

Grade 5

Lesson 3

Chinese Immigration Quest to BC



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A full list of contributors to *Bamboo Shoots: Chinese Canadian Legacies in BC* can be found at www.openschool.bc.ca/bambooshoots.

Images included in this lesson:

- Page 3: Chinese immigrants arrive at Vancouver International Airport
Image 4I604, Vancouver Public Library
- Page 6: Immigration Office wall fragments with Chinese poems
Image 2001.4I.1 courtesy of the Royal BC Museum and Archives
Image 2000.4I.2 courtesy of the Royal BC Museum and Archives
Image 2000.4I.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 multiple 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

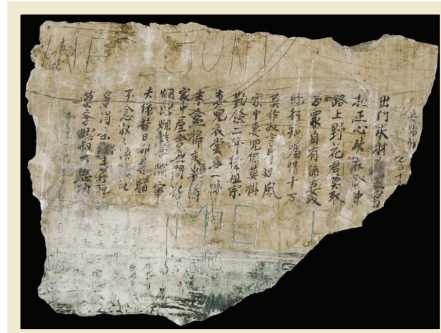
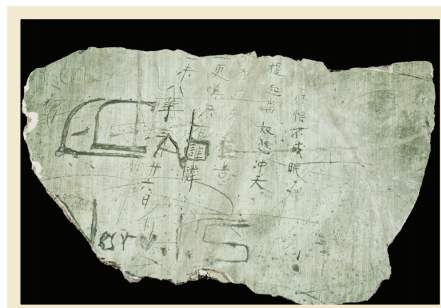
Vocabulary

immigration:
coming to live
permanently in a
foreign country

Lesson Sequence

The “Hook” (Suggested Introduction)

1. 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
2. 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.
3. Ask the class what they think the poems mean. What is the tone of each poem?
4. 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

1. 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.

1. 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.

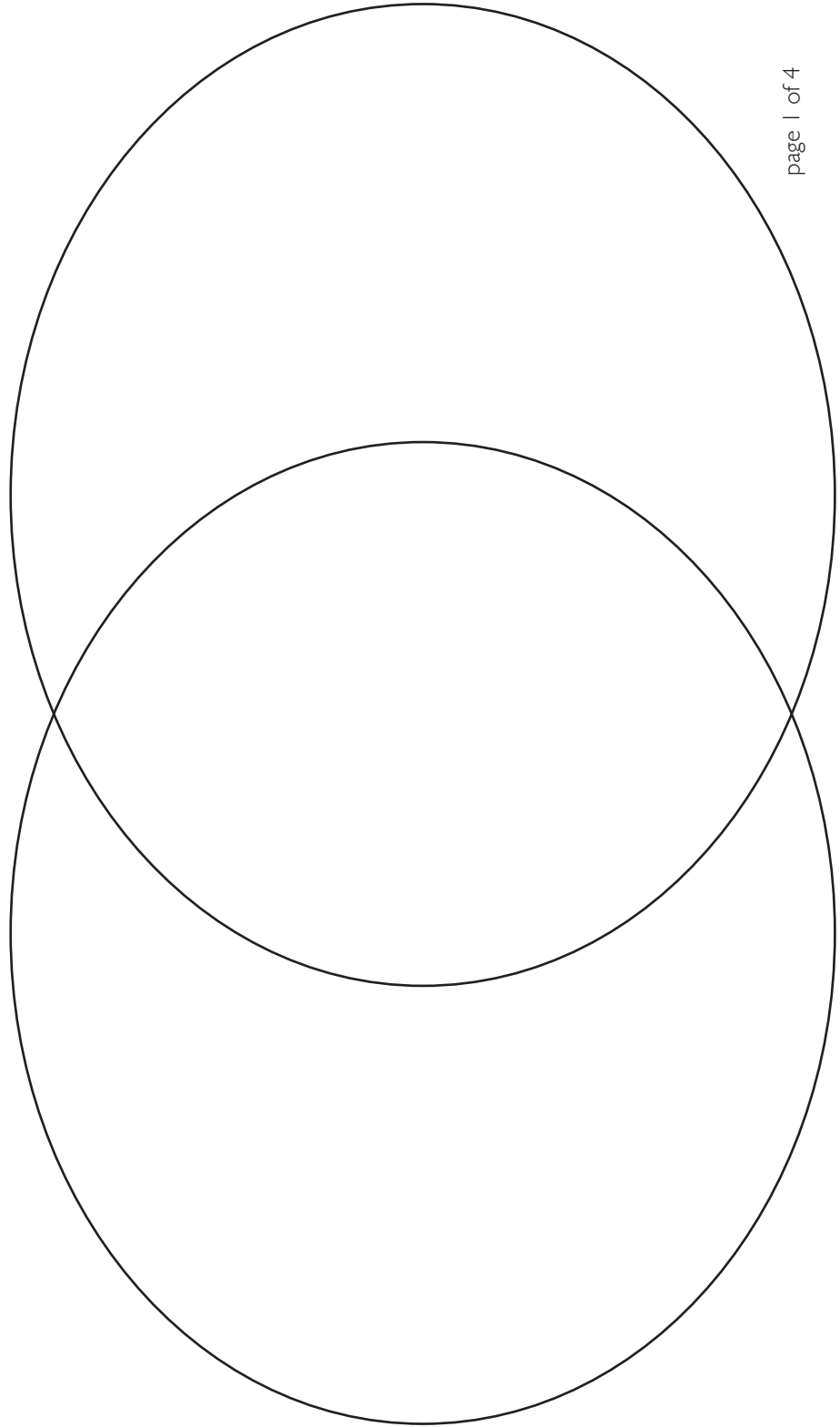
Comparing Causes and Consequences of Immigration

Name: _____

- I. 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



page 1 of 4

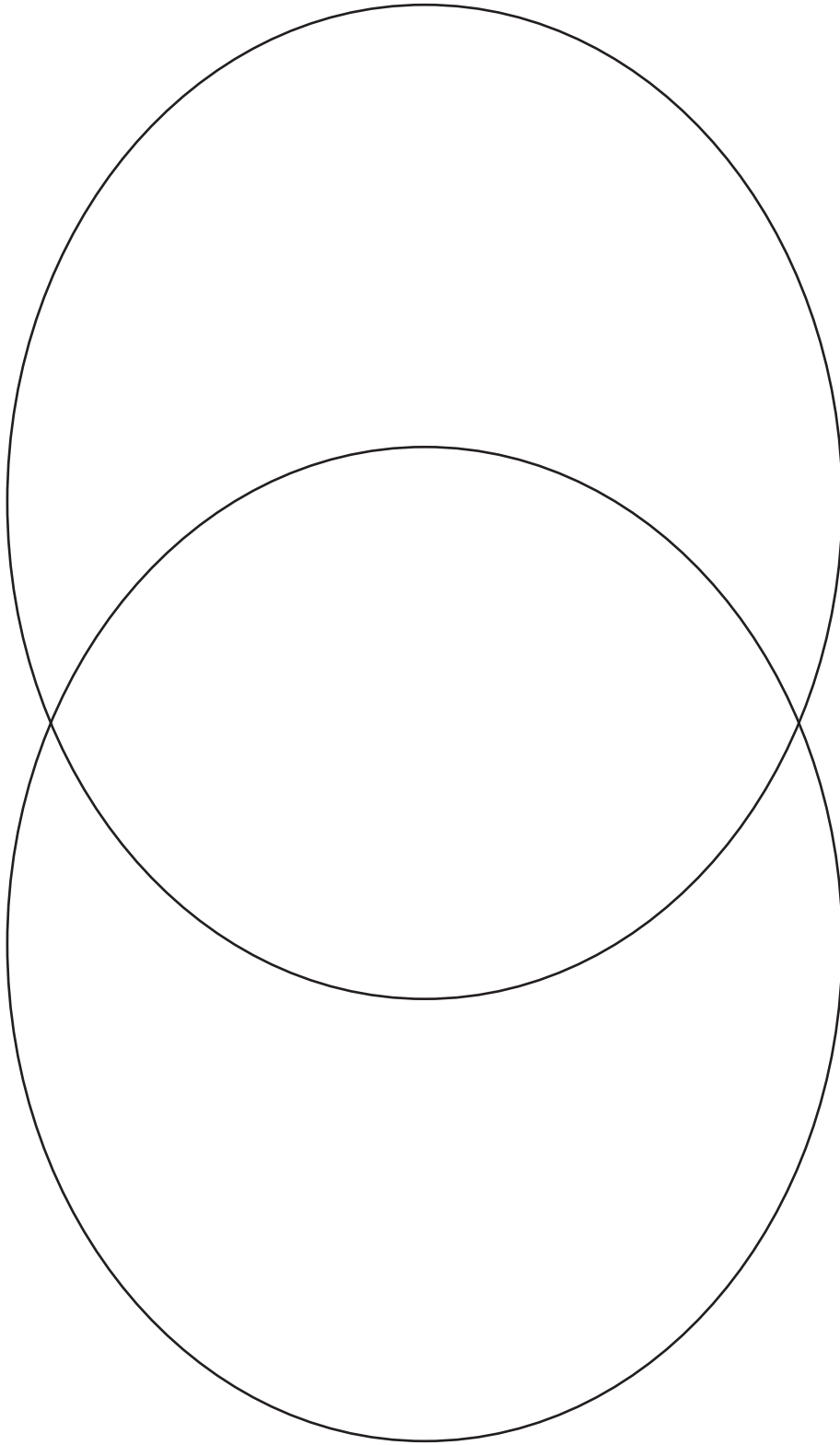
Circle the number that best represents how similar or different the causes of immigration were in the time two periods?

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**



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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.