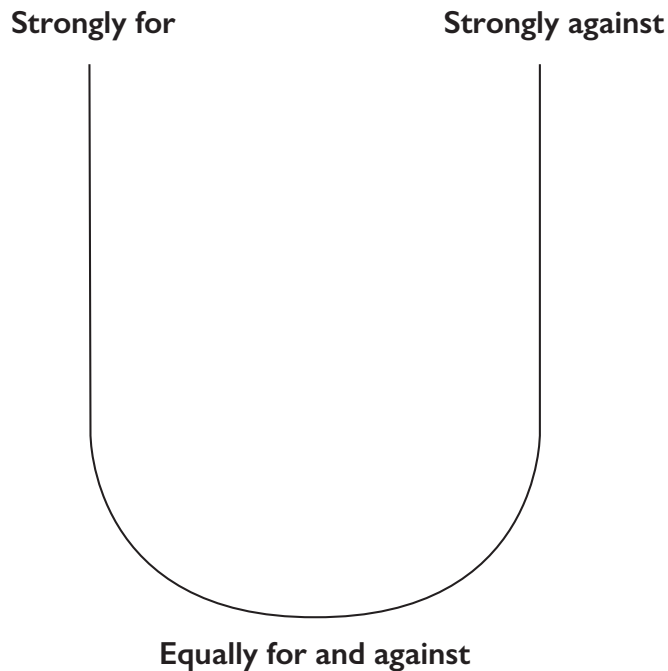
- What people thought and believed at the time.
- What we believe now.
- Our responsibility to remember injustices of the past and the legacy of these injustices today.

Part C – Taking a Position

1. Have the students take one of the following three positions on the issue of government responsibility for historical wrongs against Chinese Canadians:
 - The government should apologize for all past wrongs committed against Chinese Canadians and offer financial compensation to the victims and their families.
 - The government should apologize for some past wrongs committed against Chinese Canadians and offer to fund educational projects and memorial campaigns.
 - The government should not apologize for past wrongs committed against Chinese Canadians.
2. Have the students fill out Blackline Master 2: Stating a Position for U-shaped Discussion. Tell the students to create arguments in favour and against their position on whether governments should apologize for past wrongs against Chinese Canadians. The students gather evidence for their arguments from the timeline and activities from previous lessons. This enables them to consider the historical context and experiences of Chinese Canadians in BC's history.

Lesson Conclusion:

1. Arrange the students into a U-shape based upon their position in the argument. Those who are neither strongly for or against the argument should sit along the joining curve of the U-shape.



2. Have the students take part in a U-shaped discussion. Each side has a turn to argue their position and to suggest government action or inaction on the issue of historical wrongs.
3. After hearing the various positions and arguments, ask the students if they would change their position on the issue. The students may wish to physically move to a new position on the U-shaped continuum to indicate their changed position on the issue.
4. Have students complete Blackline Master 3: Justifying and Reflecting on U-shaped Discussion. The students end the lesson with a reflection on what they think is the most appropriate course of action for governments.

Assessment Options:

- Rubric 1:
Self-assessment – Forming an Argument
- Rubric 2:
Assessing U-shaped Discussion

Extension Activities:

- The students write a letter to their Member of Parliament expressing an argument for or against government action on historical wrongs.
- The students examine or compare the memorialization of other groups' contributions and/or hardships or struggles to that of Chinese Canadians. For example, they can compare Canadian First Nations, Indo-Canadians, and Japanese Canadians to Chinese Canadians.

Additional Resources

Where are the Children?

Healing the Legacy of the Residential Schools

<http://wherearethechildren.ca/>

Statement of Apology to Former Students of Indian Residential Schools

<https://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649>

CBC Television:

Japanese Canadians: The Long Journey Home

<http://www.cbc.ca/player/Digital+Archives/War+and+Conflict/Second+World+War/Japanese-Canadian+Internment/ID/1415158429/>

(Video 9:15)

Internment and Redress: Japanese Canadians

<http://www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies11.pdf>

The 7 C's of Argumentation

http://www.uen.org/core/languagearts/writing/downloads/7C_argumentation.pdf

Blackline Masters

Blackline Master 1

BC Apology to Chinese Canadians

Blackline Master 2

Stating a Position for U-shaped Discussion

Blackline Master 3

Justifying and Reflecting on U-shaped Discussion

BC Apology to Chinese Canadians

Today we express our sorrow and regret for historical provincial government practices that were once considered appropriate. While the governments which passed these laws and policies acted in a manner that was lawful at the time, today this racist discrimination is seen by British Columbians—represented by all members of the legislative assembly—as

unacceptable and intolerable. We believe this formal apology is required to ensure that closure can be reached on this dark period in our province's history. The legislative assembly's apology today signifies our deepest regret for the hardship and suffering our past provincial governments imposed on Chinese Canadians.

The entire Legislative Assembly acknowledges the perseverance of Chinese Canadians that was demonstrated with grace and dignity throughout our history while being oppressed by unfair and discriminatory historical laws.

Moreover, we acknowledge the overwhelming contribution by Chinese Canadians to British Columbia's culture, history and economic prosperity.

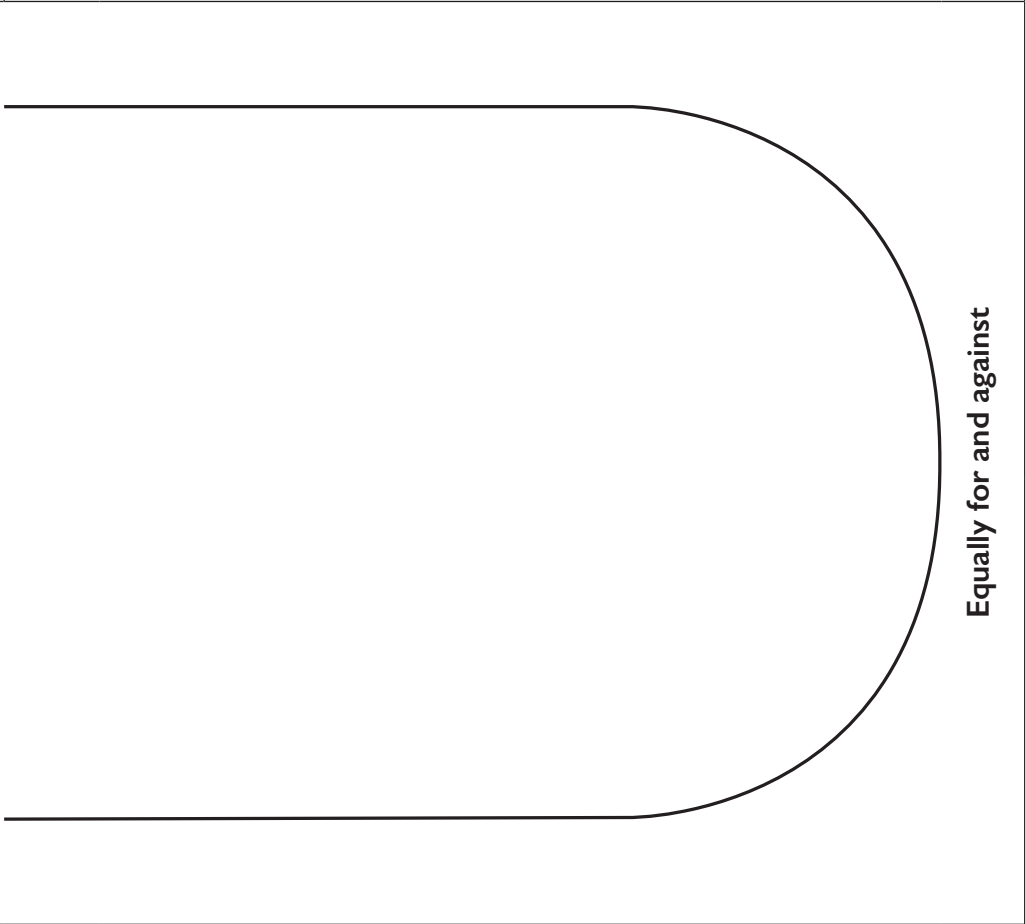


On behalf of the Province of British Columbia, and on behalf of the entire legislative assembly, we sincerely apologize for the provincial government's historical wrongs. We are sorry for the discriminatory legislation and racist policies enacted by past provincial governments. We will ensure that this never happens again.

Stating a Position for U-shaped Discussion

Initial position: Where along the U-shaped continuum did you first place yourself?

<p>Strongly for</p>	<p>Strongly against</p>
<p>Explain the reasons for your initial choice:</p>	



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Justifying and Reflecting on U-shaped Discussion

Name: _____

Interesting arguments: What two arguments from classmates caused you to wonder about or rethink your position?

Position on the U-shaped Continuum:	Position on the U-shaped Continuum:
Reasons:	Reasons:

Final Position: Did you change your position on the U-shaped continuum? In which direction did you shift? What caused you to make this shift? If you did not shift along the continuum, what additional arguments or evidence reinforced your position and caused you to stay with your original position?

<input type="checkbox"/> I changed my position. <input type="checkbox"/> I did NOT change my position.	Reasons for remaining in the same position or for changing my position:
---------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

Justification for your final position: List the three most powerful reasons that support your final position on the issue.

Reason 1:

Reason 2:

Reason 3:

Reflection

In your opinion, what is the most appropriate course of action for governments to address historical wrongs?

Assessment Rubrics

Rubric 1

Self-Assessment – Forming an Argument

Rubric 2

Assessing U-shaped Discussion

Self-Assessment – Forming an Argument

	Exemplary	Accomplished	Developing	Beginning
I made a claim and used facts and evidence to support my claim to form a strong argument.	4	3	2	1
I developed strong arguments for and against my position.	4	3	2	1
I provided strong reasons to justify my final position.	4	3	2	1

Assessing U-shaped Discussion

Use the following scale to score student performances:

4 = Sophisticated Understanding

3 = Extensive Understanding

2 = Basic Understanding

1 = Partial Understanding

N/A = Not Demonstrated

Background Knowledge	Open-mindedness	Reasoned Judgment
<ul style="list-style-type: none"> accurate use of relevant facts 	<ul style="list-style-type: none"> open to considering a variety of views willing to rethink view and position based on new evidence or arguments 	<ul style="list-style-type: none"> uses evidence to reach an informed decision considers criteria when making a decision.
4 3 2 1 N/A	4 3 2 1 N/A	4 3 2 1 N/A

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Grade 5

Lesson 5

Places of Historical Significance in BC
for Chinese Canadians



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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: Harling Point Cemetery, Victoria, BC
Gordon Pritchard

Lesson Plan

Theme

Places can hold significance for cultural groups both in the past and in the present.

Focus Question

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

Activity / Task

Students select five places that are historically important to Chinese Canadians from the Heritage BC website or from their own ideas. Students also evaluate the extent to which these local places are historically significant for Chinese Canadians in BC. Finally, students create a commemorative design to memorialize the one place that had the most historical significance for Chinese Canadians.



Objectives

Students will be able to select places that they deem as important to Chinese Canadians' history and create a memorial to commemorate Chinese Canadians.

Learning Outcomes

Students will be able to recognize and explain important features of various local places in order to elaborate on the Chinese Canadian experiences, contributions, and struggles in the development of BC.

Historical Thinking Competency

- Speculating about the significance of places to a group of people in the past and present.
- Making judgments of significance using criteria.

Core Competency Focus

- Communication: Acquire, interpret, and present information.
- Personal Awareness and Responsibility: Valuing diversity.

Lesson Preparation

Time Frame: Two to three classes

Teacher Backgrounder:

In preparation for the lesson introduction, gather images of memorials (e.g., Canadian National Vimy Memorials and Monuments, Tomb of the Unknown Soldier, Totem Poles, Terry Fox Memorial, etc.). As well, gather or take photos of various kinds of memorials in your local community or region (e.g., cenotaphs, statues, tombstones, plaques, parks, etc.).

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.

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 5 Teaching Materials on the website www.openschool.bc.ca/bambooshoots

- Photos of monuments / memorials
- Poster paper, pencils, felt pens, rulers, computers, etc. for the memorial design
- Computer/projector (optional)
- *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>

Vocabulary

memorialize:
to do or create something that causes people to remember

monument:
something built in memory of a person or event

commemorate:
serve as a memorial or reminder of a person or an event

- Blackline Master 1:
Considering Places of Historical Significance for Chinese Canadians in BC
- Blackline Master 2: Creating a Memorial
- Rubric 1: Assessing Commemorative Design

Lesson Sequence

The “Hook” (Suggested Introduction)

1. Project, or hand out, images of the memorials in your community or region that you gathered prior to the class. Ask the students these questions:
 - » Have they ever seen these memorials?
 - » If so, what were their reactions or thoughts?
2. Ask the class what they think are the purposes for memorials. Building on student responses, explain that memorials help us remember something—usually a person or an event. Memorials can include sculptures, statues, fountains, gravestones, memorial plaques, or parks. Online memorials are also becoming popular.
3. Ask the students these questions:
 - » What elements make a memorial effective (e.g., materials used, designs, and words)?
 - » How do we determine the value of a memorial (e.g., visual appeal, style, materials used, how well it reflects a particular period in history)?
 - » Is the location of a memorial important?

Part A – Determining Significance of Historic Places

- I. Explain to the class that Heritage BC asked the public to nominate historic places that are significant to the Chinese community and the history of BC. The nomination closed in February, 2015. 138 nominations were received from the public, representing 77 distinct historic places in BC.

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 well the place reflects a particular period in history.
- **Historic Value:**
The significance of the place in past events; the age of the place; the activities, people and traditions associated with the place; how well the place evokes a memory of the past.
- **Scientific Value:**
The 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:**
The place has religious or spiritual meaning for a community, or a group of people (such as burial sites or cemeteries).

2. If possible, project the Heritage BC interactive map, to show students the 77 historic sites (with descriptions) that were nominated by people across the province. If you are not able to project the map, read the names and descriptions of some of the historical sites to the class, or print copies of this information for the students.

Ask the students if there are any historic sites in their communities that are significant to Chinese Canadians in their communities but that are not on the list.

3. Work with the students to establish appropriate criteria for deciding what makes a place significant or present the criteria listed below. Present the following questions and record the students' answers on the board:

Assigned or Inherent Importance:

- » What makes this particular place significant?
- » Does it have historic, social/cultural, aesthetic, and/or spiritual value to the community?

Influential:

- » What impact or influence did this place have on the Chinese community and the community as a whole?
- » Influence can be assessed on three scales:

Magnitude: How deeply felt or profound is the influence?

Scope: How widespread or dispersed is the influence?

Duration: How long lasting are the effects?

Instrumental or Strategic Value:

- » What was the purpose for this place?
- » Did it achieve its purpose?
- » How is the place important to the community?

4. As a class, choose one historic place from the Heritage BC map. Apply the criteria to determine whether the place would be a good choice for a monument or memorial. Record the assessment of the criteria on the board. Use a five-point scale.

Name of Historical Place	Not important influential/valued \longleftrightarrow Very important influential/valued				
Assigned or Inherent Importance	1	2	3	4	5
Influential	1	2	3	4	5
Instrumental or Strategic Value	1	2	3	4	5

5. Have the students select five places they would like to research further. They can choose from the places listed on Heritage BC's website or come up with places of their own that are historically significant to Chinese Canadians.
6. The students conduct research on the five historic places they chose. They can use the information given on the Heritage BC website, on the Heritage BC Map and/or in the nomination report. They also conduct their own additional web research.

The students fill out Part A of Blackline Master I: Considering Places of Historical Significance for Chinese Canadians in BC to become familiar with the historic place.

7. Once the students have filled in Part A of Blackline Master I, they complete Part B. In Part B, the students rate each historic place based on the following criteria:
- » assigned or inherent importance
 - » influential
 - » instrumental or strategic value

Once they have rated each place based on the criteria, they can determine the total rating score for each place and identify which place had the highest

score. In this way, they determine which of the five places they selected is most significant, in their opinion.

8. At the end of Blackline Master 1 – Part B, the students write a two- or three-sentence *Statement of Significance* for the place they found most significant.

Statement of Significance: This is a statement that explains what the historic place is and why it is important. The Statement of Significance identifies key aspects of the place that are historically significant to the community.

9. Students present their Statement of Significance and the score from their Blackline Master 1 – Part B to the class (or to small groups).

Part B – Designing a Memorial

1. Ask the students these questions:
 - » What makes a memorial powerful?
 - » How does a memorial move us?
 - » How does a memorial make us think?
 - » How does a memorial help us remember?

Discuss with the students the criteria used to assess the power of a memorial design: clearly recognizable features, captures important features, and aesthetically pleasing.

2. Have the students fill in Blackline Master 2: Creating a Memorial to explore the significant place in Chinese Canadian history in BC that they researched earlier, and wrote about in their Statement of Significance.
3. When the students have completed Blackline Master 2, distribute poster paper and other materials for the students to design their memorials. The students could also design their memorial on a computer. They can capture their memorial design as a visual symbol or a written statement. Also, distribute Rubric 1: Commemorative Design for the students to reference.

Differentiation:
Students could work individually or in partners.

Lesson Conclusion:

1. The students will share their memorial designs with the class.
2. Post the designs in the classroom. Invite parents, the principal, and/or other classrooms in the school to walk around the gallery of designs and ask questions of the memorial designers.

Assessment Options:

- As the students do their research, circulate and provide feedback on their use of the criteria to rank the relevance of historic places. Encourage them to gather ample information to support their score.
- The students self-assess their Statement of Significance. Does the statement explain why the place is significant to Chinese Canadians? Does the statement acknowledge the significance of places to the Chinese Canadians? Based on their answers to these questions, students use a five-point scale to self-assess.
- Rubric 1: This rubric applies to the commemorative design. It consists of assessing whether the features are clearly recognizable, capture important features, are aesthetically pleasing, etc.

Extension Activities:

- The students could build a model of their monument or memorial.
- They could create an itinerary for a multiple-day tour. The itinerary would include a map, so that visitors can visit the five places that the students researched.
- Further questions to discuss:
 - » Bring up different times in history and ask this question about each time in history: What place would Chinese Canadians select as the most significant or meaningful at that time?
 - » What cultural elements of everyday life helped Chinese Canadians connect to their heritage?
- Go on a field trip to visit one or two places of significance for Chinese Canadians in your community.

Blackline Masters

Blackline Master 1

Considering Places of Historical Significance for Chinese Canadians in BC

Blackline Master 2

Creating a Memorial

Considering Places of Historical Significance for Chinese Canadians in BC

Complete Parts A and B

Name: _____

Part A

Historical Place	Describe the historical place (e.g., building, place of worship, monument, park, cemetery, etc.)	In what ways was this place significant to the Chinese community?	Describe the value of this historical place? (i.e., aesthetic, historic, scientific, cultural/social, and spiritual)
1.			
2.			

Historical Place	Describe the historical place (e.g., building, place of worship, monument, park, cemetery, etc.)	In what ways was this place significant to the Chinese community?	Describe the value of this historical place? (i.e., aesthetic, historic, scientific, cultural/social, and spiritual)
3.			
4.			
5.			

Part B – Rate the Historical Place out of Five

For each historical site, pick a score for each criteria listed in the columns. Circle the scores you choose. Add the scores for each row and put the total score in the last column.



Historical Site	Assigned or Inherent Importance	Influential	Instrumental or Strategic Value	Total Score
1.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
2.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
3.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Historical Place with Highest Score: _____

Statement of Significance: _____

Creating a Memorial

Historical Place: _____ Name: _____

Step 1: Plan the memorial.

Why is this place worth remembering?

Which of the following purposes will your memorial serve?
Select all that apply.

- Change the way people usually think about the subject
- Suggest a lesson to be learned
- Help people remember
- Inspire action on a contemporary issue
- Any other purpose you can think of _____

What would you like people to feel or think about when they see your memorial?

Who will your audience be?

What story do you want to tell?

In what ways might your memorial upset some people or cause controversy?

Step 2: Design the memorial.

Where should your memorial be displayed? What is the exact location?

What would be the best materials to use if the memorial were built?

What words or quotations might be inscribed on the memorial?

What should the memorial be called?

How will the memorial convey your chosen message or lesson, if any?

How will the design achieve your purpose?

Assessment Rubrics

Rubric I

Assessing Commemorative Design

Assessing Commemorative Design

	Outstanding	Well Developed	Competent	In-progress
Recognizable Images	All images are recognizable.	Most, but not all, images are recognizable.	Some images are recognizable.	Very few images are recognizable.
Important Features	The most important aspects of the place are represented in the design.	Many, but not all, important aspects of the place are represented in the design.	Some important aspects of the place are represented in the design.	Very few aspects of the place are represented in the design.
Visually Appealing	The design is arranged in an effective and visually pleasing manner.	Most elements of the design are arranged in an effective and visually pleasing manner.	Some elements of the design are interesting, but other aspects disrupt the effect.	The design appears to be cluttered and unappealing.
Evocative Images	The images are powerful and express the significance of the place.	Many of the images express the significance of the place.	The images marginally communicate the significance of the place.	Very few images, if any, communicate the significance of the place.