

Grade 5

Lesson 2

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



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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: Chinatown Arch, Victoria, 1882
Image A-05978 courtesy of the Royal BC Museum and Archives
- Page 7: Cyclists, Fort Street, Victoria, 189-
Image H-02523 courtesy of the Royal BC Museum and Archives

Lesson Plan

Theme

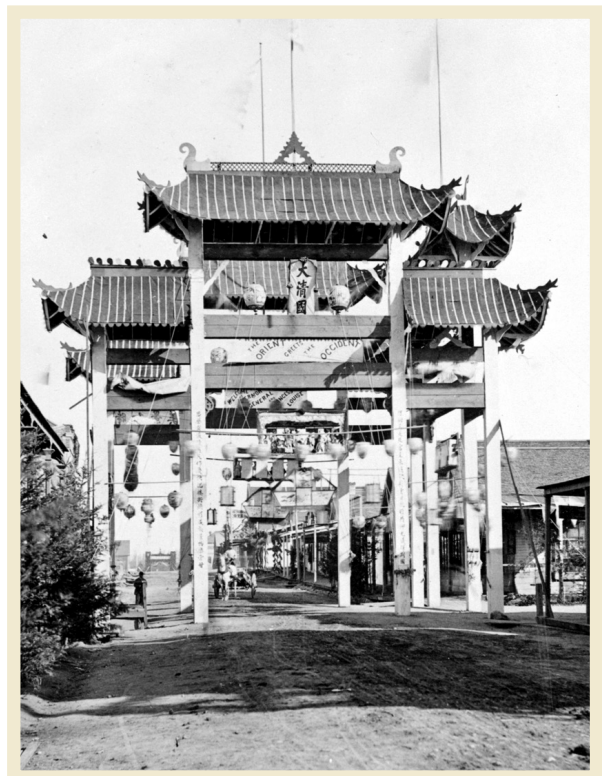
Investigating the various aspects of the daily lives of Chinese Canadians helps us better understand our heritage in BC.

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:**

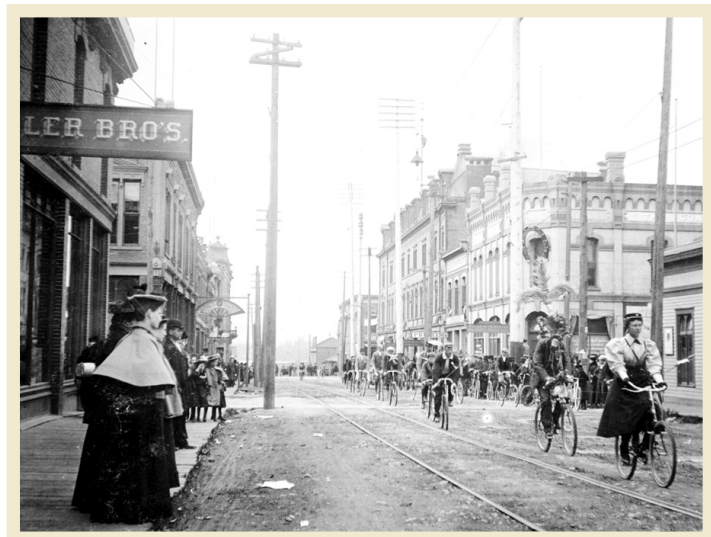
Ask students what they see in the photo.

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.

