

Grade 5

Lesson 1

Important Historical Events 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: 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

Lesson Plan

Theme

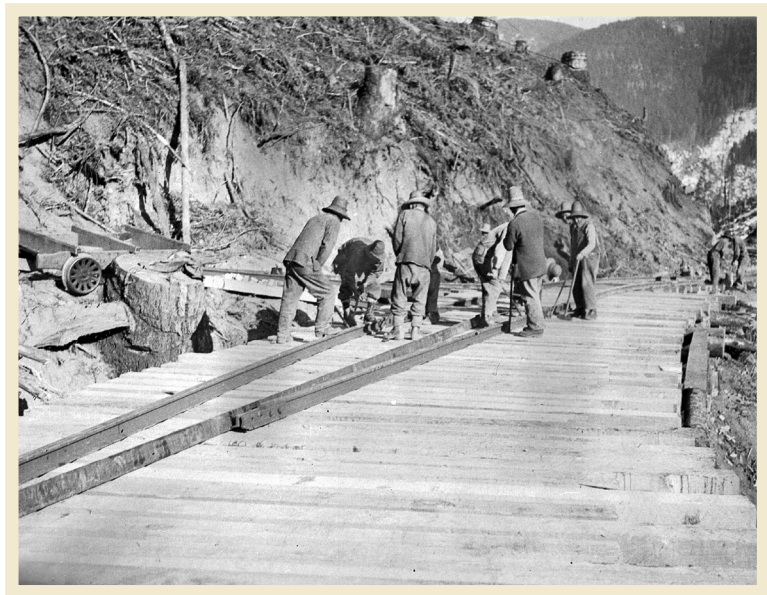
Events in Chinese Canadian history in BC are significant and worthy of study.

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.

4. 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.



5. 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:

1. 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.
2. 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?
3. 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:

Assessment 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
Notable At the time, was the event or person recognized as being important? How long did the event continue or the person continue to have an impact?	1	2	3	4	5
Evidence:					
Impact Was the impact deeply felt? How widespread was the impact? Was the impact short-term or long-term?	1	2	3	4	5
Evidence:					
Remembered To what extent has the event or person been remembered or memorialized?	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
The description of the historical event is accurate and comprehensive.	The description of the historical event is accurate and provides considerable evidence to demonstrate historical significance.	The description of the historical event is mostly accurate and provides much evidence to demonstrate historical significance.	The description of the historical event is somewhat accurate and provides some evidence to demonstrate historical significance.	The description of the historical event is not always accurate and little evidence is provided to demonstrate historical significance.
There is adequate evidence to support historical significance.	More than enough evidence is provided to support historical significance.	Much evidence is provided to support historical significance.	Enough evidence is provided to support historical significance.	Not enough evidence is provided to support historical significance.