

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](http://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](http://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.			

<b>Historical Place</b>	<b>Describe the historical place</b> (e.g., building, place of worship, monument, park, cemetery, etc.)	<b>In what ways was this place significant to the Chinese community?</b>	<b>Describe the value of this historical place?</b> (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: \_\_\_\_\_

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## Creating a Memorial

Historical Place: \_\_\_\_\_ Name: \_\_\_\_\_

### Step 1: Plan the memorial.

Why is this place worth remembering?

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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?

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Who will your audience be?

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What story do you want to tell?

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

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**Step 2: Design the memorial.**

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

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

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What words or quotations might be inscribed on the memorial?

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What should the memorial be called?

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

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How will the design achieve your purpose?

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# Assessment Rubrics

## Rubric I

### Assessing Commemorative Design

## Assessing Commemorative Design

	Outstanding	Well Developed	Competent	In-progress
<b>Recognizable Images</b>	All images are recognizable.	Most, but not all, images are recognizable.	Some images are recognizable.	Very few images are recognizable.
<b>Important Features</b>	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.
<b>Visually Appealing</b>	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.
<b>Evocative Images</b>	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.